AN EVALUATION OF THE ADVANCED DIPLOMA IN PUBLIC ADMINISTRATION (ADPA) AND THE ADMINISTRATIVE MANAGEMENT TRAINING COURSE (AMTC) OFFERED IN THE DEPARTMENT OF PUBLIC ADMINISTRATION, AHMADU BELLO UNIVERSITY - ZARIA

BY

MAGDALENE AVAN NKOM (MRS)

A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF PUBLIC ADMINISTRATION (MPA)

DEPARTMENT OF PUBLIC ADMINISTRATION

FACULTY OF ADMINISTRATION AHMADU

BELLO UNIVERSITY, ZARIA

MARCH, 1987

D E C L A R A T I O N

I hereby declare that this thesis is an original work of mine and that it was not copied from any past research work. I also declare that both published and unpublished articles directly used for this research have been duly acknowledged. Any errors in the text are entirely my own.

Signed _____

MAGDALENE AVAN NKOM (MRS)

Date 14-12-87

The above declaration is confirmed.

Supervisor _____

E.A.O. OYEYIPO

Date 18-12-87

C E R T I F I C A T I O N

This thesis entitled, AN EVALUATION OF THE ADVANCED DIPLOMA IN PUBLIC ADMINISTRATION (ADPA) AND THE ADMINISTRATIVE MANAGEMENT TRAINING COURSE (AMTC) OFFERED IN THE DEPARTMENT OF PUBLIC ADMINISTRATION, AHMADU BELLO UNIVERSITY - ZARIA, by MAGDALENE AVAN NKOM (MRS) meets the regulations governing the award of the degree of MASTER IN PUBLIC ADMINISTRATION of AHMADU BELLO UNIVERSITY, and is approved for its contribution to knowledge and literary presentation.

_____

Chairman, Supervisory Committee Date _____

_____

Member, Supervisory Committee Date _____

_____

Head of Dept., Public Administration Date _____

_____

Dean, Postgraduate School Date _____

D E D I C A T I O N

This work is in memory of my late Father, DARUSA KAZAH, who put me in school at a time when girls' education was viewed sceptically, and to my mother AYANGSIDI KAURA who has continued to give me all the moral support a daughter deserves.

ACKNOWLEDGEMENT

That this thesis is successfully completed depended on guidance, cooperation and the devotion of a number of people.

My sincere gratitude goes to my Supervisor, Mr. E.A.O. Oyeyipo whose fatherly advice, patience and deeply felt concern contributed immensely towards the completion of this work. My very special gratitude goes to my husband, Dr. A. A. Nkom whose tremendous scholarly advice and encouragement made the completion of this work a reality. I am grateful to Dr. S.M. Ngu for his guidance in polishing this work. My appreciation also goes to Dr. A. Braimah and Dr. E.A. Okwoche who assisted at the formative stages of this work. To Mr. M.A. Sheyin and Mr. C.U. Yatai who helped in the distribution and retrieval of the questionnaires from respondents, I owe my gratitude.

I shall ever remain grateful to the respondents who spared their valuable time to fill the questionnaire and made the completion of this research possible.

My gratitude goes to my sponsors, the Ahmadu Bello University and the Kaduna State Government for granting me sponsorship during the course work.

My sincere thanks and appreciation go to my children, Junior, Turai, Murna, Boman and Bala, who during the course of this research were deprived of motherly care. Finally, I am most grateful to Mr. Andrew J. Ndah who typed this script.

A B S T R A C T

This thesis is an appraisal of the two middle level manpower training programmes, the Advanced Diploma in Public Administration (ADPA) and the Administrative Management Training Course (AMTC) offered by the Department of Public Administration in the Institute of Administration, Ahmadu Bello University, Zaria. The need to appraise these programmes arose from the realisation that these programmes were begun as crash programmes to train staff for the newly created States by the Gowon regime first in 1967 when the total number of States in the Country rose from 4 to 12 and in 1972 when the States were increased to 19.

Since 1968 and 1973 when these programmes had their first graduates respectively, no study has been undertaken to evaluate these programmes. The study attempted to evaluate the two programmes in terms of their Course Content, programme design, the instructional approach and the general organisation of the Courses. It also sought to find out how relevant the Courses taught on the programmes were to trainees in their work situations. The appraisal of the programme was done through obtaining trainee reactions to various aspects of the programme.

The analysis of data obtained revealed that almost all respondents were engaged in administrative or executive duties and were occupying senior administrative positions. With regards to the Courses offered, Courses which the ADPA respondents preferred most and also found most useful in their jobs were Theory and Practice of Administration and Human Resource

Management. The AMTC respondents preferred and also found the following Courses most useful in their work situations, Public Personnel Administration, Theory and Practice of Administrative Management and English and Communication Skills. Courses which the ADPA respondents found most difficult and least useful in their work situations were Development Economics and Project Planning. The AMTC respondents found Nigerian Law, Development Administration and Public Finance the most difficult and also the least useful in their work situations. The study showed that respondents put into practice certain skills they had learnt such as the channels used in communicating with both superior and subordinate officers, and skills in decision-making.

Some recommendations made on the Courses offered by both programmes were that Courses which respondents found least useful in their work situations should be offered as Optional Courses. Components of the Courses which are often used in the field such as writing of reports/minutes, decision making processes and the like should be stressed in the Courses. A shift should be made from the lecture method towards more practical work in form of tutorials, office attachments, brainstorming and workshops.

TABLE OF CONTENTS

TITLE PAGE	... ...	i
Declaration	... ...	ii
Certification	... ...	iii
Dedication	... ...	iv
Acknowledgement	... ...	v
Abstract	... ...	vi
Table of Contents	... ...	viii
List of Tables	... ...	xi
List of Appendices	... ...	132
CHAPTER 1 - NATURE OF THE STUDY		
1.1 Introduction	... ...	1
1.2 Statement of the Problem	...	3
1.3 Purpose of the Study	...	5
1.4 Significance of the Study	...	6
1.5 Scope of the Study	...	7
1.6 Limitations of the Study	...	7
1.7 Assumptions of the Study	...	8
1.8 Hypotheses ...	...	8
1.9 Research Procedure	...	8
1.10 Research Population	...	9
1.11 The Survey Instrument	...	10
1.12 Data Collection ...	...	12
CHAPTER 2 - THEORETICAL FRAMEWORK AND LITERATURE REVIEW		
2.1 Theoretical Framework	...	14
2.2 Kirkpatrick and Hamblin's Models of Training Evaluation	...	18

2.3 Warr, Bird and Rackham's Model of Training Evaluation ... 28

2.4 Literature Review ... 40

CHAPTER 3 - THE ADVANCED DIPLOMA IN PUBLIC ADMINISTRATION (ADPA) AND THE ADMINISTRATIVE MANAGEMENT TRAINING COURSE (AMTC)

3.1 Background 50

3.2 The Administrative Management Training Course 52

3.3 Eligibility for Admission ... 53

3.4 Course Organization ... 54

3.5 Course Syllabus 55

3.6 Course Outline 55

3.7 Methods of Instruction ... 60

3.8 Supervised Study Attachment ... 60

3.9 THE ADVANCED DIPLOMA IN PUBLIC ADMINISTRATION (ADPA) ... 61

3.10 Objectives of the Study ... 62

3.11 Duration and Scope of the Programme 62

3.12 Course Content 63

3.13 Course Outline 63

3.14 Optional Courses 66

CHAPTER 4 - DATA ANALYSIS

4.1 Responses from ADPA Graduands ... 71

4.2 Respondents Profiles ... 72

4.3 Optional Courses 76

4.4 Emphasis on Compulsory Courses ... 78

4.5 General Comments on the Programme by Respondents 92

4.6 Summary 94

4.7 Responses from AMTC Graduands ... 95

4.8 Respondents Profiles ... 95

4.9 Preference of Courses ... 99

4.10 General Effects of the Programme on Respondents 113

4.11 Summary 115

CHAPTER 5 - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings ... 117

5.2 Recommendations 124

5.3 Areas for Further Research ... 128

R e f e r e n c e s ... 129

LIST OF TABLES

TABLES		PAGE
4.1	Basic qualifications of Respondents	72
4.2	Highest Qualifications of Respondents Before Admission to the Course ...	73
4.3	Distribution of Staff Involved in Administration According to Rank ...	74
4.4	Most Preferred Optional Courses ...	77
4.5	Least Preferred Optional Courses ...	77
4.6	Emphasis on Compulsory Courses ...	79
4.7	Most Useful Courses to Respondents	81
4.8	Least Useful Courses to Respondents	81
4.9	Choice of Compulsory Courses to be made Optional ...	82
4.10	Difficult Courses ...	85
4.11	Not Difficult Courses ...	85
4.12	Usefulness of Administrative Components in the Field ...	87
4.13	General Organisation of the Programme	88
4.14	Basic Qualification of AMTC Respondents	96
4.15	Highest Qualification of AMTC Respondents Before Admission to the Course ...	97
4.16	Distribution of AMTC Respondents According to Rank ...	98
4.17	Most Preferred Courses ...	100
4.18	Least Preferred Courses ...	101
4.19	Level of Emphasis on Courses ...	102
4.20	Most Useful Courses in the Field ...	104

TABLES		PAGE
4.21	Least Useful Courses in the Field	105
4.22	Most Difficult Courses	107
4.23	Least Difficult Courses	107
4.24	Usefulness of Administrative Components in the Field	109
4.25	General Organisation of Programme	112

CHAPTER ONE

NATURE OF THE STUDY

1.1 Introduction

The need for training personnel as part of organizational development is a very important one. Having trained personnel is considered today as the key to national development. In particular, training in the Public Service should be considered as part of the growth of a country. This is because the Public Service is the organ whereby government implements policies and disseminates information to the populace The success of the Public Service, says Byers 'lies in the development of the human resource'.[1] If government is to achieve its objectives, it needs to have trained manpower that will carry out its functions.

The kind of Public Service Nigeria and other colonial countries inherited from the Colonialists was suitable for keeping law and order. It is no longer adequate to maintain the status quo. The Public Service must be involved with the socio economic growth of the nation. It must be involved in the re-shaping of its environment.

KASHIM IBRAHIM LIBRARY
AHMADU BELLO UNIVERSITY
ZARIA, NIGERIA.

With the advances made in Computer Technology, new systems of storage and retrieval of information about staff on their

---

1. Kenneth T. Byers, (ed), Employee Training and Development in the Public Service, Chicago, Illinois, Public Personnel Association, 1970, p. 8.

welfare, personnel records, finance, and inventory control are now available. The use of magnetic tapes has made it convenient for the storage and retrieval of all kinds of information in data banks.[2] Nigro and Nigro state that computers are now used to monitor an Organisation's internal operations and the environment through observation and tabulation of reported events. In Nigeria today, there are few Organisations using computers in the area of finance such as computerizing staff salaries and data processing. It is evident that the use of the computer in a wider scope as is done in developed countries will become popular in the near future. Thus the need to look ahead in the adequate training of manpower.

The problem today in Nigeria is not that of lack of adequate manpower as it was in the years immediately after independence. Today the problem is that of training of personnel in the areas of need and utilising such trained personnel in their appropriate fields. In the Public Service there is the need to train personnel to have a sound knowledge of what the Public Service entails, to help them develop the skills and the right attitudes needed for greater efficiency.

It is from this point of view that the researcher recognized the need and the importance of evaluating the

---

2. Felix A. Nigro, and Lloyd G. Nigro, Modern Public Administration, (New York, Harper and Row Publishers, 1973), p. 35.

Advanced Diploma in Public Administration (ADPA and the Administrative Management Training Course (AMTC) begun as crash programmes to meet the manpower needs of the newly created Northern States in the late 1960s and early 1970s. A research of this nature, would enable the training institution to obtain a feedback on the suitability of these programmes in terms of course content, programme design and organization in view of new techniques and technology. On the part of the Public Service, it would enable it assess the suitability of those competencies to its peculiar set up.

1.2 Statement of the Problem

The Institute of Administration which began as a Clerical School was established in 1947 by the defunct Northern Nigerian Government.[3] Up to 1957, it was concerned mainly with running staff courses for Clerical, Local Government, Cooperative and Court personnel. In 1962, when Ahmadu Bello University was established, the Institute of Administration, became a part of the University under statute and it began to run degree programmes in Law and Public Administration, without abandoning the staff courses mentioned above except the Bar and Administrative Staff Programmes which were replaced with the LL.B and B.A. (Admin) programmes.

---

3. Institute of Administration, Ahmadu Bello University, Zaria, Department of Administrative Studies, Prospectus: 1979/80, p. 1.

At present, staff courses are still run in Public Administration and Local Government but on a higher level than before. For Public Administration, there are the Advanced Diploma in Public Administration (ADPA) and the Administrative Management Training Course (AMTC), while in Local Government there are the Advanced Diploma in Local Government (ADLG), the Higher Diploma in Local Government (HDLG) and the Diploma in Local Government (DLG). There are in addition, Post-Graduate courses in both fields.

The courses in Public Administration are particularly important because those who attend these courses, are drawn from various Departments, Services and Organisations such as the Federal and State Civil Services, the Police, the Military Academic Institutions, Public Corporations, Customs, Prisons, Voluntary Organisations and the Private Sector. Until the ADPA course was started in the University of Jos in 1983, the Institute of Administration, Ahmadu Bello University was the only Institute in the country which provided training for this middle cadre of staff.

After completing these courses (ADPA and AMTC) staff go back to their respective employments. Status grades given to them vary from one organisation to the other, so also are the responsibilities they are given. While on the courses, trainees are expected to acquire knowledge of new facts and administrative skills to enable them perform better than they were able to

do before their training. Administration involves the use of certain specific skills and knowledge which an administrator is required to possess in order to carry out his duties effectively. These skills and knowledge include decision-making process, leadership styles, channels of communication, financial procedures, human relations, government staff regulations, general office procedures and line/staff management functions.

Since 1963 and 1973 when the (AMTC) and (ADPA) respectively, had their first graduates, no study has been undertaken to evaluate the programmes with a view to determining whether or not they were meeting the objectives for which they had been set up. This includes determining the relevance of the programmes to the training needs of the Public Service in its peculiar set up. This study was therefore undertaken to evaluate these programmes in the light of this situation.

1.3 Purpose of the Study

This study sought to appraise the programmes in terms of the course content, programme design and general organisation. It sought to find out the extent to which the programmes were relevant to the graduates' needs at their jobs and the extent to which they applied skills they had learnt while on the course in their work situation. To discover this information

the study was concerned with determining whether:

1. the training had been effective in terms of realising what its objectives were;
2. the course content has been suitable for the needs of administration in the field;
3. graduates have applied the skills, attitudes and knowledge they acquired while on the training;
4. graduates of these programmes were actually used in administration and in areas relevant to their training.

In addition, the study was concerned with eliciting the opinion of graduates as a means of allowing them to freely evaluate the programmes by themselves.

1.4 Significance of the Study

The purpose of this study was to carry out an evaluation of the Advanced Diploma in Public Administration (ADPA) and the Administrative Management Training Course (AMTC). No such evaluation has been done with a view to seeing if there is need for any modifications in terms of course content, admission requirements, programme design and the general organisation of the course. The study also sought to assess the relevance of the subject matter in aiding the trained staff in carrying out their administrative functions. The study would provide new information to aspects of the programme which may have not been looked at critically. It would add

to the body of research already existing. The study would also stimulate further research in this area, not only in the Public Service but in other types of organisations.

1.5 Scope of the Study

This study was a broad study of the (ADPA) and (AMTC) programmes in terms of the areas mentioned above. It was not an in-depth study of specific areas of the programmes as such, It examined the course content, the methods of instruction and the general organisation of the programmes and what the opinion of the graduates were on these specific areas.

1.6 Limitations of the Study

A large number of graduates from the two programmes, (AMTC) and (ADPA) have passed out since the inception of the two programmes in 1969/70 and 1972/73 sessions respectively. These graduates are dispersed all over the country and it was not feasible to attempt to make contact with all of them. Due to these factors, the research was restricted to graduates working within Kaduna State in either the State Civil Service, the Local Governments or Federal government parastatals such as Kaduna Polytechnic, Institute of Health, Leather Research Institute and Ahmadu Bello University, to mention a few.

Since the Public Service in all the States operate similar operational patterns in terms of recruitment, promotion, remuneration etc.

findings of this research would be relevant to all State Public Services especially those in the Northern States who sponsor these programmes.

The study was not a study of the Public Service. It was rather, a reaction evaluation of these programmes by graduates working in the Public Service at the time of the study.

In the same vein, the study was not a performance appraisal of recipients of training in these two programmes in relation to the contribution they made to the Public Service as a result of their training. The study sought to find out whether trainees put into practice knowledge, skills and attitudes they had acquired while on the programme, in their work situations.

1.7 Assumptions of the Study

This study assumes that:-

1. The Public Service recognises the importance of the Advanced Diploma in Public Administration (ADPA) and Administrative Management Training Course (AMTC) training programmes as a major source of developing its personnel.
2. The Institute of Administration, will continue to run the (ADPA) and (AMTC) programmes in the foreseable future.

1.8 Hypotheses

1. The courses which participants find useful in their work situations are likely to be similar in both ADPA and AMTC programmes.
2. The courses which participants find most difficult in both the ADPA and AMTC programmes are likely to be the same.

1.9 Research Methodology

The purpose of this study was to carry out an evaluation of the Advanced Diploma in Public Administration (ADPA) and the Administrative Management Training Course (AMTC) programmes, by collecting and analysing data that would estimate trainee reaction to the programmes in terms of course content, programme design and the application of skills learnt in the programmes by the trainees in their work situations. The study focused on graduates of the two programmes working in Kaduna State in the State Civil Service, Local Government Services or in any of the Federal government parastatals within the State. The researcher chose Kaduna State for a number of reasons. Graduates of the programmes are spread all over the country and attempting to locate them was not feasible because of time and financial constraints. The programmes were designed mainly for serving officers in the Public Service and Kaduna State has many of the components of the Public Services in the northern states. Findings of the research in Kaduna State would be relevant to other State Public Services and would at the same time fulfill the purpose of the evaluation of the programmes.

1.10 - Records of students admitted into the two programmes (ADPA) and (AMTC) were examined at the Department of Public Administration. There were no records available for graduates of the two programmes prior to the 1977/88 session both at the Department of Public Administration and the Student Affairs Division of the Institute. Available records showed that there were 482 and 621 graduates of the ADPA and AMTC programmes

respectively, spread all over the country. It was not feasible contacting all graduates due to time and financial constraints. It was therefore decided to restrict the research to graduates working within Kaduna State. From the records available 77 and 76 graduates of the ADPA and AMTC programmes who were sponsored by the Kaduna State government were identified. A list of the graduates was taken to the Kaduna State Ministry of Establishments and Training where the researcher was assisted in tracing the graduates from the Ministry's Staff disposition list. The graduates were traced to the different Ministries and Local Governments within the State. Through the relevant Departments and with the assistance of some of the graduates, the researcher traced the graduates working in Federal government establishments within the State. It was discovered that some of the graduates had left the State service to join either the Federal or other State Services, others had retired and a few were deceased. There were 90 graduates working in the State Civil Service, Local government Services and Federal government parastatals who were eventually traced. These graduates formed the population for this research.

