



Volume 6 (2) (2022): 21-39

# The Indonesian Journal of Social Studies

Available at <https://journal.unesa.ac.id/index.php/jpips/index>

## Issues and Challenges of Public Administration Education and Training in Nigeria

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### Abstrak

Perkembangan pendidikan dan pelatihan administrasi publik di Nigeria dibahas dalam artikel ini. Suprastruktur Inggris dan sistem administrasi lokal tidak langsung yang didirikan pada tahun 1900-an dan berakhir pada tahun 1960 ketika negara tersebut memenangkan kemerdekaan dari Inggris digunakan untuk melacak sejarah administrasi publik. Nigeria, sebuah negara multi-etnis, telah melalui sejumlah reformasi administrasi dan pemerintahan yang berdampak signifikan pada pengembangan pelayanan publik dan terus menghadirkan tantangan yang sulit bagi lembaga akademik dan organisasi lain yang ditugaskan untuk pendidikan dan pelatihan administrasi publik. Tujuan dari penelitian ini adalah untuk lebih memahami sifat pendidikan dan pelatihan administrasi publik di Nigeria menggunakan desain penelitian kualitatif. Klaim yang dibuat dalam studi teoritis ini didukung oleh bukti sekunder yang diambil dari buku, artikel jurnal, dan publikasi lainnya. Beberapa sumber sekunder digunakan untuk menurunkan kemungkinan kesalahan dan meningkatkan reliabilitas dan validitas penelitian. Oleh karena itu penelitian ini membuat rekomendasi untuk meningkatkan pendidikan dan pelatihan administrasi publik di Nigeria baik sekarang dan di masa depan berdasarkan pengetahuan yang diperoleh melalui reformasi pelayanan publik dan teknik dan metode pedagogis.

**Kata kunci:** administrasi publik, pendidikan, pelatihan, prospek, tantangan

### Abstract

*superstructure and the indirect local administration system that was established in the 1900s and ended in 1960 when the nation won independence from Britain are used to track the history of public administration. Nigeria, a multiethnic country, has gone through a number of administrative and governmental reforms that have had a significant impact on the development of public service and continue to present difficult challenges for academic institutions and other organizations tasked with public administration education and training. The development of public administration education and training in Nigeria is discussed in this article. The British The purpose of this study is to better understand the nature of public administration education and training in Nigeria using a qualitative research design. The claims made in this theoretical study were supported by secondary evidence taken from books, journal articles, and other publications. Multiple secondary sources were used in order to lower the likelihood of mistake and increase the study's reliability and validity. The study therefore make recommendations to enhance public administration education and training in Nigeria both now and in the future based on the knowledge gained through public service reforms and pedagogical techniques and methods.*

**Keywords:** public administration, education, training, prospects, challenges

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**How to Cite:** Pertama, N.P. Pertama, P. & Ketiga, P. (2019). Judul Artikel Maksimal 15 Kata Ditulis Dengan Huruf Kapital Pada Setiap Huruf Pertama. *The Indonesian Journal of Social Studies, 6 (2) (2022): 21-39*

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## **INTRODUCTION**

Nigerian public administration students and professionals have an idea of the British or American public service and how they should most effectively emulate these international models. This is not entirely the responsibility of public administration students or professionals. The political unrest that Nigeria has experienced since 1960 may be to blame. There are two features of the Nigerian public sector that have not been adequately described by public administration researchers, despite the enormous potential they have to do so, aside from the political unpredictability. These characteristics fall into two categories: the northern model of public management and the southern one. With nearly a monopoly of control over the creation of policy, the distribution of patronage, and the distribution of resources, the northern civil officials became a powerful political force. As a result, the public officials in the northern states were not politically impartial. For instance, in 1966, the civil officials in the north planned a defense against the unification order issued by General Ironsi. Public administrators were prohibited from using their administrative authority to sway election results in favor of opposing parties due to a different civil service paradigm in the south. In the south, public administrators were supposed to act as an unbiased arbitrator following the British model.

During the British colonial era, between 1902 and 1905, Nigeria began to construct its public administration. The idea for this topic first emerged in 1906 with Fredrick Lugard's Political Memoranda. During the British colonial era in Nigeria, this Political Memorandum by Lugard was referred to as the District Officers' "Bible" (Adamolekun 1985; Oluwo 1991). "Principles of Native Administration and their Application," written by Donald Cameron in 1934, was the second public administration guide used in Nigeria. After Lugard and Cameroon, according to Adamolekun (1985) and Oluwo (1991), there was a scholastic management of expatriate works. C'rookcr (1936), Margeiy I'rihiun (132), Heussler (1963, 1968), Kirk-Greens (1965), and Nicolson are some of these scholars (1969). The practices in the civil service were also the subject of writing by another group of colonial administrators. These researchers include Sharwood and Smith, Cameron (1939), Perham (1956, 1960), Lugard and Smith (1968), Hall (1931), and Cameron (1939). (1969). The earliest indigenous literature in public administration, according to Adamolekun (1985) and Oluwo (1991), began in the early 1970s. The majority of the indigenous publications were published in book chapters and conference proceedings. Nigerian public officials have taken use of these occasions to express themselves openly and honestly as they see the world in a newly independent country. Asiodu in Oyediran (1979), Awoniyi and Oyinloye in Tukur (1972), Ayida and Asabia in Adedeji (1968), Atta (1979), and Ayida are some of the earliest indigenous. It appears that Oladakpo Adamolekun's book, which is the result of his conference on twenty years of Nigerian public administration, was successful in persuading some of the senior administrative officials to share their experiences from the perspectives of the federal and state governments (Adamolekun, 1985).

