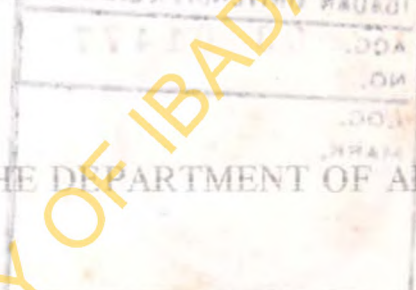# A CONTINGENCY APPROACH TO EFFECTIVE MANAGEMENT OF A MULTICAMPUS INSTITUTION OF HIGHER TECHNICAL EDUCATION.

BY

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DEDICATION

This study is dedicated to the glory of God Almighty
who is the only giver of divine wisdom and then to my
beloved wife – Omolola Adigun and my affectionate
children – Fisayo, Foluke, Folake and Fisola.

ABSTRACT

This study set out to determine the effectiveness of contingency approach to the management of a multicampus institution of higher technical education in Nigeria. This was with a view to making policy recommendations for more effective management of the tertiary institutions in the Country.

Based on the conceptual framework of the contingency approach to management, the study which was carried out before the creation of Osun State from Oyo State in 1991 covered a multicampus institution of higher technical education in Nigeria - The Polytechnic, Ibadan and its satellite campuses at Eruwa, Esa-Oke, Iree and Saki. The descriptive survey research design was adopted for the study. Three sets of questionnaire were used as instruments: The MPQ, the NAMQ and the SVQ were administered to 546 randomly selected subjects from the Academics, Non-Academic and Students population of the institution covered by this study.

These were complemented with records at the National Board for Technical Education, Kaduna and The Polytechnic, Ibadan and the responses of all the categories of respondents to oral interview conducted by the researcher.

The data collected through the instruments used were analysed with the use of Z-distribution statistical tool to determine the degree of the effectiveness of contingency approach to the management of multi-campus institutions of higher technical education in Nigeria. The findings from the study established that:

(a) Contingency as a style may be one leadership style for the effective management of a multicampus institution of higher technical education;

(b) There is significant relevance of communication skill of the manager for effective management of a multi-campus institution of higher technical education;

(c) There is significant relationship between the ability of the manager to motivate the workers and the organizational goals achievement of a multi-campus institution of higher technical education;

(d) The contingency approach to management is more effective than the system approach to managing a multicampus institution of higher technical education;

The policy implications of these findings for effective management of a multi-campus institution of higher technical education were enumerated and suggestions were made on how a multi-campus institution of higher technical education could be better managed, using contingency approach to management. The highlights of the suggestions include:

(a) That the management of multi-campus institutions of higher technical education must be adaptive by placing high premium on contingency approach;

(b) Managers of multi-campus institutions of technical education should learn to understand the dynamic and changing nature of environmental forces both internal and external facing their institution at a point in time;

(c) A clear understanding of the potential of contingency concepts by the leaders and administrators of multi-campus institution of higher technical education is strongly recommended;

(d) That the managers of multi-campus institution of higher technical education should learn how to solve their institution's problems based on the situations within the environment;

(e) The managers of multi-campus institution of higher technical education must up-date their knowledge with new ideas about effective management through training and self-development.

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This study owes its successful completion to the tremendous support given to me by the God Almighty throughout the duration of the study, without which the study could not have ended well. In addition, the study is indebted to those management experts whose works provided good materials on the concepts of management in all its ramification.

Special mention must be made to my able Supervisor, Dr. M. O. Akintayo, who patiently provided encouragement and the much needed guide throughout the course of the study. His unflinching support and unalloyed cooperation will remain evergreen in my memory. I found it highly delighted to work under such a brilliant, committed, and hard-working scholar.

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My deep gratitude also goes to my father, Chief Joseph Olabiran Adigun, a retired Educationalist, my mother Chief (Mrs.) Comfort Mojisola Adigun, my two brothers, Sola and Gbenga for prayerfully supporting me throughout the duration of the study. The eagerness of my parents to see the study completed is highly appreciated.

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1995   Abel Oludele Adigun.

CERTIFICATION

I certify that this work was carried out by Abel Oludele Adigun in the Department of Adult Education, University of Ibadan.

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ABBREVIATED TERMS

ASCON   –   Administrative Staff College of Nigeria.

CMD   –   Centre for Management Development.

COHEADS   –   Committee of Heads of Polytechnics and
               Colleges of Technology.

COSEC   –   Committee of Secretaries to the
               Polytechnics and Colleges of Technology.

IPMN   –   Institute of Personnel Management of
               Nigeria.

NIM   –   Nigeria Institute of Management.

CHAPTER ONE

INTRODUCTION

Background to the Study

The practice of management is as old as man's history. Historical references have indicated that man have joined with others to accomplish a goal, first in families, later in tribes and in other more sophisticated political units. That is to say that management is the organisation and direction of persons in order to accomplish a specified end.

Mooney (1939) states in his analysis of the historical management development that the real secret of the greatness of the Romans was their genius for organisation. In relative term, complex and sophisticated management practices emerged during the era of the Greek and Roman Empires. Aluko (1987) points out that the administration of the far-flung Roman Empire required the application of management concepts.

The use of management techniques precipitated these social achievement. There is no tenable reason for the non-application of the management principles and concepts in modern higher education institutions' administration.

Any organisation, whatever its aims, dimension and

technology, requires management. To the extent that a multicampus higher institution of technical education is established to fulfil certain objectives, it must be managed. In this connection, it must have leadership and direction, supervision and coordination, constant evaluation and adjustment.

In this regard, the issue of effectiveness is of paramount importance. The underlying assumption is management for effectiveness, and effectiveness in this regard is simply how well and efficiently the managers of an enterprise in a given environment and situation accomplish organisation or enterprise objective. Hence, Drucker (1968) asserted that effectiveness is the key to the success of an organisation.

To the extent that a multicampus institution of higher technical education, like The Polytechnic, Ibadan, wants to achieve its goals and objectives, its management must be effective. The fact remains that all organizations have one factor in common; they involve people through whom work is effectively or ineffectively accomplished. The principles of successful management

are no less important to education than they are to industry. Planning, goal setting, and coping with change are as necessary to a multicampus polytechnic as they are to a profit-oriented multinational business concern. The need to motivate, reward and develop is not exclusive need of profit-making organisation.

In the case of a multicampus higher institution of technical education like The Polytechnic, Ibadan, its problems of management are extra-ordinarily difficult, partly because its overall size is divided into many components with diverse functions and interests, but which are interrelated.

A cusory look at the structure of a multicampus higher institution of technical education will show that a host of people have a hand in managing the institution. They include academic, the professional administrative officers, students, politicians and civil servants. The emphasis in this regard, however, is not on the foregoing people, but on the management milieu within which they function. The issue is not the individual ability and moral worth of multicampus institution of technical education administrators, neither is it their devotion to duty, nor their taste for hardwork. These are often of

a very high order. The issue is whether the basic managerial arrangements and leadership of a typical multicampus higher institution of technical education in Nigeria, are adequate in term of understanding diverse situational factors that characterized this institution and adapting to them, for the purpose of managing this institution effectively; more so that the campuses are sited in different geographical location.

In carrying out their respective managerial functions, the management of The Polytechnic, Ibadan must undergo the vital process of decision making. Management approach or style to employ at a point in time is a matter of decision; the decision of course which must be based on the situation since the institution is running a multicampus system. In more specific terms, one of the crucial elements in the multicampus system factor has been traced to the type of management approach adopted by its leadership and its effects on the sense of responsibility of the followership. Some of the elements of the quality of relationship in any school system are accessibility of staff and students to school authority, mode of communication, and the involvement of these groups in the affairs that affect them, such as their

health, extracurricular activities, curricular and discipline problem, decision making, planning process, staff welfare, student welfare, curriculum and supervision (Olagoke 1986).

From the foregoing, it is evident that there is a strong correlation between effective management of a multicampus polytechnic and the administrative behaviour of those at the helm of affairs. Administrative behaviour in this context refers to the behaviour of those within the boundaries of organisation who occupy management positions (Bobbitt and Behling, 1981). This includes their perception of issues and their reaction to them as situation dictates.

Genesis of Multicampus Institution of Higher Technical Education in Nigeria.

The multicampus system owns its evolution to the impact of astronomical increase in candidates base or student enrolment. Previous facilities no longer capable of sustaining the system as education witnessed a sharp increase in staff needs, students needs, instructional structures and equipment. The limitation of land space available for expansion of the existing and conventional singlecampus system compounds the situation. In fact,

the circumstances of acquisition of ten to twenty years ago no longer hold valid and adequate for the needs and demographic stratification of today.

There is also the factor of programmes diversification dictated by changing career and labour market trends. Time there was when historians, Philosophers, classicists, lawyers and their likes held sway in public sector employments especially, and constituted themselves, howbeit serendipitously into the "conscience" and "Pointiff" of societal development of course times have changed, as direction of development is now dictated by technological encumbrances which, oftentimes, are out of the local control of individual constituents but marshalled by the idiosyncracies of the comity of nations.

Affecting the programmes diversification will be identification of areas or regions providing the most efficient and benevolent modus operandi of implementation. Hence, the need, mutatis mutandis, to locate programmes in areas or regions with optimum resources (like in marketing placement) that will assure easy operationalisation and promote fulfillment of

aspirations - both of government or sponsors, the public(s) and the direct beneficiaries (the students).

Political undertone cannot be ruled out. This is noted in what Tinuoye (1984) described as "do - good" syndrome of garrulous politicians, dictated by any of the following:

(a) Ignorance of the essence of mandate generously bestowed upon them and, in turn, pursuing what may otherwise be mis-placed priorities or white elephant projects.

(b) Desire for "cheap" vote - catching strategies, especially related to "toying" with otherwise genuine and deep-rooted aspirations of clientele/constituents with all the adulteration of concern and altruism - all political chicanery.

(c) "Join the bandwagon" or "Keep up with the Joneses" - the "copy-cat disease", even against sound reasoning or inadequacies/unequitability of resources to transform dream to reality. State A is doing it, why not us State B:?

(d) The impulsive innovator menace: We have always been in the fore-front (first to do this or that), this is nothing different; oblivious of competing new and more devastating needs.

(e) "Baloon - the - people Escapism" - Promise them the goodies that will take your sustained stay to launch or bring to fruition.

Structure and Process of Multicampus System

Structure of a multicampus system will be sharpened depending upon philosophy and origin of system. The underlisted presents sample structure:

(a) Potential chicken (i.e. embryo campus to mature to autonomous institution). The feature is predominantly loose association, but strong policy control system e.g. The old University of Ibadan/University College, Jos arrangement, Lagos State Polytechnic, The Polytechnic, Ibadan.

(b) Perpetual embryo - "once an appendage, always an appendage". There is a centralised authority/operational control system, e.g.

the Associateship stations of the University
of Ibadan and NCE (Tech.) Part-Time Programme
of The Polytechnic, Ibadan.

(c) Hybrid option: Semi - autonomy and attendant
resilient control system - e.g. as operates
now in The Polytechnic, Ibadan, Lagos
Polytechnic, Isolo and Kwara State
Polytechnic, Ilorin.

Process is influenced by type of structure and the
initiating philosophy:

(a) Uni-hierarch control: central control only.
This is typical of most institutions in
Nigeria, irrespective of how large or small.

(b) Secondary Relationship Model: a central
control with loose local leverage for each
campus - typical more in overseas system e.g.
University of London, Community colleges
system in the U.S.A.

(c) Tripartite/Tertiary order - A central
ultimately accountable body, liaising with a
Joint Campuses Coordination Committee which
relates to a Lower Unit Level/Local Guiding
Committee to a large extent, as typified by

the Polytechnic Multicampus Arrangement - having the same Governing Council which is ultimately accountable to the funding Government, and formulates central policies for the system or carries out same on behalf of Government.

The Joint Campuses Coordination Committee may be the group name for arrangements whereby the system, therefore, is subjected to central Governing Council Matters, Central Academic Programme (Board of Studies) Matters, Central Graduation, and Central Establishment rules and regulations.

The Lower Unit Level/Local Guiding Committee relates to the individual Campus's Management Board/Academic Board, Fund Allocation Committee, Appointments/Promotions and staff Development Committee, et cetera.

The Rationale for the Multicampus Polytechnic in Nigeria.

The origin of the multicampus polytechnic explored is to be found in the history of the institution and the life of the state in which it is located. The Polytechnic, Ibadan is the unique product of a series of events, circumstances, and personalities set in a distinct economic, social and political environment.

The fundamental rationale for multicampus polytechnic in Nigeria is the same. Although seldon expressed explicitly, for there have been few philosophers of the multicampus polytechnics, a common set of assumptions underlies its origins and continued existence. Thinking in this vein, Lee and Bowen (1981) assert that, two propositions may be advanced:

(a) In contrast to a single statewide system of higher education, multiple goals, evidenced by alternative approaches in academic plans and programmes, can be better achieved if the state divides responsibility among separate institutions.

(b) However, in contrast to a system of completely autonomous campuses, these differences can be coordinated and sustained more effectively if campuses are grouped under common governing structures.

In sum, the multicampus polytechnic is designed to promote specialization, diversity, and cooperation - a division of labour and alternative approaches to technical education in a coordinated, intercampus context.

The multicampus system is comprehensive",
encompassing both main and satellite campuses. In this
respect, there are values to society in having competing
institutions. More opportunities are derived by the
society from the social services of each institution. In
short, a belief in what Lee and Bowen (1981) describe as
pluralistic approaches or, indeed, in the values of
educational competition undergird the motion of separate
campuses. At the same time the pluralism is controlled,
for the campuses are joined together in multicampus
polytechnics.

The educational competition, indeed, must not be
only functional. It is supposed to press the
institutions toward excellence more so that the need to
produce more qualified mid-level manpower is evident in
Nigeria. It may be right to say that the existence of
the multicampus polytechnics indicates expansion in
technical education. This in no way corrode the position
of the university education. The polytechnic system is
to complement the efforts of the university system. As
a matter of fact, Nigeria is in great need of a good core
of intermediate level manpower personnel in the field of
commerce and industries to carry out and sustain the

gigantic programme of its economic and industrial growth. Technicians are the life wires of virtually industrial activities. Without them the machinery of industries will grind to a halt. So many industries are now being established, each of the industry survival depends on the availability of competent technicians. It is virtually impossible to carry out the programme for the economic and industrial growth of a nation without adequate supply of commercially and technically trained personnel. Thus, the need of number informs the expansion of higher technical education as manifested in the expansion of multicampus Polytechnics.

Moreover, by the Nigerian constitution, it is an inalienable right of every educable citizen to have free access to education at all levels. Each level of education is normally expected to achieve a purpose in the training of the citizens of the nation. Provisions should be made for expansion in order to be able to accommodate the constitutional rights of the greatest possible number of Nigerian citizens. The belief in the constitutional rights of the citizens to education precipitate the idea of multicampus Polytechnics.

It is one of the basic assumption of this study that since there is a rationale for establishing multicampus Polytechnic, then as important institutions for economic and industrial development, they must be effectively managed. Effective management in this sense is connected to management styles as perceived by the management of the institution.

Statement of the Problem

By an amendment to the principal Edict of The Polytechnic cited as The Polytechnic Ibadan Amendment Edict 1987 and which came into force on the 17th March, 1987, four Satellite Campuses which took off during the 1981/82 academic session and sited at Eruwa, Esa-Oke, Iree and Saki were given legal recongnition, although they remained an integral parts of The Polytechnic, Ibadan. Each of the satellite campuses is headed by a Director who is responsible to the Rector of the institution for the discipline of the satellite campuses. However, the Director of the Satellite Campuses assumed some independence as executive Director of the campuses, thus depicting a state of autonomy to the detriment of the main institutional goal achievement. Moreover, the management of The Polytechnic, Ibadan was facing set of

multidimensional problems as each of the Campuses was generating into the system peculiar problems which arose from differences in their geographical locations and environmental influences. Hence, the need to consider the most ideal management theory that could meet the situation in which The Polytechnic, Ibadan and its Satellite Campuses find themselves.

Objective of the Study

The major objective of this study is to determine the extent of the effectiveness of applying contingency model of management to a multicampus higher institution of learning with special reference to The Polytechnic, Ibadan and its Satellite Campuses. This would enable the researcher to critically examine the various dimensions of managing multicampus higher institution of learning and how these dimensions could be better coordinated to accomplish the set goals of the institution without prejudice to the socio-economic and the political background on which the campuses were established. This would enable the researcher to recommend a plausible solutions to both inter and intra conflicts among the management staff and students of the main campus of the Polytechnic and its Satellite Campuses.

Significance of the Study

This study is significant in several respects. The Polytechnics as institution of higher technical education have developed into organisations with conflicting interests of the major actors involved in the nation's quest for technological take-off. These groups include the academic staff, the administrators, the technicians as well as students. The activities of these various groups increase in scope and often become more complex in a multicampus institution of higher technical education in which every group is represented in all the campuses of the institution.

If the multicampus institution of higher technical education like The Polytechnic, Ibadan and its Satellite Campuses will realize its objectives, it must of necessity have effective and efficient management. An effective and efficient management in this context is one that has ability to address successfully various administrative and operational challenges facing any multicampus institution of higher technical education. In an era of more agitations for multi-campus system in some state owned higher institutions of learning like Ogun State University, Ago-Woye, Ondo State university,

Ado Ekiti and Ladoke Akintola University of Technology, Ogbomosho in recent times, the findings from this study will serve as useful guides on how best to manage a multicampus higher institution of learning like The Polytechnic, Ibadan, which is the focus of this study.

Scope and Limitation of the Study

Shadare (1991) states that the central purpose of management in any organisation is that of coordinating the efforts of people towards the achievement of its goals. There is need for effective coordination of these efforts in as much as human beings have come to be regarded as the prime and causative agents of change. Effective management of human resources in any organisation is indispensable for the realization of the objectives of the organisation. Therefore, since what is needed is an effective management of multicampus institution especially with respect to approaches of leadership to management, this study intends to focus on a multicampus institution of higher technical education in Nigeria. This is The Polytechnic, Ibadan, with its Satellite Campuses at Eruwa, Esa-oke, Iree and Saki.

This study does not, however, attempt to investigate all aspects of a multicampus system with a view to justifying or condemning leadership in the management of the institution. Even though many factors influence the quality of management in a multicampus higher institution of technical education (such as the political considerations for establishment of the institution and siting of campuses, attitude of government to the general well being of the institution, etc.), the factor relating to relationship between the superordinate and subordinate and the ultimate effect on the management of the institution single out the management of a multicampus institution of higher technical education for study. This is because many failures of this system in Nigeria can be traced to poor management.

However, certain limitations are evident. In the first place, the choice of The Polytechnic, Ibadan for the study was informed by the nature of this institution. Unlike many other multicampus institutions of higher technical education, its campuses are not located in the same town. This characteristic presents the problems involved in managing the institutions more glaringly.

The institution, in addition, was confirmed to have a longer period of multicampus system tradition.

Moreover, time is a limiting factor in this study. As a result of the limited time and resources, the researcher was not able to extend the study to cover more multicampus institutions of higher technical education in Nigeria.

Definition of Terms

To prevent ambiguity, and owing to their specialized use, certain terms in this study need clarification for clear and better understanding. The concepts are given operational definitions.