1.11 - The survey method was used through the application of two sets of questionnaires as well as personal interviews with the Course Organisers and Course Sponsors. The purpose of this preliminary survey was to determine areas in which the questionnaire would be based. The questionnaire for the Course Organisers (Appendix ii) sought to identify the lecturers' and programme Coordinators' reactions to the stated objectives of

the programmes, the entry qualifications of candidates, the instructional approach, course content and the skills that trainees were expected to acquire while on the course. The questionnaire for the Course Sponsors (Appendix iii) sought their opinion on criteria used for the nomination of candidates to the courses, what competencies they were expected to acquire, the candidate's level of responsibility before and after training and the skills and attitudes graduates needed for the performance of their duties.

The instrument employed for the collection of data was a questionnaire (see Appendix i) made up of check list, ranking and the open ended type of questions. The open-ended questions technique was widely used in order to allow respondents express their personal opinions freely.[4]

KASHIM IBRAHIM LIBRARY AHMADU BELLO UNIVERSITY ZARIA, NIGERIA.

The questionnaire was developed through information obtained from the preliminary study and available literature by experts on how a questionnaire on a research of this nature should be designed. The semantic - differential scale technique[5] widely used for attitude measurement was used to construct eleven statements designed to obtain respondents' reactions on the issues raised. The Likert type questionnaire described by Hamblin[6] was adopted to enable respondents register their reactions through ranking. For skill testing,

---

4. F.J. Rummel and W.C. Ballaine, Research Methodology in Business, New York; Harper and Row Publishers, 1963 p. 123.

5. Ivor K. Davies, ed. The Organisation of Training, England, McGraw-Hill Company (U.K) Ltd., 1973, p. 96.

6. A.C. Hamblin: Evaluation and Control of Training, England, Mc-Graw-Hill Company (U.K) Ltd., 1974, p. 103.

the Burgeone type skill assessment technique[7] which requires that respondents make assessment of their own skills by assessing whether they think their knowledge and skills in specific areas had improved through training was used. This technique was also employed for the open-ended questions to enable the respondents express their opinions freely. These formats have been used by other researchers.[8]

---

7. Ibid., p. 103.

8. Adeogun, A.A., The cultural context of Administrative Behaviour in Nigeria with particular reference to Bauchi and Kaduna States - Unpublished Ph.D. thesis, A.B.U., Zaria Nigeria, 1980.

CHAPTER 2

2.1 THEORETICAL FRAMEWORK AND LITERATURE REVIEW

Writers on training indicate certain steps in the organisation of training which are recognised as the necessary processes involved in planning and carrying out a training programme. Some of these writers include Davies[1], Cassio[2] and Reilly[3]. The steps these writers recommend are:-

1. Identifying training needs in an organisation through a needs assessment.
2. Setting out the objectives for the training.
3. Identifying the content or substance of the training.
4. Determining the resources as well as the constraints involved in running the training programme.
5. Determining the instructional strategies involved in the training.
6. Evaluating the outcome of the training.

An organisation arrives at its training needs by identifying what defects there may be in the smooth running of its concern. To cite an example, an organisation which offers welfare services may discover that services rendered to the public are inadequate and that there is the need to develop its employees by way of training to improve its services. Byers[4],

---

1. Ivor K. Davies (ed) - Op. Cit., p. 102.
2. Wayne Cassio - Applied Psychology in Personnel Management. Prentice-Hall Inc. Englewood Cliffs, New Jersey 1978, p. 277.
3. Wyn Reilly - Training Administrators for Development, Heinnmann Educational Books Ltd., 1979, p. 50.
4. Kenneth T. Byers (ed) - Employee Training and Development in the Public Service. Public Personnel Association, Chicago 1970, p. 14.

Sexena[5] and Reilly[6] state that for training to succeed, particularly in improving the standards of Administration, it must be based on the training needs of the individual organisation. Byers outlines two categories of training needs in an organisation. These are:

1. Organisational requirements such as acquiring skills needed for specific job tasks and duties.
2. Individual needs for training in specific skills for the individual's self actualisation.[7]

In addition to having training needs is the need to have clear and explicit training objectives. Thus in preparing any training programme the training needs and the objectives of such a programme should be determined before the commencement of the programme. The objectives of the training programme must be relevant to their jobs. Thus training should be organised as closely as possible to the organisational situations in which trainees will work.

For the actual instructional activities involved in training programme, Davies[8], Hamblin[9], and Brown et. al[10], classify instructional objectives into three groupings. These groupings or domains differentiate between the contents of learning and the different approaches in each domain that would

---

5. A.P. Saxena - Training and Development in Government. Indian Institute of Public Administration, New Delhi, 1974, p. 5.
6. Wyn Reilly - Op. Cit., p. 17.
7. Op. Cit., p. 92.
8. Op. Cit., p. 85.
9. Op. Cit., p. 20.
10. James W. Brown, Richard B. Lweis, Fred F. Harcleroad, AV Instruction: Technology, Media and Methods, New York: McGraw-Hill Book Co., 1977, p. 9.

make learning possible. These domains are: Cognitive (knowledge), Affective (attitudes) and Psychomotor (skills).[11] In other words, the instructional approach in the teaching of materials that fall within each of the three domains has to be different for effective learning to take place. 'Cognitive' refers to learning that depends largely on abstract mental activity such as when learning theories and concepts. The Cognitive domain is also concerned with how trainees respond to the knowledge imparted. Such response includes their ability to grasp the material they are taught, their intellectual responses and how they can recall information given to them. The method of instruction in this domain is normally the lecture method which involves the least interaction between the lecturer and his students. This approach is used along with tutorials where a large class is broken up into small groups for better interaction with the lecturer.

In the Affective domain which deals with attitudes, beliefs, feelings and the like, the instructional approach is through discussion groups, tutorials, brain storming etc. Learning in this domain depends on active interactions and the sharing of opinions, experiences between the lecturer and his students and among the students/trainees themselves. Trainees are able to bring out how they solved certain problems and others with similar problems are able to learn from these experiences. It is concerned with developing certain attitudes required in trainees in the process of carrying out their duties such as tolerance, tactfulness and fair play. Field interaction is

---

11. Ibid, p. 6.

12. Op. Cit., p. 85.

necessary in order to enable trainees develop empathy with, for example clients, that is, to make them understand how clients feel by being placed in the position of clients. By interaction they would also be exposed to different opinions that would help them form their own opinions and break down previous prejudices.

The Psychomotor (skills) domain refers to learning of practical skills. The objective is to train individuals in the kind of skills used in the performance of their jobs, such as the skills used in typing, operating a machine, the control of some muscular activity or in the art of writing minutes, reports and the like.[12] The approach is that of practical repetition to develop proficiency in performance or coordination.

The implication for the division of learning into the three domains is to ensure that the right instructional approach is used to enable trainees grasp the subject matter taught. For example, the instructional approach for the Cognitive domain is mainly the lecture method whereby information is passed on from the lecturer to the trainees. The trainee is left to sift such information and decide which is useful to him when he comes to apply such information practically. In the Affective domain, the instructional approach is through interaction with other trainees in order to hear and compare opinions on certain issues. For the Psychomotor domain, the instructional approach is through the exposure of the trainee to repetitive action which is self-paced to allow the trainee

---

12. Op. Cit., p. 85.

develop certain skills at his own pace to near perfection.

The sixth step in the organisation of training is evaluating the outcome of training. This is the aspect that is the focus for this study. Some models have been developed on how training evaluation should be organised. Three of these models were those developed by Kirkpatrick[13] Hamblin[14], and the CIRO framework of evaluation developed by Warr et al.[15]

---

13. D.L. Kirkpatrick (1967) Evaluation of Training In Craig, R.L. and Bittel, L.R. (Ed) Training and Development Handbook. McGraw-Hill Book Co. New York, p. 88.

14. Op. Cit., p. 15.

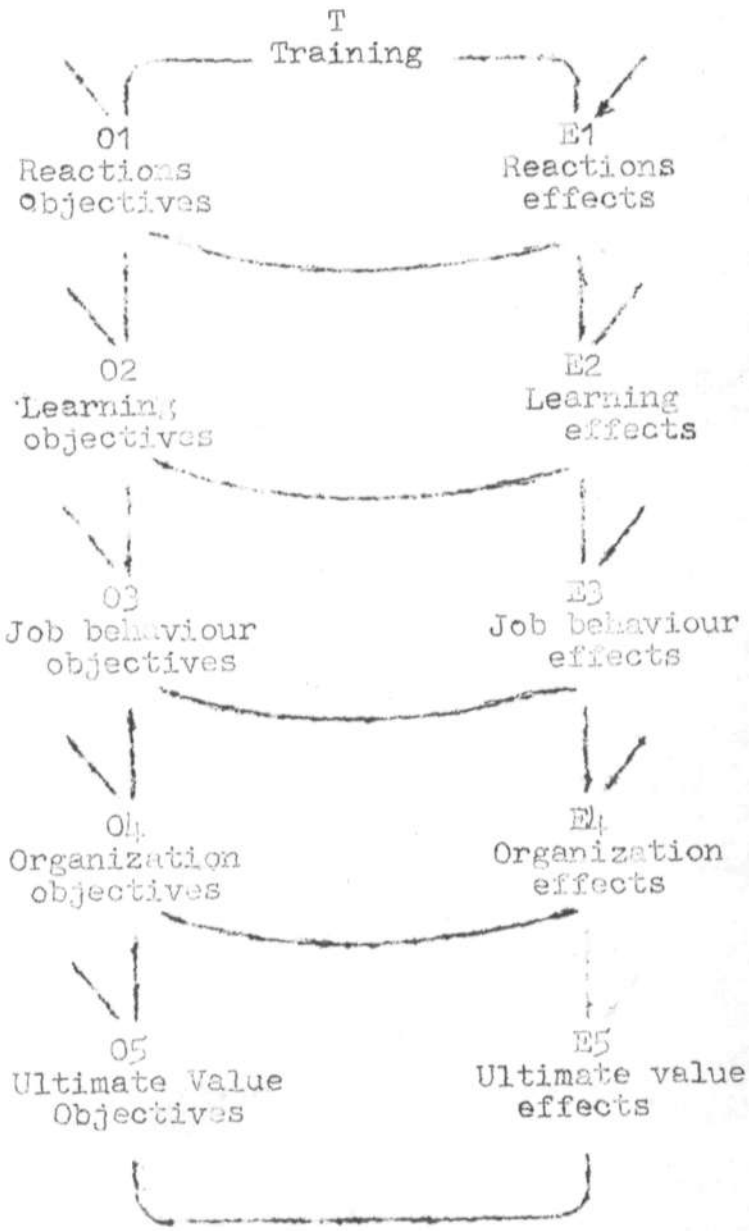
15. Op. Cit., p. 15.

2.2 Kirkpatrick's And Hamblin's Model of Training Evaluation

Kirkpatrick's and Hamblin's models of training evaluation have the same approach. Since Hamblin's model contains all of Kirkpatrick's levels, his model has been re-adopted for this discussion. (See Figure 1)

FIGURE 1

HAMBLIN'S CIRCLE OF EVALUATION



Kirkpatrick's model has four levels which are 'Reaction', 'Learning', 'Job Behaviour' and 'Results'. Hamblin's model has five levels which are 'reactions', 'Learning', 'Job Behaviour', 'Organisation' and 'Ultimate Value'. The first three levels are the same in both models namely; 'Reactions', 'Learning' and Job Behaviour. The difference arises from the fourth level of both models. Kirkpatrick calls his fourth level, 'Results'. Hamblin breaks Kirkpatrick's fourth level into two and calls them, 'Organisation' and 'Ultimate Value'. Hamblin presents his model in a diagrammatic form but Kirkpatrick presents the levels as separate entities. Hamblin's model shows a chain linking the five levels of the evaluation process which shows that the whole process of evaluation should be completed in order to obtain comprehensive and near accurate results.

At the top of the diagram is the word 'Training'. The word 'Training' occupies such a strategic position because it is what we want to evaluate. After a training session, the effects of the training are evaluated and the results of the evaluation lead to setting new training objectives which will again lead to training. In effect the evaluation circle is the setting of training objectives which lead to training, which also leads to reactions from the training and back to the setting of new training objectives as shown in the diagram.

In discussing the two models, the discussion on levels 1-3 has been done simultaneously since they are the same in both models.

Level 1, Reactions: Both models talk about trainee reactions in relation to training experience in the classroom. The reactions range from the trainee's assessment of the lecturer, the subject matter, the environment to the trainee's fellow coursemates. What could be going on in the trainee's mind during the training session could be something like, "I like the lecturer's accent" or "I do not like this particular session so I'm dozing off" or "The chair I'm sitting on is rather too stiff so I'll make myself comfortable somehow".[16] Because trainee reactions keep shifting from time to time, the trainer should be interested in only favourable reactions that will help trainees grasp the subject matter that they are taught. The trainer should set his training objectives in a way that he wants trainees to react to the training session. In other words, the evaluator should set his reactions objectives before hand to avoid irrelevant data which may be far from what he intended evaluating.[17] Reaction is thus supposed to be specific to the stimulus.

---

16. Op. Cit., p. 15.

17. Ibid, p. 16.

Level 2, Learning: Evaluation at this level aims at measuring the amount and type of training the trainee has acquired. There are some training programmes which are designed with no particular job in mind such as those in the social sciences. The trainers draw up training objectives which they feel will be useful for certain kinds of jobs. To evaluate this type of training, the evaluation will be based on the terminal behaviour of the trainees at the end of the training irrespective of whether they behave in the desired manner on the job or not. During the learning process people pick up all sorts of unstructured and unimportant learning. To evaluate successfully, at this level, the trainer should set his training objectives to streamline what he wants to evaluate. The learning objective could be that the trainer wants trainees to acquire certain specific knowledge, certain specific skills and certain specific attitudes towards their job. Hamblin divides learning into three types; knowledge, (cognitive) skills (psychomotor) and attitudes (affective).[18] He advises that to evaluate in these three domains the use of multiple choice tests should be employed for knowledge testing. Both Kirkpatrick and Hamblin advise that achievement tests should be administered before and after training so that tests given at both times could be compared to see

---

18. Ibid, p. 20.

whether there has been any improvement or not as a result of training.[19] For Affective evaluation, Hamblin gives a variety of ways for doing this, such as, semantic differential scales where series of statements are made and the trainee 'picks the statement that most nearly corresponds to his own opinion or attitude".[20] The question could contain a series of statements and the trainee rates his feelings against a given scale like 'Agree', 'Not Sure', 'Disagree'. For Psychomotor evaluation, Hamblin advises that the evaluation instrument must be tailored to suit the type of skill being evaluated because skills are varied and they are learnt through practice. Psychomotor evaluation is best done by observing and analysing the performance of trainees as they perform the tasks being evaluated. These tests should be carried out at specified intervals during training. To ensure the retention of learning they should be repeated later. Kirkpatrick stresses the difficulty involved in the measuring of learning generally except where the training is aimed at teaching skills.

Level 3, Job Behaviour: The purpose of evaluation at this level is to find out if trainees have applied their learning

---

19. Op. Cit., p. 91.

20. Op. Cit., p. 103.

on the job. Since behaviour is influenced by a number of factors which interact to produce results in an environment, evaluation at this stage is necessary to ensure that only the desired changes in behaviour are the ones transferred into the job situation. To ensure that training improves job behaviour, the training should include developing the right attitudes that will bring about improved behaviour. The problem encountered here is the transfer of learning into the work situation. This problem is more pronounced with training that takes place away from the job. The problem is caused by the fact that trainees may learn correctly during training but fail to apply such training on the job. To evaluate job behaviour, the trainees may be asked to carry out certain specified job incidents which require the application of skills, and such skills assessed. Appraisals by the trainees themselves, by the trainee's superiors or his subordinates could be carried out at specified intervals after the training.

Level 4: Results (Kirkpatrick) Organisation (Hamblin)

Evaluation at this level as discussed by both models means evaluating the effect of the training programme on the Organisation. Kirkpatrick enumerates his evaluation objectives at this level in terms of results such as reduced labour turnover, improved efficiency, reduced costs or increase in quality and quantity of production and so on. He points out the difficulty involved in evaluating all kinds

of training programmes in terms of results because of the complicating factors involved in determining what can be attributed directly to a specific training programme. He therefore recommends that evaluation of training should be done only in terms of Reactions, Learning and Behaviour.'[21] Hamblin opines that evaluation at the organisational level aims at finding out the effect of any behavioural changes on the functioning of the organisation itself. In order to evaluate successfully at this level the trainer should set up organisational objectives. The trainer may, for example, have trained a group of supervisors in quality control and wants to find out if quality had improved in their departments. In order to do this he will need to find out if the methods of work employed by operators in the supervisor's departments had improved. Because organisations are varied, techniques for evaluation at this level are varied. Techniques for evaluating at this level should normally already exist in the organisation. For instance, if managers are trained for social skills, we can investigate the effects of the training on the attitudes of employees other than the trainees themselves. Organisational evaluation is often concerned with how the trainee's changed behaviour affects the attitudes and behaviour of other employees who did not benefit from the training.

---

21. Ibid, p. 106.

Level 5: Ultimate Value: Hamblin's fifth level evaluates training in terms of the indices mentioned in Level four above but using a cost-benefit approach. Evaluation at this level aims at finding out whether the training has been worthwhile in terms of the ultimate criteria by which the Organisation evaluates its activities either in terms of efficiency, success or failure, financial criteria, welfare or its survival, depending on the objective for which the organisation was set. For instance, in an industrial organisation the Ultimate criteria is likely to be economic. A production firm judges the success or failure of its activities in financial terms. The question such firm will ask will be whether the financial benefits resulting from the training surpass the financial cost of the training. In other words it evaluates training in terms of cost-benefit analysis. For other types of organisations such as schools, the armed forces, hospitals, prisons, welfare organisations and government establishments, evaluation of success may be in terms of human welfare rather than financial benefits. For the fact that organisations are set up for various objectives; to evaluate at this level, the Organisation must decide the objectives it wants the training to contribute and the weighting to give to the different objectives. The individual's own goals for training too are included at this level such as the feeling of self esteem and obtaining a certificate as reward for training.

Evaluation at the 'Organisation' and 'Ultimate Value' levels is that of monitoring the performance of the establishment as a whole. Hamblin and Kirkpatrick both point out that it is difficult to separate the effects of other activities at both levels. This explains why it is difficult to evaluate at these levels.

Kirkpatrick and Hamblin's models of evaluation are similar in their approach to training evaluation. The difference in the two models is that Hamblin's 'Ultimate Value' level seeks to measure the overall effectiveness of the training in relation to the objective for which the organisation was set up in terms of a cost-benefit approach. Looking at Hamblin's model, it is difficult to separate the 'Organisation' and 'Ultimate Value' levels as he set out to do since both are aimed at the overall performance of the organisation. The techniques for evaluating at the 'Ultimate Value' level in financial terms are not available as Hamblin himself has pointed out.[22] It is easy to measure the cost for providing training but measuring the financial results of training constitutes a problem. The only measurable instruments can be in terms of improvement in certain areas such as increase in production, reduction in labour turnover and in accident rates. Thus, Hamblin's Ultimate Value level appears unnecessary since

---

22. Ibid, p. 170.

there are no adequate instruments to evaluate training in the cost-benefit approach used by him. His model should have terminated at the 'Organisation' level as that of Kirkpatrick since in practice it is unworkable at the 'Ultimate Value' level.