By the 1980s, the field of public administration in Nigeria had successfully established a strong link between professional academics and professional administration in the country's study of public administration. The students of Nigerian public administration have exercised considerable influence on the practice and reform of Nigerian public administration as a result of this connection or close collaboration between students and practitioners of the subject, despite being disproportionate to their membership. The study of public administration began to draw the interest of other academic disciplines, including law, finance, history, economics, and

so forth, around the end of the 1980s and the beginning of the 1990s. Public administration research is currently a diverse field in Nigeria. The military dictatorship did not take seriously the need to train civil servants. While the military dictatorship frequently sent its commanders abroad for training and occasionally within Nigeria, Adamolekun (1985) noted that there was no organized and comprehensive training program for public officials. Public administrator training was poorly designed, poorly organized, and the effectiveness of the training was not evaluated. In short, from 1966 and 1999, the military dictatorship did not place significant priority on public employee training.

There are several issues that the study of public administration in Nigeria must address: First, there is an issue with how the Nigerian public service is conceptualized, both in terms of its fundamental political and philosophical beliefs and principles. The second issue is the growing centralization of the public sector, which is problematic for a country like Nigeria with such a diversified and widely dispersed population (particularly under the protracted military administration). Thirdly, there is the issue of public sector inefficiency, which has prompted calls for a significant overhaul of Nigeria's civil service. Fourthly, the World Bank's (1981) overall aim for all African countries has not yet been clearly stated in terms of the administrative implications of Nigeria's economic liberalism. Unfortunately, as the 1988 civil service changes showed, policy advisors and politicians favor the overhead democracy model when, in practice, a country with a weak political class faces challenges. A highly federal society should also require Nigerians to investigate the advantages of the democratic governance model that President Olusegun Obasanjo has implemented since 1999. One of the worrying features of Nigerian public administration will undoubtedly remain the poor match between suggested administrative paradigms and the country's social structure.

Contemporary researchers and practitioners in the most democratic nations, including Nigeria, increasingly concur that the core of public administration is both politics and administration, in contrast to the pioneers of the discipline who tried to define boundaries and limit it to a policy execution function. Public administration is now understood to be the creation, application, evaluation, and adjustment of laws, public policies, and programs. It is guided by the concepts of efficiency, effectiveness, and public service values, among others. This study therefore examines the nature of public administration education and training in Nigeria and some suggestions are given on how to improve the study of public administration in Nigeria.

## **REVIEW OF RELATED LITERATURE**

A student's academic history is important, according to Stegers-Jager, Themmen, Cohen-Schotanus, and Steyerberg (2015), because past performance in a topic tends to predict future success. Furthermore, based on their patterns of engagement and course performance in a massive open online course, Phan, McNeil, and Robin (2016) discovered that students with prior content knowledge are better able to understand the course than students without prior content knowledge. According to Gannon (2018), the syllabus provides students with their first impressions of a subject, allowing them to manage it. This implies that the organization of a course's syllabus will determine how well students understand it (Bennett, 2017). Students who receive a pleasant syllabus, as opposed to those who receive an unfriendly syllabus, are more likely to perceive their instructor as approachable, caring, and motivating. According to Denton and Veloso (2018), this is the case.

Furthermore, according to Moosavian (2017), a syllabus can benefit both students and teachers by assisting instructors in identifying any problems with their course organization, being easily integrated into a course management system, and engaging students with different learning styles. Their research demonstrates that students' socio-political prior

knowledge varies depending on the topic of conversation and is comprised of awareness and understanding. Furthermore, personal experiences influence college students' sociopolitical backgrounds, which may be related to the topic at hand (Castillo-Montoya, 2017). Allen (2007), on the other hand, contends that behaviorists are unconcerned with the past, emphasizing that prior learning experiences have little influence on current conceptual understanding. According to Derewianka and Jones (2016), a student's educational level and language comprehension are linked. According to the researchers, it enables teachers to plan units of work that consider the language demands placed on students as they advance through the years of education, design activities with a language focus, choose texts for reading at an appropriate level, analyze texts to identify pertinent language and visual features, create teaching materials that integrate an awareness of language, and help students access meanings created through a variety of media.

Additionally, Kleemans and Eggink (2016) found that a student's educational background, as opposed to media literacy instruction, is a better indicator of that student's level of news media literacy. Finally, Hadenfeldt, Neumann, Bernholt, Liu, and Parchmann (2016) propose that comprehension increases as students' educational levels do. According to Klein, Küchemann, Brückner, Zlatkin-Troitschanskaia, and Kuhn's (2019) comparison of first-year economics and physics students' understanding of graph slope and area under a curve, physics students do better than non-physics students. They also found that physics students are more accurate in their assessments of their own performance than economics students. Susac, Bubic, Kazotti, Planinic, and Palmovic (2018) found that while physics students scored similarly on both types of questions, psychology students considerably outperformed them on qualitative questions. Furthermore, they discovered that, while psychology students relied on common sense tactics because they were unfamiliar with the physics formulae, physics students relied on strategies learned in physics courses, with a strong emphasis on formula usage. The researchers' findings are based on the theory that a student's course of study may influence how well they understand a specific concept or subject. According to this logic, students pursuing a four-year degree in public administration may comprehend the principles more thoroughly than those enrolled in a semester course.