Contingency Approach

It is here used as an approach to management of an organisation principally a multicampus institution of higher technical education that does not seek to produce universal prescription or principles behaviour. It is here essentially refered to as a situational approach to management.

Organization

In this study, the Ibadan Polytechnic and its Satellite Campuses is regarded as an organisation. It is a system of coordinated activities of a group of people working cooperatively toward a common goal under authority and leadership.

Administrator

An administrator is a person who administers. For the purpose of this study, administrator is a person who has the skills which enables him to practise competently such functions as planning, organizing, and controlling. He is also seen as a motivator of people. In short, the administrator is here regarded as an expert in understanding and handling the variety of technical human relationships in an organisation's social system. Supervision is implied. Thus appointed officers such as the Registrar, Deputy Registrar who are in charge of the administration of the polytechnic are taken to be administrators.

Institutions of Higher Technical Education

By the conception of the NBTE of what a higher technical education is and Colleges of Technology and Science and Technology fall within this category. Thus for the purpose of this study the institution of higher technical education should be seen as The Polytechnic, Ibadan.

Technical Education

For the purpose of the study, technical education is defined as the aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge.

Multicampus Polytechnic

This refers to Ibadan Polytechnic, with the Satellite Campuses at Iree, Saki, Eruwa and Esa-Oke.

CHAPTER TWO

THEORETICAL FRAMEWORK AND REVIEW OF LITERATURE

Theoretical Framework

Our institution face critical problems of survival in increasingly complex and unpredictable environment. And that is why contingency theories have gained prominence in open systems approaches to the organisation and management of those organisation. Contingency theory sees each organisation as a unique system result from an interaction of the subsystems with the environment. This approach is both analytical and situational (Hicks and Gullet, 1981). The best solution is the one that is responsible to the characteristics of the unique situation being faced.

Situation Leadership

Situation leadership means the ability to choose one of four leadership styles according to the needs of the people you are supervising. This required flexibility, skill in diagnosing their needs and the ability to contract, that is, to agree with them the leadership style that they need from you (at that time-it may change) (Kirk, 1990).

Working along the postulate of Hersey and Blandchard (1977). Kirk presented this four styles as depicted in figure 5 below:

FIGURE 1

<u>The Four styles</u>

(High)	S3 SUPPORTING	S2-COACHING
S	High Supportive	High Supportive
U	and	and
P	Low Directive	High Directive
P	Behaviour	Behaviour
O		
R	S4 -DELEGATING	S1- DIRECTING
T	Low supportive	Low supportive
I	and	and
V	Low Directive	High Directive
E	Behaviour	behaviour
(Low)	Directive	(High)

<u>source</u>: Kirky, P. Leadership, <u>THE FOUR POLYTECHNIC PROJECT</u>, 1990, p. 8.

The four styles are a combination of Supportive and Directive behaviours. Directive behaviour can be summarised as structure, control and supervise. Supportive behaviour can be summarised as Praise, Listen and Facilitate

<u>Style 1-Directing</u>:

    The leader provides specific instructions and closely supervises task accomplishment.

<u>Style 2-Coaching</u>:

    The leader continues to direct and closely supervise task accomplishment, but also explains decisions, solicits suggestions and supports progress.

<u>Style 3-Supporting</u>:

    The leader facilitates and supports subordinates efforts toward task accomplishment and shares responsibility for decision-making with them.

<u>Style 4-Delegation</u>:

    The leader turns over responsibility for decision-making and problem-solving to subordinates.

THERE IS NO ONE BEST LEADERSHIP STYLE

<u>Diagnosing subordinates' Needs</u>

    Need to look at competence and commitment.

    kirky (1990) sees competence as a function of knowledge and skill which can be gained from education, training and/or experience, while commitment is a combination of confidence and motivation.

Four different combination of competence and
commitment define four different development level as
shown below:

D1	D2	D3	D4
Low	Some	High	High
Competence	Competence	Competence	Competence
*	*	*	*
High	Low	Variable	High
Commitment	Commitment	Commitment	Commitment
Developing			Developed

Source: Kirky, P. Ibid. p. 9

Leadership style 1(directing) is appropriate f o r
people at level D1

Leadership style 2(Coaching) is appropriate for
people at D2

Leadership style 3(Supporting) is appropriate for
people at level D3

Leadership style 4(Delegating) is appropriate for
people at level D4

But also, people may be at different levels of
development for different tasks.

Kirky identified five steps required to develop a
person from D1 to D4.

1. Tell them what to do
2. Show them what to do
3. Let them try
4. Observe performance
5. Praise progress.

Contracting

"Situational Leadership is not something you do to people but something you do with people" (Kirky, 1990).

The problem of how the modern manager can be "democratic" in his relations with subordinates and at the same time maintain the necessary authority and control in the organization for which he is responsible has come into focus increasingly in recent years.

The modern manager often finds himself in an uncomfortable state of mind. As pointed out by Tannenbaum & Schmidt (1958), often he is not quite sure how to behave: there are times when he is torn between exerting "strong" leadership and "permissive" leadership. Sometimes new knowledge pushes him in one direction ("I should really get the group to help make this decision"), but at the same time his experience pushes him in another direction. ("I really understand the problem better than the group and therefore I should make the decision").

He is not sure when a group decision is really appropriate or when holding a staff meeting serves merely as a device for avoiding his own decision-making responsibility.

Tannenbaum and Schmidt (1986) have suggested a framework which managers may find useful in grappling with this dilemma. First they looked at the different patterns of leadership behaviour that the manager can choose from in relating himself to his subordinates. Then they turned to some of the questions suggested by this range of patterns. For instance, how important is it for a manager's subordinate to know what type of leadership he is using in a situation? What factors should be considered in deciding on a leadership pattern? What difference do his long-run objectives make as compared to his immediate objectives?

Figure 6 presents the continuum or range of possible leadership behaviour available to a manager. Each type of action is related to freedom available to his subordinates in reaching decisions. The actions seen on the extreme left characterize the manager who maintains a high degree of control while those seen on the extreme right characterize the manager who releases a high degree

of control: Neither extreme is absolute; authority and
freedom are never without their limitations.

Figure 2

CONTINUUM OF LEADERSHIP BEHAVIOUR

Boss-Centred   Subordinate-Centred
Leadership   Leadership

Use of authority by
the managers.

Area of freedom for
subordinates

| Manager Makes decision and announces it. | Manager sells decisions | Manager presents ideas and invites questions | Manager presents tentative decision subject to change | Manager presents probmes, get suggestions makes decisions | Manager defines limits; asks group to make decision. | Manager permits subordinates to function within limits defined by superior. |

Source: Tannenbaum, R. & Schmidt, W. H.; HOW TO CHOOSE
A LEADERSHIP PATTERN, in Richards M.D (Ed.) Readings in
Management, South-Western Publishing Co. Cincinati, Ohio,
1986 p. 390.

As Figure 6 demonstrates, there is a number of alternative ways in which a manager can relate himself to the group or individuals he is supervising. At the extreme left of the range, the emphasis is on the manager - on what he is interested in, how he sees things, how he feels about them. As one moves toward the subordinate-centred end of the continuum, however, the focus is increasingly on the subordinates - on what they are interested in, how they look at things, how they feel about them.

Practically, a manager has to consider certain factors or forces in deciding how to manage. Three are of particular importance:

1. Forces in the manager
2. Forces in the subordinate
3. Forces in the situation.

As explained by Tannenbaum and Massarik (1950), these forces might influence a manager's action in a decision-making situation. The strength of each of them will, of course, vary from instance to instance, but the manager who is sensitive to them can better assess the problems which face him and determine which mode of leadership behaviour is most appropriate for him.

REVIEW OF LITERATURE
Contingency-based Management.

A contingency relationship can be thought of simply as an "if-then", functional relationship. The "if" represents the environmental variables, and the "then" represents the management variables. For example, if prevailing social values are oriented toward nonmaterialistic, free expression and the organisation employs professional personnel in high-technology operation, then a participative, open leadership style would be most effective for goal attainment. On the other hand, if prevailing social values are oirented toward materialism and obedience to authority and the organisation employe unskilled personnel working on routine tasks, then a strict, authoritarian leadership style would be most effective for goal attainment. On the basis of the aforesaid, the management of multicampus institution of higher technical education may have to vary its leadership pattern. The social values of the highly qualified professional academic and non-academic staff are not the same with the unskilled personnel employed for routine tasks because of the

differences in social factors influencing the behaviours
of each of the categories of staff. (See figure 3.)

To make such contingency relationships be part of
contingency management and serve as effective guidelines
for practitioners, they must be empirically validated.
Moreover, although the environmental variables are
usually independent and the management concepts and
techniques are usually dependent, the reverse can also
occur.   In some cases the management variables are
independent, and the environmental variables are
dependent. For example, if a very participative, open-
leadership style is instituted by top management, then
personnel will respond by exhibiting self-control and
responsible social values. Although it is believed that
it is possible for management concepts and techniques to
affect the environment. In the systems - interaction
sense, contingency management generally treats the
environment as independent (the "ifs") and the management
concepts and techniques as dependent (the "thens").

FIGURE 3

Contingency — based Management

External Organization Environment.

status and role expection

information Organization

cotingency based Management
P
D
M
C

physical work environment

formal organization

Individuals
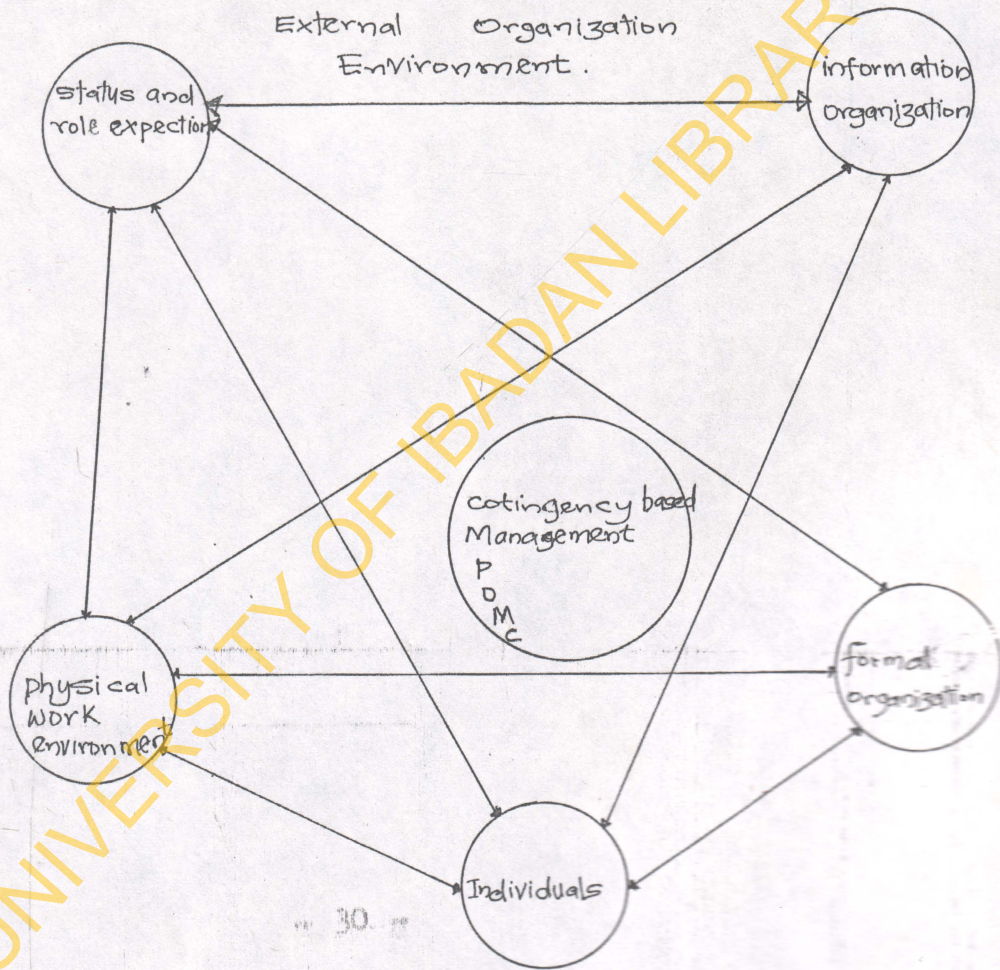
SOURCE: HICKS, H.G. & Gullett, C.R.
(1981) P. 627

Figure 4 gives a summary of a simple "if-then" conceptual framework for contingency management. As shown, the environmental variables are along the horizontal axis of the matrix, and the management variables are along the vertical axis. Maximum goal attainment ensured with this two-dimensional matrix. The cells in the matrix represent an empirically derived data base of functional relationships. Therefore, if a diagnosis reveals a certain situation (one or a combination of the "ifs"), then it would be contingently related to the appropriate management techniques leading to goal attainment. The empirically derived functional relationships would be obtained from research and would be stored in the cells of the matrix.

This contingency management approach represented by the two-dimensional matrix is only a theoretical framework. In order to operationize such an approach, a three-dimensional model as shown in figure 5 seems necessary. The third dimension recognized different levels of performance effectiveness. Consequently, based on the extent of the data base (information stored in the cells of the matrix, which is derived from research), if any two variables are known, the third can be predicted.

FIGURE 4

A conceptual framework for contigency management.

(vertical left label) THEN Management Variables (Process, quantitave, behaviour and system)

IF Environmental Variables

(external ~ social, technical, economic, Political / legal)

(internal ~ structure, Process, technology)

SOURCE: Fred Luthans, Introduction to management:

A Contigency Approach, Mc Graw — Hill,

New York, 1976, P. 48.

In other words, in an identifiable situation in which the manager wants to maximize performance, the matrix would reveal, what management techniques and approaches should be used. Or, given a certain situation and the application of a certain management technique, the matrix could predict what level of performance would result.

An approach to contingency management such as that depicted by the three dimensional matrix (Figure 10) is dependent upon the ability to diagnose the situation and the extent and accuracy of the data base. Whether this can ever be done in any meaningful way is still being debated. However, it should be noted that as far as diagnosing the environment is concerned, the survey techniques being developed in economics, technological forecasting, market research, and organizational development could be equally applicable to contingency management. And as for the data base, the contingency-based models and research in the areas of job design, leadership and organisation structure could already make a reasonable contribution. Obviously a major challenge for the future is to fill in the numerous gaps that currently exist in the data base.

FIGURE 5

A three - dimensional general
Contingency framework.

PERFORMANCE
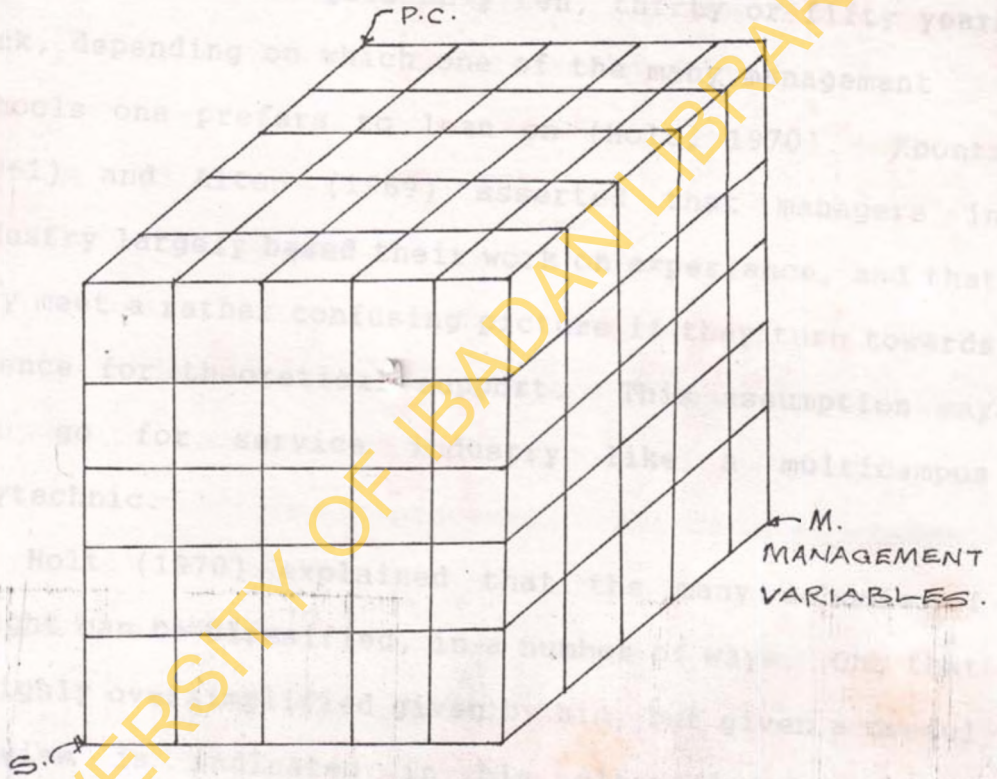
SITUATIONAL VARIABLES.

SOURCE: Fed Luthans and
Todel 1. Stewart, "A
General Contingency
Theory of Management,"
Academy of Management
Reviews April 1977, P. 189.

Schools of Management

Management has been described by Learned and Spreat (1966) as a portmanteau term packed with a variety of meanings by generations of practitioners and scholars. Bur in the management field, the scientific foundation is rather limited and goes only ten, thirty or fifty years back, depending on which one of the many management schools one prefers to lean on (Holt, 1970). Koontz (1961) and Alton (1969) asserted that managers in industry largely based their work on experience, and that they meet a rather confusing picture if they turn towards science for theoretical support. This assumption may also go for service industry like a multicampus polytechnic.

Holt (1970) explained that the many schools of thought can be classified, in a number of ways. One that is highly oversimplified given by him, but given a useful overview is indicated in his classification. He classified schools of thought into traditional schools, human factor schools, system oriented schools and economical factor schools. Shetty's (1974) classification is not as simple, for the various approaches are classified by him into classical

"behavioural" and quantitative approaches. Holt (1970) and Shetty (1974) in no way contradict each another in their classifications. What Holt (1970) referred to as system oriented schools and economical factor schools are put together as quantitative approach by Shetty (1974). To some degree, these approaches represent a historical evolution in management theory and practice.

The traditional schools which is the earliest schools had its proponents among the classicalist, universalists and process school theorist Taylor (1911) as a classicalist, advocated the use of scientific methods in developing efficient operation. His primary aim was to increase worker productivity by applying scientific principles to process, locations of equipment, production techniques, time and motion studies, production standards, incentive wages e.t.c. Fayol (1949) and other classicalists (Gulick and Urwick, 1937, Mooney and Reily, 1939) considered management to be a process of getting things done through and with people functioning in organised groups. They see management as an activity common to all human organizations that inherently required some degree of planning, organizing, directing and controlling. Accordingly, they tried to develop a

conceptual framework for analyzing the process and thus formulating a theory of management. Their focus was on using planning procedures, control measures, standards, fixing authority and responsibility, optimum span control e.t.c. to attain highest efficiency. This appears to be slightly more complex than Taylor's view. The scholars purported to prescribe the one best way to manage; that is, how one ought to organize, plan, lead, and control if one wishes to have an efficient operation (Shetty, 1974).