Both Kirkpatrick and Hamblin's models are inappropriate for this work because the models have been developed for the evaluation of training in general with no reference to management training. Both models have been designed and are applicable for a training department in an organisation where both the trainer and the evaluator are combined in one; a training specialist. In this study, the trainers and the evaluator are separate individuals. One other aspect of the models that does not tally with the aims of this study, particularly Hamblin's, is the assumption, 'that the Organisation that conducts the training is the same as the Organisation in which the trainees are employed'.[23]

Levels 1 (Reactions) and 2 (Learning) of both models are based on activities within a classroom situation where the training session is going on. For the present research, trainees reactions and the learning that they have acquired have been measured not in terms of classroom

---

23. Ibid, p 60

situation but after trainees have left the training situation. Level 3 (Job Behaviour) of both models seeks to find out if trainees have transferred the learning they acquired during training to their work situations. According to Hamblin this could be done through assessing skills used by trainees while they perform specified jobs at a given point in time. It is evident that Hamblin's evaluation here is directed at the lower level shop floor jobs. Appraisals by trainees' superiors too could be carried out from time to time in terms of such jobs. The present research was not concerned with assessing the specified job behaviour of trainees in their work situations because their jobs did not entail the use of specific motor skills, rather, they were involved in general administrative and supervisory duties. Evaluations at the Organisational and Ultimate value levels too have not been attempted because this would have entailed the evaluation of the services, Departments, Parastatals etc. as Units where the graduands worked. This would have been out of the scope of this research which was concerned with training in terms of course content, programme design, programme implementation and the general organisation of the programme.

Warr, Bird and Rackham's Model of Training Evaluation

A third model for the evaluation of training which was considered suitable and has therefore been used for this research is the CIRO framework developed by Warr, Bird and

Rackham. The letters CIRO in the model are presented thus:[24]

C - Context evaluation which involves outlining the immediate training needs and objectives of the training programme.

I - Input evaluation which involves collection of general information concerning the running of the course such as the cost, the techniques to use during the course and the like.

R - Reactions evaluation which is the attempt to obtain information on the opinion of the trainees on the course they had undertaken.

O - Outcome evaluation which seeks to find out the extent to which the training's objectives have been accomplished.

The Ciro framework has the following levels:

Context Evaluation: At this level the Organisation before embarking on any training programme, looks round all its departments for any defects that might have affected the smooth running of its business. Sometimes

---

24. Op. Cit., p. 20.

these defects could be traced to certain individuals in the Organisation. Where such defects affect the general performance of employees and the performance is seen to be falling without any external forces preventing improvement, the trainer can then decide the training needs of the employees involved. The trainer will also decide on the training objectives. This procedure is in line with what Byers and other writers on training have stated; that training needs in an Organisation must be determined before such Organisation embarks on any training. In setting up objectives for training, the trainer is guided by three fundamental groupings The first grouping as stated by Warr are 'Ultimate Objectives' whereby the particular defects in the Organisation which the trainer hopes to evadicate are stated. The second grouping, the 'Intermediate Objectives' are the changes in employee's work behaviour which it is hoped the training will help trainees achieve in order to eradicate the defects in the Organisation. The third, grouping, the 'Immediate Objectives' are the new knowledge, skills and attitudes which employees must acquire before they will be capable of changing their work behaviour in the desired manner.

Input Evaluation: This is the second level of the framework. After determining the objectives of the training programme, the actual planning of the programme in a way that will be

benefitiary to the trainees is done at this level. This involves working out how much money is involved and whether the Organisation's budget can cope with it or not. The need to decide on what training techniques to employ, the training methods to use considering the age or background of the trainees, the time to be spent on the training, whether the training should be internal or external are all decided at this level.

5 Reactions Evaluation: This level which is the third in the framework is the process involved in obtaining trainees' opinions on the course they have undertaken with a view to using such information to improve on future programmes. Obtaining trainee reactions can be done either formally through end of course review sessions or follow up studies about the usefulness of the training experience, or informally through conversations and interviews;

6 Outcome Evaluation: It is at this fourth level of the framework that the extent to which the training objectives have been achieved is analysed that is, after training has taken place. Warr outlines three stages of 'Outcome Evaluation' which correspond to the 'Context Evaluation' objectives. The first stage is the 'Immediate Outcome' stage which Warr says is reflected in alterations in the trainees' knowledge, skills and attitudes. Warr states that changes in knowledge, skills and attitudes can be measured as soon as

a course is completed, before trainees leave the training situation and return to their jobs. It is these changes that are the immediate outcome of training.

The second stage of Outcome Evaluation is the 'Intermediate Outcome' stage. This stage is concerned with the positive changes in the job behaviour of the trainee. Warr acknowledges the fact that changes in knowledge, skills or attitude do not necessarily guarantee a change in job performance. In order for training to succeed it must promote changes in on-the-job behaviour. The evaluation of these changes make up the 'Intermediate Outcome' of training.

The third stage of Outcome Evaluation is the 'Ultimate Outcome' level. Warr states that when changes in the job behaviour of trainees occur such changes are bound to affect the Organisation in some way. These changes may be in the departmental output, labour turnover or a reduction of accident frequency in the Organisation. Warr states that these changes are not measurable in terms of individual behaviour but are indicated in terms of changes in an entire Department or Organisation. Warr re-echoes Hamblin at this stage of evaluation when he states that the overall effectiveness of the Organisation may be influenced by various factors outside the training such that it may be difficult to discern who has contributed to the success of

the effectiveness of the organisation. He stresses that because many people together contributed to the achievement in the organisation, it is rarely practicable to evaluate specific training programmes at this Ultimate stage.[24] For example, in evaluating the performance of a whole Department/Ministry where only a few ADPA and AMTC graduates work, success in that Department/Ministry cannot be attributable to the training these graduates had since there are many more variables involved.

KASHIM IBRAHIM LIBRARY
AHMADU BELLO UNIVERSITY
ZARIA, NIGERIA.

Warr discusses problems involved specifically in the evaluation of management training. He states that the widely held view that the evaluation of management training is difficult arises from the assumption that the effectiveness of training should be assessed in terms of changes in job behaviour.[25] He states that part of the difficulty arises from the distinction that exists between shop floor jobs and managerial jobs. With shop floor jobs there are limited procedures in which the jobs can be carried out successfully. Training in shop floor jobs involves learning a set of correct procedures which enable unsatisfactory procedures to be easily identified. The purpose for training in shop floor jobs is to replace faulty procedures with approved methods hence it is easier to determine whether or not learning has taken place.

---

24. Ibid, p. 19.

25 Ibid, p. 22.

For managerial jobs there is no hard and fast rule about the best form of managerial behaviour. Given a similar set of objectives, different managers might choose to tackle their tasks in quite different ways. Management training is more likely to consist of the discussion of alternative approaches or the proposal of certain guidelines that could help the manager in tackling issues. While on training, it is left to the trainees to decide what aspects of the training are relevant to their jobs and they are free to apply what they deem fit to their peculiar jobs and the particular circumstances. The repetitive nature of shop floor jobs makes the evaluation of their effectiveness easier whereas the effective performance of managerial jobs is often subjective and varies with individuals. Tasks performed in managerial jobs are usually a wide range of separate tasks. Such tasks may be repetitive in nature but with variations on each occasion and the interval between such repetitions is often lengthy.

Warr's framework corresponds very closely with the intended approach in this evaluation of the ADPA and AMTC programmes, and has therefore been employed in carrying out the evaluation. He has outlined factors which determine changes in the work behaviour of managers. These include success of the training at the immediate outcome level, relevance of the training to the job, leadership and organisational climate, the manager's own personality and motivation

and the manager's subordinates.[26] Job behaviour changes will occur only when the trainee has assimilated what he learnt during training and this assimilation can be observed at the end of the training. For example, a manager must have understood the use of pay incentives to employees as a form of motivation at the end of the training if he is to apply such motivations on his return to his job.

It is obvious that unless training is relevant to a manager's job such training will not positively influence his job behaviour. Training is often wasted when aspects of the training are not directly part of the trainees' duties on the job. An example of this can be illustrated in the case of training managers in methods of carrying out feasibility studies before starting new projects. The manager may never have the opportunity of carrying out any feasibility study because this is usually done by technical experts.

The working relationship between a manager and his colleagues is important in determining how the manager behaves. Unless the manager's superior officer and colleagues are receptive and concerned about new ideas and techniques, training a manager in the application of new techniques will have no chance of being applied on the job. There are occasions when superior officers prevent the introduction of new ideas in order to maintain the status quo especially when such officers do not want change.

---

26. Ibid, p. 28.

A manager's personality too counts in determining work behaviour. This will be determined mostly by the manager's attitude to the views of other people in the organisation, particularly those of his colleagues. If he is receptive to people's opinion, he will find it difficult to retain attitudes that run counter to the organisational climate. It is therefore important that attitude testing should be repeated after the training period.

The Manager's behaviour is often influenced by those he is in charge of. If his subordinates are uncooperative or ineffective, the manager will be seen to be ineffective too.[27]

Warr recommends that for management training, evaluation should be done in terms of Context, Input, Reaction and Immediate Outcome levels of the CIRO framework.[28] The Reaction level evaluates the Intermediate Outcomein terms of trainees own evaluation of training sometime after the training has been completed.

Comparing the CIRO framework with the models developed by Kirkpatrick and Hamblin,; we find that it is only the last two levels of Warr's framework (Reactions and Outcome) that are similar to those models. Warr's last two levels fall into the level 1, 2 and 3 (Reactions, Learning and Job Behaviour) of Kirkpatrick and Hamblin's models. The differences between Warr's model and the other two models are

---

27. Ibid, p. 27.
28. Ibid, p. 26.

in Warr's first two levels (Context and Input) levels. Warr's first level (Context Evaluation) involves deciding on the training needs and the objectives of the training by either the Organisation or the Training Institution. In Hamblin's model, the training objectives for each level are decided after the training effects of each level have been evaluated. This means that the whole evaluation circle involving the five levels of the evaluation process have to be completed without breaking up at any level. For example, choosing to evaluate at only the Job behaviour level may show that trainees have failed to behave in the expected manner in their work situations but we may not know why that is so. In order to find out why, we must evaluate at the Reactions level too and eventually at the Organisational and Ultimate Value level. With Warr's model, however, an evaluator could choose to evaluate at any level without necessarily going through the whole evaluation process.

The second level of Warr's model (Input Evaluation) involves the actual planning of the programme. Such as deciding on the cost of running the programme, the duration, age of the trainees and the method of instruction. This aspect is not included in the two models discussed earlier. A major difference between Warr's framework and the other two models is that Warr relates his model specifically to the evaluation of management training which this research is concerned with, while the others discuss the evaluation of

training in general.

Warr's model is more relevant to the present research and has therefore been adopted as the framework for this work. In Warr's first level of evaluation (Context Evaluation) it is here that training needs and objectives in the Organisation are usually determined. In the present research the training needs and objectives were determined by the Course sponsors i.e. the State Ministries in conjunction with the Department of Public Administration. In 1969, the Department carried out feasibility studies to determine the training needs of the newly created Northern States in terms of manpower requirements. A direct result of this study was the introduction of the AMTC programme in the 1969/70 session. A similar feasibility study was carried out which necessitated the introduction of the ADPA programme in the 1972/73 session. The present research has not looked into the training needs and objectives that initiated the introduction of the programme in terms of whether the needs still existed or needed modification. This study has assumed that the need for the two programmes still existed as stated in the assumption and as is also evident in the continued sponsorship of serving officers to the programmes. However, findings from this research may assist the Training Institution in deciding if there is need for any modification at this level.

The second level of the framework (Input Evaluation) involves planning and working out the cost of running the programme, the educational background of trainees, the training techniques to use, the duration of the course and the like. The planning of the programme had already been done by the Department when it introduced the programme in the 1969/70 and 1972/73 sessions respectively. Evaluation at this level has been done by examining the adequacy or otherwise of the course duration, the educational background of participants, the instructional approach and the course content of the programme.

The third level (Reactions) involves obtaining trainees' opinion on the training they had undertaken. The present research has adopted this as the main approach to elicit trainees' reactions mostly to evaluate at the other relevant levels of the model directed at management training through the use of the questionnaire technique.

The fourth level (Outcome Evaluation) consists of three stages; Immediate Outcome stage (Learning) the Intermediate Outcome stage (Job Behaviour) and the Ultimate Outcome stage. For the purposes of the present research, evaluation had been done at the Immediate Outcome stage by the lecturers immediately after the training and before trainees returned to their jobs. This was in the form of their final examinations and projects which qualified them for their certificates. This research has done an evaluation of the

learning they acquired during training, long after the training had taken place through the trainee reaction approach for the Intermediate Outcome stage. This approach was considered most appropriate because the graduates were in administrative and supervisory positions. Warr has indicated that this approach is best for these types of personnel as opposed to the specific procedure approach for shop floor personnel. Just like Warr advises in the case of management training, the researcher did not evaluate at the Ultimate stage of Outcome Evaluation because evaluating Management training at this stage is evaluating the Organisation or Establishment as a whole. The performance of Departments, Ministries, or Parastatals could not be undertaken merely to evaluate the performance of the few ADPA and ANTC graduates working there as explained earlier.

Warr's framework of evaluation was used for this research to evaluate at the Input and Reactions levels and Intermediate Outcome stage.

2.4 Literature Review

Not much work has been done on the evaluation of training in Administration. Thus related literature is scanty. An evaluation of some Courses offered by the Institute of Administration was done by Mr. P.O.A. Dada in 1966 titled, 'Evaluation of Local Government Courses in relation to careers of staff trained in Zaria, 1954-1964'. The study

sought to determine the relevance of Local Government Courses to subsequent careers of graduands, determine the patterns of job changes among graduands who might have left their Native Treasuries and why they left and for what jobs. It also sought to evaluate the subject matter of Courses in terms of job relevance for those who remained in Local Government services. The study was done through the sampling of opinion of the graduands of the Intermediate and Native Treasury Accounting Diploma Courses who completed the Courses between 1954-1964. A questionnaire was the instrument used for the research and it was applied to graduands through their Native Authorities, Departments or Ministries. The questionnaire was divided into two parts. The first containing nine questions dealt with the profile of respondents such as name, age, rank, educational qualifications and so on. The second part containing seven questions dealt with Course evaluation. Respondents were asked which subjects had been useful to them in their jobs, what benefits they had derived from the Course, who sponsored them to the Course and what they thought their sponsors had benefited from their attending the Course, what changes they would like to suggest to the Course Officer and what effect they felt the Course they had attended had on their career.

Although one of the objectives of the study was to evaluate the subject matter of the Courses in relation to the graduands' job performance, the treatment of this area

was rather superficial. The questions asked were the open-ended type of questions which in themselves were a limitation to the study because there were no indices to guide the graduates in their responses. The analysis of respondents' views on the Courses was summarised in a paragraph which stated what the most useful or irrelevant Courses were to the respondents' careers and the expression of disappointment over the qualifications of the teaching staff in the Department by respondents. Other aspects of the questions asked in the Course evaluation such as seeking the opinions of their employers on the Courses were not discussed. The study dwelt more on analysing the job changes and career advancement of graduates from these Courses. The findings of the study were that some Native Authorities could not afford to pay the market price for the graduates of these programmes, hence such graduates left for other Local Governments. Most Native Authorities preferred employing their own 'local boys' to employing graduates from other areas. To avoid the loss of staff in the Native Authorities, the study recommended the establishment of a United Service System for all Native Authorities in the then Northern Provinces where Native Authorities with no specially trained staff could find staff.

The study concentrated more on job mobility and career advancement of respondents. The conclusions reached by the study could be said to have been reached on the personal

assumption of the researcher because there were no indices to show how such conclusions were reached. One could excuse the lack of in-depth evaluation of the Courses in this research when one realises that the research was carried out in 1966 and that the population covered the whole of the defunct Northern Region.

Mr. Dada's study is similar to the present research in the sense that he set out to appraise the programmes offered by the Department of Administrative Studies then. His approach to the study and that of the present research is the same. Both studies elicited the opinions of participants on the Courses they undertook. The present research was more detailed and has used a structured questionnaire as opposed to Mr. Dada's which was unstructured and also had fewer questions on the programmes he set out to appraise. The present research sought to find out if the course objectives had been achieved in terms of suitability of Course content, programme design and whether the general organisation of the courses met the aspirations of trainees. The study was aimed at finding out whether in their opinions the trainees applied the knowledge, skills and attitudes they learnt while on the the courses in their job situations. In addition it was aimed at finding out if the career mobility of the Advanced Diploma in Public Administration (ADPA) and the Administrative Management Training Course (AMTC) had been affected by their attendance at these two Courses.

A research similar to this research done on some Courses offered by the Institute of Administration is the M.ED thesis (1976) of Mrs. D. Ogunrombi titled, 'Case Study of Curriculum Development trends and innovations in the Ahmadu Bello University, Institute of Administration's Department of Administrative Studies during the period 1970-75'. The research examined the 'phasing in' and 'out' of Courses in the Department as a result of factors such as the introduction of Courses as the need arose. The programmes phased out during the period of her study as enumerated in the study were Local Government Stage III, B.A. Administration and Administrative Management Training Course. The Courses introduced were Higher Diploma in Local Government, Middle and Modern Management Courses, Advanced Diploma in Public Administration. The questions the research sought to answer were whether there was an appropriate situation analysis conducted before the introduction of the new programmes, whether the programmes were meeting the objectives for which they were set up, whether they had provided adequate evaluation techniques to measure and re-employ the outcomes of the programmes.

Mrs. Ogunrombi's research was basically a review of the Curriculum Development of the Department with a view to offering advice on the setting up of new programmes. The emphasis was on curriculum development and what elements should be considered while planning a programme. The research was a documentary research hence there was no questionnaire administered to any Course participants. The samples of the

questionnaires attached in the copy of the research were administered at the end of a Modern Management Course and a Course in Project Planning held between 14th November to 9th December 1972.

The questions the research set out to answer were dealt with rather broadly without relating them to a particular programme. This is understandable since the objective of the study was to consider curriculum development within a specified period. The study came up with a model for analysing a programme of study before its implementation. She suggested the adaptation of a model for curriculum development which would involve:

1. embarking on a situation analysis viewed in relation to other elements of the curriculum in order to ascertain the life span of the programme;
2. drawing up the objectives of the programme;
3. selecting appropriate subject matter; and
4. selecting of appropriate methods and teaching materials and appropriate calibre of staff.

The model stressed the need for feedback from the five elements before effecting drastic changes in the curriculum. The study suggested that programmes existing in the Department then should be consolidated rather than proliferating new Courses. She recommended the evaluation of the programmes especially a post-training evaluation

comprising an appraisal by the students themselves and a periodic follow-up study by the Course Sponsors and the staff involved in teaching the programmes.

The present research is similar to Mrs. Ogunrombi's in the sense that it set out to appraise the two programmes, the Advanced Diploma in Public Administration (ADPA) and the Administrative Management Training Course (AMTC) offered by the Department of Public Administration. The method used in her research was quite different from that employed in the present research. She evaluated the trend of curriculum development in the Department within a specified period. The present research has been concerned with appraising the subject matter, the method of instruction and the general organisation of the two programmes mentioned above.