## **CURRICULUMS AND PEDAGOGICAL TECHNIQUES IN EDUCATION AND TRAINING**

Nigeria now has around 128 universities, made up of 40 federally subsidized schools, 37 state-owned universities, and 51 private universities (National Universities Commission, 2013). Most recently, polytechnics have been permitted to grant undergraduate degrees as well as one- or two-year diplomas in specific specialized fields, joining the list of institutions that grant degrees. With the exception of dentistry and medicine, which take roughly six years to finish, a bachelor's degree can typically be obtained in four or five years. Additionally, after completing the required courses, postgraduate diplomas in education and public administration can be earned in one year, and master's degrees in a variety of fields can be earned in two years. Depending on the curriculum, a doctoral degree can typically be earned three years after a master's has been earned. The National Universities Commission is Nigeria's accreditation body for both undergraduate and graduate programs in terms of program authorization and recognition. Additionally, there is no formal connection between public administration programs and what is presently known as the Institute of Public Administration of Nigeria. However, individual academic staff members can join the Institute. Ordinary and advanced diplomas in either public administration or local government administration are offered by more than half of all universities in Nigeria. Through their websites, e-mails, and/or telephone conversations, these programs did not provide consistent information. Today, Nigeria have 380 polytechnics and colleges.

As mentioned in the previous section, public administration education in Nigeria began in the

1960s, during the country's early years of independence. Administrative institutes were established at Ahmadu Bello University (ABU), Obafemi Awolowo University (previously University of Ife), and the University of Nigeria, Nsukka at the time (UNN). Until the establishment of the Administrative Staff College of Nigeria by Decree No. 39 of 1973, these institutions were the main players in public service education for local government administration in the regions where they are located, as well as in-service training of career civil employees. Their courses were initially designed to be completed in two years for a diploma in public administration (DPA) and one year for a certificate in public administration (CPA) (CPA). The generalist approach on which both the DPA and CPA courses were built was intended to meet the government's broad-based and non-specialized needs at the time. As the country evolved and the public's expectations for government services and economic development needs grew, new specialized programs in local government, economic development, tax administration, and public financial management were added to these organizations' program inventory. Of course, the programs included elements of the British and American public administration curriculum models, but with a limited emphasis on theory in order to deal with the current practical developments and challenges in Nigeria. To be clear, the American and British educational models were chosen for a variety of reasons, including the inclusion of government personnel in forums and training sessions aimed at improving the efficacy and efficiency of public service delivery.

Furthermore, from the 1980s to the 1990s, more public administration departments with a multidisciplinary framework were established in Nigeria (quite different from curriculum offerings of the 1960s and 1970s). This model is built using knowledge from accounting, business administration, comparative public administration, computer application, budgeting and financial management, organizational theory and behavior, public policy analysis, research methodologies, and development theories. These new courses are intended to provide their schools with a global perspective; however, courses in diversity management and administrative ethics remain missing from their curricula. These programs may be necessary for reducing racial tensions and, possibly, lowering the level of corruption, which has been a major source of concern for governments, citizens, and the international community. Exploring 21st-century educational methodologies and curricula offerings in Nigerian institutions is necessary for illustrative purposes because the focus of the analysis is on public administration education and training. Literacy is defined differently by different people. One definition contends that literacy is stable, quantifiable, and measurable, whereas another is more relativist and openly political (Chowdhury, 1997). Literacy is a conscientization process that involves learning to read not only the written word but also the visual world (Freire, 1973; Chowdhury, 1997). Literacy is also an important indicator of a country's level of social development and educational attainment.

Illiteracy and a lack of education are two forms of censorship that prevent people from exercising their human rights. Those who are otherwise competent are unable to convey the information effectively due to rural isolation, communication issues, illiteracy, colonial legacies, and a lack of resources and infrastructure to spread knowledge to a larger population base. Literacy efforts in countries such as Nigeria have yielded disappointing results (Grainger, 1987). Global enrollments in educational institutions increased rapidly between 1980 and 1992. The proposed continental model of education seeks to achieve the following goals: (1) the development of applicable skills; (2) the provision for mass participation and involvement in education and development; (3) the provision of equal educational opportunity and accessibility by all people at any age; (4) the improvement of management and planning; (5) the emphasis on rural development for rural needs; and (6) the encouragement of mutual interdependence and relationships (World Bank, 2000). To be considered education for social development in Nigeria, education policy must benefit the entire population. This education for social development should also aim to change the current value structure in terms of

rewards based on formal education, workplace advancement practices, and admissions rules to educational institutions. To provide employment for school "dropouts," the unemployed, and the underemployed, it would be necessary to translate public administration knowledge into skills. Viable networks are required to address any social, political, economic, or health issues.

Following independence, the Nigerian government wished to employ education as a tool for societal and individual advancement. In order to address the needs of all citizens, a universal basic education was first made available in a number of formats. A new 6+3+3+4 system of formal education (six years in primary school, three years in junior secondary school, another three years in senior secondary school, and four years in the university) was introduced in 1986 as a result of the desire to diversify and restructure the education system from those inherited from the British colonial regime 6+5+2+3 model (six years in primary school, five years in secondary school, two years in high school, and three years in the university). Higher education is the responsibility of the federal and state governments, and in 1998 there were 133 universities and polytechnic/college of technologies. 90 of the 133 higher education institutions are under the control of the federal government, and the remaining 133 are under the control of the state in which they are located. 383 488 students attended the 133 higher education institutions in 1993 (i.e., Universities, Polytechnics and Colleges of Education). The Federal Government of Nigeria spent N12, 172 million, or 5.4 percent of the federal budget, on education in 1995, according to estimates.