For quite some time and to some degree even today the classical approach of traditional schools, largely based on the personal observations and experiences of a few people, met with wide spread acceptance among practitioners. However, the schools have come under constant attack as inadequate on many grounds. First, the classical approach of the traditional schools are considered too broad to provide much help in the actual work of managing an organisation. The principle of specialization and functionalization does not tell the manager how the task should be divided, and to say that an organization needs coordination is merely to state the obvious. Second, some of the principles contradict each other and, therefore, it is impossible to observe them in

practice. Third, behaviouralists claim the classical theory is too mechanistic a nd thus ignores major facets of human nature. They attack the theory as an abstraction that overlooks human behaviour, the non-rational elements in human conduct, and their implications for managers. Lastly, the classical approach has been found wanting because of its emphasis on organisation as fragmented and closed systems acting independently of external forces, and therefore, neglecting the linkages and interdependencies with other subsystems and with larger systems (Shetty, 1974).

Although such criticized, Stephenson (1968) explained that the approach works at least up to a certain point. Classical approach has given good results, particularly under stable conditions, but appear not to be flexible enough when the organisation has to adapt to changes in the environment. However, as pointed out by Stephenson (1968), the classical approach of the traditional schools still have a rather important place in both management practice and theory.

There is also another major approach to management which came from behavioural scientists (Roethlisberger and Dickson, 1939; Mayo, 1957; Likert, 1957; McGregor,

1960). This approach belongs to the human factor schools, and also began with Lewin's work on group dynamics (1943, 1947, 1951). The behavioural theory, reacting to the excessive mechanistic approach, argues that an industrial organisation should be viewed as a social system with at least two objectives: producing the product and generating and distributing satisfaction among employees (achieving both economic effectiveness and job satisfaction). Hence, an organisation should be considered a social system which has both economic and social dimensions. Behaviouralists argue that effectiveness is achieved by arranging matters so that people feel that they count, that they belong and that work can be made meaningful. They do not necessarily reject the classical principles of the traditional schools, but they feel that more goes into an organization design than rules, regulations, and strict rationality.

Commenting on the human factors schools, Holt (1970) stated that focus is on individual motivation, group behavior and inter-personal relationships. He further explained that the organization is viewed as a social system with interactions, communications, conflicts and

alliances, where perception and feelings are important aspects.

Behaviouralists of the human factors schools, at least the earlier ones (Roethebisberger and Dickson, 1939; Mayo, 1957; Likert, 1957; McGregor, 1960), do not necessarily prescribe any one form of management but believe it can be improved by modifying it in accordance with informal structure, through less narrow specialization and less emphasis on hierarchy, by permitting more participation in decision making on the part of the lower ranks, and by a more democratic attitude on the part of the managers at all levels. They stress the dynamic informal communication systems of organizations which have received some research attention (Davis, 1953; Sulton & Porter, 1968; Weinshall, 1966).

It is true that the behaviouralists have forced the consideration of human aspects in designing a management pattern, many of their suggestions had the short-comings similar to those of the classical approach. For example, the human factors schools seem to have overemphasized individual psychology and interpersonal relations and does not encompass other major variables in the organizational system. Just as the work of managers

include complexities not fully considered and analyzed by classical management theorists of the traditional schools, it also include variables such as goals, structure and environment, relatively unattended by behavioural theorists. Furthermore, their concepts as the job enlargement, participation, and de-emphasis on hierarchical authority have been prescribed for application to all organisations rather than to specific type of organizations and problems. In other words, these concepts claimed to have universal application like the principle of classical management. In the view of Holt (1970), an important concepts is the formal organisation, which is formed to satisfy human needs and, may, however, also facilitate the operation of the formal organisation through development of informal relationships and procedure, most of these schools accept by and large the principles and rules advocated by the traditional Schools, but show how they may be modified by human behavior.

During the mid-fifties, the quantitative methods approach to management made in roads in management theory and practice. This approach embraces system oriented Schools and economical factor Schools of management.

These Schools developed an approach which is partly a reaction to the behavioural approach of the human factors Schools in that in emphasizes the rationality of management as opposed to non-rational aspects of behaviouralists (Shetty, 1974).

Holt (1970) saw system oriented Schools as an expansion of the human factor Schools, also taking into account the technological factors and the external environment. The aim is to find an optional solution of total system. Technology, the formal and the informal organisations are considered as integrated parts. Seiler (1967) reiterated that the organisation is treated as an open Socio-technical system under constant influence of internal and external forces. The total system can be divided and analyzed as a hierarchy of subsystems.

To analysis of the total system, the relationship between the organization and the external environment are rather important. Changes of technological marketing, economical, social and political nature may have considerable consequences for the design and function of the organization. Katz and Kalm (1966) in a logical extension of the human relation position, attempt to integrate the organizational context and small group

dynamics work through open systems theory which essentially holds that every organization is dependent on its environment for imputs necessary to help it viable. In turn, the environment absorbs outputs from the organization. Inputs and outputs include not only people and material, but also information. This kind of approach reinforces the behavioural decision theorists' view of process rather than static organizational phenomena, and extends it to a broader consideration which includes outside impingements on internal organizational activities (Shadare, 1992).

As opined by Holt (1970), the system oriented schools seem to be well fitted for the analysis of manufacturing organization. Ojo (1977), however, claimed that the system oriented Schools are alls relevant to the polytechnics. These Schools are relatively new and perhaps not much tested, but offer a great potential of immense practical value in the way they take the technological factors into the analysis and thus make it possible to get a better balance between the technical, economical, marketing and social requirements.

In the context of economical, factor Schools,
organization is viewed as a decision making system,
where the objective is the efficient utilization of the
resources, emphasis is on the development of models for
planning and decision-making (Holt, 1970 and Shetty,
1974). These schools present a more sophisticated
approach than the scientific management schools. Heany
(1965), Rubinstein (1966) and Dearden (1968) identified
a considerable gap between theory and practice. It is,
however, likely that this gap will be narrowed and that
the economical factor schools will have a considerable
impact on management in the future.

The quantitative approach of the system oriented
schools and economical factor schools has been primarily
concerned with managerial decision-making which is only
one aspect of management though the crucial one.
Management science is not management as such. It still
works with very limited problems of resources allocation
and utilization under the same basic assumption of its
predecessor disciplines - that man is a rational decision
maker, and man's goals are the maximization of economic
outputs. Accordingly with their narrow definition of
management, quantitative methods failed to provide a

broad enough framework finalizing and designing effective management. Furthermore, the approach progressively turned out to be more concerned with tools for decision making rather then providing and integrated management pattern (Shetty, 1974).

These conventional approaches—classical, behavioural, and quantitative have resulted in what some writers described as, management theory jungle (Koontz, 1961; Lathans, 1976; Luthars and Stewart, 1977; Shetty, 1974). Behaviouralists, after rejecting the narrow classical approach, seem to have concentrated on a single factor themselves. The approach with quantitative foci has followed a similar pattern. It soon became clear that each approach studied selected components in operating situations in isolation. The second shortcoming is concerned with universalism. The management literature is still searching for a set of universal principles for all management problems. Lastly, these approaches are felt to be inadequate because of their emphasis on organization as fragmented and closed systems acting independently of external forces

with little recognition of interdependencies with other subsystems and with larger systems.

According to Carlisle (1974), contingency theory may be a way out of the "jungle" of management theories, because if allows the manager to understand which management approach is best for a given situation. In other word, effective management is always contingency, or situational management. The concept of management in this study-involving the design of an environment in which people working together in groups can accomplish objectives - implies this. Design presumes application of knowledge to a practical problems for the purpose of coming up with the best possible results for that situation. But this does not mean that the practicing manager cannot gain from knowing the concepts, fundamentals, principles, theory, and techniques of management are all about-the application of knowledge to realities in order to attain desired results.

Hicks and Gullet (1981) submitted that viable or long-life organizations, first, are those whose members want them to survive.. Second, they have developed short and long - range objectives compatible with each other and with the personal objectives of members.

Third, they have created effective formal organizationalstructure. In each of these areas, the viable organization is both adjusting to and making adjustments upon the environment. This is the essence of the contingency approach to the management of organizations. Furthermore, this approach is both analytical and situational, with the purpose of developing a practical answer to the questions at hand.

It is the characteristic of a viable organization to respond in the light of the total situation, whatever the challenge facing it. In effect, situational variables determine what an organization is or what it should be at a given point in time. As the future unfolds, the organization continues to change in ways appropriate to environmental variations. Thus, Hicks and Gullet (1981) concluded that viable organizations are those which are managed from a contingency view point. This view point is taken throughout this study.

Nevertheless, many of the concepts developed by early classical writers are still of value today; the consideration of management task in terms of functions performed and the use of management principles as guide to actions are still very much with us and

are expected to remain valuable. There is reason to believe that they will continue to be helpful to tomorrow's manager. When used with discretion and care, management and organization concepts developed in the earlier periods will continue to be relevant. This is consistent with the contingency approach.

Leadership Styles

Treatment of leadership styles has long constituted a managerial dilemma. Ajayi (1982) asserted that this managerial dilemma is epitomized by several well known posers such as:

"Can anyone undertake leadership roles; or only a favourable few? Are the favoured few (effective leaders) born or made? Is effective leadership an innate characteristic? Is there a particular art to it or a particular style, something that could be mastered? Do you have to be well-liked to be effective, or vice-versa? Is it feasible to be both popular and productive?"

The quest for clear-cut answers to the problem of leadership styles has led to a multitude of studies which in turn has given rise to equally multitudinous theories. Many of these studies and theories try to

justify particular preferred views of the matter.

The multicampus institution of higher technical education the like of a polytechnic is a formal organization with complex tasks and certain goal orientations. As a managed institution, it operates a definite structure and has specialized, delimited objectives often emanating from outside the structure. The degree of effectiveness with which its task are carried out and its goals are achieved is dependent upon quality of leadership. By implication, quality of leadership connotes choosing appropriate style of leadership under a given situation. As pointed out by O'Brien (1970). "The leadership style which is most effective for supervisor dealing with workers on an assembly line is probably not the most effective style for an executive dealing with his departmental managers. The importance of situational factors as determinants of effective leadership style is generally accepted by writers on organization theory".

In all organizations, patterns of relations between leadership constitute the basis for leadership classification. Leaders may be appointed, selected, elected, self-appointed or even reach their positions by

a conventional system of seniority. Getzels (1968) has identified three types of leadership - the autocratic or authoritarian, the democratic and laissez-faire. Lewin et al. (1939) had earlier viewed leadership as ranging along a continuum of possible "styles" from "Laissez-faire" to democratic" to "authoritarian". In the same vein, Cole (1986) tended to express leadership styles in terms of authoritarian versus democratic styles, or people-orientation versus task-orientation. The distinction between the leadership styles is further confirmed by Barnard (1939) when he differentiated between authoritarianism and democratic styles.

McGregor (1966) postulated two types of organizational leadership - Theory X and Theory Y - both of which illustrate authoritarian-democratic approach to leadership, thereby confirming the continuum. His theory X example implies tough, autocratic and supporting tight controls with punishment-reward system - the authoritarian. The contracting style of the Theory Y implies benevolent, participative and believing in self-controls - the democrat. Likert (1967) takes leadership to be a relative process since the leader

must take into account the expectations, values, and interpersonal skills of those with whom he is interacting. Thus Likert (1967) came up with his four management systems which Cole (1986) presented as follows:

System 1 - the exploitive authoritative system, which is the epitome of the authoritarian style

System 2 - the benevolent-authoritative system, which is basically a paternalistic style.

System 3 - the consultative system, which moves towards greater democracy and team work.

System 4 - the participative group system, which is the ultimate democratic style.

Tannenbaum and Schmidt (1957) model of a continuum of leadership styles, also ranges from authoritarian behaviour at one end to democratic behaviour at the other.

A leadership's typical way of behaving toward group members can then be classified as "leadership style".

The pertinent question in this regard is "Is the leaders autocratic, rigidly controlling sort, a democratic one, asking for group opinions and suggestions, or a Laissez-faire leaders who takes little action to influence the group? Managers often use more than one of these three styles depending upon the issue involved and the circumstances surrounding it. However, Hicks and Gullett (1985) pointed out that many managers rely primarily on one or more than the others. But it is unlikely that the management of an higher institution will put laizzez-faire approach into operation for whatever reason.

Major theories of leadership style rest on the assumption that subordinates will work harder, and thus more effectively, for managers who use particular leadership styles than they will for managers who use other leadership styles. While cognizance is taken of liazzez-faire, authoritarian/autocratic and democratic leadership styles are the two most commonly studies.

The authoritarian results in practically all authority centering in the manager. The manager enforces decisions by the use of rewards and the fear of punishment. Communication tends to be primarily in one

direction, from the manager to followers (Hicks and Gullett, 1985). In his analysis of leadership behaviour and styles, Koontz and O'Donnell (1976) further explained that autocratic leader is one who commands and expects compliance, who is dogmatic and positive, and who leads by the ability to withhold or give rewards and punishment. In the view of Scott (1967), this is a personal way of implementing power. Autocratic leadership styles offer the advantages of distinct power relationships between the leader and his subordinates and enhances rapid decision-making. According to Hutchirison (1967), they can in certain shortrun situations be the best or the only choices to adopt but on the long run, they can cause dependencies, that may stifle individual initiative, encourage gullibility and generate friction between the leaders and the followers.

In contract to autocratic style of leadership, democratic, or participative style encourages leader to consult with subordinates on proposed actions and decision and encourages participation from them. In organization and management literature, the democratic process is synonymous with participation. Ejiogu (1987)

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viewed democratic process as that managerial behaviour which releases considerable and meaningful decision-making power and initiatives to employees or subordinates in appropriate areas of job freedom. It is not aa mere consultation; it is rather a sort of power equalization. The power and status differential between the boss (such as a head of department and his subordinates, for examples Senior Administrative Officers, Lecturers and the Clerical Staff are appropriately reduced. In order words, "my authority as manager and your authority as subordinate is greater than mine alone or yours alone. I don't have to give up my authority as a subordinate" (Antony, 1978). The superordinate and his subordinates, therefore, work like a team under what Ejiogu (1987) described as a common basis of shared authority, supportive relationships and collegiality.

By implication, the Rector, Registrar, Director of Satellite Campuses, Deans or Head of Department in aa multicampus polytechnic, as a boss or manager will have to delegate a portion of his decision making authority for special areas or functions to those under him as often as the need arises. It is the responsibility of

goals, appraising performances and deciding on method of improvement. As explained by Likert (1967), "it involves the development of extensive friendly superior-subordinate interaction with aa high degree of confidence and trust evolving a system that would permit wide-spread responsibility for the control process, with the lower units of the organization fully involved as appropriate". However, potential disadvantages of the style include slower decisions, diluted accountability for decisions, and possible compromises that are designed to please everyone but are not the best solution."

If democratic leadership style is in contrast to autocratic style, moving still further away from autocratic leadership style is the laissez-faire style. This style is characterized by a hand-off policy in which individuals within an organization assume greater responsibilities in decision making.

As Getzels (1968) noted, there is a complete non-participation of the leader in determining tasks and companions. The laissez-faire leadership style has a potential for attracting anarchy with grave consequences of paralysis in the achievement of organizational goals.

Hicks and Gullett (1981) also recognized the disadvantage of Laissez-fair leadership style when they asserted that is may result in "lack of group cohesion and unity toward organization objectives. But they go further to highlight the advantage of the style as one that foster the opportunity for individual member of develop within the group.

The major difference between these leadership styles, especially autocratic and democratic, stem from their respective power basis. Roughly speaking all forms of organizational power reside with the manager who employs the autocratic leadership-styles, while powers and responsibilities are shared with the work group in some way or other where a manager, employs democratic leadership style.

However, there has occurred a twist to this classification, as Kauzs (1974) maintains that classifying leadership behaviour as autocratic, democratic or laissez-faire is now outdated and narrow. Today's types of leaders have, therefore, been categorized into the "Tough Battler", the "friendly Helper", and the "objective thinker". A "Tough Battler is aggressive, dominant and influences others by

intimidation and control of rewards. The "Friendly Helper" is warm, kind and influences others by praise, favours and friendship while the "Objective Thinker" pedantic, rejects both affection and intern personal aggression and influences by factual, logical arguments.

The reason in the twist in the classification is explainable. There are a number of well-known "whole theories of management" which either explicitly expound variation of the authoritarian and democratic dimensions and attach their own labels, although their authors would rightly claim more fundamental differences. In this regard, one may list Douglas McGregor's Theory X and Y, Rensis Likert system 1 and system 4, Blake and Managerial grid's 9-1 and 9.9 and Ohio State University Studies initiating structure, and consideration. Kauze may now be added to the group.

Commenting further on the twist in classification of leadership styles, Ajayi (1982) explained that there are also other rather eclectic treatises which while identifying two main leadership styles, firstly, avoid descriptions which carry the overtones of creators of particular proprietary labels; secondly, circumvent the words "authoritarian" and "democratic" because they can

have an emotive connotation; and instead generically talk
of structuring, and supporting styles. Whatever the case
may be, authoritarian and democratic leadership styles
are still the two most commonly studied and compared.
The issue of classification, therefore, appears to be
that of semantic.

In the case of all descriptions of leaders, each
approach to a set of characteristics can be overdone,
each can be strengthened by flexibility, and each, even
in the most rigid individual, can be altered by unusual
happenings.

The classification of leadership styles seems
simple. But there are variations in the seemingly simple
classification. Koontz and O'Donrell (1976) opined that
some autocratic leaders are seen as "benevolent
autocrats".

Although they listen considerably to their
followers' opinion before making a decision, the decision
is their own. They may be willing to hear and consider
subordinates' ideas and concerns, but when a decision is
to be made, they may be more autocratic than benevolent.

Moreover, Koontz and O'Donnell (1976) further explain that a variation of the participative leader is the person who is supportive. They concluded that leaders in this category may look upon their task as not only in consulting with followers and considering carefully their opinion but also doing all they can to support subordinates in accomplishing their duties. As earlier indicated, this is Likert (1976) approach to leadership and managing.

The implication behind the three approaches is that managers have a basic choice between being either authoritarian or democratic (Cole 1986). Arising from this is the question what leadership approach is the best? Answers vary with those writers, researchers, and practitioners who are questioned. Some hold the view that the autocratic style, is largely dictatorial, in most situations McMumy (1958) developed one of the most articulate arguments for this position. McMumy (1958) argued for what he called "benevolent autocracy" by managers toward their employee. The compassionate but dictatorial approach is based on the following premises:

- Most top managers have hard-driving, autocratic personalities. Therefore, they find participative, management difficult to accept.

- Significant decisions affecting the firm must be made by top management because of the potential damage that could result from a poor decision.

- Many members of large bureaucracies are in reality security seekers who do not wish to share in the decision-making process.

As an alternative to participative management, McMumy (1958) maintained that benevolent autocracy was more realistic and made the most of a bad situation. In his words, (Benevolent autocracy) is designed to permit the employer to keep the pressure on his people for production without affecting their morale too adversely, using the supervisors that are available.