Another thesis titled 'A Delphi Evaluation of the Master of Business Administration (MBA) programme of the University of Lagos - Nigeria by Dr. Nnamdi M. Asika (1983) researched into the MBA programme of the University of Lagos. The purpose of his research was to find out how the MBA programme had fared after ten years of operation. He did that by examining the programme's strength and weaknesses deriving from the calibre of lecturers teaching in the programme, facilities available for running the programme, the course contents, criteria for admission and other aspects of the programme. The study sought to determine respondents/experts ranking of

MBA programmes in Nigerian Universities including what experts thought should be the criteria for ranking Nigerian MBA programmes.

There was a good representation of students from various Universities in Nigeria and abroad who were admitted into the MBA programme of the University of Lagos in the 1981/82 session. The study made a random sampling from 63 MBA students and 22 lecturers. A total of 12 students and 8 lecturers totalling 20 made the population used in the study. The random selection ensured that not more than two students from one Nigerian University were included in the study. Lecturers were selected on the basis of their having taught in the programme or having been involved in the admission exercise. The study used the Delphi technique of opinion survey in which it drew a panel of experts from both students and lecturers in the MBA programme. The evaluation lasted from May 1982 to January 1983.

The Delphi technique makes use of a panel of respondents who make anonymous estimation on the issues asked. It involves repeated application of the Delphi questionnaires. The purpose of repeating the questionnaires is to arrive at a concensus of opinion by the experts on the various issues raised. The responses in each round are analysed and the results fed back along with the new set of questionnaires to the experts. The purpose is to let each respondent know the trend of opinion of other respondents in the hope that their

subsequent response will be influenced rationally. By these repeated rounds a concensus may hopefully be reached.

Dr. Asika's study involved administering three rounds of the Delphi questionnaire before a concensus was reached on 92 out of the 176 suggestions made. The study arrived at a suggested criteria for ranking MBA programmes in Nigerian Universities. In the ranking of MBA programmes, the University of Lagos MBA programme ranked first followed by the University of Nigeria Nsukka, while Ahmadu Bello University and Ife University tied for the third position.[17] The study also revealed the strengths and weaknesses of the programme. The Delphi technique applied by Dr. Asika has certain limitations. It is more difficult to reduce biases in this type of study. The technique demands considerable length of time before a study can be completed. Knowing the attitude of most people in filling questionnaires a research using this technique would be fraught with a lot of difficulties. The similarity between Dr. Asika's research and the present work is that both are evaluating training programmes using different techniques.

The present research has incorporated certain aspects of the research carried out by the three Researchers discussed above. It has focused on the two programmes under study by

---

17. Asika, Nnamdi M. (1983) Delphi Evaluation of the Master of Business Administration (MBA) programme of the University of Lagos - Nigeria. Administrative Staff College of Nigeria (ASCON) Journal of Management 2(1), 19-30.

examining their programme design, course contents and the general organisation of the courses. It has also sought to find out what aspects of the training were applied in the job situation. The careers of the graduates were looked at in a lesser perspective. The appraisal of the programme was done by the graduates themselves in the same way as Dada and Asika carried out their own research projects and in line with Warr's Reaction Evaluation approach.

CHAPTER 3

THE ADVANCED DIPLOMA IN PUBLIC ADMINISTRATION AND THE ADMINISTRATIVE MANAGEMENT TRAINING PROGRAMMES (ADPA AND AMTC)

.1 Background

In 1954 when the Phillipson - Adebo Commission submitted its report titled 'The Nigerianisation of the Civil Service' it drew attention to the fact that there were very few Northerners in the Civil Service.[1] A 'Northernisation Policy' was adopted as the solution to acute indigenous manpower shortage. This policy was the brainchild of the late Premier of Northern Region, Sir Ahmadu Bello, the Sardauna of Sokoto, who was the Minister for Local Government in the Northern Region at the time. The policy was administered by the then Northern Public Service Commission, beginning 1954. The Commission was charged with recruitment, training and staff development of northerners to enable them enter the Regional administrative service. The Institute of Administration was established to cater for the training of manpower for the North. The government's priority was:

1) to train Northerners to take over all posts in the Clerical Service;
2) to train Northerners to take their place in the Administrative Service.[2]

---

1. S. Phillipson and S.O. Adebo, (1954) 'The Nigerianization of the Civil Service'. A review of Policy and Machinery, pp. 63-64.

2. M.J. Pennion, (1963) 'The Institute of Administration Zaria I'. Journal of Local Administration Overseas, 2(1) pp. 40-42.

The Administrative Service Training Course, (ASTC) a course similar to the Administrative Management Training Course (AMTC) was run between 1957 and 1961. It was a nine month course. Its entry requirements were good secondary school education backed by proof of ability, initiative, and integrity in post secondary school employment.[3] The ASTC was regarded as a temporary measure to be continued only as the staff situation demanded.

Class A pass in the ASTC final examination qualified one for appointment as an Administrative Officer while Class B entitled one for consideration for appointment in the Executive Cadre. Others who did not make a Class A or B pass returned to their posts.[4]

The creation of the six states from the North in 1967 by the Gowon administration resulted in the deployment of personnel from the Northern Nigerian Public Service to the States' Public Services. This development resulted in a shortage of staff especially the administrative staff. The Institute itself, carried out surveys of the situation in the States between February and September 1969. It found that

---

3. 'The Institute of Administration Zaria II'. Journal of Local Administration Overseas, 2(1) pp. 43-48.

4. Ibid, p. 46.

newly recruited officers to the State's Administrative grades needed a special programme in Administrative and Management skills. Thus the Administrative Management Training Course (AMTC) was introduced in the 1969/70 session as a crash programme to cope with training new officers entering the administrative cadre in the States.[5] The AMTC programme was run by the Department of Administrative Studies now Department of Public Administration from the 1969/70 session to the 1973/74 session. It was then temporarily suspended for two sessions: the 1974/75 and 1975/76 sessions. The creation of additional four states in the North in 1976, brought about the re-introduction of the AMTC programme in the 1976/77 session. It ran until the 1985/86 session. The programme is likely to be suspended for the time being.

3.2 The Administrative Management Training Course

The Course is particularly 'designed for officers of the Executive supervisory cadre in the State and Public Corporations who are likely to get an accelerated promotion to the administrative class in view of acute shortage having occurred in the State administrations'.[6] The Course is of a

---

5. P.C. Daudu, 'Training of Public Sector Managers in the Northern Region (now 10 States) of Nigeria, 1954-1980. Lessons of Experience'. Paper presented at the Second Annual Conference for Schools of Management Education and Training, Kongo Conference Hotel, Zaria, 1981 (type written).

6. Institute of Administration, Ahmadu Bello University, Department of Administrative Studies Prospectus 1980/81, p. 16.

full time nine months duration.

3 Eligibility for Admission

The course is intended as part of the Staff Development programme of the State Governments. Candidates are normally sponsored by the State Governments and Public Corporations from their supervisory cadres taking into consideration applicants' learning capacity and the potentiality for promotion to higher administrative level.[7] Selection of candidates to the Course is usually done through a written test and oral interview conducted by the Department in conjunction with the State Government authorities. The candidates are grouped into three classes graded A, B, and C in accordance with their performance in the selection tests.[8]

Class A - Candidates who score 70 percent and above. The class usually forms about 10-20 percent of the successful candidates.

Class B - Candidates who score 50-69 percent. They form about 80-90 percent of the successful candidates. The States are given the upperhand in selecting who they wish to send for the Course in this group.

Class C - Candidates who fail the test and are considered unelligible for selection.

---

7. Ibid, p. 1 .

8. P.C. Daudu, . p.17

The selection test usually comprises:-

a) a test in English to determine the candidate's ability to communicate;

b) a case study paper to determine the candidate's ability of analysis and decision-making; and

c) an oral personal interview of candidates by a panel comprising selected Institute staff and State Governments' representatives.

3.4 Course Organisation

The students are awarded certificates on the basis of their scores in continuous assessments as well as scores in the final written examination. The continuous assessment forms 30 percent of the total marks which are based upon Term Papers, field studies, practical exercises and classroom performance throughout the session. A successful student is awarded a certificate at Distinction, Credit, Merit or Pass level. Students who get an aggregate of between 40 - 49 percent get a pass. Those who score less than 40 percent aggregate are deemed to have failed and are awarded a certificate of attendance only. A score of 50-59 percent qualify for a Merit; 60-69 percent qualify for a Credit and 70 percent and above qualify for a Distinction.[9]

---

9. System of grading, A.B.U. Institute of Administration Transcript of Academic record proforma.

3.5 Course Syllabus

There are seven courses which are compulsory to every student as follows:[10]

1) Theory and Practice of Administrative Management
2) Nigerian Administration - Federal, State and Local Government
3) Nigerian law- Administrative Law, Law of Contract and Torts, Company Law and Indigenization Decree.
4) Development Administration
5) Public Personnel Management
6) Public Finance
7) English and Communication Skills.

KASHIM IBRAHIM LIBRARY
AHMADU BELLO UNIVERSITY
ZARIA, NIGERIA.

3.6 Course Outline

Theory and Practice of Administrative Management:

The objective of this course is to impart knowledge in the theory of Public Administration and to relate it to the management of government Ministries/Departments and Field Administration.

The Course content is as follows:

a) Public Administration as a Discipline - its role in national development with particular reference to the National Development Plans.

---

10. Institute of Administration, Ahmadu Bello University, Zaria, Department of Administrative Studies, Prospectus 1981/82, p. 28.

b) Administrative problems of a developing country with particular reference to Nigeria.

c) Typology of governmental functions.

d) Relationship between Administration and Management - similarities and contrasts.

e) Evolution of Management Theory - Scientific Management, Human Relations, Behaviourism and Systems theory.

f) Organisation: criteria of departmental organisation, Ministries, Boards/Commissions, Public Corporations, Administrative Committees and Councils.

g) Administrative Procedures and Techniques

h) Field Administration

Theories of Administrative decentralization - difference between local self government and decentralized administration.

i) Administrative planning.

Planning Process, planning organisation and plan implementation, planning at the grassroots, plan implementation and plan evaluation.

.2 Nigerian Administration - Federal, State and Local

The objective of the course is 'to familiarize the student with the political and socio-economic environment in which the Nigerian Administration operates in its day-to-day activities'.[11] Another objective is to enable students study

---

11. Ibid, p. 31.

the organisation and functions of major administrative organs at the national, state and local levels.

The Course content is as follows:-

a) Constitutional setting of Administration
b) Political setting - pre-military and post-military
c) Socio-economic setting
d) Studies of Federal and State Ministries, Departments and Corporations. Relationship between the Federal and State governments in the administrative sphere.
e) Relationship of local government institutions with the State and Federal Ministries.
f) Topical study of a few selected public organs of development such as NNDC, River Basin Development Authority.

Nigerian Law:

The objective of the Course is to acquaint the student with the general principles of the legal system and the legal constraints under which civil servants have to work. The content of the course is as follows:-

a) Judicial system of the country.
b) Administrative law - delegated legislation and administrative tribunals and the system of judicial review of administration action. Public Complaints Commission, Corrupt Practices Bureau.
c) Law of Contract and Torts.

Development Administration:

The objective of the Course is to familiarise the students with the theory of Development and the National Development Plans. To also enable them develop skills of programme planning and implementation as administrative officers. The Course content is as follows:-

a) Development as a concept in (i) Economics, (ii) Sociology; and (iii) Administration.
b) Main characteristics of Nigerian Economy.
c) Third National Development Plan.
d) Role of State and Local Administration in National Development.
e) Agricultural growth and rural development.
f) Cooperatives and Marketing Boards.
g) Urban growth and problems of Urbanization
h) Employment Structure and Employer-Employee relations.

Public Personnel Management:

The Course objective is to train the student as an establishment officer in a Government Ministry and to provide him with a comparative perspective in the theory and practice of Public Personnel Administration.

The course content is as follows:-

a) Objectives and basic elements of Public Personnel Management.

b) A comparative study of the following personnel system: U.K., Western Europe and U.S.A. with particular reference to structuring, training and deployment, selection and examination, civil service status.

c) Practical training into Career Planning, Job Evaluation and Performance Evaluation Techniques.

d) A detailed study of the Civil Service System of Nigeria with particular reference to the Udoji Commission recommendations and its aftermath.

Public Finance:

The Course objective is to train the student in the financial functions and activities of government.

The course content is as follows:-

a) Basic concepts

b) Source of Government Revenue

c) Fiscal and Monetary Policies

d) Nature of Government activities - expenditure

e) Budgetary process in the Federal and State Government

f) A detailed study of and practice into, Performance Budgeting - to prepare a Performance Budget of any one public undertaking.

g) Accountability and Control over Public Expenditure

English and Communication Skills:

The Course objective is to satisfy the immediate classroom needs as well as the future administrative needs of the students enrolled in the training programme

The course content is as follows:-

a) General Mechanics of Communication

b) Communication Skills

c) Remedial Grammar

d) Other Techniques

3.7 Methods of Instruction

The methods of Instruction are varied. They involve classroom lectures and tutorials, workshops, seminars and case studies. Field work range from short visits to places of interest to administrators in and out of Zaria, to study tours of places of interest such as State Capitals, Kainji Dam or Sokoto Cement Factory or any other place of interest.

3.8 Supervised Study Attachments

The supervised study attachment involves a four week practical work during the Easter vacation in an administrative area under an Administrative Officer. The purpose is to enable the student to study in detail the work of an administrator in the field.

3.9 The Advanced Diploma in Public Administration

The Advanced Diploma in Public Administration (ADPA) course was started in the 1972/73 session in place of the Post-graduate Diploma programme which was run between 1962 and 1968. 'The change in the nomenclature does not however, alter the course content, depth or admission requirements. Both graduates and non-graduates will be admitted into this programme provided they are suitably qualified'.[12]

Until recently, degree and non-degree holders who had reached the level of Senior Assistant Secretary or equivalent for not less than four years, were eligible for admission to the ADPA programme. On the recommendation of the Post-Graduate School Board, the University Senate, during the 1980/81 session ruled that non-degree holders from the Northern States, Parastatals and other sources, a professional Advanced Diploma in Public Administration be mounted at the Institute of Administration. The programme will cater specifically for senior officers from the Civil Service, parastatals, local governments and private organisations within the Northern States, since it is expected that the burden of financing the programme will be borne by these organizations.[13]

---

12. Institute of Administration, Ahmadu Bello University, Zaria, Director's Annual Report to the Board of Governors of the Institute, 1973/74.

13. Institute of Administration, Ahmadu Bello University, Zaria, Department of Public Administration, Prospectus, 1983/84, p.49.

3.10 Objective of the Study

'The broad objective of the programme is to train men and women to analyse, develop, administer and evaluate public policies and programmes dealing with national and sub-national development problems'.[14] Admission requirements are as follows:-

a) Non-graduate serving officers not lower than Senior Assistant Secretary (GL 10) in the Public Sector and Managerial Officers of equivalent status in the private sector.

b) Professionals in both public and private organisations who have reached levels equivalent to (a) above.

c) In either of the above cases, the candidate must have attained academic qualifications not lower than an ordinary diploma or its equivalent.

3.11 Duration and Scope of the Programme

The Course is expected to last for one academic session of about 9 months.

Candidates are required to offer five compulsory courses and one optional course to cater for both the personal and sponsor's interests of each participant. In addition to passing a written examination, each student is expected to

---

14. Ibid, p. 51.

to submit a field study paper of not less than 50 typed pages, as a precondition for the award of the ADPA certificate.

3.12 Course Content

The following compulsory courses are offered:-

1) Theory and practice of Administration
2) Human Resource Management
3) Development Economics
4) Public Finance
5) Project Planning

The following optional courses are offered depending on the availability of teachers:

1) The Nigerian Economy
2) Local Government and Administrative Law
3) Statistics and Modern Management Techniques
4) Urban Development Administration
5) Public Enterprise Management
6) University Administration
7) International Relations

3.13 Course Outline

. Theory and Practice of Administration

The objective of the course is to impart a foundation knowledge of Administrative thought and Management Theory in the context of Nigerian Public Administration. It is divided

into three parts:-

a) The concepts of modern administrative thought and the major values that govern administrative behaviour.

b) The important schools of administrative thought and the fundamental ideas from their writings and books.

c) Organisational behaviour and management processes in the settling of governmental administration. The application of tools and techniques of modern management to administrative tasks.

Human Resource Management

The objective is to acquaint students with the main issues of human resource management both at the national and organisational levels.

The course involves showing the importance of -

a) Human Resources in relation to achieving national development goals;

b) Incentives for raising productivity within the nation's machinery and processes for planning integrated manpower policy.

c) Significance of developing a personnel policy system at the Organisation level i.e. Job description, and analysis, recruitment, selection and placements, training and performance appraisal, promotions, transfers, wages and salaries administration etc.

Development Economics

The objective is to familiarise students with development theories in relation to developing countries and in the area of Development Planning and Project Analysis.

The course is divided into three areas:-

a) Development Theory

b) Development Planning

c) Project Planning and Analysis

Public Finance

The objective is to get students acquainted with the financial functions of the government.

The course content covers:-

a) The principles of Public Finance

b) Fiscal administration in governments at all levels, its process and overall administration

c) Collection, preservation and distribution of public funds.

Project Planning

The objective of the course is to equip students with the existing techniques for deciding on the most effective use of scarce resources.

It concentrates on:-

a) Evaluation of various project selection procedures

b) Preparation and execution of projects

c) Project/Plan Formulation, implementation and Revision.

3.14 Optional Courses

The Nigerian Economy

The objective is to provide a general overview of Nigeria's economic growth and development.

It covers such areas as:-

a) Composition of Nigerian resources i.e. National Output, its composition and distribution

b) Manpower and enterpeneurship

c) Role of agriculture in Nigerian Economy, industrial sector, servies from the private and public sectors, foreign trade.

Local Government and Administrative Law

To familiarise the student with the functions of the Local Government and principles of administrative law. The course covers such areas as:-

a) Theories and Principles of decentralisation in government as they apply to the Nigerian Administration.

b) History of local government in the pre-colonial, colonial period and modern local government

c) Philosophy of Administrative Law, delegated legislation, composition and functions of enquiries and tribunals, elements of fair hearing and actions against the State and its subordinate units.

Modern Management Techniques and Statistics

The course covers the following areas:-

a) Basic concepts of statistics
b) Basic concepts of Probability
c) Statistical methods
d) Decision Theory
e) Linear Programming.

Urban Development Administration

To enable students explore the causes and consequences of urbanisation and the options open to governments and their agencies to deal with the urban problems.

The course covers:-

a) Rate of expansion of urban centres in under-developed world.
b) Population growth rates of urban centres in relation to national population growth rate.

Public Enterprise Management

To acquaint students with the role of Public enterprise in the growth process.

It covers the following areas:-

a) Problems of Public enterprise in a mixed economy
b) Organisation, management and control of public enterprise.
c) Financial, commercial, legal and personnel aspects

University Administration

To acquaint students with University Administration.

It focuses on the following areas:-

a) Fundamental concepts of higher education

b) Analysis of University Organisations such as University Council, Senate, Faculty, Department etc.

c) Student Personnel Administration i.e. selection, admission, orientation, counselling and guidance. Student sponsorship and co-curricular activities.

d) University Finances - its source and management.

e) Academic and non-academic personnel administration, health services, campus safety and security.

International Affairs

The objective of the course is to expose students to basic concepts and institutions of international affairs.

The course concentrates on:-

a) Major world groupings and their ideologies

b) Procedures and patterns in the formulation and implementation of national goals and foreign policies.