Higher education in Nigeria is of poor quality and may perhaps be becoming worse. One source of this is the brain drain syndrome, in which scientists, professionals, and technicians leave their home countries because they are either underemployed or dissatisfied with the country's political unpredictability and high level of corruption. The immediate consequences include many graduates' unacceptable low academic standards. The official projected adult literacy rate, published in 1995, shows 56 percent despite the numerous anti-illiteracy efforts launched since 1960. Nigerian policymakers are unable to boast of a strong public administration, rural, adult, or community education four decades after the country achieved independence. This demonstrates that Nigeria has not yet realized the importance of balancing the formal and informal education systems. Almost all facets of adult and community education in Nigeria are now underfunded and supplied in a haphazard manner due to an overemphasis on formal education (Oduaran 1991). It is true that adult and community education in Nigeria has experienced amazing structural growth during the past 10 years. This is evident from the sheer number of state and national commissions that have been created thus far to deliver mass education. The National Commission for Women Affairs, the National Commission for Adult and Non-Formal Education, and the National Commission for Nomadic Education are all federal commissions. However, the establishment has not yet been matched with adequate finance and employees (Oduaran, 1991).

In Nigeria, there are primarily two models used to teach public administration. The Institutes of Public Administration were founded in two regional institutions from the beginning. The forerunners in the field of public administration were Ahmadu Bello Unlvenily (ABU), Zaria, and Ife University (later renamed Obafemi Awolowo University, Ile-Ife (OAU)). Up until recently, the Administrative Staff College of Nigeria (ASCON) was created in Badagry, Lagos State by the federal government of Nigeria in an effort to end the hegemony of the two institutions. Since then, a number of new administration centers typically as parts of political science departments have formed in the federal universities in Nsukka, Lagos, Ilorin, Jos, and Ibadan. The management training center at Obafemi Awolowo University in Ife was established in 1963 as a result of the report of a committee formed earlier by the then-Western Nigerian Regional Government on the subject. The committee proposed establishing a Regional University, which was later abandoned, as well as establishing an Institute of Administration. The courses offered by the Obafemi

Awolowo University Ife public administration programs lead to the following degrees, as shown in table 1.

**Table 1: Public Administration Degree Programs at Ife (PA Model)**

Public Administration Degree Programs	Year Estab	Dept.
Certificate in Tax Administration	1964	Pub. Admin.
Certificate in Local Government Administration	1968	Pub. Admin.
Certificate in Public Administration	1971	Pub. Admin.
Certificate in Management Studies	1971	Pub. Admin.
Certificate in University Administration	1972	Pub. Admin.
Certificate in Project Analysis and Management	1972	Pub. Admin.
Certificate in Administrative Management Techniques	1972	Pub. Admin.
Diploma in Public Financial Management	1972	Pub. Admin.
Post-Graduate Diploma in International Affairs	1971	Pub. Admin.
Post-Graduate Diploma in Development Economics	1971	Pub. Admin.
Post-Graduate Diploma in Tax Administration	1972	Pub. Admin.
Higher Diploma in Local Govt. Administration and Mgt.	1973	Pub. Admin.
Bachelor of Public Administration	1964	Pub. Admin.
Master of Philosophy in Public Administration	1966	Pub. Admin.
Master of Public Administration	1968	Pub. Admin.
Master of Public Admin. (Development Economics)	1973	PA & Econs.
Master of Public Admin. (International Affairs)	1973	PA & PoISci
Doctor of Philosophy (Ph.D.) in Pub. Admin.	1980	Pub. Admin.

**Source:** Bibie (2004).

The majority of certificate programs in public administration were first offered in the 1960s and early 1970s. The bachelor degree program was also introduced at this time. With the exception of the undergraduate programs introduced in the 1980s, the core components of the current course and degree program structures in the faculty of administration can be traced back to the 1960s. Obafemi Awolowo University's Master of Philosophy (M. Phil.) and Doctor of Philosophy (Ph.D.) programs in Ife are currently entirely thesis-based. It was expected that all coursework would have been completed at the M.Sc., MBA, or MPA levels. Students' struggles with thesis writing have made this structure apparent as being inadequate. Complementary course work is

currently being introduced at the M.Phil. and Ph.D. levels. According to the new university postgraduate regulations, only holders of master's degrees with theses will be eligible to pursue the Ph.D. in public administration at Ife. Over the previous twenty-five years, the Obafemi Awolowo University Ife School of Public Administration has graduated 4,000 students, including 11 Ph.D.s and 5 M.Phils. Information about the degree programs that Ahmadu Bello University Zaria offers is provided in Table 2.