Leavitt and Whisler (1958) also argued indirectly for autocratic leadership. They maintained that decentralization and participative management have been pressed upon top managers by the increasing size and complexity of many organizations. The growing

utilization of computers and additional sophistication of decision-making techniques linked to the computer is seen as a pressing factor calling for recentralization of decisions by top management. This in turn would reduce the ranks of middle management by taking away many of its functions. It would also broaden the gap between the roles of managements at all levels. The assumption here is that top managers would be primarily responsible for innovative long-run thinking, while middle-end lower-level managers would perform largely routine tasks. Finally, managerial mobility among organization level was seen as withering away. Most top-level managers would not necessarily serve an apprenticeship in lower positions since the type of tasks they would perform would vary greatly from those of lower levels. In nutshell, Leavitt and Whister (1958) predicted that in coming years a small but elite group of top managers would be making most decisions within organizations. That is autocratic management was seen as inevitable.

The stand of Leavitt and Whisler (1958) has been challenged by Hunt and Newel (1971). They argued that to date, Leavitt and Whislers (1958) predictions have not come true for the majority organization. In their

view, there is no strong evidence that increasing use of computer necessarily leads to recentralization. While commenting on the issue, Hicks and Gullett (1981) reiterated that the increased sales of small, corporate jets, have allowed a "home office" term to "trouble short" a problem hundreds of miles away, and to return the same day, which suggests some recentralization.

As their objection to classical principles make clear, most members of the human relations school are antiauthoritarian and favourable to participative leadership, Roethlisberger (1964) has underscored the "astonishing" extent to which findings of different investigators checked" on the inadequacies and dysfunctional result of the traditional leadership style, and "on the need for more participative management, two-way communication and permissive leadership" (new 9) Likert (1961) lends his support to participative management when he asserts that the most effective supervisors are employee-centred. He emphasized that "Supervisors with the best rewards of performance focus their primary attention on the human aspect of their subordinates' problems and on endeavoring to build effective work groups with high

performance goals". Likert's (1961) findings suggest that a democratic orientation toward leadership with support and encouragement offered by the leader tend to improve the chances for long term high productivity. The task of the leader is seen as building a highly cohesive and mutually supportive work group that supports high production goals.

In anticipation of his critics, Likert (1961) conceded that job-centered autocratic supervision can produce impressive short-run gains in productivity. But long-run effects of his approach would in his view harm organization by "Liquidating its human assets". By decreasing morale and encouraging absenteeism and turnover, autocratic leadership would damage the organization in time. The negative effect of job-centred supervision upon people would be more than offset any short run productivity gains. Likert (1972) carried this idea forward by recommending that human resource valuations be included as a part of an organization's accounting statement. Management decisions that increase the value of these resources (such as additional training) or decrease their value (such as layoffs) can be accounted for in numerical

terms.   As pointed out by Hicks and Gullett (1981) while still in the experimentation stages, such valuations have been made a part of the annual accounting statements of some firms. These human resource valuations, they submit, are not acceptable for tax or auditing purposes, but they do provide at least a first approximation of the value of a firm human resources. Their use in Likert's (1972) view, provides additional evidence of the value of participative leadership and general concern for organization members.

Today, endorsement of participative methods for practically universal application is being called to question by some writers.   Some researchers   are exploring whether different styles of leadership may not be appropriate within different contexts, for example, different functional departments, or different production technologies.   As argued by Lawrence (1964), the innovators and stabilizers work, function best when they are structured and run and led in quite different and distinct ways. There is fairly clear evidence that research and development units, if they are to supply

the right kind of working environment for innovators, need to follow their type of organization.

In this respect, they must use a fairly flat type of structure with fairly wide spans of control, fairly open, consists of communication, that are open laterally as well as vertically throughout the organization. In his word, "both procedures and physical facilities need to be set up so that there is free and frequent communication between all member of the research group. The leadership style that seems to work best is more participative and equalitarian. Here control is carried out more by informal ground rules than by formal roles and prescribed procedures.

However, Lawrence (1964) declares that the work of the stabilizer seems to go on best in quite a different organizational environment, one in which more emphasis is put on vertical, superior-subordinate communication channels; where many more of the ground roles of the organization are formalized and codified into procedural manuals; where a more directive style of leadership is the pattern, and where goals are set by organizational superiors in terms of specific and

shorter-term targets.

If Lawrence (1964), considered working environment as a determinant of leadership style, Woodward (1958) held the view that leadership styles vary with technology. In his study, a firm's observance of classical principles was found to correlate with success for companies in mass production, but not for those with unit or process technologies.

The implication behind the three approaches is that managers have a basic choice between being either authoritarian or democratic. In practice, the either/or choice proposed by the theorists may be somewhat artificial. Much will depend on the other elements of the leadership situation. In some circumstances an authoritarian style could be more effective that aa democratic style, and vice versa. As pointed out by Cole (1986) the suggestion that a democratic style is generally preferable to an authoritarian one has been criticized on the grounds that whilst this may apply to current trends in Western industrialized nations it need not apply at all in other cultures. To Cole (1986), the main weakness of these approaches is that they place too much emphasis on the leader's behaviour

to the exclusion of the other elements or variables
for leadership.

Appraisal of Literature

The materials reviewed here cover a wide range of
approaches and perspectives on management. One
characteristic of all the aspects reviewed is the multi-
dimensional nature of the concepts reviewed. Moreover,
one significant aspect that continues to recur in the
literature is the importance of contingency approach
to management process. The universalist concept that
there exist or ought to exist one best way to manage
all organizations is being replaced today by
contingency management or what Shetty (1974) refers to as
management according to situation. Above all, it is
believed that the scope of the operational questions
that have been analysed here has allowed for
discussing most persistent management problems to which
conclusions and suggestions will be provided.

Hypotheses

The review of literature on related studies in
management of organizations indicates that little or
nothing has been done on the management of multicampus
institution in higher technical education like The

Polytechnic, Ibadan. This study as a pioneering one proposed and tested the following hypotheses.

(1) There is no significant difference in the perception of Academic Staff and Non-Academic Staff of the management effectiveness of a multicampus Institution of Higher Technical Education.

(2) There is no significant difference in the perception of Academic Staff and Students of the management effectiveness of a multicampus Institution of Higher Technical Education.

(3) There is no significant difference in the perception of Non-Academic Staff and Students of the management effectiveness of a multicampus Institution of Higher Technical Education.

(4) There is no one best leadership style for the effective management of a multicampus Institution of Higher Technical Education.

(5) There is no significant relevance of manager's communication skills for effective management of a multicampus Institution of Higher Technical Education.

(6) There is no significant relationship between the ability of the manager to motivate the workers and the organizational goal achievement of a multicampus Institution of Higher Technical Education.

(7) The contingency approach to management is not more effective than the systems approach to managing a multicampus Institution of Higher Technical Education.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Research Design

Descriptive Survey research design was used in this
study. This design belongs to the realm of empirical
research method, which according to Gay (1976) is the
systematic collection of data using scientific method
with the aim to explain, predict, and/or control
phenomena. It is according to Best (1970), concerned
with conditions or relationships that exist; practices
that prevail; beliefs, points of view, or attitudes that
are held; precesses that are going on; effects that are
being felt; or trends that are developing. A clearer
picture is put when Kerlinger (1973) explains that
descriptive survey research studies large and small
populations or universe by selecting and studying samples
chosen from the populations to discover the relative
incidence, distribution, and interrelations of
sociological and psychological variables.

There are many alternatives that could be considered
for the purpose of this study: one of them is
experimental design which is unsuitable because its major
purpose is to determine "what may be". Ex-post-fact is

another method, but unsuitable because the investigator cannot directly manipulate the independent variables. Another method is historical method, which is inappropriate for the study because its major purpose is to tell "what was".

However, the descriptive survey was adopted because in the view of Ary et al (1972), descriptive survey can be used not only for describing existing conditions but also for comparing these conditions with pre-determined criteria or for evaluating the effectiveness of programs. As they further explained, descriptive survey can also be used to study relationship or test hypotheses. More importantly, descriptive survey interpretes "what is".

In addition, the choice of design took recognition of Nwanko's (1982) explanation of the purpose of descriptive survey; which according to him, aids the researcher;

- to collect detailed factual information that describe phenomenon;

- to identify problems or justify current conditions and practices;

- to make comparisons and evaluation.

Selection of Sample

The subject for the sample size for this study were selected from a multicampus polytechnic:

- The Polytechnic, Ibadan with Satellite Campuses at Eruwa, Esa-Oke, Iree and Saki.

In The Polytechnic, Ibadan, the Satellite Campuses are extensions of the Main Campus. Hence, in the institution, the campuses constitute one whole institution, the management of which is supposed to achieve corporate set objectives. To this end, non of the campuses could operate in isolation.

Descriptive research, not only typically uses larger samples, but must also be representative (Ary et al; 1972). Consequently, the subjects were drawn from the academic staff, administrative staff and students who were randomly selected. The study was drawn from the Academic Staff, Non-Academic Staff and Students in all the campuses of the institutions as shown in Tables 1, 2 and 3 below:

TABLE 1

Distribution of sample size of Academic Staff by Campus

	CAMPUSES	ACADEMIC STAFF		
		POPULATION	SAMPLE	% OF SAMPLE ON POPULATN.
1.	The Main Campus Ibadan	253	152	60%
2.	Eruwa Campus	39	23	60%
3.	Esa-Oke Campus	23	14	60%
4.	Iree Campus	40	24	60%
5.	Saki Campus	27	16	60%
	T O T A L	382	229	60%

TABLE 2

Distribution of sample size of Non-Academic Staff by Campuses

	CAMPUSES	POPULATION	NON-ACADEMIC STAFF SAMPLE	% OF SAMPLE ON POPULATN.
1.	The Main Campus Ibadan	42	25	60%
2.	Eruwa Campus	3	2	60%
3.	Esa-Oke Campus	6	4	60%
4.	Iree Campus	7	4	60%
5.	Saki Campus	7	4	60%
	T O T A L	65	39	60%

subjects selected essentially include the
Rector, Deputy Rector, Deans of Faculties, Heads of
Departments (Academic), Directors of Satellite Campuses
and Lecturers. The subjects also included the Registrar,
Bursar, Chief Librarian, Director of Medical Services and
Deputy Registrars and other Senior Administrative

TABLE 3

Distribution of sample size of Students by Campuses

	CAMPUSES	POPULATION	SAMPLE	% OF SAMPLE ON POPULATN.
		S T U D E N T S		
1.	The Main Campus Ibadan	1971	79	4%
2.	Eruwa Campus	1298	52	4%
3.	Esa-Oke Campus	1380	55	4%
4.	Iree Campus	1066	43	4%
5.	Saki Campus	1015	49	4%
	T O T A L	6730	278	4%

The subjects selected essentially included the Rector, Deputy Rector, Deans of Faculties, Heads of Departments (Academic), Directors of Satellite Campuses and Lecturers. The subjects also included the Registrar, Bursar, Chief Librarian, Director of Medical Services and Deputy Registrars and other Senior Administrative

Officers. Other were students from the five campuses of the institution covered by the study.

INSTRUMENTS

Questionnaires

Three sets of questionnaires designed using 4-Likert scale were used as instruments.

The first set of questionnaire was on managerial processes for Academic Staff including those who were holding management positions in the multicampus polytechnics covered by the study (MPQ). While the third set of questionaire was for the students views in the Polytechnic covered by the study.

The second set of questionnaire was for Non-Academic Staff assessment of managerial behaviour in a multicampus polytechnic (NAMQ).

MPQ was used to measure certain variables in the managerial processes in the Polytechnic used for the study. Information on management functions such as leadership, motivation and decision making is also measured by this questionnaire.

The second set of questionnaire was used to elicit information from the Senior Non-Academic Staff on their opinions on the effects of managerial behaviours of the members of management team on the organizational/institutional effectiveness.

Lastly, SVQ was used to collect information in students view on the various management approaches in term of leadership styles in a multicampus Polytechnic with a view to finding out from them, their preferred approach.

The first set of questionnaire (MPQ) has three sections each:

Section A consisted of some demographic variables such as:

(a) Age;

(b) Sex;

(c) Length of Service;

(d) Educational Qualifications; and

(e) Status.

Section B, which is the main body of the questionnaire sought information relating to:

(a) General management approaches suitable for a multicampus polytechnic;

(b) Choosing appropriate leadership styles;

(c) Organizational methods;

(d) Planning and administration;

(e) Corporate Objectives;

(f) Motivation; and

(g) Decision making.

The final part of the questionnaire sought information on the assessment of management strategies adopted by a multicampus polytechnic, and suggestions for improved management of this kind of institution for effectiveness.

The second set of questionnaire (NAMQ) also has there sections. But the third set of questionnaire has only two sections and its first section also contains some demographic variables as in (MPQ) and (NAMQ). The statements in the questionnaire were drawn out and placed on a 4 point Likert Scale of measurement and weighted as follows:

		Weight
1	Strongly Agree (SA)	4
2	Agree (A)	3
3	Disagree (D)	2
4	Strongly Disagree (SD)	1

Oral Interview

Oral interview was also used as an instrument to supplement questionnaires. This was based on the assumption that some senior officers might not have enough time to fill the questionnaires. Such officers were preferably interview orally.

Books of Records

The books of records of the institution was used to gather certain information crucial to the study.

Validation of the Instruments

For the content validity of the questionnaire, the first draft was given to Lecturers at the Department of Adult Education, Lecturers at the Department of Business and Public Administration, The Polytechnic, Ibadan and some of the colleagues of the researcher in the Department of Adult Education, University of Ibadan for criticism. The final draft was eventually printed bearing in mind the criticism.

The final validation of the instruments was done thorough a pilot study. first, the sets of questionnaires were given to lecturers and administrators for their criticism, as well as for suggestions on different items contained in them.

Having removed the ambiguous words and effected necessary restructuring, through the input of my supervisor, the final questionnaires were administered to some officials of The Polytechnic, Ibadan as pilot study. This was followed by the use of coefficient of correction to confirm and establish the face validity of the instruments used. Correlating the answers of the pilot study with those of the final results, the coefficient of correlation of 0.84 was obtained. Consequently, it was observed that the instruments used were valid.

Administration of the Instruments and Collection of Data

The questionnaires were personally administered by the researcher with the assistance of Heads of Department (Academic and Non-Academic), and Directors of Satellite Campuses in the institution to the study subjects. As much as possible, the researcher waited and collected the completed instruments personally, rather than by post or through other forms of intermediary.

This prevented high mortality rate of returns and allowed for personal contact with the subjects during the course of distributing the questionnaires.

To help the researcher to have credibility and acceptability to the Polytechnic covered by the study and especially National Board for Technical Education, NISER, Ibadan, Obafemi Awolowo University, Ile-Ife and University of Lagos, Lagos, a letter of introduction was obtained from the Head, Department of Adult Education, University of Ibadan to be taken to these institutions. This was also necessary to convince the authority of the Polytechnic, that the researcher's request for accessibility to certain records in the institution was purely for research work. The letter is attached as Appendix I.

The letter of introduction enabled the researcher to collect up to date data and relevant information on the study.

Analysis of the Data:

Using the Likert type items, the respondents were asked to signify the degree of their agreement or disagreement with each statement related to the management effectiveness. The data collected were scored

and analysed by subjecting them to the under stated
analysis according to their hypotheses.

Null hypotheses 1, 2, 3, 4, 5, 6, 7 and 8 were
subjected to the `Z' test analysis since n > 30:

$$\text{Where} \quad Z_o = \sum \frac{\overline{X}_1 - \overline{X}_2}{\delta(\overline{X}_1 - \overline{X}_2)} = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{S_1^2}{n_1} + \dfrac{S_2^2}{n_2}}}$$

Where $\overline{X}_1$ = mean of the 1st group data.

$\overline{X}_2$ = mean of the 2nd group data.

(3)

S_1^2 = variance of the 1st group.

S_2^2 = variance of the 2nd group.

n_1 = total number of 1st group item.

n_2 = total number of 2nd group item.

N.B.: The degree of freedom $n_1 + n_2 - 2$ is not applicable since it has tended to Z – distribution and the standard error of the difference in mean $(\delta_{\bar{x}_1 - \bar{x}_2})$ is equal to

$$\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}$$ as stated in the above equation.

Level of Significance:

The level of significance chosen for this study is 0.05 which is usually used in social science research studies. This is an arbitrary level that many researchers have chosen as a decision point in accepting a finding as reliable or rejecting it as sufficiently improbable to have confidence in its recurrence (Tuckman, 1978).

CHAPTER FOUR

FINDINGS AND DISCUSSION

The results of this study are reported under the following headings:

1. Difference between Academic Staff and Non-Academic Staff perception of management effectiveness in a multicampus polytechnic.

2. Difference between Academic Staff and Students' perception of management effectiveness in a multicampus polytechnic.

3. Difference between Non-Academic Staff and Students' perception of management effectiveness in a multicampus polytechnic.

4. Difference between Academic Staff and Non-Academic Staff perception of leadership style in a multicampus polytechnic.

5. Difference between Academic Staff and Non-Academic Staff perception of Manager's communication skills in a multicampus polytechnic.

6. Difference between the Academic Staff and Non-Academic Staff perception of ability of the Manager to motivate workers for organizational goal achievement in a multicampus polytechnic.

7. Difference between Academic Staff and Non-Academic Staff perception of effectiveness of contingency approach and system approach in managing a multicampus polytechnic.

8. Difference between Academic Staff and Non-Academic Staff attitudes to the effect of situational approach and system approach to managing a multicampus polytechnic.

<u>Null Hypothesis 1</u>:

There is no significant difference between the academic staff perception and non-academic staff perception of the management effectiveness of a multicampus institution of higher technical education. The hypothesis was treated using 'Z' test, since the numbers were more than 30. Table 4 presents the result.

TABLE 5.

Difference Between Academic Staff and Non-Academic Staff Perception of Management Effectiveness of a Multicampus Institution of Higher Technical Education.

GROUPS	N	$\bar{X}$	S.D	VARI-ANCE.	Z	Z_c	LEVEL OF SIGNIFICANCE.
ACADEMIC STAFF	229	2.26	0.25	0.06	9.97	1.96	0.05
NON-ACADEMIC STAFF.	39	2.61	0.19	0.04			

Table 4 shows the mean scores of 2.26 and 2.61 of the academic and non-academic staff's perception and the standard deviation (SD) of 0.25 and 0.19 of the two groups. The standard deviation of the academic staff is higher than that of non-academic staff. This means that the views of academic staff are more divergent than that of non-academic staff.

The degree of freedom is 226, which is more than 30. Therefore, Z- value is used. Since Z- calculated (Z_c) is greater than Z- tabulated (Z_t) at 0.05 level of significance, the null hypothesis (H_0) is rejected. So there is significant difference between the academic

staff perception and non-academic staff perception of the management effectiveness of a multicampus institution of higher technical education.

Null Hypothesis 2:

There is no significant difference in the perception of academic staff and students of the management effectiveness of a multicampus institution. The hypothesis was also treated using `Z' test, since the numbers were more than 30. Table 5 presents the result.

TABLE 5

Difference Between Academic Staffs' and Students' Perception of Management Effectiveness of a Multicampus Institution of Higher Technical Education.