Both the ADPA and AMTC programmes have been designed for the benefit of serving administrators in the field. The Course contents of the two programmes are similar but the difference lies in depth and emphasis. The following Courses are commonly taught on the programmes; Theory and Practice of Administration, Personnel Management and Public

Finance in addition to other courses.

The University Senate in the 1980/81 session separated the entry requirements into the ADPA programme for degree and non-degree holders. The Senate ruled that only degree holders who completed the programme from that session onward would be awarded the Postgraduate Diploma in Public Administration which had previously been awarded to both degree and non-degree holders. Senate also ruled that non-degree holders would be awarded an Institute of Administration Professional Advanced Diploma in Public Administration certificate. However the two groups of students have remained together, receiving the same instruction.

There are some inconsistencies in the admission requirements, course content and certification of the Post-graduate Diploma in Public Administration (PGDPA) and the ADPA programmes. The admission requirements for the PGDPA are:-

a) University graduates, who have had a minimum of one year field experience;
b) those who hold any other qualification which together with relevant experience is deemed by the Faculty Board and Senate to be equivalent to (a) above.

The above requirements are not explicit enough. From the requirements it would appear that degree holders could come from any field in which case they could already be professionals in their own fields but with administrative duties. For the second requirement it would appear that the ADPA candidates who hold the Nigerian Certificate in Education (NCE), Higher National Diploma (HND) or equivalent qualification with relevant experience could qualify to be admitted

into the PGDPA programme.

The PGDPA candidates offer three compulsory courses which are, Theory and Practice of Administration, Human Resource Management and Development Economics.[15] The ADPA candidates offer five Compulsory Courses; Theory and Practice of Administration, Human Resource Management, Development Economics, Public Finance and Project Planning. Both groups of students are required to choose one optional course each from the list of optional courses. As at now the ADPA programme has a heavier weighting of courses than the PGDPA in the sense that the ADPA candidates offer six Courses while the PGDPA offer four courses.

The PGDPA candidates cover less course content than the ADPA candidates yet they are awarded a higher certificate than the ADPA candidates. Also candidates in the PGDPA are supposed to be degree holders yet the courses they offer are the general administration courses. It is to be remembered that they come from professional fields.

The only concession given to the ADPA candidates who have more course work is that their pass mark is 40 percent as compared to 50 percent by the PGDPA candidates. It is most probable that an ADPA candidate could scorewell above that 50 percent pass mark but such a candidate would not be awarded a PGDPA certificate on the basis of his performance. There is thus need to clarify the entry requirements for the PGDPA programme and streamline the course content for both programmes to reflect their educational and professional background and status of their certificates.

---

15. Ibid, p. 8.

CHAPTER FOUR

DATA ANALYSIS

This research set out to appraise the two programmes offered in the Department of Public Administration to middle level civil servants namely: the Advanced Diploma in Public Administration (ADPA) and the Administrative Management Training Course (AMTC). The appraisal was done through eliciting the opinion of graduates of these two programmes working in the Public Service within Kaduna State at the time of the study. The study covered the State Civil Service, the Local Governments and the Federal parastatals based in Kaduna State. Discussions on the findings of the research have been divided into two sections. The first (Section A) has discussed the responses from the ADPA graduates while Section B has discussed responses from the AMTC graduates.

SECTION A - RESPONSES FROM ADPA GRADUATES

The population for this study was made up of the 90 respondents of both programmes who were traced within Kaduna State. A total of 125 questionnaires were distributed because additional 35 copies were administered to replace those misplaced or to encourage some respondents complete the questionnaire. From the total number of 60 responses made, 35 representing 58.3 percent were made by graduates of the ADPA who attended the programme between 1978 and 1986.

4.2 Respondents' Profiles

In the introductory part of the questionnaire administered, a profile of the respondents which included such items as rank, qualification, working experience, record of promotions and postings after attendance at the ADPA programme was requested. The aim was to obtain background information on the educational preparedness and the entry qualifications of respondents who attended the course, their job placements and their relatedness to the training, and the trend of their advancement after the Course. The profile also provided information on whether or not respondents were used in administration and whether they were posted to areas relevant to their training.

TABLE 4.1

BASIC QUALIFICATION OF RESPONDENTS

QUALIFICATION	N = 35	PERCENTAGE
West African School Certificate	19	54.3
Grade II Teachers' Certificate	7	20.0
Secretarial Studies/Executive Officers' Course Certificate	9	25.7
TOTAL	35	100.0

The above table shows the basic educational background of respondents. The qualifications shown above indicate that

74.3 percent of the respondents had qualifications acceptable for further education. These respondents were those who had WASC and Grade II Teachers' Certificate which they had obtained before entering the service. Respondents with Secretarial and Executive Officers' course certificates needed to develop themselves accademically along these two professions.

TABLE 4.2

HIGHEST QUALIFICATIONS OF RESPONDENTS BEFORE ADMISSION TO THE COURSE

QUALIFICATION	N - 35	PERCENTAGE
Nigerian Certificate in Education (NCE)	2	5.7
Higher National Diploma (HND)	3	8.6
Ordinary Diploma (ND)	16	45.7
Administrative Management Training Course (AMTC)	8	22.9
Secretarial Studies/Executive Officers' Course Certificate	6	17.1
TOTAL	35	100.0

Relating the entry requirements as set out in Chapter III, to the educational background of respondents, it is clear that 82.9 percent of the respondents met the admission requirements on the basis of their qualifications. These were the respondents who had NCE, HND ND and AMTC

certificates. Respondents with Secretarial Studies or Executive Officers' Course Certificates (17.1%) could be said not to have met the educational requirements but they met the requirement of being serving officers on salary not below GL 10. The flexibility of the admission requirements has confirmed that the objective of the course was to train serving civil servants for the Public Service for administrative duties within the service.

TABLE 4.3

DISTRIBUTION OF STAFF INVOLVED IN ADMINISTRATION ACCORDING TO RANK

R A N K	N = 34 *
Secretary	2
Principal Secretary	1
Under Secretary	1
Principal Assistant Secretary	9
Senior Assistant Secretary	4
Senior Internal Auditor	1
Senior Accountant	1
Senior Dental Nursing Sister	1
Assistant Secretary	5
Administrative Officer I and II	0
Administrative Assistant	0
Assistant Chief/Principal Executive Officer	8
TOTAL	34

* One of the respondents was no more in Administration.

Administration in the context of this study has been used to refer to the process by which tasks necessary for policy decisions and implementation are performed. Going by the above definition, the study revealed that 34 of the respondents as shown in Table 4.3 above representing 97.1 percent were in administration. The only respondent representing 2.9 percent of the respondents retired from service shortly after the Course and was teaching at the time of the study. However, his responses to questions on the programme have been included in the evaluation of the programme since he successfully went through the Course.

Findings in relation to the promotion of staff indicated that there was flexibility in the promotion of staff in the Kaduna State Civil Service and Local Governments. A few respondents were given accelerated promotion while most respondents enjoyed promotion after three years interval or more. Those respondents who had accelerated promotion were holders of NCE or HND qualifications before admission to the programme.

Related to respondents' career advancement was their job placements after attending the course. Twenty(20) respondents representing 58.8 percent were posted back to their former offices or to offices with parallel responsibilities. The responses indicated that job placement in

the Public Service was not directly related to training because there were other criteria taken into consideration which were outside the scope of this research.

4.3 Optional Courses

Respondents were asked to indicate which optional Courses they prefered most out of the seven courses offered. The most preferred course ranked 1 and the least preferred ranked 7. In order to obtained a clear picture of results, a frequency distribution for each course was worked out. To obtain the most preferred courses, the frequency distribution covered the 1st, 2nd and 3rd position for each course. That is, taking each course at a time, it was counted how many times that course was ranked 1st, 2nd and 3rd. Courses with the highest frequency of 1st, 2nd and 3rd were regarded as the most preferred courses. Similarly, to obtain the least preferred course, the frequency distribution covered the 5th, 6th and 7th position for each course. Taking each course at a time, it was counted how many times that course was ranked 5th, 6th and 7th Courses with the highest frequency of 5th 6th and 7th were regarded as the least preferred courses. The 4th position was considered median. Results of both groups were analysed in percentages of the total number of respondents for each course.

Tables 4.4 and 4.5 below give a breakdown of respondents reactions.

TABLE 4.4

MOST PREFERRED OPTIONAL COURSES

COURSES	N - 35	PERCENTAGE
Rank Ordered		
The Nigerian Economy	31	88.6
Local Government and Administrative Law	21	60.0
Urban Development Administration	18	51.4

TABLE 4.5

LEAST PREFERRED OPTIONAL COURSES

COURSES	N = 35	PERCENTAGE
Rank Ordered		
University Administration	28	80.0
International Relations	26	74.3
Statistics and Modern Management	20	57.1

The Department of Public Administration has, over the years not been able to offer most of the Optional Courses listed in the Department's Prospectus due to lack of lecturers to teach the courses. The choice of Courses existed only in the Prospectus but not in reality. Prior to the 1982/83

session, the Department offered The Nigerian Economy, Local Government and Administrative Law; and Urban Development Administration as Optional Courses. Since the 1982/83 sess session, the only Optional Course was The Nigerian Economy. The Nigerian Economy ranked the most preferred Course with 88.6 percent possibly because most respondents had offered it. The study revealed that most of those who chose Local Government and Administrative Law; and Urban Development Administration, were those who had attended the programme prior to 1982/83 session. However, there were graduands who attended the programme when The Nigerian Economy was the only Optional Course but who also ranked these two Courses above, highest, For this later group it could be interpreted that they were interested in the course contents of the courses; or their choice was influenced by the relatedness of the courses to their work. This later interpretation is strengthened by the fact that University Administration (80%), International Relations 74.3%) and Statistics and Modern Management .. (57.1%) ranked as the least preferred because most of the respondents were working in the State Ministries and Local Governments and these courses were not related to their work.

4.4 Emphasis on Compulsory Courses

This item sought respondents' views on which Compulsory Courses they would have liked more, same, or less emphasis laid on. Their opinions would assist in finding out how satisfied they were with the material

covered in the courses and the instructional approach. Their opinions are presented in the table below.

TABLE 4.6

EMPHASIS ON COMPULSORY COURSES

COURSES	MORE	SAME	LESS
Rank Ordered			
Theory and Practice of Administration	22	9	4
Development Economics	19	13	3
Human Resource Management	16	17	2
Public Finance	13	16	6
Project Planning	11	22	2

The respondents' views show that 62.9 percent and 54.3 percent respectively would prefer that more emphasis were placed on Theory and Practice of Administration and Development Economics respectively. It could be inferred that respondents found the course contents of the two programmes interesting but rather difficult or that they wanted more coverage of certain areas omitted or not covered in depth. In the case of Project Planning and Public Finance, respondents felt that the amount of time spent on them was adequate. This would indicate that respondents were satisfied with their coverage. Human Resource Management had about an equal number of respondents indicating they wanted more or same amount of time spent on it. This would

indicate that both the course content and the coverage were satisfactory.

Usefulness of Compulsory Courses to Respondents

In this item respondents were asked to indicate which of the Compulsory Courses they found useful to them in their work situations with the most useful course ranked 1 and the least useful ranked 5. In order to obtain a clear picture of results, a frequency distribution for each Course was worked out. To determine the most useful Courses, the frequency distribution covered the 1st, and 2nd position for each course. This is, taking each course at a time it was counted how many times that Course was ranked 1st and 2nd. Courses with the highest frequency of 1st and 2nd were regarded as the most useful Courses. To determine the least useful Courses, the frequency distribution covered the 4th and 5th position for each Course. Taking each Course at a time, it was counted how many times that course ranked 4th and 5th. Courses with the highest frequency of 4th and 5th were regarded as the least useful. Courses. The 3rd position was considered median. Results of both groups were analysed in percentages of the total number of respondents for each course. Respondent's views

are expressed in Table 4.7 below.

TABLE 4.7

MOST USEFUL COURSES TO RESPONDENTS

COURSES	N = 35	PERCENTAGE
Rank Ordered		
Theory and Practice of Administration	31	89.0
Human Resource Management	27	77.1

From the table above, 31 respondents or 89 percent ranked Theory and Practice of Administration as the most useful Course. Human Resource Management with 27 or 77.1 percent respondents ranked second.

TABLE 4.8

LEAST USEFUL COURSES TO RESPONDENTS

COURSES	N = 35	PERCENTAGE
Ranked Ordered		
Project Planning	29	82.9
Development Economics	27	77.1

The least Useful Course as indicated by respondents was Project Planning by 29 or 82.9 percent. Development Economics was considered the second least useful course by 27 or 77.1 percent respondents. Public Finance had only

9 or 26 percent respondents who considered it useful in the field but 60 percent considered it medians.

Compulsory Courses to be made Optional

The purpose of this item was to elicit respondents' opinions on which compulsory courses they would have liked made optional. Their reactions were as presented in Table 4.9 below.

Table 4.9

CHOICE OF COMPULSORY COURSES TO BE MADE OPTIONAL

COURSES	N = 35	PERCENTAGE
Rank Ordered		
Development Economics	10	28.6
Public Finance	9	25.7
Project Planning	5	14.3
None	11	31.4
TOTAL	35	100.0

From the respondents' reactions given in Table 4.9 above, Development Economics (28.6%), Public Finance (25.7%) and Project Planning (14.3%) were the three Courses specifically mentioned as those the respondents wanted made Optional. This is significant because both Project Planning (82.9%) and Development Economics (77.1%) were the Courses that the respondents considered least useful (see Table 4.8) in their work situations. The respondents wanted these Courses made optional mainly because they were not useful to them in their work situations. Only 31.4 percent did not want any of the Compulsory Courses made Optional.

Most respondents were of the view that Theory and Practice of Administration was the core of Administration which no administrator could do without and this was why it was considered the most useful. The ranking of Human Resource Management as the second most useful course as explained by respondents was because administrators dealt with personnel irrespective of where they worked at any given time. Thus preferences and usefulness were related by respondents to their job situations. This also indicates that respondents saw these courses not in terms of academics but in terms of their being able to practically use what they learnt in their jobs.

Respondents' opinions on level of emphasis on compulsory courses, their choice of which Compulsory Courses they wanted made Optional and the usefulness or otherwise of

the Compulsory Courses in their work situations were all interrelated.

Level of Difficulty of Courses

Respondents were asked to indicate which Courses they found most difficult and which ones they found least difficult. The most difficult course ranked (1) and the least difficult ranked (5). In order to obtain a clear picture of results, a frequency distribution for each course was worked out. To obtain the most difficult courses, the frequency distribution covered the 1st and 2nd position for each course. That is, taking each course at a time, it was counted how many times that Course was ranked 1st and 2nd. Courses with the highest frequency of 1st and 2nd were regarded as the most difficult Courses. To obtain the least difficult Courses, the frequency distribution covered the 4th and 5th position for each course. Taking each course at a time, it was counted how many times that course was ranked 4th and 5th. Courses with the highest frequency of 4th and 5th were regarded as the least difficult Courses. The 3rd position was considered median. Results of both groups were analysed in percentages of the total number of respondents for each Course. Tables 4.10 and 4.11 below give a breakdown of respondents' views in the two groupings.

TABLE 4.10

DIFFICULT COURSES

COURSES	N = 35	PERCENTAGE
Rank Ordered		
Development Economics	23	65.7
Project Planning	21	59.9

TABLE 4.11

NOT DIFFICULT COURSES

COURSES	N = 35	PERCENTAGE
Rank Ordered		
Human Resource Management	23	65.7
Theory and Practice of Administration	18	51.4

Expressing opinion on which Courses respondents considered difficult or not difficult their responses showed that Development Economics and Project Planning were the most difficult Courses ranked so by 23 or 65.7 percent respondents and 21 or 59.9 percent respondents respectively Respondents' reactions on these two Courses was influenced by the fact that these two Courses have elements of statistics in them. Statistics is a Course not favoured by most scholars. For most of the respondents, this mayhave been the first time they were encountering statistics. The ranking of

Human Resource Management by 23 or 65.7 percent respondents, and Theory and Practice of Administration by 18 or 51.4 percent respondents among the not difficult Courses, confirms that respondents were influenced by how much the courses were relevant to their duties and therefore paid more interest and attention to them. Public Finance was median with 14 or 39.9 percent of respondents considering it not difficult. It was also considered median in level of usefulness in the respondents' work situations by 59.9 percent respondents thus proving that it was considered useful.

Usefulness of Administrative Components in the Field

Some components which generally were identified as forming part of the duties of administrators were isolated. The administrative components identified were those taught in the courses and they were used in order to find out how useful those components were to respondents in their work situations. Their responses are shown in Table 4.12 below.

TABLE 4.12

USEFULNESS OF ADMINISTRATIVE COMPONENTS IN THE FIELD

COMPONENTS	N = 35	PERCENTAGE
Rank Ordered		
Personnel Administration	30	85.7
Administrative Techniques	30	85.7
Writing Reports/Minutes	26	74.2
Financial Management	25	71.4
Programme Analysis/Implementa Implementation	14	39.9

Most respondents indicated that Personnel Administration (85.7%) and Administrative Techniques (85.7%) were the most useful components to them in their work situations. Report and Minutes Writing (74.2%) ranked third while Financial Management (71.4%) ranked fourth. The components whose ranks were less than 50 percent were Proposals on a new Venture and Programme Analysis,. Respondents' opinions on these two components was not surprising because both are aspects of Project Planning, the Course which was ranked as the least useful in order of usefulness in the field. Responses here too, showed relationship between the components and the duties of respondents in the field. Personnel Administration is what every administrator in a supervisory position practices. The knowledge of which techniques to employ in carrying out one's duties is a necessary skill for the administrator. Likewise, the writing of resports and minutes is done by an administrator at one time or the other.

General Organisation of the Programme

The purpose of this section was to find out respondents' feelings about certain aspects of the general organisation of the programme. Respondents were asked to confirm or disagree with the statements made. Their reactions on each statement are presented in Table 13 below

TABLE 4.13

GENERAL ORGANISATION OF THE PROGRAMME

STATEMENTS N = 35	AGREE	DIS-AGREE	NOT SURE
There were too many Courses taught	5	28	2
The method of instruction was too theoretical	21	7	7
Lecturers were committed to the lectures they taught	20	5	10
Coursemates were cooperative in carrying out group assignments	31	1	3
The library had relevant Course material	18	12	5
There was enough practical work done	10	19	6
There was frequent interaction between lecturers and students	18	8	9
The assignments given were too many	5	23	7
The language used by the lecturers was too difficult	0	34	1
There were sufficient lecturers for each Course	17	11	7
The assignments given were too difficult	1	28	6

Respondents confirmed some of the statements made in Table 13 above such as the existence of team spirit among

coursemates and frequent interaction between lecturers and students. About two-thirds of the respondents felt that the method of instruction was too theoretical. This opinion was strengthened by the agreement with the statement that not enough practical work was being done on the programme. Majority of respondents felt that the number of Courses taught and the assignments given were adequate. Most respondents felt that there were sufficient lecturers for each course and that the lecturers were committed to their duties. Almost two-thirds of respondents felt that the library had relevant Course material and that the language used by lecturers was understandable enough.

In choosing these statements, respondents were influenced by the level of their qualification and the expression of personal interest in certain areas. For example, four or 57.1 percent of the seven who disagreed with the statement that the method of instruction was too theoretical were either H.N.D. or Diploma holders who had completed Courses a year or two before the ADPA programme, signifying that they had adequate intellectual foundation and were used to that instructional approach. Similarly, most of those respondents who disagreed were holders of either the Secretarial or AMTC certificates.