**Table 2: PA Model 2: Public Administration Degree Programs at Zaria**

Degree Programs in Public Administration	Year Estab.	Dept.
Ph.D. in Public Administration	1985	Pub.
Master of Public Administration	1970	Pub.
Master of Science in Local Govt. Administration	1986	Local Govt.
Bachelor of Public Administration	1962	Pub.
Bachelor of Science in Political Science	1981	Pol. Sci.
Post-Graduate Diploma in Public Administration	1988	Pub.
Post-Graduate Diploma in Local Government	1975	Local Govt.
Higher Diploma in Local Govt. Administration	1970	Local Govt.
Advanced Diploma in Local Government	1985	Local Govt.
Advance Diploma in Public Administration	1986	Pub.
Diploma in Local Government	1980	Local Govt.
Certificate in Middle Management	1975	Pub.

**Source:** Bibie (2004).

The second public administration model in Nigeria was created by the Ahmadu Bello University in Zaria; this school was founded in 1947 as the Institute of Administration to teach administrative employees in Northern Nigeria. Ahmadu Bello University merged with the Institute of Administration in 1962. Unlike the Ife model, the Ahmadu Bello University in Zaria provides courses that lead to the following public administration degrees. Public administration degree programs are jointly offered by three academic departments. These academic divisions are the Local Government Department, the Public Administration Department, and the Political Science Department. At Ahmadu Bello University Zaria, two departments jointly provide a public



administration undergraduate concentration, as shown in Table 5.2. Although three major departments—Political Science, Public Administration, and Local Government Studies—share responsibility for teaching public administration at the sub-degree and graduate levels (Olowu, 1991). The types of degrees that institutions with public administration departments offer are listed in Table 3.

**Table 3: Degrees Offered by Public Administration Department in Nigerian Universities.**

Universities	Ph.D. in	MPA	DPA	B.A.	Dip.	Cert
Ahmadu Bello University Zaria	X	X	X	X	X	X
Obafemi Awolowo University, Ife	X	X	X	X	X	X
University of Abuja	X	X	-	X	-	-
University of Benin	X	X	X	X	X	X
University of Calabar	-	X	-	Pol	X	-
Enugu State University, Enugu		X	-	Pol	-	-
University of Maiduguri	X	X	-	Pol	-	-
University of Nigeria, Nsukka	X	X	X	X	X	-
Namdi Azikiwe University, Akwa	X	X	X	-	-	-
University of Port-Harcourt	X	X	X	-	-	-
University of Uyo	-	X	X	-	-	-

#11: X = Offer PA Program; - = Do not offer program.

**Source:** Bibie (2004).

Numerous issues have arisen in Zaria's public administration education over the last two years. These issues include the insufficient resources needed to teach many of the given disciplines, the absence of rewards for public administration faculty members, and the scarcity of auxiliary services that assist instruction. The lack of funding for research and the acquisition of tools like duplicating machines and pertinent books is another significant administrative issue.

### **PUBLIC ADMINISTRATION TRAINING AND SUSTAINABLE DEVELOPMENT**

What can the new civilian government do to boost public sector performance and advance Nigeria's national development in the twenty-first century? How can Nigerian government employees at all levels better serve their communities? Based on the analysis of my survey data, several suggestions and potential responses to this question are offered. Nigerian universities must develop a public administration curriculum with the civil service, public organizations, local government, nongovernmental organizations, cooperatives, and private businesses as its core members. Universities in Nigeria have a history of designing their public administration curricula with an excessive focus on the civil service and public agencies. The other organizations are either viewed as incidental or completely excluded, as in the case of the private sector. They are anticipated to take the leftovers. All these areas must be included in the public administration training curriculum, their functions must be defined, and connections between them must be made in order to achieve efficiency and progress.

Since they are required to carry out the laws and orders issued by elected officials, civil workers have a great deal of power. The majority of civil officials are career-minded professionals working in a politicized environment. There is some room to bend some policies in practice. In Nigeria, the ethical restraint of a career in public administration and a workforce that is virtually wholly protected by the merit system of the civil service are very important. Investment in

human capital comprises spending on health, education, research, and training, which raises a population's potential productivity. Ikeme (2002) emphasized that in order to sustain Nigeria's rapid economic growth, a program to enhance human capital should focus on fostering a wide range of technical, business management, public administration, and scientific skills. Technology advancement should be seen more broadly to include talent development. To encourage the development of such expertise, a supportive framework should be put in place. The attempt to present a single educational culture as better and universally applicable is the root of every issue facing the globe today.

Nigeria could use its development administration model of teaching public administration by merging indigenous approaches as well as courses from other countries in order to broaden its options and the horizons of sustainable development in the country. It is imperative that public officials in Nigeria have thorough training in public management. Moses Kiggudu (1989) makes it abundantly evident that the gift of knowledge in public administration also has much longer-lasting consequences and is much more strongly related to the idea of development. According to the proverb, giving a guy a fish will only aid him for a very brief period of time; however, if you teach him how to fish, he will be able to support himself for the rest of his life. On a higher level, give him a fishing tackle. This will cost you a lot of money, and the outcome is uncertain. However, even if it is successful, the man will still be dependent on you for replacements. But if you assist him learn how to manufacture his own fishing gear, you have not only made him self-sufficient but also independent and self-reliant (Balogun & Mutahaba, 1999).