GROUPS	N	$\overline{X}$	S.D	VARI-ANCE.	Z_c	Z_t	LEVEL OF SIGNIFICANCE
ACADEMIC STAFF	229	2.26	0.25	0.06	10.63	1.96	0.05
NON-ACADEMIC STAFF.	39	2.48	0.21	0.04			

Table 5 shows the mean score of 2.26 and 2.48 of the academic staffs' and students' perception and standard deviation (SD) of 0.25 and 0.21 of the two groups. The

standard deviation (SD) of the academic staff is higher than that of the students. This shows that the opinions of the academic staff are more divergent than that of the students.

The Z- calculated is greater that Z- tabulated at 0.05 level of significance. Thus the hypothesis is rejected. There is , therefore, a significant difference in the perception of academic staff and students of the management effectiveness of a multicampus Institution of Higher Technical Education.

Null Hypothesis 3:

There is no significant difference in the perception of Non-Academic staff and Students of the management effectiveness of a multicampus Institution of Higher Technical Education. The hypothesis was treated using `Z` test, since the numbers were more than 30. Table 6 presents the result.

TABLE 6

Difference Between Non-Academic Staff and Students' Perception of the Management Effectiveness of a Multicampus Institution of Higher Technical Education.

GROUPS	N	$\overline{X}$	S.D	VARI-ANCE.	Z	Z_t	LEVEL OF SIGNIFICANCE.
ACADEMIC STAFF	39	2.61	0.19	0.08	3.90	1.96	0.05
NON-ACADEMIC STAFF.	278	2.48	0.20	0.038			

Table 6 shows the mean scores of 2.61 and 2.48 of Non-Academic staff and students' perception and the standard deviation (SD) of 0.19 and 0.19 of the two groups. The standard deviation (SD) of the students is higher than that of non-academic staff. This implies that the views of the students are more divergent than that of the non-academic staff.

It is evident from the table that the Z- calculated (Z_c) is greater than Z- tabulated (Z_t) at 0.05 level of significance. Thus the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) that there is significant difference in the perception of the non-

academic staff perception of the non-academic staff and students of the management effectiveness of a multicampus Institution of Higher Technical Education is accepted.

Null Hypothesis 4:

There is no one best leadership style for the effective management of multicampus Institution of Higher Technical Education. The hypothesis was treated using `Z' test, since the number were more than 30. Table 7 presents the result.

TABLE 7.

Z-distribution Table of the Perception of Academic Staff and Non-Academic to the Leadership Style of a Multicampus Institution of Higher Technical Education.

GROUPS	N	$\overline{X}$	S.D	VARI-ANCE.	Z	Z_c	LEVEL OF SIGNIFICANCE.
ACADEMIC STAFF	229	2.38	0.30	0.09	4.50	1.96	0.05
NON-ACADEMIC STAFF.	39	2.17	0.26	0.07			

Table 7 above shows that the mean score of academic staff and non-academic staff are 2.38 and 2.17 respectively. The standard deviation of 0.30 and 0.26

are observable for the two groups. The standard deviation of the academic staff is higher than that of the non-academic staff. This implies that the views of the academic staff are more divergent than that of the non-academic staff.

The Z- calculated (Z_c) is greater that Z- tabulated (Z_t) at 0.05 level of significance. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) that there is one best leadership style for effective management of a multicampus Institution of Higher Technical Education is accepted.

Null Hypothesis 5:

There is no significant relevance of manager's communication skills for effective management of a multicampus Institution of Higher Technical Education. The hypothesis was treated using `Z' test since the numbers were more than 30. Table 8 presents the result.

TABLE 8.

Z-distribution on respondents' view of the relevance of Communication Skills for Effective Management of a Multicampus Institution of Higher Technical Education.

GROUPS	N	$\bar{X}$	S.D	VARI-ANCE.	Z	Z_c	LEVEL OF SIGNIFICANCE.
ACADEMIC STAFF	229	3.05	0.32	0.10	3.02	1.96	0.05
NON-ACADEMIC STAFF.	39	2.79	0.50	0.25			

Table 8 shows the mean scores of 3.05 and 3.79 of the academic staff and non-academic staff perception and the standard deviation (SD) of 0.32 and 0.50 of the two groups. The standard deviation (SD) of the non-academic staff is higher than that of the academic staff. This shows that the views of the non-academic staff are more divergent than that of academic staff.

Z- calculated is 3.02 and Z- tabulated is 1.96 at 0.05 level of significance. since the Z- calculated is greater than Z- tabulated, the null hypothesis (H_0) is rejected. Consequently, Manager's communication skills are relevant to effective management of a multicampus institution of higher technical education.

<u>Null Hypothesis 6</u>:

There is no significant relationship between the ability of the manager to motivate workers and organizational goal achievement in a multicampus institution of higher technical education. The hypothesis was treated using Z- test since the number s were more than 30. Table 9 presents the result.

<div align="center">TABLE 9</div>

<u>Z-distribution on Respondents' Views on Workers Motivation and Organisational Goal Achievement in a Multicampus Institution of Higher Technical Education.</u>

GROUPS	N	$\overline{x}$	S.D	VARI- ANCE.	Z	Z_c	LEVEL OF SIGNIFICANCE.
ACADEMIC STAFF	229	1.89	0.37	0.13	4.70	1.96	0.05
NON-ACADEMIC STAFF.	39	2.10	0.24	0.06			

Table 9 shows the mean of 1.89 and 2.10 of the academic staff and non-academic staff perception and the standard deviation (SD) of 0.37 and 0.24 of the two groups. the standard deviation (SD) of the academic staff is higher than that of non-academic staff. This

implies that the views of academic staff are more divergent than that of the non-academic staff. Since the Z- calculated is higher than Z- tabulated, the null hypothesis (H_0) is rejected. Thus, there is significant relationship between the ability of the manager to motivate workers and organizational goal achievement in a multicampus Institution of Higher Technical Education.

Null Hypothesis 7:

The contingency approach to management is not more effective than systems approach in managing a multicampus Institution of Higher Technical Education. the hypothesis was treated using Z- test since the number were more than 30. Table 10 presents the result.

TABLE 10.

Z-distribution on Respondents' Comparison of Effectiveness of Contingency Approach and Systems Approach to Management of a Multicampus Institution of Higher Technical Education.

GROUPS	N	$\overline{X}$	S.D	VARI-ANCE.	Z	Z_c	LEVEL OF SIGNIFICANCE.
ACADEMIC STAFF	229	1.86	0.29	0.08	2.97	1.96	0.05
NON-ACADEMIC STAFF.	39	1.99	0.26	0.06			

Table 10 shows the mean scores of 1.86 and 1.99 of the academic staff and non-academic staff perception and standard deviation (SD) of 0.29 and 0.26 of the two groups. The standard deviation (SD) of the academic staff is higher than that of non-academic staff. This shows that the opinions of the academic staff are more divergent that than of the non-academic staff. Since the Z- calculated is greater than Z- tabulated, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) that a contingency approach is more effective than systems approach in managing a multicampus Institution of Higher Technical Education is accepted.

Null Hypothesis 8:

There is no significant difference in workers' attitudes to the effect of situational approach and systems approach to managing a multicampus institution of higher technical education. The hypothesis was treated using Z- test since the numbers were more than 30. Table 11 presents the result.

TABLE 11

Z-distribution on Respondents' Attitudes toward the Effects of both Situational Approach and Systems Approach to Effective Management of a Multicampus Institution of Higher Technical Education.

GROUPS	N	$\bar{X}$	S.D	VARI- ANCE.	Z	Z_c	LEVEL OF SIGNIFICANCE.
ACADEMIC STAFF	229	1.90	0.21	0.04	4.04	1.96	0.05
NON-ACADEMIC STAFF.	39	2.10	0.30	0.09			

Table 11 shows the mean scores of 1.90 and 2.10 of the academic staff and non-academic staff perception and the standard deviation (SD) of 0.21 and 0.30 of the two groups. The standard deviation (SD) of the non-academic

staff is higher than that of the academic staff. This shows that the non-academic staff are more divergent in their opinions than academic staff. Since the Z-calculated (4.01) is greater than Z- tabulated (1.96) at 0.05 level of significance, the null hypothesis is rejected, and the alternative hypothesis that there is significant difference in workers' attitudes to the effects of situational approach and system approach in managing a multicampus Institution of Higher Technical Education.

Discussion.

The respondents include the academic staff, non-academic staff and students. Tables 4 to 11 show that two of these groups were used for each of the hypotheses as the case might be. The opinions of the respondents are discussed in this chapter.

Management Effectiveness

1. Academic Staff and Non- academic Staff

The general scores of responses indicate that opinions are oriented towards effective managements, that is, a multicampus Institution of Higher Technical Education needs an effective management that must be adequate to cope with the complex nature of the system.

Results from the findings show that inspite of the importance of an effective management to a successful running of a multicampus Institution of Higher Technical Educations more so that they attract huge investment on personnel, technology, physical and general infrastructures, all those involved in the day to day activities of this type of institution perceive the issue of effectiveness of its management as requiring adequate attention.

On the whole, the scores indicate positive orientation towards good managerial behaviour. The researcher feels that the Rector and other principal officers should continue to delegate specific functions to their subordinates for a smooth running of their institution's administration. A situation where Directors of Satellite Campus are reduced to mere figure heads is not helpful to the enhancement of an effective management. Staff expressed the view that authoritarian bureaucracy practiced by management was responsible for the low degree of its effectiveness. This was viewed as negating increasing democratic spirit in education advocated by Myer (1920). To them, high degree of labour turn over, incessant labour unrest and the problem of

accreditation of academic courses were indicators of ineffectiveness. The non-academic staff shared the same opinion with the academic staff but felt that firmness on the part of management could be erroneously taken for authoritarianism. They also felt that bureaucracy is inherent in any organisation and that the criticism usually levied against bureaucracy are lapses of the officers. To them, the issue of who does what; "why" and "when" is necessary for accountability. This is not to say that the non-academic staff did not perceive the managerial problems facing a multicampus Institution of Higher Technical Education. They also agreed that there were managerial lapses.

To them the leaders tend to be too busy and self-centred. Thus, this group believed that their members were not well motivated and always look for a chance to embark on industrial crisis. The fear expressed by the group was that authoritarian approach when adopted at all times may be counter productive.

The academic and non-academic staff, therefore, agreed on the importance of effective management to a multicampus Institution of Higher Technical Education. Management has been described as the vital spark which

actuates, directs and controls the plans and procedure of organisation. With management enters the personal factor without which nobody could be a living being with any direction towards a given purpose. The relation of management to organisation is analogous to the relation of psychic complex to the physical body. Our bodies are simply the means and the instrument through which the psychic force moves towards the attainment of its aims and desires (Mooney and Reiley, 1931). Whether view as a bunch of activities or a process (Cole, 1986), effective management is of paramount importance to a multicampus Institution of Higher Technical Education.

II. Academic Staff and Students

The general trend of opinions is oriented towards ineffective management. The result revealed that the generality of students saw participative management as a panacea for effective management. To the students an effective management is enhanced when the following characteristics are present within the institutional environment:

(a) decision making is shared by the leader and all the components of the population;

(b) criticism and praise are objectively given;

(c) a feeling of responsibility is developed within the
entire institution;

(d) new ideas and changes are welcome from all the
groups that constitute the institution as a whole;

(e) when the leader is forced to make a decision, his
reasoning is explained to all the groups that make
up the institution.

The feeling was that quality and productivity will
generally be high and all the groups within the
multicampus system as a corporate entity will feel
successful. This was regarded as a mark of management
effectiveness.

While a reasonable number of students agreed that
participative approach will enhance management
effectiveness, others were of the opinion that the
complexity in the structure and geographical
distributions of the campuses within the framework of the
multicampus system would require a situational approach,
that is, situation should determine managerial behaviour.

The students perception is similar to that of the
Academic Staff. The academic staff believe strongly in
academic freedom. This to them would prevent a one-man
show syndrome which tends to characterise our multicampus

Institution of Higher Education. To them, a committee system was introduced to tertiary institution in order to allow for participation and help democracy to thrive in these institutions. This view is in line with that of Adamolekun (1989). However, committees were sidetracked on many issues. Some of them were also found to be moribund. And when they were made to function, the domineering attitude of the chairman who, in case of important management committees is usually the Chief Executive, portrayed not a truly participative setting. As opined by some academic staff, in most cases, committees have been reduced to mere clearing houses or rubber-stamping bodies. The Academic staff and the students saw participative approach as a means of securing the support of the generality of the workers and a way of motivating them towards high performance. To the two groups of respondents, an atmosphere of peace is vital for the pursuit of academic excellence.

The issue of participative approach was linked with that of centralisation and decentralisation in a multicampus setting. The academic staff and the students agreed that both centralisation and decentralisation should be properly handled by the management for the

reason of effectiveness. The relevance of these terms is shown by the assertion of Bannester (1969), that centralisation and decentralisation are accorded at least three different meanings: First, they may be taken to refer to geographical location; secondly, to the distribution of functios; and the last to the distribution of authority. On the face of it, the exercise of a function and the authority to exercise it appear to be indivisible. Moreover, there is usually at least an element of what Brown (1927) called "centralized control with decentralized responsibility". How much discretion is permissible varies according to role. The relationship between the Rector and the Directors of Satellite Campus on one hands and that of the Faculty Deans and Heads of Academic Departments in the Satellite Campuses on the other hand, should be guided by this principle. This represents the view of both the academic staff and the students. A multicampus Institution of Higher Technical Education may have its management being functionally castrated if the process of centralisation and decentralisation is not properly built into the system.

III. <u>Non-Academic Staff and Students</u>

Looking at Tables 6, it is revealed that the non-academic staff and the students have differing views of the management effectiveness of the institution covered by the study. The view that the management was task centred was stronger among the students than among the non-academic staff. In addition, the responses to a large extent also revealed that the management was more autocratic than democratic. It was the view of the students that the management has failed to treat the Satellite Campuses in the context of their locations. To them the rigidity of management which tended not to allow flexibility in institutional policies as effecting the students in the Satellite Campus could be regarded as a bane in the management of the institution.

The oral evidence also indicated that the student loathed what they regarded as the slow and complicated process of decision making. It was their view that the slow and complicated process of decision through a chain of committees and overburdened lecturers was a barrier to the development of new ideas. This is in line with the findings in Fieden/Lockwood (1973) report, which denounced the over-abundance Committees in British

Universities and went on to state that "It causes delay which in turn leads to decisions being taken out-side the structure, with the result that doubts are cast on the value of the committee method in general".

However, the students equally recognized the committee system as an administrative machine. But to them, as administrative machine unless it is adaptive, smooth and efficient can obstruct and delay the best academic intentions and deflect the teaching staff from their proper functions.

As confirmed by the study, the non-academic staff have a higher perception of the effectiveness of the management of the multicampus institution covered by the study. While agreeing that the management of the institution could be more effective, the non-academic staff were of the opinion that the demands on the institution outweighed the available resources - human, financial and material. They also agreed that there were managerial problems which were offshoots of the domineering attitude of the Chief Executive.

The study further confirmed that the non-academic staff were of the view that no matter how effective the management, the generality of the students might still

regard it as not effective. They believe that any act of the management which was not to the favour of the students, would always receive condemnation from the students, even when such act is taken in good fate. The students' attitude to the management was linked to the students' appetite for unlimited freedom and desperation to have their ways in whatever demand they might put before the management.

In spite of the differences, both the non-academic staff and students agreed on the need for more effective management that would enhance the smooth running of the institution so that the institution would be able to achieve the goals for which it was established.

Effective management will provide an active organisation capable of looking at itself objectively, of balancing competing claims wisely and meeting new ideas constructively and with reasonable despatch. Effectiveness in this respect and even in its widest sense must mean a capacity for selecting the right step, for producing well educated students and for contributing to new learning. This is in line with Michael (1976) that new ideas and even old ideas are not in themselves good or bad. They are merely used correctly, depending

upon the situation.

Leadership Styles in Multicampus Polytechnic.

The study confirmed that the issue of whether there is one best leadership style for effective management of a multi-campus Institution of Higher Technical Education was perceived in the same way by both the academic staff and non- academic staff.

The opinions of the two groups tilted more on the side of "no one best leadership style" for effective management of a multicampus Institution of Higher Technical Education. In other words; neither authoritarian style nor democratic style should be taken as the one leadership style that could foster management effectiveness in a multicampus Institution of Higher Technical Education. The authoritarian leadership style involves encouraging people to participate and involve themselves in decision making.

In assessing the two style, authoritarian sounds hard but it is not necessarily so. One sometimes have to tell people what to do if one wants things done. On the other hand, democratic may sound soft; again, this is not necessarily so. There are times when people will be more committed to doing something if they know why they

are doing it, and that they have taken part in putting it together. It is simply a way of reconciling their own needs and those of the organisation.

However, Table 7 shows that the Z- calculated, is greater than Z-tabulated, which means the null hypothesis that there is no one best leadership style for effective management of Institution of Higher Technical Education is rejected and the alternative hypothesis that there is one best leadership style for effective management of the institution should be accepted. This appears to contradict the finding earlier mentioned above. However, the two findings can be reconciled. The result was influenced by the fact that both the academic staff and the non-academic staff regarded the contingency approach a style on its own. In essence, the research and writing of management theories have revealed that there is no single ideal way to lead. This study confirmed this to be true, but only in the context of the styles on the continuum of the leadership style. In effect, the two groups of respondents agreed that contingency approach is a style on its own and that it may be the one best style for effective management of a multicampus institution of higher technical education.

In support of Fiedler (1967), this conclusion presupposes that a contingency approach in itself is a style.

Consequently, the successful leader/manager of a multicampus Institution of Higher Technical Education can be primarily characterized neither as a strong leader nor a permissive one. Rather, he is one who maintains a high rating average in accurately assessing the forces that determine what his most appropriate behaviour at any given time should be and in actually being able to behave accordingly. Being both insightful and flexible, he is less likely to see the problems of leadership as a dilemma.

Relevance of Communication Skills

The opinion of both the academic and non-academic staff supported the fact that for a leader/manager of a multicampus Institution of Higher Technical Education to be effective,he/ she has to posses good communication skills. Table 9 shows that there is a significant relevance between manager's communication skills and effective management of a multicampus Institutions of Higher Technical Education.

It was revealed from the study that managerial problems in multicampus Polytechnics largely emanated from poor handling of the issue of communication. From the two groups of the respondents, three main reasons came to light for this situation. First, the leaders of multicampus Polytechnics at times arrogantly and self-fishly hoard information to the detriment of the institution. Secondly, they sometimes suffer from the confusing effect information over-loading. Thirdly, there is the problem of lack of adequate knowledge and experience in the handling of communication system. The consequences of the problems include labour unrest, student crises and managerial ineffectiveness. It was evident that all employees have information requirements of which they alone were aware, although sometimes they may be mistaken. Thus, communication is a matter of personal decision, for no standard exist.

Managers must often choose between presenting information in narrative, statistical or graphics form. Trend data are easiest to understand in a graphic presentation; some items are more easily grasped in statistical form; and the complicated information may be clearer in a narrative.

The study also revealed that relatively simple problems could be most speedily and accurately dealt with by means of centralized networks. These are leader-dominate. The decentralise networks for the managers of a multicampus institution of technical education to be equipped with this basic fact about communication channels.