Communication Between Superior Officers and Subordinate Staff

To find out the type of communication channels employed by respondents in communicating with both superior officers and subordinates, two questions were asked on communication. In communicating with superior officers, the most frequent means of communication used by 21 or 59 percent of respondents was through minuting in files. Communicating through verbal instruction and through circulars had equal ranking by 16 or 45.7 percent respondents. The channel of communication used by respondents to communicate with subordinate officers was mostly through verbal instruction ranked so by 21 or 59.9 percent respondents. The next frequently used channel was through departmental meetings as indicated by 17 or 48.5 percent respondents.

The channels of communication used by respondents to communicate with either superior officers or subordinate staff indicates that respondents put into practice, the skills they learnt while on the programme. In administration, the accepted channel of communication between an officer and his superior is through file minuting. The next often used channel as indicated by respondents are through circulars passed from the superior officer to his subordinates and through verbal instruction. An acceptable channel of communication between a superior officer and his subordinates will depend largely on the duties of the superi

officer and the type of subordinates he works with. The two channels of communication indicated by respondents above i.e. through verbal instruction and departmental meetings are acceptable channels of communication with subordinates. Most of the respondents who ranked verbal instruction highest were respondents who worked in the Local Governments or Ministries where they dealt with subordinates in the lowest ranks of the administrative set up.

.6 Decision-Making

Respondents were asked what guided their decision making. The purpose was to find out the type of leadership traits that they had that is whether they were dictatorial or they allowed participatory decision-making. Twenty eight (28) or 79.9 percent stated that they were guided by laid down rules while 20 or 57.1 percent respondents stated that they sought the Chief Executive's opinion. Seventeen (17) or 48.6 percent said they would go by their personal opinion while 20 or 57.1 percent said they would consult their colleagues as a last resort.

Respondents showed that they were following accepted norms in decision making. In decision making an officer is first and foremost guided by laid down rules and next by the opinion of the Chief Executive. Taking decisions are based on the officer's own personality and the prevailing environment.

4.5 General Comments on the Programme by Respondents

On the general effect the programme had on respondents, most stated that their attendance of the course had greatly improved their outlook on what their job roles were and it had greatly changed their job behaviour positively. Some respondents indicated that the theories they learnt in Personnel Management had helped them to broaden their outlook in their relationships with the public whom they served as well as the staff with whom they worked. Responding to whether they had a free atmosphere to implement new ideas in their places of work, about half of the respondents answered in the affirmative while a few answered in the negative. The reason given for the negative response was the rigidity of the Civil Service rules which do not generally give room for innovations.

Some respondents were satisfied with the way the programme was run. Those who expressed satisfaction were spread across the period of this research. Some of the criticisms raised could be grouped into the following areas:

Course content

Method of Instruction

Organisation of the programme

Status of the programme.

Some of the respondents advised that more practical work should be incorporated into the programme. This confirms the earlier statement by respondents that there was

not enough practical work done. Specifically the inclusion of tutorials in the programme was suggested in order to create a forum for more lecturer-student relationship and exchange of ideas and experiences between students. Requests for attachments to an office for about a week or more to expose participants to an office situation were made. In addition, some respondents suggested that experienced administrators should either be recruited to teach the Courses or invited to give talks to students from time to time. These respondents believed that this step would blend both the theoretical and practical aspect of the programme. In the citation of case studies used in some course units, a few respondents criticized such cases for being unrelated to the Nigerian situation and suggested that cases should be drawn from situations relevant to the Nigerian experience.

Some respondents advised that the Course Units of all Courses offered should be reviewed and be related to the social, political and economic growth of the country. This comment is related to their preference for Courses that were of relevance to their jobs. Some respondents suggested that course outlines should be made available to students in good time before the commencement of lectures so that books for the Courses could be purchased.

The request for the upgrading of the programme to a Postgraduate one was made by most respondents. A few among them advised that graduates of this programme should be admitted into the Master in Public Administration programme or the B.A. Public Administration programme.

4.6 Summary

The following points regarding the ADPA programme were deduced from the research:

1. Respondents met the required qualifications for admission into the programme either academically or through the requirement of being serving officers on salary not below GL 10.
2. Most respondents (or 90.9 percent to be precise), were in administrative jobs. The posting of respondents to various units/sections or Departments within their Organisations was not directly related to the training they had undergone.
3. The most useful and also the most preferred Courses on the programme from the respondents' point of view were Theory and Practice of Administration, Human Resourse Management and The Nigerian Economy.
4. Courses which were found not useful and also not preferred by respondents were University Administration, International Relations, Statistics and Modern Management, Project Planning and Development Economics.

5. Respondents found Public Finance, Development Economics and Project Planning the most difficult courses.
6. Most respondents found the method of instruction too theoretical and indicated that not enough practical work was done. They also requested for tutorials.
7. The recommendation that the programme should be upgraded to a post-graduate one or graduates of the ADPA admitted into either the M.P.A. or D.A. Public Administration programmes was made by most respondents.

4.7 SECTION B - RESPONSES FROM AMTC GRADUATES

The population for this study was made up of the 90 respondents of both programmes who were traced within Kaduna State. A total of 125 questionnaires were distributed because additional 35 copies were administered to either replace those misplaced or to encourage some respondents complete the questionnaire. From the total number of 60 responses made, 25 representing 41.7% were made by Administrative Management Training Course (AMTC) graduates out of the 60 responses made by both the ADPA and AMTC graduates.

4.8 Respondents' Profile

A profile of the respondents that included such items as rank, qualification, working experience, record of promotions and postings after attendance at the AMTC programme was requested. The profile was intended to provide background information on the respondents relating

to the level of their educational preparedness for the programme, their job placement and its relatedness to their training and the trend of their advancement after the Course. Another use of the profile was to provide information on whether or not respondents were used in administration and whether they were posted to areas relevant to their training.

TABLE 4.14

BASIC QUALIFICATION OF RESPONDENTS

QUALIFICATIONS	N = 25	PERCENTAGE
West African School Certificate	1	4.0
Grade II Teachers' Certificate	2	8.0
Confidential Secretary III/II	8	32.0
Clerical Officers' Course Cert.	14	56.0
TOTAL	25	100.0

The basic qualifications of respondents' as indicated in the table above shows that the educational background of 22 or 88.0 percent of respondents was basically primary school. This same number entered into training in specific professions in two categories; the Secretarial cadre and the Clerical cadre. The grade II certificate holders and the West African School Certificate holders had the qualifications before entering the service while the others, holders of the Secretarial and Clerical Officer certificates, obtained them while in the service.

TABLE 4.15

HIGHEST QUALIFICATIONS OF RESPONDENTS BEFORE ADMISSION TO THE COURSE

QUALIFICATIONS	N = 25	PERCENTAGE
Ordinary Diploma	3	12.0
Grade II Teachers' Certificate	1	4.0
Executive Officers' Course Cert.	17	68.0
Secretarial Course Certificate	4	16.0
TOTAL	25	100.00

The entry requirements for the AMTC programme as stated in Chapter III were that candidates should have potential learning capabilities and they should also be in supervisory cadres. Judging from the qualifications of respondents shown in Table 2 above, all respondents had the required qualification for entry into the programme. The Ordinary Diploma and Teachers' Grade II Certificate holders had the basic academic qualifications for further studies apart from being in the supervisory cadre along with the Executive Grade Officers' Training and Secretarial Training Certificate holders, which was the second requirement.

TABLE 4.16

DISTRIBUTION OF RESPONDENTS ACCORDING TO RANK

RANK	N 25	PERCENTAGE
Under Secretary	1	4.0
Deputy Secretary	1	4.0
Principal Assistant Secretary	3	12.0
Senior Assistant Secretary	2	8.0
Assistant Secretary	4	16.0
Administrative Officer	4	16.0
Assistant Chief Executive Officer	2	8.0
Principal Executive Officer	2	8.0
Senior Executive Officer	5	20.0
Higher Executive Officer	1	4.0
TOTAL	25	100.0

The study revealed that 100 percent of respondents were involved in Administrative or Executive duties. Pertaining to promotion, most respondents were promoted after three or more years interval and only one respondent was given accelerated promotion. Respondents had enjoyed fairly good placement within the Administrative cadre and had risen to the top ranks of the cadre i.e. Under Secretary, Deputy Secretary and Principal Assistant Secretary. One of the objectives of the AMTC programme was to train staff within the Executive

cadre who had the potential of being converted to the Administrative cadre. The State and Local Government Services had done well in this respect because 15 or 60.0 percent of respondents were converted to the Administrative cadre after successfully undergoing the course.

The job placement of respondents after completion of the course was also commendable. Seventeen respondents representing 68.0 percent of the total were posted to offices with higher responsibilities while eight or 32.0 percent of respondents were posted to their former offices or to offices with parallel responsibilities. The second part of the question on job placement was intended to find out if respondents' postings had anything to do with their training. In answering this question, 15 or 60.00 percent of respondents affirmed that their training influenced their postings. From this response it could be concluded that respondents' postings were influenced by their training. In this regard, it is evident that conscious effort was made to utilise respondents' training.

4.9 Preference of Courses

This item sought to find out respondents' reactions on which Courses they preferred while on the programme. The most preferred Course ranked 1 while the least preferred ranked 7. To obtain a clear picture of results a frequency

distribution for each course was worked out. To obtain the most preferred Courses the frequency distribution covered the 1st, 2nd and 3rd position for each Course. That is, taking each Course at a time, it was counted how many times that Course was ranked 1st, 2nd and 3rd. Courses with the highest frequency of 1st, 2nd and 3rd were regarded as the most preferred Courses. Similarly, to obtain the least preferred Courses, the frequency distribution covered the 5th, 6th and 7th position for each Course. Taking each Course at a time it was counted how many times that Course was ranked 5th, 6th and 7th. Courses with the highest frequency of 5th, 6th and 7th were regarded as the least preferred Courses. The 4th position was considered median. Results of both groups were analysed in percentages of the total number of respondents for each Course. Tables 4.17 and 4.18 below give a breakdown of respondents' reactions.

TABLE 4.17

MOST PREFERRED COURSES

COURSES N = 25	LEVEL [illegible]	PERCENTAGE
Rank Ordered		
Theory and Practice of Administrative Management	17	68.0
Public Personnel Management	16	64.0
Nigerian Administration	15	60.0

TABLE 4.18

LEAST PREFERRED COURSES

COURSES N = 25	LEVELS 5-7	PERCENTAGE
Rank Ordered		
Public Finance	15	60.0
Nigerian Law	14	56.0
English and Communication Skills	13	52.0

Tables 4.17 and 4.18 above show the most preferred and the least preferred Courses. From Table 4.17, seventeen or 68.0 percent of respondents ranked Theory and Practice of Administrative Management the most preferred Course followed by Public Personnel Management with 16 or 64.0 percent of respondents. Nigerian Administration with 15 or 60.0 percent of respondents was the third most preferred Course. The least preferred Courses were Public Finance ranked so by 15 or 60.0 percent of respondents followed by Nigerian Law ranked so by 14 or 56.0 percent of respondents. English and Communication Skills was ranked by 13 or 52.0 percent of respondents the third among less preferred Courses. Thus the least preferred Course was Public Finance (60.0%) and the most preferred course was Theory and Practice of Administration (68.0%) The ranking of Theory and Practice of Administrative Management (68%), Public Personnel Management (64%), and Nigerian

Administration (60%) could be interpreted to be due to the relatedness of the courses to respondents' duties. It could also be inferred that respondents were interested in those Course Contents.

TABLE 4.19

LEVEL OF EMPHASIS ON COURSES

COURSES N = 25	MORE	SAME	LESS
Theory and Practice of Administrative Management	15	9	1
Development Administration	15	8	2
Nigerian Law	13	9	3
Public Personnel Management	11	11	3
Nigerian Administration	9	14	2
Public Finance	0	15	3
English and Communication Skills	7	10	8

The Courses that respondents wanted more emphasis on were Theory and Practice of Administrative Management and Development Administration, both ranked highest by 15 or 60.0 percent of the respondents. Nigerian Law ranked next by 13 or 52.0 percent of respondents. In the case of Public Personnel Management opinion indicating 'more' and 'same' emphasis on it was ranked equally by 11 or 44.0 percent of respondents. Courses which respondents indicated they were satisfied with and wanted same emphasis on were Nigerian

Administration and Public Finance which were ranked so by 14 and 15 respondents respectively. For English and Communication Skills there was no clear cut opinion on whether there should be 'more', 'less' or 'same' emphasis on the Course. Seven or 28.0 percent of the respondents wanted 'more', 10 or 40.0 percent of the respondents wanted 'same' while 8 or 32.0 percent of respondents wanted less emphasis on the Course. Responses in all the three levels were less than 50 percent.

For Courses which respondents indicated they wanted more emphasis on i.e. Theory and Practice of Administrative Management Development Administration and Nigerian Law; it could be said that they found the Course contents interesting but rather difficult. Therefore, they needed more in-depth coverage on them. For Courses which they indicated they wanted the same amount of time on, it could be said that they were satisfied with the coverage and content.

Level of Usefulness of Courses in the Field

This item set out to find out which Courses were useful to respondents in their work situations. Respondents were asked to rank the Courses they found most useful in the process of carrying out their administrative duties. The most useful Course ranked 1 while the least useful ranked 7. As was done with the item on preference of Courses, a frequency distribution was worked out in two groupings. The frequency distribution

for the most useful Courses covered the 1st, 2nd and 3rd position for each Course. For the least useful Courses, the frequency distribution covered the 5th, 6th and 7th position for each course. The Courses with the highest frequencies of 1st, 2nd and 3rd fell into the group of most useful Courses and the Courses with the highest frequencies of 5th, 6th and 7th fell into the group of least useful Courses. The 4th position was considered median. Results of both groups were analysed in percentages of the total number of respondents for each Course. A breakdown of respondents' views are presented below.

TABLE 4.20

MOST USEFUL COURSES IN THE FIELD

COURSES N = 25	LEVEL 1-3	PERCENTAGE
Rank Ordered		
Public Personnel Management	23	92.0
Theory and Practice of Administrative Management	16	64.0
English and Communication Skills	16	64.0

TABLE 4.21

LEAST USEFUL COURSES IN THE FIELD

COURSES N = 25	LEVEL 5-7	PERCENTAGE
Rank Ordered		
Nigerian Law	21	84.0
Development Administration	17	68.0
Nigerian Administration	13	52.0

Respondents' reactions shown in Table 21 above indicate that 23 or 92.0 percent found Public Personnel Management the most useful course in their work situations. Theory and practice of Administrative Management and English and Communication Skills were given equal ranking by 16 or 64.0 percent of the respondents. The least Useful Course was Nigerian Law ranked so by 21 or 84.0 percent of respondents. Development Administration ranked second on the list of Courses not useful, ranked so by 17 or 68.0 percent of the respondents. Nigerian Administration was ranked third by 13 or 52.0 percent respondents. Public Finance was considered median by 12 or 48.0 percent of respondents. It is evident from the above tables that the most Useful Course was Public Personnel Management (92.0%) while the least useful course was Nigerian Law (84.0%)

The choise of the Courses respondents considered most useful i.e. Public Personnel Management (92%) Theory and Practice of Administrative Management (64%) and English and Communication Skills (64%) was influenced by the duties which the respondents performed. As supervisory officers, they controlled subordinates and carried out a lot of communication with both superior and subordinate staff. In order to carry out these duties successfully they needed to have a good grasp of the Courses they ranked most useful in their work situations.

Level of Difficulty of Courses

This section sought to discover which were the most difficult Courses to respondents. The same method was adopted as was done with the other items on preference and usefulness. in order to obtain clear results. The most difficult Course ranked 1 and the least difficult ranked 7. To obtain a clear picture of the most difficult courses, the frequency distribution covered the 1st, 2nd and 3rd position for each course. Taking each course at a time, it was counted how many times that Course was ranked 1st, 2nd and 3rd. Courses with the highest frequency of 1st, 2nd and 3rd were regarded as the most difficult Courses. To obtain the least difficult Course the frequency distribution covered the 5th, 6th and 7th position for each course. Taking each Course at a time it was counted how many times that Course was ranked 5th, 6th and 7th. Courses

with the highest frequency of 5th, 6th and 7th were regarded as the least difficult Courses. The 4th position was considered median. Results of both groups were analysed in percentages of the total number of respondents for each Course. Tables 4.22 and 4.23 below give the responses of the respondents.

TABLE 4.22

MOST DIFFICULT COURSES

COURSES N = 25	LEVEL 1-3	PERCENTAGE
Rank Ordered		
Nigerian Law	18	72.0
Development Administration	18	72.0
Public Finance	15	60.0

TABLE 4.23

LEAST DIFFICULT COURSES

COURSES N = 25	LEVEL 5-7	PERCENTAGE
English and Communication Skills	20	80.0
Public Personnel Management	18	72.0
Nigerian Administration	11	44.0

Tables 4.22 and 4.23 above illustrate respondents' reactions on Courses they considered either difficult or not difficult. The most difficult Courses were Nigerian Law and Development Administration ranked so by 18 or 72.0% of the

respondents. Public Finance ranked next by 15 or 60.0 percent of the respondents.

The least difficult course was English and Communication Skills as indicated by 20 or 80.0 percent of the respondents. Public Personnel Management was ranked second by 18 or 72.0 percent of respondents among the not difficult Courses. Nigerian Administration was ranked third by 11 or 44.0 percent of respondents. Theory and Practice of Administrative Management ranked below 50 percent in both levels of difficulty and non-difficulty. It was therefore considered median.

- There was a correlation between Courses respondents considered difficult and those they considered useful in their work situations. Public Personnel Management which ranked as the most useful Course (92.0%) also ranked second on the list for least difficult Courses (72.0%). English and Communication Skills (64.0%) ranked second on the list for usefulness in the field. It was also the Course that ranked as the least difficult Course (80.0%). Thus it could be concluded that Courses ranked as the most useful Courses were also the least difficult ones an indication that respondents paid greater attention to those Courses.

USEFULNESS OF ADMINISTRATIVE COMPONENTS IN THE FIELD

Some components which generally were identified as forming part of the duties of administrators were isolated. Such administrative components which were components of the Courses

were used to find out how useful they were to respondents in their work situations. Respondents' views are shown below.

TABLE 4.24

USEFULNESS OF ADMINISTRATIVE COMPONENTS IN THE FIELD

	N = 25	PERCENTAGE
Rank Ordered		
Administrative Techniques	24	96.0
Personnel Administration	24	96.0
Writing of Reports/Minutes	21	84.0
Financial Management	12	48.0
Programme Planning	7	28.0
Administrative/Company Law	5	20.0

Respondents' reactions above show that Administrative Techniques and Personnel Administration were ranked the most useful components by 24 or 96.0 percent of the respondents each. The writing of reports or minutes ranked next by 21 or 84.0 percent of the respondents. Financial Management, Programme Planning and Administrative/Company Law all ranked below 50 percent, having 48.0 percent, 28.0 percent and 20.0 percent respectively. These responses show clearly that Administrative/Company Law was considered not useful by the respondents. Respondents' reactions on this item are related to the question of usefulness of Courses in the field. In the level of usefulness of Courses, Nigerian Law (84.0%) and Development Administration (68.0%) were the Courses respondents found least useful in the field. The responses under this

situation

item further strengthen the view that these Courses were not considered useful in respondents' work situation.