The results of this study demonstrate that even if the number of universities and polytechnics in Nigeria has grown over the past 20 years, the demand for graduates in public administration has not kept pace with supply. On the one hand, the university system has been unable to keep up with the society's increasing demand for higher education because of resource and human limitations that prevent the desired development of programs. The military administration, on the other hand, was unable to adequately meet the needs of university academics and personnel. In sub-Saharan Africa, Nigerian colleges are renowned for having the most strikes. Therefore, coordinated efforts should be made by the federal, state, and university systems to greatly increase the supply of highly skilled workers so that the country can keep up with the quick pace of social and sustainable advancement. According to a 2000 World Bank assessment, Sub-Saharan African countries like Nigeria require a qualified and competent public service. In Nigeria, this is crucial for ensuring the effective and efficient delivery of public services as well as for preventing bureaucratic corruption. The local government is frequently the most convenient way for people to interact with governments. Unfortunately, poor services, corruption, and incompetence are now associated with local governments in Nigeria. Public discontent weakens trust in public institutions and the legitimacy of the administration. The local government public service needs to change with the times, as do other state institutions, and be made more effective, efficient, and responsible.

Reforming public administration efficiency in Nigeria also requires addressing the low morale of the workforce and working environment. It will be hard to recruit, retain, and guarantee the integrity of highly skilled public officials in Nigeria if federal, state, and local governments do not increase the salary of civil servants. thereby reviving government at all levels In order to combat corruption, the Nigerian government would need open, merit-based hiring processes, performance-based promotions, competent management, in-service training, career development, and interlocking checks and balances. As the preceding section shows, various formats are expected to produce various results. Different perspectives on what participatory democracy entails are also reflected in the degree of citizen involvement in governmental operations. Nigeria is particularly challenging because of how long the country was governed by a military government. The specifics of participatory democracy are still unclear to the populace. Having said that, it would be excellent to remain upbeat and emphasize the viewpoints while also suggesting that all levels of the Nigerian government require the following: A position that

emphasizes the power of citizen engagement in programs to force greater government responsiveness and responsibility to citizens' interests; a viewpoint that anticipates citizen participation to be a useful instrument for public managers. These elements will help win the cooperation and support of the populace.

A new strategy for sustainable development in the twenty-first century is required by ethics and equity. Sadel (1996) presents a theory of democratic citizenship in which people put their moral links to their communities and concerns for the greater good before their own interests. All levels of government in sub-Saharan Africa, particularly Nigeria, need to implement policies built on the premise that their duty is to advance civic engagement and public dialogue, according to Peter Haruna (2001). Additionally, a democratic public administration that encourages citizen participation and collaboration will be necessary for the good of the public. No doubt, according to Haruna (2001), discussion between academics, professionals, and citizens will help close the gap between theory and practice as well as open up new avenues for investigating public administration as a subject of study in Nigeria. Nigerian public administration programs shouldn't avoid doing need analyses. Needs assessments are methodical procedures used to pinpoint areas that require training and growth. The objectives of training and development programs in government ministries and agencies must be shaped, even when some assessments are little more than hasty managerial assertions. According to Adamolekun, Ladipo, and Victor Ayeni (1994), needs analyses can frequently assist local government units in identifying and receiving the appropriate training and development, ensuring that they achieve their staffing requirements and program objectives. Before implementing work process changes, Nigerian government ministries and agencies should perform needs analyses. In order to become more citizen-focused and to take use of new information technology capabilities, public training for officials should reengineer their service delivery method (Stren, 1993; Agwanda, 2019). Employees should be included in the needs assessment process by the federal, state, and municipal governments. Employee participation may make it easier to identify individuals who are willing to learn new skills and to train them as soon as possible.

Senior public officials, particularly those who are not political appointees, should often inquire of their staff about their needs for training and development. This proactive attitude would show a dedication to the workforce. The majority of the time, the training and development activities that followed would boost personnel' contributions to unit goals. The poll results highlight the urgent necessity for senior public officials to begin asking their staff members about any skill gaps they may have. Depending on the government's financial status, it can be necessary to share the cost of employees' training fees with them. However, Nigeria's federal, most state, and municipal governments have very generous training and development budgets and provide practically limitless educational possibilities for public officials (Adamolekun & Ayeni, 1994). Valid customer satisfaction measurements should be incorporated into public administration training programs, and quality standards and performance indicators for every part of the public sector need to be created. In-depth interviews and qualitative analysis were utilized by Avis Metcalfe and Kiiliuds (1990) to ascertain the link between patients' expectations and their satisfaction with the medical service. They came to the conclusion that using just those expectations as a model for patient satisfaction was insufficient. They note that with more contact, patients' evaluations of the care changed, and that ultimately, satisfaction depended on how well the practitioner helped them. They asserted that the qualitative method of customer assessment and the exercise of "surveying through customer's stories" yield priceless insights into how well public service delivery operates.

A course in auditing should be offered in the public administration curriculum. Another method to ensure governmental systems are accountable, efficient, and effective is the independent audit of their performance. This method is based on the public disclosure mechanism. Such audits should only be conducted by public administrators who have received the necessary training. These audits in Nigeria should be made to look at all management activities in terms of financial

compliance, economy and efficiency, effectiveness of results, and the propriety of the goals and methods used to attain these goals (Mayne & Zapico-Goni, 1997). Financial operations should be correctly performed; fair presentation of the audited entity's financial reports, and compliance with applicable laws and regulations should all be evaluated as part of financial compliance.