From the study, a few generalisation are possible: Not only is communication an essential ingredient in the internal functioning of an organisation, but it is also vital in the organisation's information exchanges with its environment. Hence when communication stops, organised activity ceases to exist, individual uncoordinated activity returns. In addition, the broad question of how the managers of multicampus Institution of Higher Technical Education could communicate effectively and improve their managerial effectiveness deserves considerable attention.

From the findings of the study, it would appear that contingency approach holds promise for managerial communication. The approach identifies the major variables on which communication is contingent. The thrust of the findings from the study has been draw

attention to the fact that managerial communication in a multicampus institution is situation specific. Communication strategies that are appropriate for one situation may be inappropriate for another. It is the conviction of the researcher that good communication skills would enable the leaders/managers of multicampus institution identify communication strategies that would enhance effective management of such a complex organisation.

Communication enables members to understand the purposes and tasks of their organisation and also promotes their acquaintance and acceptance of one another (Simon, 1957). Communication system in an establishment is important as it has "come to be recognized as a crucial component of the administrative process" (Simon, 1957).

Motivation and Organisation Goal Achievement

The result of the study has confirmed that the ability of the managers of the multicampus Institution of Higher Technical Education to motivate workers is important for the organizational goal achievement of the institution. The issue of motivation in multicampus Institution of Higher Technical Education was agreed to

be complex by a greater number of the two groups of respondents. From the opinions number of the two groups of respondents, what a leader or manager does to induce, individual effort towards the accomplishment of the organizational goal must clearly take into account the differences between individuals, groups, times, and organizational climates. This is found to be of great relevance to a multicampus Institution of Higher Technical Education in which campuses are scattered and not within the same geographical location.

The workers in the main campus and the Satellite campuses of the institution covered by the study were of the view that the ability of the managers of the institution to effectively motivate the workers needed to be improved upon. It appeared from all available indications that the managers of the institution were yet to fully imbibe the spirit of multicampus system. The uniform approach to the issue of motivation in a multicampus setting was found to be counter productive. The uniformity was based on the fact that the institution is a single entity. It was revealed that what constituted the satisfiers and disatisfiers for staff in the main campus and the Satellite Campuses were not the same. It

appeared, however, that the staff in the main campus were better motivated than their counterparts in the Satellite Campuses. The major disatisfiers for the workers in the Satellite Campuses were found to be unequal treatment with their colleague in the main campus, overbearing of the central administration, unfavourable working conditions, lack of equipment, separation from one's family in certain cases, poor reward system and non-deployment to the main campus for a long time and in some cases not all.

In the multicampus institution covered by the study, it was evident that in all activity concerning motivation, the interest of the staff in the Satellite Campuses seemed to have been underplayed. Yet, they were important integral parts of the institution and vital to its corporate goal achievement. It is imperative to keep all the campuses united and productive. The need to give a close attention to our education system for economic and socio-political development is very imperative. The situation requires leaders and managers who are astute in handling the complex issue of motivation. This is of paramount importance considering the assertion of Shadare (1991) that "our modern society is characterized by

continuous technological and social changes which have generated a multitude of unique administrative and management problems for educational administrators", a situation which Culbertson (1976) felt is unlikely to pass quickly.

In the final analysis, it has been established that an important determinant of individual performance is motivation and the aggregate of individual performance in an organisation is related to organizational goal achievement.

Contingency Approach Versus Systems Approach to Management

Through the study, a multicampus Institution of Higher Technical Education was found to be facing uncertainty. This in turn brought to light the issue of complexity. Labour Union outburst may not be sudden but on many occasions the extent to which it might go had been difficult to predict. On the other hand, students crises are mostly known to be spontaneous. The need then arises to appreciate complexity internal to the system, external to the system or due to observer of the system. An example of external complexity has been given by Trist (1980) as a turbulent environment. Even when not

turbulent, environmental factors affecting organisation are not static. There can be no one bust way to deal with such issue.

In addition, it was discovered that the rate at which uncertainty overwhelms an organisation such as a multicampus Institution of Higher Technical Education is related more to its internal structure than to the amount of uncertainty. This confirmed the earlier findings of Pondy and Mitroff (1979). Moreover, as Foerster (1977) states, complexity depends on the perceptive system of the observer. Since different observers will tend to perceive complexity in different ways, it is confirmed that within the same system the issue of the complexity would attract treatments that are relative and situational.

The study revealed that both the academic staff and non-academic staff agreed that there is a link between the system approach and the contingency approach to management of organizations. Contingency approach has developed out of the findings of the systems approach. Systems approach highlights the complexity of the interdependent components of organizations within equally complex environments. A contingency approach builds on

the diagonistic qualities of the systems approach in order to determine the most appropriate organizational design and management style for a given set of circumstances. The major implication is that the ability of the contingency approach to determine the most appropriate design and management style for a given set of circumstances in an ever changing environment renders its application more effective than mere system approach. The Workers Attitude to the Effects of Situational Approach and Systems Approach.

The study revealed that both the academic staff and non-academic staff agreed that situational approach and systematic approach to rules and regulations of a multicampus institution of higher technical education would produce different effects on the management of the institution. It was confirmed that rigid adherence to the rules meant to regulate managerial activities such as planning, organising, directing and controlling might not lead to the desired effectiveness necessary to achieve the objectives of the institution. As pointed out by Hicks and Gullett (1981), there are many ways to perform these management functions. It way then result to

management ineffectiveness to subject these functions to rigid rules.

Management functions are usually presented as a systematic process where one function must as of necessity follow another. However, the study has shown that decision making as a function is not restrictive. It runs through the whole process and cannot be regarded as either the first function or the last function in management process (Mankenzie, 1969). The making at any stage of management process is more of a function of situational factors or forces that interact with management practices. Since organizations are facing unpredictable charges, even, a well structured system should be adaptive. Adaptive in this sense is situational.

It was the view of the respondents that the management of the multicampus institution covered by the study tended to be two rigid in its operation. They expressed the opinion that all the campuses were treated as if they were located in the same environment. Such things as recruitment of personnel, welfare scheme, staff evaluation, academic matters, disciplinary context of multicampus system. One problem discovered in this

respect was rigid compliance with the rules and regulation of the institution by the management in a situation devoid of clear-cut provisions for the satellite campuses. All the campuses were subjected to the same treatment in all cases without due consideration to peculiar situations prevailing in each of the campuses. The resultant effects as revealed by the study had been resentment and frustration on the part of advantage campuses.

The study further revealed that the management of a multicampus Institution of Higher Technical Education could be effective using standardized internal procedures and rules. However, there is the need for situational approach since every organisation moves towards its goal in a changing environment. More importantly, the campuses of the multicampus institution covered by the study are not located within the same geographical environment. It was the belief of the two groups of respondents that any multicampus Institution of Higher Technical Education that develops inflexibilities, whether these are resistance to change or complicated and rigid procedures and rules may not be able to meet the challenges of economic, technical and socio-political changes. The

managers of the institution should not forget that one of

the obligations of the managers is the perpetuation of

the organisation. A multicampus Institution of Higher

Technical Education remains perpetuated through effective

management.

Flexibility in planning is the ability to change
direction when forced to do so by unexpected events
without undue cost. It is the accepted principle of
flexibility that the more, the flexibility can be built
into plans, the less the danger of losses incurred by
unexpected events. There could be no rule without
exemption; the exemption is determined by situation. The
ability of the leaders of a multicampus Institution of
Higher Technical Education to effectively manipulate
rules and exemptions based on situational approach may be
regarded as a mark of managerial effectiveness. In the
view of Syrus (ca.42BC) and quoted by Hicks and Gullett
(1985), "It is a bad plan that admits of no
modification".

CHAPTER FIVE

CONCLUSION, RECOMMENDATIONS AND POLICY IMPLICATION

CONCLUSION.

The aim of this study is to establish an approach suitable for effective management of a multicampus Institution of Higher Education in Nigeria. The institution covered by the study is The Polytechnic, Ibadan with its Satellite Campuses at Eruwa, Esa-Oke, Iree and Saki. The study identified certain problems facing this institution. Such problems include poor management arising rom the complex nature of the multicampus system and the development of Satellite campuses into more or less power centres. There is also the case of multidimensional problems as each campus is generating peculiar problems into the system.

Chapter Two of the study dealt deeply on the theoretical framework, in which certain management concepts are considered useful to effective management of a multicampus Institution of Higher Technical Education applying the use of contingency approach.

Chapter Three reviewed relevant literature on approaches and perspectives on school of management, system approach to management and theories of leadership styles. In the process of the review, it was discovered that situational forces are central to contingency approach to management. The importance of contingency approach as an up to date management approach essential for effective management of multicampus institution of higher technical education and other organizations was confirmed.

Findings from the study revealed

(a) that there is significant difference between the perception of academic staff and non-academic staff and between the students and the staff in the management of Higher Technical Education;

(b) that there is one best leadership style for the effective management of multicampus Institution of Higher Technical Education in as much as the contingency approach may be equated to a style in itself;

(c) that there is a great significant relevance of communication skill of the manager for effective management of the multicampus Institution of Higher Technical Education;

(d) that there is a much more significant relevance between the ability of a manager to motivate the workers and the organizational goal achievements of a multicampus Institution of Higher Technical Education;

(e) that the contingency approach to management may be more effective than the systems approach to managing a multicampus Institution of Higher Technical Education;

(f) that there is a great significant difference between workers attitude to effect of the situational approach and systematic approach to rule guiding the goal achievement of a multicampus Institution of Higher Technical Education.

Based on the analysis above, one may conclude that the relevance of our multicampus Institutions of Higher Technical Education to the national aspirations in the areas of socio-economic and technological development can

only be enhanced and sustained if these institutions are effectively managed. Effective management in this regard does not consist of looking for one best way to manage these institutions. Apart from their peculiarities, multicampus Institutions of Higher Technical Education in Nigeria are in the midstream of a rapid economic, social and political changes of unprecedented tempo. These institutions must of necessity play a crucial role. The extent to which these institutions can precipitate the desired developmental changes at state and national levels would depend on the capacity of their management to adapt. And adaptability in this sense connotes contingency approach.

The complex size and nature of each of the multicampus Institutions of Higher Technical Education in Nigeria is without an iota of doubt a great challenge to the managers and administrators of these institutions. As horizon of enlightenment widens in Nigeria, it can be accurately predicted that the challenges facing these multicampus institutions will commensurately increase. However, if the management of these institutions will change their rigid approach and get well-grounded in

modern management approach, we may as a nation keep alive the hope of self-fulfillment and self-reliance.

The management of our multicampus Institutions of Higher Technical Education must, therefore, be adaptive and place a high premium on contingency approach. This appears to be the only approach that provides a vehicle for synthesizing diverse management concepts rather than repudiating existing knowledge like many of the earlier approaches. It accommodates all the management knowledge in a much broader and realistic sense. Hence, it has the great potential for unifying management.

Moreover, the situational approach is based on the belief that many organizational phenomena, such as goals, tasks, people, and structure, appear to be universal, yet take particular forms in different situations. Situational management provides an analytical approach that will provide a fundamental understanding of the particular personality of each organization and will help to select management concepts required by each organization rather than suggesting techniques that have been applied by other organization to solve other problems.

Indeed, conventional approaches to management have concentrated their attention on the internal organizational processes without giving sufficient attention to the external variable confronting the organsation as long as these variables are the same for all organisations, the approach is valid, however, in cases where the external variables differ significantly, these approaches are inadequate to deal with management problems. The situational approach takes cognizance of the dynamic and changing nature of environmental forces facing organisations. The management pattern which may initially have been well suited to its environment, for instance, would not continue to be so if the environment underwent major changes.

A clear understanding of the above mentioned potential of contingency concepts by the leaders and administrators of multicampus institutions of Higher Technical Education will go a long way in equipping these institutions with the type of leadership that will make them effective and viable.

To be successful in applying the contingency approach to management, the managers of our multicampus Institutions of Higher Technical Education in general and

The Polytechnic Ibadan in particular need to do certain things: First, they must know what the problems are. Second, they must keep up with management literature. This is important because information is constantly reported on the kinds of situations in which both old and new ideas work best. By carefully matching their problems with what they know about the relevance of available solutions, they should be able to adjust their organization efficiently and effectively to overcome or accommodate ongoing problems. Using the contingency approach to management consciously and explicitly, therefore will make it possible for them to distinguish the relevance of both old and new ideas. Ideas, will neither be repulsive because they are new. They will be attractive to the extent that they appear to be solutions to existing problems.

Finally, with the adoption and application of contingency approach to management in The Polytechnic, Ibadan and other multicampus institutions, it is hoped that the leaders and administrators of these institutions will be able to choose appropriate pattern of leadership based on the situation confronting them and therefore rendering the management of the institution effective.

RECOMMENDATIONS

A deep examination of educational development in Nigeria and a critical consideration of her economic and industrial growth reveal that the increase in the number of the Institutions of Higher Technical Education (Polytechnic/Colleges of Technology) coupled with he evolution of multicampus system is related to the development of the needed middle-level manpower. More than any other period, it has now been fully realized that human beings are the prime and causative agents of change.

It is, however, an irony of situation that the multi-campus Institutions of Higher Technical Education cannot always boast of good management, that is effective enough to precipitate managerial atmosphere devoid of incessant crises. This is partly because of the excessive government interference in the affairs of these institutions, especially in the appointment of Rectors and other Principal Officers. In most cases it is political patronage and personal interest rather than experience and managerial competence that informed these appointments. Very often, the system Executives of the multi-campus Polytechnic are rigid in their approach to

the management of the institution. They turn themselves into autocrats, bosses and not leaders.

Consequently, it is of paramount importance that those directly involved in the management of multicampus Institution of Higher Technical Education re-assess their role and one adaptive in the way they approach the governance of these institutions in order to enhance the much desired effectiveness of the administration of the institutions.

Moreover, for the smooth running of multicampus Institutions of Higher Technical Education, this study considers the like of The Polytechnic Ibadan, the underlisted recommendations as being vital to the effective management of these institutions in Nigeria.

(a) Effective Leadership Style

The study seemed to portray the multicampus Polytechnic management as in most cases, adopting the authoritarian and coercive leadership style. The emphasis as also noted by Akinsete (1991) seeded to be on persuading, rewarding and controlling subordinates. Thus, some Senior Lecturers and Senior Administrative Staff in the Polytechnic Ibadan branded the system a "punishment-centred bureaucracy".

To some extent, the authoritarian style may be counter-productive, similarly, the participative style which tends to be regarded as ideal for institutional leadership may not work at all times, even if the administration of a multicampus Polytechnic prefers it to authoritarian style. There is need for managers of these institutions to put situation into consideration. Although much additional research into effective leadership must be done, contingency approaches appear to offer the most promise for the practicing manager of multicampus Institution of Higher Technical Education.

(b) <u>Problem-solving</u>

The multicampus Institution of Higher Technical Education are facing complex problems. The complexity of the problems is caused by their multidimensional nature. While some are spontaneous, other problems appear to be evolutionary. Each campus generates into the overall system its diverse and peculiar problems. It is important for multicampus Polytechnic to fashion out an efficient and effective mechanism for identifying problems and issues, as well as formulating options, based on situation, to solve them. In this regard, the introduction of Management Information system to the multicampus Polytechnic is imperative (See appendix v)

(c)   Delegations and Control

Uris (1976) indicates that delegation has been called "the secret of executive sanity". He stresses that executives work through others in order to be successful. Applying this principle to multicampus Polytechnic administration will result in greater efficiency and effectiveness, because no matter how good an administrator may be, his responsibilities will always be greater than his personal capacity to carry them out.

The techniques of delegation and assignment of duty are major keys to the effective utilization of subordinates. Multicampus Polytechnic administrators, however, should realize that when they delegate responsibility, they do not really get rid of it. They must in addition, be guided by prevailing situation. Control is needed in order to achieve coordination and satisfactory results. It must be noted that control should be contingent on prevailing circumstances. The level of the competence and commitment of subordinates should determine the process of delegation and control.

(d)   <u>Centralization and Decentralization</u>

The term " decentralization" has been placed into a behavioural context because such terms as "democratic", less "authoritarian", and more "autonomous" are used when decentralization examples are cited.

Multicampus Polytechnic administration should use centralization and decentralization contingently as well as judiciously as administrative tools. In view of the many good qualities attributed to decentralization, multicampus polytechnic administrators may achieve more desirable results from using decentralization as an administrative tool rather than centralization. Centralization, however, could also be used as deemed necessary.

(e)   <u>Authority</u>

The institutional prerequisites for establishing authority should not be taken for granted. Institutional conflict often result in strategies explicitly designed to hinder exercise of authority. A multi-campus Institution of Higher Technical Education like society cannot function without impartial rules for all its members. At the same time, in a multicampus setting,

legal limits to authority must be set to avoid the risk of arbitrary action, the process of course, must be situational.

(f) <u>Communication</u>

Information, according to Briamoh (1989), may get to people at the same time, but having varying effects on them. There are some people, that owing the their individual orientations, may prefer one particular channel of communication to the other. To be able to ensure that at least all and sundry are carried along in the process of information dissemination and consumption, they must be exposed to various forms of communication channels, otherwise the loading of one channel may result into distortion. In addition to formal communication structure, Hose Journals, Newsletter, Circulars, Face-to-face meetings and even suggestion boxes can be used to disseminate news. The ultimate goal of multi-channels of communication system in any organization is to obviate the loading of a single formal channel and therefore ensure a free and balanced flow of communication among all actors in any organizational system.

While taking cognizance of the aforesaid, managers
of our Multi-campus Institution of Technical Education
should know that managerial communication in
organizations is situation specific. Or, to put it
simpler, communication strategies appropriate for one
situation may be inappropriate, for the next. It is the
conviction of the researcher that a contingency approach
to organizational communication enables the modern
manager to identify communication strategies that will
maximize managerial effectiveness. Thus the approach is
recommended for the managers of our multicampus
Polytechnic.

(g) <u>Motivation</u>

The interaction of motivation and organizational
climate not only underscores the systems aspects of
motivation but also emphasizes how motivation both
depends on and influences leadership styles and
management practice. Both leaders and managers of Multi-
campus Polytechnic in Nigeria must respond to the
motivations of individuals if they are to design an
environment in which people will perform willingly. In
other word, the problem of motivation can only be
contingently approached. Indeed, the leaders and managers

should do much to create an effective environment that will ensure that control tools information, approaches furnish people with feedback knowledge which they must have for effective motivation.

(h) <u>Regular Adjustment</u> :

In the light of the dynamic and relative situation of a multi-campus Polytechnic, regular adjustment is recommended if there is to be any hope of effective performance. Machin's (1979) "Expectation Approach" provides a means for this end, since it takes people seriously and realistically, by acknowledging their individuality. Expectation Approach allows each manager to handle his own job in his own way, at his own pace, whilst dealing with the contingent complexity of his managerial position. Expectation approach should, therefore, be adopted by the leaders and managers of multi-campus Polytechnic. This approach by its nature appears to be in line with contingency approach.