Communication Between Superior Officers and Subordinate Staff

Two questions were asked to find out the channel of communication employed by respondents in communicating with either their superior or subordinate officers. From the responses, the most frequent means of communication with superior officers used by 20 or 80.0 percent respondents was through minuting in files. The next frequent means used by 16 or 64.0 percent respondents was through verbal instruction. In communicating with subordinate officers, the most frequent means was verbal instruction as stated by 14 or 56.0 percent respondents. The next frequently used means of communication was through minuting as indicated by 11 or 44.0 percent respondents.

Communication is a two way traffic. The channels of communication indicated by respondents above are accepted channels of communication between an officer and his superiors or between an officer and his subordinates. In communicating with superior officers the most frequently used channel is through minuting in files. The idea of minuting is to document discussions and also present facts in a sequential manner. Communicating verbally is used only when clarification is necessary or when what is being discussed is not so important to document. The two channels of communication are acceptable

means of communicating with superior officers. An acceptable channel of communication with either a superior or subordinate officer will depend on the duties of the superior officer and the subordinate staff. For this group of respondents in supervisory positions, the most frequently used means of communication is verbal instruction.

Decision Making

Respondents were asked what guided their decision making in order to find out their leadership traits. Twenty three or 92.0 percent of respondents stated that they followed laid down rules, while 15 or 60.0 percent stated that they sought the Chief Executive's opinion. Fourteen or 56 percent indicated that they would go by their personal opinion and 18 or 72.0 percent of respondents stated that they consulted their colleagues before taking decisions.

Responses received above indicate that respondents were following the accepted norms in decision making. An administrator is guided by laid down rules. The Chief Executive's opinion, an officer's personal opinion and colleague's opinion are all dependent on the prevailing circumstances.

General Organisation of the Courses

This section of the questionnaire was intended to find out respondents' opinions on specific aspects pertaining to

the running of the programme. Specifically, the section sought to find out respondents' reactions on the adequacy of the number of Courses taught, the method of instruction, the training environment, lecturer-student relationship and respondents' assessment of the standard of teaching of the programme. Specific statements on aspects of the programme were made and respondents were required to either 'agree', 'disagree' or indicate 'not sure' depending on what their opinions were on each statement. Respondents' reactions are shown in Table .4.25

TABLE 4.25

GENERAL ORGANISATION OF THE PROGRAMME

STATEMENTS N = 25	AGREE	DISAGREE	NOT SURE
There were too many courses taught	2	20	3
The method of instruction was too theoretical	19	5	1
Lecturers were committed to the lectures taught	13	3	9
Coursemates were cooperative in carrying out group assignments	23	0	2
The library had relevant Course material	20	3	2
There was enough practical work done	6	15	4
There was frequent interaction between lecturers and students	10	8	7
The assignments given were too many	6	17	1
The language used by the lecturers was too difficult	0	22	3
There were sufficient lecturers for each Course	14	6	5
The assignments given were too difficult	0	19	6

Some of the statements made in Table 24 above were confirmed by respondents. The statements confirmed were that the method of instruction was too theoretical and that there was team spirit among course mates. Most respondents confirmed that the library had adequate Course materials and that there were sufficient lecturers for each Course. Respondents disagreed with the statement that there were too many Courses taught or that the language used was too difficult. They also disagreed that the assignments given were too many or too difficult. Respondents' disagreement with the statement that there was enough practical work done re-emphasised the statement that the method of instruction was too theoretical. There was no clear disagreement or agreement with the statement that there was frequent interaction between lecturers and students.

4.10 General Effect of the Programme on Respondents

All respondents had a positive reaction to the effect of the programme towards improving their career. They stated that the programme had broadened their ideas about their profession and what was expected of them as supervisors of staff under them. The Courses they found most helpful in their work situations were Personnel Management as stated by most respondents. In their response to whether they had a conducive environment to implement new ideas that they had learnt on the programme in their places of work, about half of respondents

stated that they did. The respondents who said they did not have a conducive environment stated that their actions were guided by rules and regulations in their places of work such as Civil Service rules.

Respondents were satisfied with the way the programme was run but most made some comments towards helping improve the organisation and implementation of the programme. Their comments could be grouped into the following areas:

course content;

method of instruction;

general organisation of the programme and its status. Regarding the Course Content of the programme, some respondents felt that the duration of the Course should be increased and more in-depth teaching done for Courses like Theory and Practice of Administration to enable participants gain more from the programme. They also felt that a feasibility study should be undertaken by Course Organisers to other corporations outside the civil service to enable them get acquainted with the training needs of those establishments in order to incorporate such needs into the training programme.

Pertaining to the method of instruction, most respondents felt that more practical work should be done. They thought that the Course Organisers should devise a way of organising practical attachments to offices during vacations to further expose participants to the realities of an office.

Some felt that student visits to Federal, State and Local Government establishments should be undertaken to give Course participants insight into how those establishments operate. There should also be more student-teacher interaction.

Some respondents felt that the Course Content of the programme should be revised and upgraded to a Diploma status rather than its present certificate status.

4.11 SUMMARY

To summarise, the following points come into focus:

1. All respondents met the required qualifications for admission into the programme.
2. One hundred percent of the respondents were engaged in either Administrative or Executive functions. There was conscious effort made to post staff to areas where their training could be fully utilised.
3. Most AMTC graduates got converted into the Administrative cadre by the State Government, Local Government Services and a few Federal Government parastatals. This step showed that the training received by graduates was utilised.
4. The courses offered on the programme which were preferred most by respondents were, Theory and Practice of Administrative Management, Public Personnel Management and Nigerian Administration.

5. Courses offered which respondents found most useful in the field were Public Personnel Management, Theory and Practice of Administrative Management and English and Communication Skills.
6. Courses which respondents found most difficult were Nigerian Law, Development Administration and Public Finance. These three courses were also the Courses respondents found least useful in their work situations.
7. Most respondents wanted more practical work done and they considered the method of instruction too theoretical. Their view was that efforts were not made by lecturers to relate theories with what really obtained in office situation.
8. Some respondents would want the Course Content reviewed and the programme upgraded to a diploma status.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The purpose of this study was to obtain trainee reactions on the Administrative Training Programmes offered by the Department of Public Administration: the Advanced Diploma in Public Administration (ADPA) and the Administrative Management Training Course (AMTC). The study focused on the programme design, the course contents and general organisation of the Courses.

For the study, the survey instrument used was the questionnaire made up of checklist, ranking and the open ended type of questions. The questionnaire was applied to graduates of the two programmes who were working within Kaduna State at the time of the study.

The study revealed that the entry qualifications of respondents into both programmes were adequate and satisfactory. For the ADPA, most of the respondents had either WASC/Grade II certificates as their basic qualifications and by the time they came into the programme most of them had in addition, either N.C.E., H.N.D., Ordinary National Diploma or AMTC qualifications. These qualifications were acceptable for admission. A few who had only the Executive Officer's or Secretarial Studies Course Certificates which were not considered academically adequate qualifications met the requirement

requirement of being serving officers on salary not below grade level 10. Most of the AMTC respondents had primary school certificate as basic qualifications. By the time they came into the programme all respondents had the requisite entry qualification of either Ordinary National Diploma, Grade II Teachers' Certificate or the Executive Officer's or Secretarial Studies Course Certificate.

The posting of respondents to various Units or Sections/ Departments within their Organisations was not based strictly on the training obtained. There were other factors involved which were outside the scope of this study. Some of these factors could be the availability of positions where trainees could be elevated to. Most ADPA graduates had been posted back to their previous offices or they were given parallel positions in new offices. The AMTC graduates had been posted to higher offices after their training. This indicated that for these latter category their training was being utilised.

With regards to promotion, most of the respondents enjoyed promotion after a minimum of three years interval. Most ADPA graduates had risen to high positions in the Administrative cadre such as Secretary, Principal Secretary, Under Secretary and Deputy Secretary. In the case of the AMTC graduates more than half of the respondents had been converted into the Administrative cadre and they had risen to posts like Senior Assistant Secretary, Under Secretary and

Principal Assistant Secretary. This indicated satisfactory career advancement for the graduates generally.

On the Courses which respondents offered while on the programme, the responses of graduates of both programmes were similar. The Courses preferred most were the Courses taught commonly on both programmes except for the variation in names. For the ADPA programme these Courses were, Theory and Practice of Administration and Human Resource Management. For the AMTC programme the most preferred Courses were, Theory and Practice of Administrative Management and Public Personnel Management. From this study, it was discovered that these Courses were most preferred because they were regarded by the respondents as the most useful Courses in their work situations. Courses in the ADPA programme which were not preferred were Development Economics and Project Planning. Among the Optional Courses, the ones not preferred were University Administration, International Relations, and Statistics and Modern Management. The reason that could be deduced from respondents lack of preference of these Courses could be that these Courses had elements of mathematics in them. On the AMTC programme, the Courses not preferred were Public Finance, Nigerian Law and Development Administration. Reasons given for non preference of the Courses were because the Courses were not useful to them in their work situations as had been further revealed in the rating of Courses considered useful.

In stating which Courses respondents felt they needed more, same or less time spent on in terms of coverage, respondents from the ADPA programme wanted more emphasis on Theory and Practice of Administration and Development Economics. This response was an indication that respondents felt the Courses needed more coverage in certain areas. The AMTC respondents wanted more emphasis on Theory and Practice of Administrative Management, Development Administration and Nigerian Law. This response indicated that respondents felt they needed more in-depth coverage in the Courses useful to them.

There was similarity in the reactions of respondents on Courses they found useful in their work situations. For the ADPA respondents, the most useful Courses in their work situations were Theory and Practice of Administration and Human Resource Management. The AMTC respondents too found Public Personnel Management, Theory and Practice of Administrative Management and English and Communication Skills, the most useful Courses. The Courses found most useful to respondents confirmed the relatedness of these Courses to their administrative or executive duties. One thing the study revealed was that respondents preferred Courses they found useful in their work situations, more than Courses that were meant to broaden their knowledge. The ADPA respondents specifically opined that they wanted Project Planning, Development Economics and Public Finance made optional. The reason for this view was the fact that

respondents did not find these Courses useful in their work situations and the specialist nature of these Courses.

With regards to Courses which respondents found most difficult or least difficult as the case may be; respondents from the ADPA programme indicated they found Development Economics and Project Planning most difficult. The fact that these two Courses had elements of mathematics was the most probable reason why respondents found them most difficult. The AMTC respondents found Nigerian Law, Development Administration and Public Finance the most difficult Courses offered. Reactions of respondents from both programmes were similar in the sense that Courses they least preferred or found least useful in their work situations were also the Courses they found most difficult.

While expressing views on which administrative components respondents found useful in their work situations, reactions received from respondents of both programmes were unanimous. Both groups considered Personnel Administration, Administrative Techniques and Writing of reports or minutes the useful administrative components in their work situations. Respondents did not find Programme Analysis or Programme Implementation useful, both of which were components of Project Planning and Development Administration.

Similarly, reactions of respondents from both programmes were identical in the channel of communication they employed in communicating with both superior and subordinate officers.

The most frequent channel of communication used by both groups in communicating with superior officers was through minuting in files. The next frequently used channel of communication by the ADPA respondents was through circulars. For the AMTC respondents, the next frequent channel of communication with superior officers was through verbal instruction. Since communication is a two-way traffic, the channel of communication used by respondents from both programmes ware acceptable modes of communication. Just like Warr et al say, in managerial jobs there is no hard and fast rule on the best way to behave or the skill to employ for every occasion.[1] The administrator employs the skills he considers most useful at the particular occasion and the work environment. In communicating with subordinates, both ADPA and AMTC respondents used verbal instruction most frequently, followed by minuting. In this regard, the need to give verbal instruction or to direct subordinates through minuting in files are acceptable channels of communication.

Pertaining to decision making, the main guidance for both groups was laid down rules. For the ADPA respondents the Chief Executive's opinion was the next guide in decision making. The AMTC respondents rather sought their colleagues' views than the Chief Executive's opinion.

---

1. Warr et al, Evaluation of Management Training. Britain, A Gower Press Special Study, p. 23.

The idea of including an item like this in the questionnaire was to see the type of leadership role respondents played in their work situations, whether they were dictatorial or they allowed participatory kind of administration. Respondents showed that they followed accepted procedure in decision making. To both groups, laid down rules were the main guidance in decision-making followed by either the Chief Executive's opinion, personal opinion or colleague's views.

With regards to the general organisation of the programme, about one third of respondents were satisfied with the way the programmes were run. Most respondents however, felt that the method of instruction was too theoretical and not enough practical work was done. Respondents felt that the lecturers were committed to their work. Pertaining to whether or not the assignments given were too many or too difficult, respondents felt satisfied with the level of difficulty of the assignments. Their opinion was that the Courses were not too difficult. They felt the library had relevant Course materials. They agreed with the statement that their course-mates were cooperative. The Organisation of the programme generally was good except for the lack of sufficient practical work done.

Reactions of respondents on the Courses they offered in both programmes were very similar. The Courses most preferred by respondents from both programmes were also the ones they found most useful in their work situations. Courses which respondents wanted more, same or less time spent on were

based on interest and on how useful such courses were to their jobs. The level of difficulty in both Optional and Compulsory Courses was influenced by how relevant respondents of both programmes felt such Courses were to their work situations and the initial preparedness of respondents. Respondents' reactions on the administrative components they found most useful in their jobs were similar. The components they did not find useful were aspects of courses they did not consider relevant to their jobs. The channels of communication and the mode of decision-making employed by both groups of respondents were similar.

The hypotheses in Chapter One of this study were that:
1. The courses which participants find useful in their work situations are likely to be similar in both ADPA and AMTC programmes.

The usefulness of the courses to both the ADPA and AMTC graduates was evaluated using a scale that had two weightings, 'most useful' and 'least useful for each course.

For the ADPA respondents Human Resource Management (89%) and Theory and Practice of Administration (77%) were the most useful courses. Public Personnel Management (92%), Theory and Practice of Administrative Management (64%) and English and Communication Skills (64%) were the most useful courses for the AMTC respondents. The similarity in their responses rests on the fact that the duties of both groups of respondents involved mainly personnel management at a supervisory level. Respondents needed to know the techniques involved in dealing with staff in order to ensure maximum cooperation and achieve desired goals. Thus the similarity anchored on the courses

that supplied them this background.

2. The courses which participants find difficult in both the ADPA and AMTC programmes are likely to be the same.

The level of difficulty of the courses offered in both the ADPA and AMTC programmes was evaluated using a scale that had two weightings; 'most difficult' and 'least difficult' for each course.

The ADPA respondents stated that Development Economics (66%) and Project Planning (57%) were the most difficult courses. The AMTC respondents showed that Nigerian Law (72%), Development Administration (72%) and Public Finance (60%) were the most difficult courses. Courses which the ADPA respondents found difficult were courses which involved the planning and execution of projects. The reason for this response could be due to the unrelatedness of these courses to their jobs. The few respondents who did not find the courses difficult were those working in the Local Government areas where they executed projects. The courses found difficult by the AMTC respondents were those which required their having a broad knowledge of the structural set up of the country in terms of geographical, political and economic boundaries.

From the foregoing data, the above hypotheses on the level of usefulness of the courses in the work situations of respondents, the usefulness of specific administrative components in their work situations and on the level of difficulty of the courses to respondents, have all been accepted. This would indicate that the course content in its relatedness to the

duties of the respondents was suitable.

.2 Recommendations

The following recommendations are made on the basis of the findings in this research project.

(1) The entry qualifications into the two programmes (ADPA and AMTC) should be maintained. The idea of conducting entrance examinations as part of the interview for admission into both programmes is a good way of eliminating unqualified and unsuitable candidates.

(2) As much as possible, employers should be urged to deploy graduates to Departments/Units where their training can be utilised. Byers, Saxena and Reilly in their discussions on post training placement have stated that post training placement should be seen as part of the training exercise. These three authors are of the opinion that an employee who finds that he cannot use the knowledge, skills and attitudes which he acquires from training becomes frustrated and reverts to his old ways. Employers should therefore endeavour to deploy trained staff to areas where their training can be utilised for the purpose of getting the best performance from such officers.

(3) While it is true that promotion does not necessarily follow the successful completion of courses such as the ADPA and AMTC in all the Public Services for reasons of local situations (such as guidelines for promotions, shortage of promotion posts, limitation of funds for staff and other

reasons peculiar to different organisations). Organisations which sponsor officers to courses ought to offer some encouragement to the successful ones. Such rewards come in the form of higher responsibilities, incremental credits or promotion.

(4) The courses offered on the two programmes should be related to the work of the trainees. Courses which graduates did not like as evidenced from this research should be offered as optional courses. Courses in the optional category should be those that provide general knowledge or those that are of general interest. They should include such areas as modern technology and methods in record keeping and information storage and retrieval and the security of records;

(5) The compulsory courses offered on both programmes which trainees found useful and preferred most were also the ones they found least difficult. Such courses should be given more in depth teaching in the area of skills and attitudes. As Warr et al state, management training should be geared towards application of the knowledge, attitudes and skills learnt in the work situation.[2]

(6) Specific areas that would enhance the performance of graduates in the field should be isolated and treated practically and in more detail. These would include specific administrative components, skills and attitudes. Components of the courses offered like methods of communication, decision-making, leadership styles, the art of writing minutes, reports or speeches should be identified and stressed in the training to enhance their applicability in the field;

(7) In order to improve the general organisation of the programme and the instructional approach, cognisance should be given to the three domains of learning discussed by Brown et al in the literature review. As the study revealed, the method of instruction was considered too theoretical because the lecture method was generally employed. A shift from the lecture method should be made to include approaches in the

---

2. Ibid., p. 25.

Affective and Psychomotor domains such as group discussions, case studies and the like to allow greater participation of trainees. Practical exercises for proficiency should be further employed;

(8) The indication made by respondents that the ADPA programme should be upgraded to a Post-graduate programme and the AMTC one to a Diploma programme, would make the programmes more academic. The objective of the programmes is to provide training for serving administrators in the field. These training programmes are supposed to make trainees attain greater efficiency in their work. However, trainees who have excelled in the ADPA programme could be admitted into the M.P.A. programme. The AMTC graduates should continue to be admitted into the ADPA programme as is the case.

(9) In order to enable trainees have more practical experience on the theories they are taught, the Department should invite practising administrators such as top civil servants or top managers in industry to give lectures in specific or general interest areas to trainees;

(10) The Course Content for the PGDPA and the ADPA programmes should be modified. Theory and Practice of Administration, Human Resource Management and Public Finance should be offered by both the PGDPA and ADPA candidates. PGDPA candidates should offer in addition, Development

Economics and Project Planning. This arrangement would justify the higher status of the PGDPA certificate and at the same time be in agreement with findings reported above regarding the Course content of the ADPA programme.

The foregoing recommendations are not prescriptive but are intended as suggestions which if adopted would assist in improving the Course Content and general organisation of the Advanced Diploma in Public Administration (ADPA) and the Administrative Management Training Course (AMTC).

5.3 Areas for Further Research

(1) An evaluation study should be undertaken by obtaining the reactions of employers on the Job performance of graduates of these two programmes in their various organisations;

(2) Studies should be undertaken to analyse the various tasks performed by graduartes of the ADPA or AMTC programmes in either the Public or Private Sector.