Governments will perform better if policy and operations are separated. This suggests that goals are precisely laid out within robust policy frameworks and based on impartial, non-contradictory ideals, which would give unwavering and stable standards for public managers to strive for. In Nigeria, public managers should be responsible for carrying out other people's decisions. Nigeria's public administrators should be expected to concentrate on achieving specific results, and their performances should be evaluated in relation to anticipated values of economy, efficiency, and effectiveness under a fixed framework of reference, according to many current administrative reforms in the United States, Canada, and France. The underlying premise is that political levels communicate policy and objective-specific criteria to public managers. According to this perspective, public managers must put up effort in both setting and achieving goals; they must also determine if projected accomplishments are relevant and feasible. Through policy recommendations, officials formally impact outcomes. Goals are defined with the use of this influence as well as other forms of informal influence on political levels. Senior public administrators' active involvement in the creation of policies is just as crucial as the job they conduct to see it through to completion. In practice, they should help redesign initiatives in addition to carrying them out. In order to perform well, goals may need to be redefined rather than met. Politicians continue to have a crucial role in defining policy goals and setting policy direction, but this makes sure that public sector managers work with them to accomplish these goals (Awaah, Okebukola, Alfa, Anagba & Arkorful, 2021).

Institutional infrastructure must address a wide range of needs, including funding, education, the creation of quality standards, the provision of necessary data, the encouragement of performance monitoring, and the growth of applied research in domains suitable for industrial development. (1) The government should take action to impose severe sanctions on people and businesses who withhold information or decline to provide it when the federal office of statistics requests it. (2) In order to address the issue of significant delays in published data as well as the timing of their publication, the federal office of statistics needs to restructure its data collection and analysis procedures. (3) There should be effective coordination between the various statistics agencies' and research institutions' activities and programs. This will minimize duplication of efforts, ensure optimal utilization of scarce statistical manpower and material resources, and evolve nationally accepted standards of data collection, analysis and presentation to facilitate meaningful aggregation of state and local government statistics into a national data bank. (4) The federal office of statistics and other data collection agencies in Nigeria should be provided with adequate funding to conduct their essential field surveys and purchase facilities such as up-dated computers to process their data.

## **BENEFITS OF STUDYING PUBLIC ADMINISTRATION**

The advantages of studying public administration are numerous. One important reason students study public administration is to prepare them for careers in the public sector, as the government is the largest employer in many economies, with a wide range of positions requiring PA training. There is also a recurring need for people with specialized technical fields, such as engineers, to combine their technical skills with managerial skills, because their jobs may involve management in the public sector at some point in their careers. It should also be noted that some professionals may have no interest in working in the public sector but may seek contracts in the public sector at some point, so knowledge of public administration is not only useful but essential. The course study propels students' job prospects after school. Many formal public sector jobs will usually require a first degree; having a degree in public administration is usually

an advantage.

It has become necessary to investigate the training processes that result in individuals being churned out into Africa's public sector who are eventually labeled corrupt, unethical, unprofessional, unaccountable, and so on, resulting in the sector's poor performance. The purpose of this investigation is to determine whether or not students in African universities understand key concepts in public administration as a basis for recommending future policies on public administration teaching and learning to foster the desired levels of development in Nigeria. The study intends to accomplish the following goals in particular: (i) determine the reasons accounting for subject difficulty in the study of public administration by African university students; (ii) determine whether or not there is a statistically significant difference between lower and upper level students concept difficulties in the study of public administration in Nigerian universities; and (iii) determine whether or not there is a statistically significant difference between the study of public administration as a bachelor of science and the study of public administration as a master of science..

### **CHALLENGES AND LESSONS LEARNED**

It is important to raise two questions in this section and attempt to answer them based on faculty members at most university websites, as most university websites show that Nigeria does not have enough trained professors in the field. In some cases, this deficiency causes faculty cross-pollination. For example, approximately 85% of the 13 faculty members in the Department of Public Administration and Local Government at the University of Nigeria, Nsukka (UNN) have doctoral degrees from UNN, and four of them (approximately 31%) are teaching with master's degrees (University of Nigeria, 2014a). At its 40th convocation ceremony in February 2011, UNN, the first indigenous and autonomous higher education institution modeled after the American education system, conferred seven M.Sc degrees in public administration and local government, and 39 in political science. Four PhDs were awarded in political science, but only one person received a postgraduate diploma in public administration and local government from the same institution (University of Nigeria, 2014b). If UNN, one of the country's five elite universities that opened its doors to students on October 7, 1960, just as the country gained independence, produced this small number of public administration graduates, the scarcity of graduation records from other institutions may not be surprising.

It is important to note that, at the time of this analysis, the other elite institutions' graduation records in public administration were not available for release. Similarly, the scarcity of personnel in most training institutes, as well as government agencies' use of unqualified consultants, appear to be concerning. Due to bureaucratic ineptitude, some public employees who have received new training are not required to use their knowledge and skills to improve organizational efficiency (Ayeni, 2007; Okotoni & Erero, 2005). Because most effective training considers the desired knowledge, skills, and abilities that employees will have at the end of training, developing training objectives should be a collaborative process. Some employees in Nigeria are trained without conducting a needs assessment or understanding how the current training will benefit the employees and their agencies in the short or long term. These problems with human resource development planning have been blamed on a lack of financial resources (Atakpa, Ocheni, & Nwankwo, 2013). The second major issue is multifaceted because curricula and methods have not changed significantly due to limited funding, faculty student ratios, trainee size, and a lack of standard textbooks used by university public administration educators.