(i) <u>Feedback Process</u>

Information feedback is vital to effective management of any organization. If a Multi-campus of higher technical education Institution is to be properly managed, information must flow to the Rector and the

Registrar from the Directors of Campuses and the Heads of Registry in the Campuses. In like manner, information must also flow from the Main Campus is the seat of Central Management and the system Executive, the need for information feedback for proper co-ordination and monitoring is imperative. The feedback from the campuses is essential for effective organizational performance. It affects both motivation and performance of workers. As pointed out by Shadare (1991), "Adequate feedback has positive impacts on motivation in general, efforts, goal-getting, performance adjustments and improvement, and goal attainment."

(j) The National Board for Technical Education (N.B.T.E.)

Rather than frowning at the emergence of multi-campus system in this stage of development of Higher Technical Education in Nigeria, the (N.B.T.E.) should accept multicampus system as a reality in Nigeria; moreso that we are in the threshold of another civilian rule. It must realize that most, if not all the multi-campus Polytechnic we have in Nigeria are products of the last civilian rule. The emergence of most, if not all of these institutions were more of political considerations. Furthermore, the ever increasing demands for technical

education may necessitate the emergence of more multi-campus Institutions of Higher Technical Education in Nigeria. In the light of these, the N.B.T.E. should not only concern itself with the setting and maintaining academic standards and ensuring adequate facilities, but must also be particularly concerned about the management of multi-campus Polytechnic in Nigeria. It is recommended that the N.B.T.E, should formulate guidelines that will influence the government both at the Federal and State levels, in the appointments of the Rectors for the Polytechnic in Nigeria. A situation in which system Executives are appointed for multicampus Polytechnic without due regards to academic achievements, experience, personality and maturity is as dangerous as a situation whereby system Executives are appointed based, to a large extent, on political considerations. Many System Executives manage poorly because they are not suitable for the posts. There are cases of qualified System Executives who put on a toga of autocracy to its crudest from because they believe that they are fully supported by the powers that place them on the governance of their respective institution. Unfortunately, autocratic

approach to management does not work for all institutional situations.

(k) The Role of the COHEADS

It is being recommended here that the COHEADS, as the Council of Heads of Higher Technological Institution in Nigeria, should evolve adequate training programmes for its members in the area of modern management approaches. This becomes necessary because there are no conscious training programmes or development courses offered to assist academic leaders in the performance of their duties. This observation is true for both newly appointed academic leaders as well as for the old ones. It is hoped that a director of campus, for example, would have been previously a head of a department before being appointed, or the Rector, a Dean before being appointed. Since this assumption may not always be true, perhaps some assistance should be given to academic leaders by the COHEADS.

COHEADS should also encourage its members to avail themselves with management training facilities in Nigeria. Such facilities are provided by ASCON, CMD, NIM, IPMN and a host of reputable private Management Consultant firms. These may help the academic leaders to

update their managerial knowledge and also prepare them to perceive their roles properly and to perform their managerial duties more effectively.

IMPLICATIONS FOR EFFECTIVE MANAGEMENT IN INDUSTRIAL EDUCATION

While the basic operation of any industrial organization is to maximize its output, the ability to accomplish such set goals are functions of the management styles on the subordinates (Akinsete, 1991). By implication, leadership styles are involved. Choosing an appropriate leadership style at a point in time is an art which the leaders of multicampus Institutions of Higher Technical Education must cultivate. From the study, it has been established that leader can be either task-oriented or person-oriented. The dispositions of the two types of leaders mentioned are commonly found in organizations regardless of the society; they therefore have implications for the effective performance of the Rectors, Registrars, Directors of Satellite Campuses, and other administrators in Nigerian multicampus Polytechnic. As indicated by the study, the leadership situations in Nigerian Multicampus Polytechnic are not favourable, partly, because of the inadequacies of material and human

resources. With this type of situation, there is need for effective leadership, administrators who are predisposed to the following highlighted by Jiboyewa (1981):

1. Creating structures where none exists,

2. Initiating changes in goals or in the way goals can be achieved,

3. Exploiting limited resources for achieving organizational goals and objectives, and

4. Creating the social and psychological atmosphere needed for harmonious inter-action of people with various ethnic backgrounds.

Since the leadership situation in Nigeria multicampus Institutions of Higher Technical Education calls largely for administrators with these or similar characteristics, those Rectors and other top Management Officials of Multicampus Polytechnic who do not possess them can cultivate them to a reasonable extent. For effective leadership, Chief Executives and other administrators who are not predisposed to initiating structures should have the quantity and quality of material and human resources available to them for their use increased. This will reduce the unfavourableness of

the leadership situation to a level that their personality can handle effectively.

It should be noted that the forces which render educational leadership situation in Nigeria less favourable presently will gradually disappear with social and economic progress; however, the leadership situation in the Multicampus Polytechnic will not necessarily become more favourable, since the organizational structure, patterns of interaction, and administrative functions will be more complex. On the basis of the aforesaid, it can be said that those Rectors and other administrators who recognise the changing leadership situation in Nigeria Multicampus Polytechnic and contingently adjust their leadership behaviour accordingly will tend to be more effective in their managerial functions.

The study has revealed that effective management does not consist of applying given principles as once thought, but is as a result of complex interaction between situational factors and the appropriateness of given concepts. Certain management concepts and patterns are more suitable or acceptable in particular organizational settings and for particular problems.

Likewise, concepts and practices suitable for one part of an organization may not be effective for another. In other words, the effectiveness of a given management pattern is contingent upon multitudinous factors and their interrelationship in a particular situation. It is felt that the contingency approach suggested here, which is capable of dealing with multifarious predictable and unpredictable situations in organizations will assist the management of Multicampus Polytechnic in becoming more effective.

In most of the Nigerian Multi-Campus Institutions of Higher Technical Education, the like of The Polytechnic Ibadan managerial attitude and behaviour form an important issue in the governance of the institutions. The Chief Executives of these institutions tend to be too rigid and in certain cases egoistic. Flexibility is somehow regarded as a symptom of managerial weakness. Experience in general administration has shown that most Executives like to hold "things" tight to themselves, when the reality of the situation calls for involvement of others in decision making. On the other hands, some Chief Executives of these Institutions tend

to mortgage their executive positions because of the

importance attached to participation concept. Whereas a balance is needed between the two extremes since different situations will attract different approaches to arriving at a solution.

Other problems tend to exist. For example, in Nigeria, even some knowledgeable practicing multi-campus Polytechnic system, Chief Executives do not see the role of other principal officers and that of Campus Executives as both complementary and Supplementary. The result is that some of the system Chief Executive of such institutions become too domineering and autocratic in their styles of management. Thus anarchy become the order of the day. The situation in the multicampus Polytechnic covered by the study led to unprecedented labour turn-over and gross failure of accreditation of academic courses exercise as a particular time.

Furthermore, when the system Executives are appointed to manage multicampus Institution of Higher Technical Education, they may lack both the technical and the managerial attitudes needed for such a position. As explained by Shadare. (1991),

"Alternatively, the importance of political
loyalty may be overrated; this brings to
managerial positions individuals who may be
loyal, but eventually do more harm than good
because they cannot master the technical
aspects of the job they are asked to do".

This is one of the most serious problems generally
militating against effective management of higher
institution in Nigeria, one-Campus and Multicampus alike.

Moreover, the administrators of the multicampus
Institutions of Higher Technical Education experience the
problem involved in the geographical distribution of the
satellite campuses. The administrators have to face
multivarious problems as each of the campuses generated
into the main stream, different socio-economic and
political problems. The peculiar environmental conditions
of the campuses shape the attitude and behaviour of both
the senior academic and non-academic staff and Heads of
Department. The same is true of the students. This
situation is made more precarious by the inability of
some system Executive to have a thorough understanding of
the situation, and managerial ability to cope with the
situation.

There is also the question of the amount of autonomy to grant the satellite campuses and factors that may be allowed to dictate what power should be given to who, at where and when. Coupled with this is the issue of administrative functions that need to be centralized and those that need to be decentralized and what should determine the degree of centralization and decentralization in time perspective.

In spite of these problems, the Higher Institutions of Technical Education can still be effectively managed and made to perform their role of enhancing technological innovatives. The core, of the matter in this regard is the approach of the administrators of these institution to the management of the institutions.

Paradoxically, new ideas about management practices develop with the regularity of sunspots and the frequency of seasonal changes. Managers who interest themselves in the literature of management over some period of time quickly find that it abounds in exhortation, prescriptions, and panaceas.

It is implied that failure to adopt each addition to the endless succession of new ideas, theories, concepts insights, and approaches has had consequences, management

ineffectiveness, lowered morale of workers, worker alienation and high rate of labour turn-over. Since one cannot adopt all the new ideas, if only for lack of time and money, it is imperative, then, to find the proper fit between a problem and possible solutions.

Hence, the management of multicampus Institutions of Higher Technical Education should be guided by the underlisted principles:

(a) effective management does not consist of applying universal concepts and principles, but is rather a function of situational consideration;

(b) a consistent management practice is not a virtue if it prevents an organization from coping effectively with its problems and opportunities;

(c) the type of management practices most suitable in a particular organization setting depends on its internal and external setting.

Moreover, the managers of multicampus Polytechnic should know that in a multicampus Polytechnic establishment, managers' role is to convert the disorganized resources of men, materials, and money into

a useful and effective non-business enterprises. Essentially, management is the process whereby these unrelated resources are integrated into a total system for objective accomplishment.

Athos and Goffery (1975) indicate that a manager gets things done by working with people and physical resources in order t accomplish the objective of the system. He co-ordinates and integrates the activities and the work of others rather than performing operation himself. Managers of multicampus Higher Institutions of Technical Education, like the profit-oriented organizations, are to co-ordinate and integrate the activities of the people through whom they hope to achieve their institutional objectives of teaching, research, and community service. This can only be accomplished by integrating the managerial activities which Koontz O'Daniel (1959) call "functions" and Newman (1950) labels "processes". They are planning, organizing, coordinating, directing, and controlling.

But there should be a strong emphasis on what Garlisle (1974) describes as pragmatism and relativism. Pragmatism in this regard is using what works, which amounts to recognizing an appropriate match between

specific concepts and techniques and the variables of situation. The direction of management study since the beginning of this century has centred on the search for universal principles and concepts that can be used by all administrators. It has been a search for the "one best way" to lead, motivate and organize. However, relativism rejects absolute principles, universal applications, or black and white solutions. All management concepts have desirable and undesirable features. These concepts are appropriate in some situations but not in others. Furthermore, the benefits of any such principles are relevant to the particular situation. Participative management may be extremely useful in one set of circumstances, but only of minor advantage in another.

In addition, it is assumed that any management condition or problem results from a variety of relationship among a number of variables that predominate in a particular situation. Management analysis in the past has been too superficial and too descriptive. Management situations are made up of complex relationships. These need to be understood if the situation is to be comprehended. From all available literatures, contingency theory places primary emphasis

on understanding relationships among variables, which is a legacy from system theory.

The emphasis also, is on the complexity of managing organizations or making decisions. Too often in the past, attempts were made to make decision based on only one or two factors because of a tendency to simplify a situation that has many inherent complexities. As Lorsch and Morse (1974) state, "The strength of the contingency approach is that it begins to provide a way of thinking about this complexity rather than ignoring it".

Contingency theory holds that the primary skill of the manager is to be able to select appropriate concepts and strategies based on the particular situation at hand. Management is thus a challenge in making effective decisions through matching appropriate concepts and strategies with the demands of a situation.

Thus the managers of multicampus Institutions of Higher Technical Education in Nigeria must know that though there are few usable absolute in management affairs, there are commonalities among certain classifications of situation and that an understanding of these needs to be developed. Each situation a manager faces is not so unique that guides cannot be developed

for related circumstances. The search is therefore to classify situations and variable into common types so that conclusions can be reached regarding appropriate application of management concepts given these circumstances.

From this study, it is obvious that there is no best way to manage. That is, there is no one best way to plan, organize, coordinate, direct and control. The managers of multicampus Institutions of Technical Education face multiplicity of problems that are offshoots of the peculiarities of the environment of location of the campuses. Institutions of Higher Technical Education are characterized with multifarious problems, while some are routine problems others are spontaneous problems. The manager needs to know the context of the situation he is facing. He needs not only be familiar with the resources involved but also with the attributes and relationships of the people, tasks, technology, organization structure, and external factors such as markets, economic conditions, political conditions, and other such variables that tend to be dominant in situations. Management imperatives in this regard require being able to size up a situation through an understanding of the

basic factors at work. It is here being submitted that the managers of the multicampus institutions of technical education should always be ready to perform their jobs with clear understanding of the contingent complexity of their managerial positions.

Inspite of the limitations of suing theoretical formulations as a basis for the solution of administrative problems, some gain can be derived from the exposure of more Nigeria Rectors and educational administrators to such theories coupled with experiences they form an invaluable tool in solving problems of education administration.

SUGGESTION FOR FURTHER RESEARCH

This study covered only multicampus polytechnic to budgetary constraints. The economic recession facing the nation has a biting effect on the generality of Nigerians, the researcher is not an exemption. The study can be made to cover more multicampus Polytechnic in future endeavour and when the national economy becomes more buoyant. This will make it more national in context. In addition, since the study was basically limited in scope to the senior and intermediate staff in a multicampus Polytechnic, it becomes necessary for similar

study to be conducted to cover junior staff in these kind of institutions.

Moreover, other issue which may guide future research is the issue of desirability of multicampus higher technical education institutions. In other words, the wisdom behind the establishment of that kind of institutions needs to be seriously considered vis-a-viz their cost-benefits. The present study focused on the aspect of effective management of human resources; future efforts should include the effective management of financial and material resources of a multicampus institution of higher technical education.

It would seem logical that the effectiveness of the approach suggested in this study would be contingent on the personality of the leaders of these institutions, coupled with their willingness to make the approach thrive. Hence research needs to be conducted on the conditions that would help to foster the approach within the frame-work of a multicampus system. It is also necessary to conduct research on other possible approaches the could enhance effective management in multicampus Institution of Higher Technical Education in Nigeria.

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UNIVERSITY OF IBADAN, IBADAN, NIGERIA
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TELEX 31128 NG

OUR REF.:..........................
AE/PGS/B.Ed/1/92

Date: November 27, 1992

The Bearer, Mr. A. O. Adigun   is a Postgraduate student in
the Department of Adult Education and is currently working on some
aspects of the development of Adult Education in Nigeria, Industrial
Education, Social Welfare and Community Development.

He/She needs to consult relevant files in archives and other
institutions interested in Adult Education and related fields.

I should be grateful if you would kindly allow him/her the use of
your facilities, documents and, if necessary, grant oral interviews.

Thank you very much.

Professor & Head of Department

APPENDIX II

UNIVERSITY OF IBADAN

DEPARTMENT OF ADULT EDUCATION

RESEARCH QUESTIONNAIRE FOR ACADEMIC STAFF IN
MULTI-CAMPUS POLYTECHNICS

The study is being carried out to establish the extent to which effective decision making process based on contingency approach influences organizational goals in the multicampus Polytechnic, in Nigeria.

All information collected will be treated in strict confidence and for the purpose of research only.

Please spare part of your precious time to complete and return it to the Researcher or your Head of Department/Unit.

PART A

Instruction

Please fill in the appropriate information by marking `X' in the box provided and write where necessary.

1.   Name (Optional)

2.   Name of Institution

3.   Sex (   ) Male, Female (   )

4.   Age* 18 - 24 (   )   36 - 40 (   )

         25 - 30 (   )   41 - 50 (   )

31 — 35 ( )   51 — 60 ( )

above 60 ( )

5.   Marital Status:

Married ( )

single ( )

Separated ( )

Divorced ( )

Widowed ( )

6.   Occupation Departments:

Academic ( )

Secretarial ( )

Administerial ( )

Accountancy ( )

Technical ( )

Others Please, specify ( )

7.   Present official status (Please specify) e.g. Principal

Lecturer, Deputy, Registrar, etc.

8. Salary Grade Level

1 — 6 ( )

7 — 9 ( )

10 — 12 ( )

13 — 14 ( )

Above 14 ( )

9. Highest Education and Professional qualifications

(a) WASC/GCE/OL

(b) Tr's Grade II

(c) HSC/GCE A/L   (   )

(d) NCE   (   )

(e) Diploma (Please specify)

(f) First Degree   (   )

(g) Masters Degree

(h) PH. D

(i) Other (specify)

10. Years of Working Experience

(a) 1 - 10 years   (   )

(b) 11 - 20 years   (   )

(c) 21 - 30 years   (   )

(d) 31 - 35 years   (   )

PART B

Instruction

Read each statement and give the answer that how you feel about it. Mark ON THE ANSWER SECTIONS (x) whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD). Check to be sure that you answer each question in the correct place on the answer section. ANSWER ALL ITEMS.

Example:

Government workers have good hours   SA   A   U   D   SD

                                      (X) ( ) ( ) ( ) ( )

ITEM No.   STATEMENT   ANSWER

		SA	A	U	D	SD

1. Multicampus system in Nigeria Higher Technical
   Education Development will not endure for long.

2. All the Multicampus Polytechnics in Nigeria were
   established only for political considerations.

3. A combination of economic, political social and
   technological development is responsible for the
   emergency of Multicampus Polytechnics in Nigeria.

4. Management of multicampus Polytechnics in Nigeria
   is more autocratic than democratic.

5. System Executives (Rectors) of Multicampus
   Polytechnics in Nigeria are task centered rather
   than people centered.

6. Multicampus Polytechnics in Nigeria are
   democratically managed without any trace of
   autocracy.

7. Managers of multicampus Polytechnics in Nigeria are
   only people centered.

	SA	A	U	D	SD
8. Subordinates in multicampus Polytechnics should be allowed by the super-ordinates to freely determine all their actions.					
9. It is dangerous for the super-ordinates not to have effective control on the subordinates.					
10. Administrators of the multicampus Polytechnics should not be rigid in their approach to the management of a multicampus Polytechnic.					
11. Peculiarities of the Satellite Campuses must be thoroughly understood by the manages of a multicampus Polytechnic for effective management.					
12. There can not be one best way to the management of a multicampus Polytechnic.					
13. Multicampus Polytechnic in Nigeria are all properly managed.					
14. Leadership of a multicampus Polytechnic should not be flexible but must be very rigid.					
15. Situation should play a significant Role in choosing a leadership style appropriate for specific purpose at a point in time in a multicampus Polytechnic.					
16. Task-oriented leader can only manage a multicampus Polytechnic effectively.					

	SA	A	U	D	SD

17. The most effective leader of a multicampus Polytechnic should be strictly people-oriented.

18. Directors of Satellite Campus should enjoy complete autonomy.

19. Leadership of a multicampus Polytechnic should be either autocratic or democratic.

20. Institutional performance is contingent upon the leader adopting an appropriate style in the light of the relative favorableness of the situation.

21. A contingency approach to communication is necessary in a multicampus Polytechnic.

22. Effective managerial behaviour is situation specific

23. Contingency theory would promote the best configuration of communication strategies and procedures for specific situations in institutional life.