(3) A detailed analysis of the Courses offered in either of these programmes studied should be undertaken immediately with a view to determining the adequacy of the Course Components to the needs of the Public Service. Thereafter, periodic reviews of the programmes should be made to assess relevance and make adjustments as found necessary.

R E F E R E N C E S

Adebayo, Augustus,- Principles and Practice of Public Administration in Nigeria. Spectrum Books Ltd., Ibadan, 1981.

Adebayo, Augustus, White Man In Black Skin. Spectrum Books Ltd, Ibadan 1981.

Adeogun, A.A., The Cultural Context of Administrative Behaviour in Nigeria With Particular Reference to Bauchi And Kaduna States. Unpublished Ph.D. Thesis, Ahmadu Bello University, Zaria, Nigeria.

Ahmadu Bello University, Institute of Administration, Director's Annual Report, Zaria: President Kennedy's Library 1973/74.

Ahmadu Bello University, Institute of Administration Zaria, Department of Administrative Studies, Prospectus 1979/80, Prospectus 1980/81, Prospectus 1981/82.

Ahmadu Bello University, Institute of Administration Zaria, Department of Public Administration, Prospectus 1983/84.

Albert, Frank Eiss, Evaluation of Instructional Systems. Gordon and Breach, Science Publishers New York, 1970.

Asika, N.M. (1983), A Delphi Evaluation of the Master of Business Administration (MBA) programme of the University of Lagos, Nigeria. Administrative Staff College of Nigeria (ASCON) Journal of Management, 2(1), pp. 19-30.

Bennion, M.J. (1963), The Institute of Administration Zaria I Journal of Local Administration Overseas 2(1) pp. 40-42. The Institute of Administration Zaria II. Journal of Local Administration Overseas 2(1), pp. 43-48.

Bhola, H.S., Evaluating Functional Literacy, Hulton Educational Publications Ltd., Teheran, 1979.

Brown, J.W., Lewis R.B., Harcleroad F.F., AV Instruction: Technology, Media and Methods. McGraw-Hill Book Co., New York 1977.

Byers, Kenneth T., (Ed.) Employee Training and Development in the Public Service. Public Personnel Association Chicago 1970.

Caldwell, L.K., Improving the Public Service Through Training. Agency for International Development Washington, 1972.

Cassio, Wayne, Applied Psychology in Personnel Management. Prentice-Hall Inc. Englewood Cliffs, New Jersey 1978.

Dada, P.O.A. (1966), Evaluation of Local Government Courses in Relation to Careers of Staff Trained in Zaria, 1954-1964. Unpublished Research Memorandum: Department of Local Government Studies, Ahmadu Bello University, Zaria.

Daudu, P.C.E., Ph.D. (1981), Training of Public Sector Managers in the Northern Region (now 10 States) of Nigeria, 1954-1980. Lessons of Experience. Paper presented at the Second Annual Conference for Schools of Management Education and Training.

Davies, Ivor K, The Organisation of Training. McGraw-Hill Book Co. (UK) 1973.

Ernest, Dale, Management Theory and Practice, 4th Edition. McGraw-Hill Book Co. New York, 1978.

Hall, Richard H, Organisations, Structure and Process, Prentice-Hall Inc. Englewood Cliffs, New Jersey, 1972.

Halsey, George D., Training Employees, Harper and Brothers, New York 1949.

Hamblin, A.C., Evaluation and Control of Training. McGraw-Hill Book Co. (UK) Ltd., 1974.

Kirkpatrick D.L., (1967) Evaluation of Training IN Craig, R.L., and Bittel, L.R. (ED), Training and Development Handbook. McGraw-Hill Book Co. New York, pp. 87-112.

Mumford, Alan, The Manager and Training. Pitman Publishing Co. England, 1971.

Nigro, F.A. and Nigro, L.G., Modern Public Administration, Harper and Row Publishers, New York, 1973.

Ogunrombi, D. Case Study of Curriculum Development Trends and Innovations, in the A.B.U., Institute of Administration, Department of Administrative Studies during the period 1970-1975. Unpublished M.Ed. thesis, Ahmadu Bello Univ. 1976.

Phillipson S, and Adebo, S.O., The Nigerianization of the Civil Service. A Review of Policy and Machinery. Printed by the Government Printer, Nigeria 1954, pp. 63-66.

Reilly, Wyn, Training Administrators for Development, Heinnman Educational Books Ltd., 1979.

Rummel, F.J., and Ballaine, W.C., Research Methodology in Business. Harper and Row Publishers, New York.

Sawa, B.P., Ahmadu Bello University, 20 Years of Development. Unpublished Ph.D. Thesis, Ahmadu Bello University, Zaria - Nigeria, 1981.

Saxena, A.P., Training and Development in Government. Indian Institute of Public Administration, New Delhi 1974.

Tead, Ordway, Administration: Its purpose and Performance. Archon Books, New York 1968.

Warr, Peter, Bird, Michael; and Rackham Neil. Evaluation of Management Training. A Gower Press Special Study. Britain 1970.

Yesufu, T.M., Manpower Problems and Economic Development in Nigeria (Ed). Oxford University Press, Ibadan, 1969.

APPENDIX (i)

Intermediate and Junior
Staff Division,
Registry Department,
Ahmadu Bello University,
Zaria.

28th July, 1986

Dear Sir/Madam,

M.P.A. RESEARCH PROJECT

As a Student in the M.P.A. Programme (Masters in Public Administration) of the Department of Public Administration, Ahmadu Bello University, I am in the process of carrying out a research project which is aimed at evaluating the ADPA and AMTC courses taught in the Department. The purpose of the research is to determine whether or not there is need to modify the two Courses in order to make them even more useful to participants.

As a graduate in one of these programmes, I believe that having gone through the programme your views will be most useful to this research.

I am therefore requesting that you kindly complete the questionnaire attached to this letter and return to me at your earliest convenience.

I will like to assure you that the response you give will be treated with the strictest confidence. You may therefore feel free to express your opinion.

Thank you very much for your assistance.

Yours faithfully,

(SGD)
M. A. NKOM (MRS)

QUESTIONNAIRE ON THE EVALUATION OF THE ADPA AND AMTC PROGRAMMES

The questionnaire is aimed at evaluating the ADPA and AMTC Courses of Ahmadu Bello University. It is divided into FOUR Sections. Section A and Section D will be completed by ALL respondents. Section B will be completed by ADPA graduates only while Section C will be completed by AMTC graduates only.

Please complete the THREE Sections of the questionnaire that apply to you in every detail.

SECTION A (TO BE COMPLETED BY ALL RESPONDENTS)

1. NAME: _____
2. PRESENT RANK _____
3. List all the Courses you have attended including the ADPA/AMTC Course.

COURSE	DATE	CERTIFICATE OBTAINED

4. Give a record of the promotions you have enjoyed after the ADPA or AMTC Course up to date.

DATE	RANK

5. Give a record of your employment up to present.

EMPLOYER	POSITION HELD	LENGTH OF SERVICE

6. (a) After completion of the ADPA or AMTC Programme you were:- (Please tick (✓) the correct answer)

( ) Posted to the same duties you had before the training.

( ) Posted to a new Office with higher responsibi responsibilities.

( ) Posted to a new Office but with parallel responsibilities.

(b) Was your posting related to your having obtained the ADPA/AMTC Certificate _____ YES/NO.

SECTION B (TO BE COMPLETED BY ADPA GRADUATES ONLY)

7. The following Optional Courses were offered. Please rank them in order of your preference with the most preferred Course numbered 1and the least preferred numbered 7.

RANK

( ) The Nigerian Economy
( ) Local government and Administrative Law
( ) Statistics and Modern Management Techniques
( ) Urban Development Administration
( ) Public Enterprise Management
( ) University Administration
( ) International Relations

8. Bearing in mind that the programme lasted 9 months, indicate where you would have liked to have spent more time, same amount of time, or less time on the compulsory subjects (Please tick (✓) your response).

	MORE	SAME	LESS
Theory and Practice of Administration	( )	( )	( )
Human Resource Management	( )	( )	( )
Development Economics	( )	( )	( )
Project Planning	( )	( )	( )

9. In your opinion which of the compulsory Courses would you have liked to be made optional. (Please list below)

_____

_____

_____

10. (a) The following Courses were taught. Rate each Course on its usefulness to you in handling your administrative duties. (The most useful will rank 1 and the least useful will rank 5)

RANK

( ) Theory and Practice of Administration
( ) Human Resource Management
( ) Development Economics
( ) Public Finance
( ) Project Planning

(b) Why do you consider your rank 1 Course to have been most useful to you?

11. The following Courses were taught. Rate each Course on its level of difficulty to you. (The most difficult Course will rank 1 and the least difficult Course will rank 5)

RANK

( ) Theory and Practice of Administration
( ) Human Resource Management
( ) Development Economics
( ) Public Finance
( ) Project Planning

12. How far do you think the following aspects covered in the Courses have assisted you in your administrative duties?

	USEFUL	FAIRLY USEFUL	NOT USEFUL
Financial Management	( )	( )	( )
Programme Analysis/Implementation	( )	( )	( )
Administrative Techniques	( )	( )	( )
Writing of Reports/Minutes	( )	( )	( )
Making Proposals on a New Venture	( )	( )	( )
Personnel Administration	( )	( )	( )

SECTION C (TO BE COMPLETED BY AMTC GRADUATES ONLY)

13. The following Courses were offered.
Please rank them in order of your preference with the most preferred Course numbered 1 and the least preferred numbered 7)

RANK

( ) Theory and Practice of Administrative Management
( ) Nigerian Administration - Federal, State and Local
( ) Nigerian Law - Administrative Law, Law of Contract and Torts, Company Law and Indigenisation Decree.
( ) Development Administration
( ) Public Personnel Management
( ) Public Finance
( ) English and Communication Skills

14. Bearing in mind that the programme lasted 9 months indicate where you would have liked to have spent more time, same amount of time, or less time on the Courses (Please tick (✓) your response)

	MORE	SAME	LESS
Theory and Practice of Administrative Management	( )	( )	( )
Nigerian Administration	( )	( )	( )
Nigerian Law - Administrative Law, Law of Contract and Torts, Company Law	( )	( )	( )
Development Administration	( )	( )	( )
Public Personnel Management	( )	( )	( )
Public Finance	( )	( )	( )
English and Communication Skills	( )	( )	( )

15. (a) The following Courses were taught. Rate each Course on its usefulness to you in handling your administrative duties. (The most useful will rank 1 and the least useful will rank 7)

RANK

( ) Theory and Practice of Administrative Management
( ) Nigerian Administration - Federal, State and Local
( ) Nigerian Law - Administrative Law, Law of Contract and Torts, Company Law and Indigenisation Decree.

( ) Development Administration
( ) Public Personnel Management
( ) Public Finance
( ) English and Communication Skills.

'b) Why do you consider your rank 1 course to have been most useful to you?

16. The following Courses were taught. Rate each Course on its level of difficulty to you. (The most difficult Course will rank 1 and the least difficult Course will rank 7).

RANK

( ) Theory and Practice of Administrative Management
( ) Nigerian Administration - Federal, State and Local
( ) Nigerian Law - Administrative Law, Law of Contract and Torts, Company Law and Indigenisation Decree.
( ) Development Administration
( ) Public Personnel Management
( ) Public Finance
( ) English and Communication Skills.

17. How far do you think the following aspects covered in the Courses have assisted you in your administrative duties?

	USEFUL	FAIRLY USEFUL	NOT USEFUL
Financial Management	( )	( )	( )
Administrative Techniques	( )	( )	( )
Personnel Administration	( )	( )	( )
Programme Planning and Implementation	( )	( )	( )
Writing of Reports/Minutes	( )	( )	( )
Administrative/Company Law	( )	( )	( )

SECTION D (TO BE COMPLETED BY ALL RESPONDENTS)

18. Please tick (✓) from the following statements the response which best describes your opinion on each statement.

	AGREE	NOT SURE	DISAGREE
- There were too many Courses taught	( )	( )	( )
- The method of instruction was too theoretical	( )	( )	( )
- The lecturers were committed to the lectures they taught	( )	( )	( )
- My course mates were cooperative in carrying out group assignments	( )	( )	( )
- The Library had relevant course material	( )	( )	( )
- There was enough practical work done	( )	( )	( )
- There was frequent interaction between the lecturers and students	( )	( )	( )
- The assignments given were too many	( )	( )	( )
- The language used by the lecturers was too difficult	( )	( )	( )
- There were sufficient lecturers for each Course	( )	( )	( )
- The assignments given were too difficult	( )	( )	( )

19. If you went on field trips during your Course, please list the places you went to.

_____

_____

_____

20. Please indicate in order of frequency how you communicate with your Superior Officers. (1 will indicate the most frequent and 4 the least frequent)

RANK

( ) Through minuting
( ) Through circulars
( ) Through verbal instruction
( ) Through departmental meetings.

21. How do you communicate with your subordinates? Indicate in order of importance. (1 will indicate the most frequent and 4 the least frequent).

RANK

( ) Through minuting
( ) Through verbal instruction
( ) Through circulars
( ) Through departmental meetings.

22. Rank in order of usefulness the means you use in your decision-making. (1 will indicate the most useful and 4 the least useful).

( ) Chief Executive's opinion
( ) Personal Opinion
( ) Laid down rules
( ) Colleague's opinion.

23. Do you feel that your job behaviour in the way you deal with the public has changed as a result of the training? (If yes, in what way? If no, why not) Comment freely.

24. What were the most useful things you learnt on the programme that are of relevance to your career? (Comment freely)

25. Do you have a free atmosphere to implement new ideas you might have learnt on the programme? If you do not can you give reasons why not? (Comment freely).

26. Having participated in the programme what advice would you like to give to the Course Organisers on how the Course Content, the teaching itself and the organisation of the Course can be improved? (Comment freely).

APPENDIX (ii)

QUESTIONNAIRE ON THE ADPA AND AMTC COURSES
TO THE COURSE ORGANISERS

I am in the process of collecting data to enable me evaluate the ADPA and AMTC programmes taught in the Department of Public Administration, A.B.U., Zaria.

I would like your professional opinion on the following issues:-

1. Have you taught in the ADPA/AMTC Courses?

2. As Courses for middle level personnel what should be the general aim of these programmes?

3. Are you satisfied generally with the entry qualifications of the candidates?

4. As candidates coming in with different backgrounds what are the implications of this situation to:-
   a) Content of Courses
   b) Instructional Approach

5. Has this difference been taken care of in the current organization of these two programmes?

6. The following are offered as Compulsory courses in the ADPA programme:-
   1. Theory and Practice of Administration
   2. Human Resource Management
   3. Development Economics
   4. Public Finance

   a) Should this list be modified by increasing or reducing the courses bearing in mind items 2 - 4 above?
   b) If Yes, suggest modifications.

7. The following are optional Courses:-
   1. The Nigerian Economy
   2. Local Government and Administrative Law
   3. Statistics and Modern Management Techniques
   4. Urban Development Administration

5. Public Enterprise Management
6. University Administration
7. International Relations

a) Should this list be modified by increasing or reducing the courses bearing in mind 2 - 4 above?

b) If yes, suggest modifications.

8. The following courses are offered as compulsory in the AMTC Programme. The programme offers no optional courses.

1. Theory and Practice of Administrative Management
2. Nigerian Administration, Federal, State, Local Government
3. Nigerian Law - Administrative Law, Law of Contract and Torts, Company Law and Indigenization Decree.
4. Development Administration
5. Public Personnel Management
6. Public Finance
7. English and Communications Skills.

a) Should this course content be modified? (e.g. reduce content, offer optional courses etc).

b) Suggest the modification to be made.

9. What specific skills should be taught in these two programmes.

10. Should the teaching strategies used now be modified e.g. by emphasizing some bearing in mind 2 - 4 above and/or de-emphasizing, others? (Lectures, tutorials, practicals, fieldwork etc).

11. Do you think that candidates gain enough in these courses to improve on the performance of their jobs?

12. A lot of development has taken place in technology related to efficient administration; such as information storage and retrieval in computer technology.

a) Is this reflected in the present course content?

b) If 'NO' how can this be reflected in the course content?

13. What suggestions will you offer regarding these programmes generally?

Thank you.

(SGD)
M. A. NKOM (MRS)

APPENDIX (iii)

QUESTIONNAIRE ON THE ADPA AND AMTC PROGRAMMES TO THE SPONSORS

The Researcher is carrying out some research on the above programmes run in the Department of Public Administration, Ahmadu Bello University, Zaria. As a highly experienced administrator, I will like to have your professional opinion on the following issues:-

1. How candidates are selected by the Ministry for the AMTC and ADPA courses.

2. What these officers are expected to gain/learn from these courses.

3. What positions those whocandidates held before proceeding to the Courses.

4. What positions they are given after completing these Courses.

5. What specific duties they perform in the positions they occupy after completing the courses.

6. Specific skills they need in order to perform those specific duties.

7. Specific attitudes (towards their Senior and Junior officers) they need to be successful in their duties.

Thank you.

(SGD)
M. A. NKOM (MRS)

APPENDIX (iv)

AHMADU BELLO UNIVERSITY
INSTITUTE OF ADMINISTRATION
PRIVATE MAIL BAG 1013,
ZARIA, NIGERIA

Department of Public Administration

OFFICE OF THE HEAD

Our Ref: DPA/COR/2 Date: 29th August, 1986

The Secretary To The Military Governor
Kaduna State,
Kaduna.

Dear Sir/Madam,

MRS. M. A. NKOM - M.P.A. STUDENT

The above named student of Master OF PUBLIC ADMINISTRATION (M.P.A.) in this Department is now conducting research on AN EVALUATION OF THE ADPA AND AMTC COURSES OFFERED BY THE DEPARTMENT OF PUBLIC ADMINISTRATION, AHMADU BELLO UNIVERSITY, ZARIA.

It would be appreciated if you can please extent to ~~him~~/her all possible cooperation in enabling ~~him~~/her to collect the Relevant information and data for ~~him~~/her study.

Thank you.

Yours faithfully,

(SGD)

HEAD,
DEPT. OF PUBLIC ADMIN.

APPENDIX (v)

No. MG.339/Vol.VI/321

Military Governor's Office,
Kaduna State,
Private Mail Bag No. 2002,
KADUNA.

5th September, 1986.

The Permanent Secretary,
Department of Establishment and
Training,
Military Governor's Office,
Kaduna.

LETTER OF INTRODUCTION: MRS. M.A. NKOM

I am directed to introduce to you the above-named Master Student in Public Administration, Ahmadu Bello University Zaria, who is as part of her studies required to carry out a research on "An Evaluation of the A.D.P.A. and A.M.T.C. Courses offered by the Department of Public Administration, A.B.U. Zaria".

2. In view of the above you are requested to please assist and give her access to any information she may require towards fulfilling her research work.

(SGD)
B.G. RUMA (MRS)
for: Secretary to the Military
Government and Head of Service.

No. S/UNIV.19/SD/Vol.II/219

Department of Estabs. & Training,
Military Governor's Office,
Kaduna.

8th September, 1986.

Copy to:

The Permanent Secretary, Ministry of
.....,.
.....,.

ASHIM IBRAHIM LIBRARY
AHMADU BELLO UNIVERSITY
ZARIA, NIGERIA.

Above for your information and necessary assistance please.

(SGD)
(MRS. S.C. ABBA)
for: Permanent Secretary