Furthermore, some training facilities lack computers, relevant materials, and libraries. As a result, the challenges of capacity limitation in public administration education and training may be attributed to human and institutional capacity deficiencies in Nigeria's existing universities and colleges. The third major issue, as mentioned earlier in response to the first question, is a

strict adherence to the federal character in admission considerations in the form of a quota system. The Federal Character Commission requires that entry qualifications for students from disadvantaged states be reduced through a quota system of admission in order to achieve equity in national university admissions. This means that a student from "the southern states, considered educationally advantaged, may not be admitted to the university," whereas a student from "the northern states, considered educationally advantaged, may be admitted" (Oduwaiye, 2008, p. 69). Inequity created by this quota system, also known as implied affirmative action, in university admissions and federal job selections has been documented by educators and public administration scholars (Akindele et al., 2002; Mukoro, 2005, Akpan & Undie, 2007). While any government action can be abused in terms of implementation, the policy of the Nigerian Federal Character Commission "seeks to implement and enforce federal principles on equitable distribution of public posts, socioeconomic amenities, and infrastructural facilities among the federating units of the Nation" (Federal Character Commission, 2013). If Nigerian citizens and educators demand accountability and transparency from their leaders in all aspects of public service, the issues raised in this analysis can be addressed, if not eliminated. To summarize, applying excellence standards in both education and training of current and future public administrators will help Nigeria achieve its development goals while meeting the challenges posed by the United Nations Millennium Development Goals and other sustainable development conditions mandated by international organizations in the long run.

## **CONCLUSION AND RECOMMENDATIONS**

The preceding analysis has shown that public administration as a field of study and practice in Nigeria has been evolving. Overall, colonial, civilian, and military legacies have influenced the nation's historical development and approaches to administrative education and training. Since independence, each regime or administration has advocated for and tried reforms involving all aspects of public service, such as organizational restructuring, training, and education. The issues raised by this exploratory investigation are multifaceted, including, but not limited to, (a) the relevance of public administration education and training curricula; (b) the inadequacy of relevant faculty and trainers; (c) the quality of trainers and their selection; and (d) a lack of financial resources. Based on these issues and the challenges they pose for public service, the overarching question becomes: How can these issues be remedied or ameliorated?

Appropriate public administration courses in Nigerian universities would be one of the most fruitful ways of correcting the nation's maladministration and corruption problems in the public sector. According to the study, effective performance monitoring is critical for achieving public policy objectives in Nigeria. It was noted that, while previous military leaders in Nigeria pushed for better performance information as part of their reform efforts, such efforts were not pursued with sufficient vigor and common sense, taking organizational and situational contingencies into account. Staff development and performance standards that emphasize courteous treatment, as well as recipient involvement in case planning are critical first steps. Similarly, in the re-engineering of public services under President Obasanjo's new civilian administration, timely information to workers and streamlined organizational reporting should be considered. Addressing these issues via performance standards and quality service indicators may result in improved service delivery and outcomes in Nigeria's public sector. These modifications would, in fact, increase consumer satisfaction while redirecting client worker efforts into more constructive areas. The recommendations provided in this study are as follows:

1. Nigeria's government must create a sound plan for its human resources in the twenty-first century. The process of choosing and advancing the objectives, policies, and programs that create, employ, and distribute human resources with an eye toward accomplishing economic and other objectives is known as manpower planning.

2. The Nigerian government's appropriate response should change depending on the issue at hand. For instance, both the federal and state governments should be involved in education to remove access barriers and provide books, materials, and university instructors that are qualified and enthusiastic. In addition to the greatest level of government engagement, there should be numerous collaborations with the commercial sector and civil society at all levels. This chapter also discovered that academics and public administration professionals in Nigeria typically opposed the new civilian administration's corrupting influence on bureaucratic work. They tacitly wish for the removal of politics from program development and promote greater training and increased communication as public administration remedies to cure bureaucrats of the ailments of subpar performance.
3. To enhance governmental performance, public administration training in Nigeria must soon include new courses in data analysis, data gathering, computing techniques, ethics, and management of ethnic diversity, financial management, budgeting, and other pertinent topics. In order for Nigeria to be on the path of national development in the twenty-first century, these measures will aid in shaping accountability and redefining the limitations of public sector performance in the new civilian administration. The competency of public administrators should be evaluated in Nigeria's future service delivery and sustainable development efforts rather than economic metrics.
4. Future service delivery and sustainable development efforts in Nigeria should be measured in terms of public administrator's capability rather than by economic indicators. The product of the proposed design and approach will help to improve (1) the quality of public management as a profession in Nigeria; (2) the quality of service delivery and life of all people; (3) the conditions of living of all people, and (4) intra-societal and inter-society relations, as the basic concept in the model spreads throughout Sub-Saharan African countries and possibly other developing countries. Despite the problem of inadequate public management training program, mismanagement, and corruption in Nigeria, there is a persistent interest in, and recognition of the need for effective performance monitoring as a major component of government administrative reform. Performance monitoring is not a new idea, but success has often proven illusive.
5. There are also two strategies to revitalize the study and application of public administration education in Nigeria. The first step is by creating the Nigerian Society for Public Administration. The practitioners from public and nonprofit organizations would be included in this umbrella professional organization, which would act as a forum for organizing conferences, workshops, and seminars for faculty members and their students from public administration programs and public service training institutions. Additionally, by creating a separate certifying agency, entirely distinct from the National Universities Commission, akin to NASPAA in the United States, with the sole objective of assuring excellence in the quality of public administration education specifically created for Nigerian development.

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