24. Effective motivation is tied closely to an analysis of the total situation.

25. Motivation strategies in a multicampus Polytechnic should take cognizance of individual differences among the workers in order to achieve the desired result
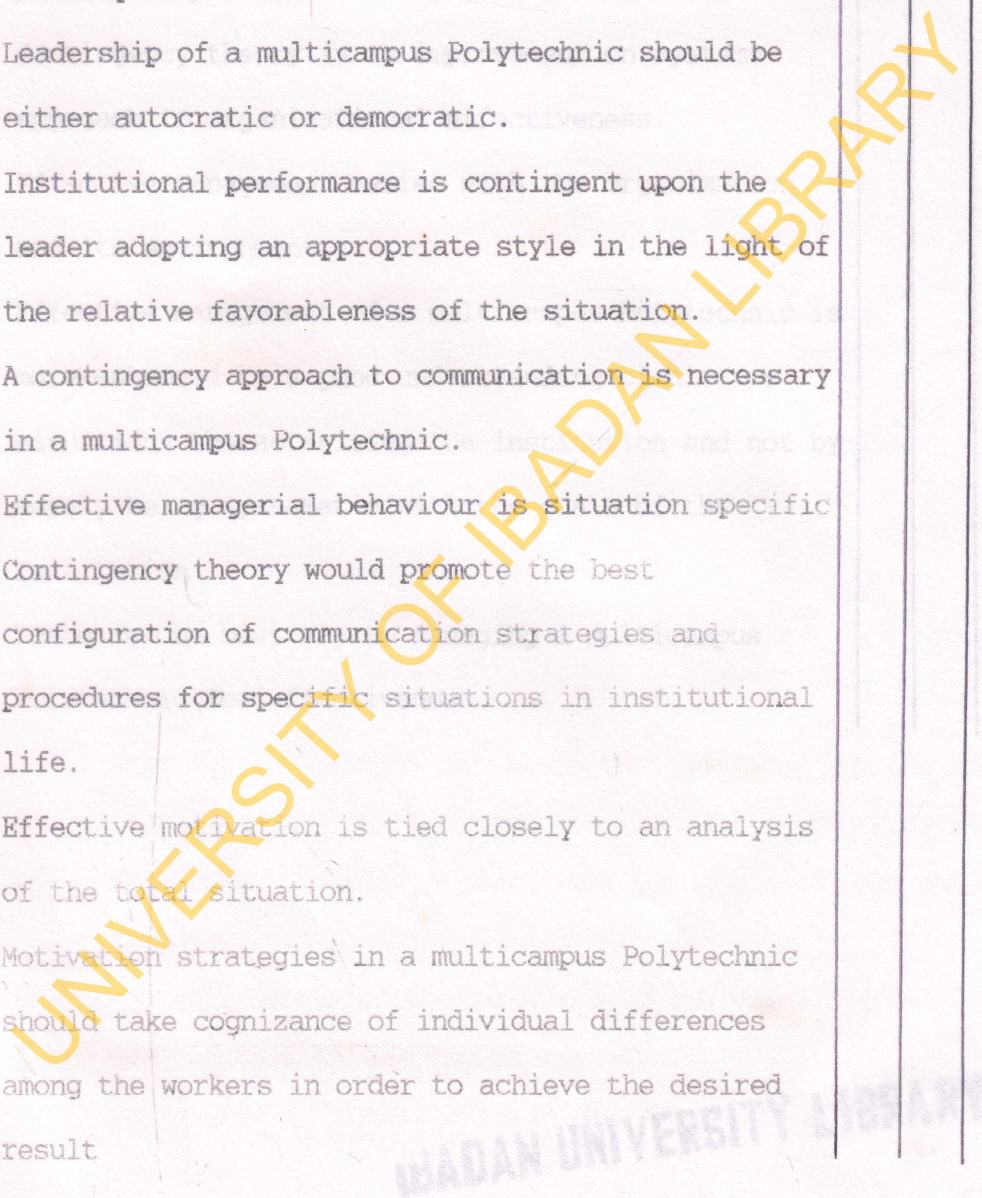
	SA	A	U	D	SD
26. Managers need to know how a specific organization and its subsystems are related in a given environment and thus deduce how to deal with a particular problem.					
27. Contingency theory is an improvement on systems approach to organizational effectiveness.					
28. Effective management varies with the organization and its environment.					
29. Effective management of a multicampus Polytechnic is more enhanced by a good understanding of diverse situations characterizing the institution and not by merely being systematic with the goals of the Institution					
30. There is one best way to managing a multicampus Polytechnic for effectiveness.					

PART C

Institution

Please tick ( ) your response for each of the question below.

Please tick as many answers as possible.

1. What in your view is contingency theory?

(a) a situation oriented approach

(b) a one way approach

(c) a systematic approach

2. What are the managerial problems that are facing

multicampus Polytechnics in Nigeria?

(a) Many of their Rectors tend to be too authoritarian

(b) Some of their Rectors appear to be too liberal

(c) A few of their Rectors are too soft

(d) Peculiarities of satellite campuses are not properly
considered in the management process.

3. What factors should determine the attitudes of the Rectors
toward the Directors of campuses in a multicampus Polytechnic?

(a) The level of competence of the Directors of the satellite
campuses

(b) The willingness of the Directors of the satellite campuses to
co-operate with the system executive

(c) The degree of commitments of the Directors of the satellite
campuses

(d) The personality of the Director of satellite campuses.

4. Why do you think that modern managers may prefer contingency approach to systems approach ?

(a) Contingency approach is more realistic

(b) It is not as abstract as system approach

(c) It has tremendous integrative force

(d) It is only management approach available to modern manager

(e) It is too cheap to operate

5. How should decisions affecting the institution as a corporate entity be arrived at?

(a) By only the order of the Rector

(b) Through committees

(c) By participative method

(d) Through the inputs of the Directors of satellite campuses and the Rector.

(6) What model of organization will be suitable for a multicampus Polytechnic?

(a) Collegial model

(b) Bureaucratic model

(c) Political model

(d) All of the above

(7) Which of the underlisted leadership will be ideal for a multicampus Polytechnic?

(a) Charismatic leadership

(b) Traditional leadership

(c) Situational leadership

(d)   Functional leadership

(e)   Appointed leadership

(8)   What institutional issues should be centralized in a multicampus Polytechnic?

    (a) ....

    (b) ....

    (c) ....

    (d) ....

    (e) ....

(9)   What are the reason for the responses in No.8?

    (a) ....

    (b) ....

    (c) ....

    (d) ....

(10) What institution issues should be decentralized in a multicampus Polytechnic?

    (a) ....

    (b) ....

    (c) ....

    (d) ....

(11) What are the reason for response in No.10?

    (a) ....

    (b) ....

    (c) ....

    (d) ....

    (e) ....

(12) What are institutional issues the should be autocratically
      handled by the Chief Executive of a multicampus Polytechnic?

    (a) ....

    (b) ....

    (c) ....

    (d) ....

    (e) ....

    (f) ....

(13) What are the reason for your response in No.12?

    (a) .... (b) ....

    (c) .... (d) ....

    (e) .... (f) ....

    (g) .... (h) ....

(14) What are the institutional issues that should be
      democratically handled by Chief Executives of a
      multicampus Polytechnic?

    (a)..................... (b) ....

    (c)..................... (d) ....

    (e)..................... (f) ....

    (g)..................... (h) ....

(15) Give reason for your response in No.14?

    (a)..................... (b) ....

    (c)..................... (d) ....

    (e)..................... (f) ....

    (g)..................... (h) ....

(16)   In what ways if properly adopted can contingency approach contribute to the effectiveness of the management of a multicampus Polytechnic?

(a)................... (b) ....

(c)................... (d) ....

(e)................... (f) ....

(g)................... (h) ....

APPENDIX III

UNIVERSITY OF IBADAN

DEPARTMENT OF ADULT EDUCATION

<u>RESEARCH QUESTIONNAIRE (FOR NON-ACADEMIC STAFF
IN MULTICAMPUS POLYTECHNIC)</u>

This study is being carried out to establish the extent to which effective decision-making process based on contingency approach influences organizational goal in the multicampus Polytechnic in Nigeria.

All information collected will be treated in strict confidence and for the purpose of research only.

Please spare part of your precious time to complete and return it to the Researcher or your Head of Department/ Unit.

<u>Instruction</u>

Please fill in the appropriate information by working 'x' in the box provided and write where necessary:

1. Name   (optional)

2. Name of Institution:

3. Sex: Male ( ) Female: ( )

4. Age: 18 – 24 ( )

            25 – 30 ( )

            31 – 35 ( )

            36 – 40 ( )

            41 – 50 ( )

            51 – 60 ( )

5. Marital Status:

Married ( )

Single ( )

Separated ( )

Divorced ( )

Widowed ( )

6. Occupation Departments:

Academic ( )

Secretarial ( )

Administration ( )

Accountancy ( )

Technical ( )

Others, Please specify –

7. Present official status (Please Specify)– e.g. Principal Lecturer, Deputy Registrar, etc.

8. Salary Grade Level:

1 – 6 ( )

7 – 9 ( )

10 – 12 ( )

13 – 14 ( )

Above 14 ( )

9. Highest Education and Professional Qualifications:

(a) WASC/GCE O/L ( )

(b) Teachers' Grade II ( )

(c) HSC/GCE A/L ( )

(d) NCE ( )

(E) Diploma - Please Specify ( )

(f) First Degree ( )

(g) Masters Degree ( )

(h) Ph.D ( )

(i) Others (Specify) ( )

10. Years of working experience:

(a) 1 - 10 years ( )

(b) 11 - 20 " ( )

(c) 21 - 30 " ( )

(d) 31 - 35 " ( )

PART B:

Instruction:

Read each statement and give the answer that will show how you feel about it. Mart ON THE ANSWER SECTIONS (X) whether you strongly agree (SA) agree (A), undecided (U), disagree (D), or strongly disagree (SD). Check to be sure that you answer each question in the correct place on the answer section. ANSWER ALL ITEMS.

	SA	A	U	D	SD

Examples:

Government workers have good hours   SA   A   U   D   S

( ) (x) ( ) ( ) ( )

S/N	STATEMENT	ANSWER				
		SA	A	U	D	SD

1.   Multicampus Polytechnic are managed effectively

2.   Only an autocratic leader can be successful in managing a multicampus Polytechnic.

3.   Participatory style of management is no suitable for a multicampus Polytechnic.

4.   Only a specific leadership style can be effective in multicampus Polytechnic.

5.   Delegated activities in the multicampus Polytechnic should be carefully and discriminatorily selected.

6.   Good communication skills are vital to effective management of a multicampus Polytechnic.

7.   Situation should determine mode of communication in a multicampus Polytechnic.

8.   Individual differences should be considered in motivating workers in a multicampus Polytechnic.

9.   Communication style to be used by the Managers in a multicampus Polytechnic should depend on situation.

10.   Centralization and decentralization should be contingently applied in a multicampus Polytechnic.

	SA	A	U	D	SD

11. Management should take the target audience into consideration when communicating within a multicampus Polytechnic.

12. Participatory style is good for a multicampus institution but some situation may not favour such method.

13. Directors of Satellite Campus should enjoy absolute autonomy.

14. Multicampus Polytechnic in Nigeria are democratically managed without any trace of autocracy.

15. Administrators of the Multicampus Polytechnics should not be rigid in their managerial approaches.

16. There is one best way to manage a multicampus institution.

17. Effective motivation is tied closely to an analysis of the total situation.

18. Managers need to know how a specific organization and its subsystems are related in a given environment and thus deduce how to deal with a particular problem.

19. Managers should be skillful in the art of motivation.

20. Effective leadership behaviour is situation specific.

	SA	A	U	D	SD

21. The management of a multicampus Polytechnic can only be effective if and only if the leaders employ one specific theory of management at all times.

22. Contingency approach is a modification of system approach.

23. There is no one best way of managing a multicampus Polytechnic.

24. The managers of multicampus Polytechnics should be exposed to management training to acquaint them with modern management practice.

25. Managers of multicampus Polytechnic are more task centered than people centered

PART C:

Please write your response(s) to each of the questions below:

1. What are the factors militating against the effective management of multicampus Polytechnics in Nigeria?

(A) ....

(B) ....

(C) ....

(D) ....

(E) ....

(F) ....

(G) ....

(H) ....

2. What are the institutional issues that should be centralized in a multicampus Polytechnics?

(a) ....

(b) ....

(c) ....

(d) ....

3. Why should the issues mentioned in No. 2 be centralized?

(a) ....

(b) ....

(c) ....

(d) ....

4. What are the institutional issues that should not be centralized in a multicampus Polytechnic?

(a) ....

(b) ....

(c) ....

(d) ....

(e) ....

5. Why should the issues mentioned in No. 4 not be centralized?

(a) ....

(b) ....

(c) ....

(d) ....

(e) ....

6. Give suggestions on how to make the management of a multicampus Polytechnic more effective?

(a) ....

(b) ....

(c) ....

(d) ....

(e) ....

APPENDIX IV

UNIVERSITY OF IBADAN

DEPARTMENT OF ADULT EDUCATION

Research Questionnaire for Students in
Multicampus Polytechnics

This study is being carried out to establish the extent to which effective decision-making process based on contingency approach influences institutional goals in the multicampus Polytechnics in Nigeria.

This study is neither sponsored by any organization or interest group. It is purely for academic purpose and its confidentiality will be maintained.

Instruction

Please fill in the appropriate information by marking `X' in the box provided and write where necessary.

1. Name (Optional)

2. Name of Institution

3. Sex: male (   )   Female (   )

4. Age: 14 - 17   (   )

   18 - 24   (   )

   25 - 35   (   )

   36 - 40   (   )

   41 - 50   (   )

5. Marital Status:

Married   (   )

Single   (   )

Separated   (   )

Divorced   (   )

Widowed   (   )

6.   Highest Educational and Professional Qualifications

(a)   WASC/GCE O/L/SSCE   (   )

(b)   Tr's Grade II   (   )

(c)   HSC/GCE A/L   (   )

(d)   NCE   (   )

(e) Others (Please specify)

SECTION B

Please indicate your responses to the following statements by placing a check mark ( ) under any of the numbers 1, 2, 3, 4, and 5 that adequately corresponds to your objective rating. The interpretations of the numbers are as follows:

1.   –   Strongly Agree (SA)

2.   –   Agree (A)

3.   –   Undecided (U)

4.   –   Disagree (D)

5.   –   Strongly Disagree (SD)

S/N	STATEMENT	ANSWER				
		SA	A	U	D	SA
1.	The management of The Polytechnic, Ibadan as a multicampus institution is effective					
2.	Autocratic leadership style is suitable for a multicampus Polytechnic					
3.	Only a democratic Rector can be successful in a multicampus Polytechnic.					
4.	Situation should determine the leadership style of a multicampus Polytechnic					
5.	An effective communication system is necessary for the smooth running of a multicampus Polytechnic					
6.	Communication style to be used by the managers in a multicampus Polytechnic should depend on situation					
7.	Management should take the target audience into consideration when communicating within a multicampus Polytechnic					
8.	There can be no uniform approach to motivation of workers in a multicampus Polytechnic					
9.	Situational approach to management will be ideal for a multicampus Polytechnic					
10.	The Management of a multicampus Polytechnic should not neglect the social, economic and political situations of their working environment in order to be effective					
11.	All issues in a multicampus Polytechnic should be approached from only one angle					

	SA	A	U	D	SD

12. Participatory method of management is good for a multicampus Polytechnic, but some situations may not favour such method

13. Students should be involved in all committees in a multicampus Polytechnic

14 All management decisions should be made known to the students before being Pronounced

15. The students and workers in both main campus and satellite campuses of a multicampus Polytechnic should be treated in the same way by the management

16. The management of a multicampus Polytechnic should work towards the goals of the institution without necessarily mindful of diverse situations arising within the institution

17. No one specific theory of management is sufficient for effective governance of a multicampus Polytechnic

18. Multicampus system should be encouraged in Higher Technical Education Institutions in Nigeria

19. There is no one best way to manage a multicampus Polytechnic

20. A multicampus Polytechnic can be easily coordinated if the Chief Executive thoroughly understands the peculiar situations of each of the campuses.

21. The management of The Polytechnic, Ibadan is task centered.

APPENDIX V

MANAGEMENT INFORMATION SERVICE:......................... OFFICE

ANNUALLY: (SEPT. ENDING)	QUARTERLY: SEPT, MARCH, JUNE	TERMLY: DEC., APRIL, AUGUST	MONTHLY: END OF MONTH
Academic Programme (Admission)	STAFF (ESTAB. OFFICE)	ACADEMIC PROGRAMMES POLICY AND ADMISSIONS	4. STUDENTS WELFARE
i) Attention:	i) Part-Time Staff Returns	1. General Enrolment Summary	General Summary of Students formal complaints.
ii) General and Summary (Dept. and Course)	ii) General Staff Vacancies	2. ACAD. PROGRAMME (Record and Exams.)	5. STAFF (ESTAB. OFFICE)
iii) App/Students Qualifications Profile	iii) General Recruitment/ Selections Returns	i) Start of term Progress Report on preparations for end of Term Exams.	i) Temporary Staff Return
iv) App/Students Demographic Profile	iv) Staff Dev. Programmes - Completion Reports	ii) End of Term Progress Reports on Exams.	6. CAPITAL PROJECTS Capital Construction - Progress Summary.
	v) Staff Housing	iii) End of Term Report on External Exams.	
Acad. Programme (Records and Examinations)	CAPITAL PROJECT - BURSARY	3. FACULTY OFFICES:	7. PLANNING AND FINANCE i) Cash Flow Statement.
i) Beginning of Session ii) Gen. Acad. Programmes Summary.	i) Capital Budget Statement	i) Returns on Registration in Unit Course.	ii) First, Revised and Finance Drafts of the Annual Capital & Recurrent Expenditure & Rev. Estimates.
ii) End of Session Annual Report on Instructional Programmes (including Indus. Programmes)	ii) Budget Review Proposals iii) Outstanding Motor-Vehicle Advances Due from former Staff.	ii) Instructional Programmes Evaluation. iii) Room Utilisation Indices.	
Faculty Offices:	5. Institutional Support Services:	iv) Staff-Teaching Load	8. HALLS OF RESIDENCE
i) Faculty Dev. Proposals	i) V.S.I.U. (including) & ILPO	v) Staff-Students Ratios	i) Sanitary in the Hall of Residence
ii) Faculty Annual Report iii) Teacher Education Technical Dept.	ii) Library (iii) Health Centre.		ii) Rules and Regulations broken frequently.

ANNUALLY (SEPT. ENDING)	QUARTERLY SEPT., DEC., MARCH, JUNE	TERMLY DEC., APRIL, AUGUST	MONTHLY: END OF MONTH

Students Welfare:
   Annual Report on Students Welfare
 	
Institutional Support Services:
 	
6. Staff (Establishments Office Permanent Staff Profile
 	
7. Capital Projects - Maintenance
  i. Owned Space Dev. Summary
  ii. Rented Space (Off-Campus)
  iii. General Maintenance Schedule
 	
8. Planning and Finance:- Bursary
  i. Planning Guide for Preparation and Review of the long Range Institutional Plan.
  ii. First, Revised and Final Drafts of the long Range Institutional Plan.
  iii. Final Accounts and Auditor's Reports.
 	
9. Annual Reports (General)
 	
  ....'s Office.
		4. Student Welfare
		
		  i. Gen. Summary of Students Financial Aid
		
		  ii. Returns on Student Organisations
		
		  iii. Student Publications
			iv. Number of Meetings held.
			
			v. Maintenance Activities in the Halls.
			
			vi. Presence of Squarters.