

A Study of the Organisational Input into the Industrial Design Postgraduate Programme of Ahmadu Bello University, Zaria

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Abstract

This paper attempted to examine the organisational input into the Industrial Design Postgraduate Programme of Ahmadu Bello University, Zaria. The specific input variables studied include the staff situation, enrolment of candidates, communications policies, plans, facilities and funding of the Postgraduate Programme. The paper attempted to find out if the quality of input into the Postgraduate Programme has helped it to achieve the development of its communications mechanisms and successes in its internal and external operations. All the staff and students on the programme were included in the study. The data was collected using questionnaires and content analysis. Content analysis and descriptive statistics such as percentages and sums were used for computing the data. The data revealed inadequate staffing, lack of enrolment plans, non participation of staff and other stakeholders in enrolment of candidates, absence of cohesive internal and external communications policies and organisational plans, very poor state of facilities for training and research as well as dearth of funds. These conditions have adversely affected the development of relevant plausible organisational communications channels that could have directly fostered internal consistency, encouraged viability and sustained effective marketing approaches by the PG Programme to its targeted external environments. The study recommends a total overhaul of the input variables and regular auditing of all the formal communications mechanisms in order to increase relevant variety as well as eliminate conflicts emanating from scarcity of resources and the flourishing of the grapevine in the Postgraduate Programme.

Keywords: Organisational input, Communication, Organisational viability, Internal environment, External environment, Innovation.

1. INTRODUCTION

All Postgraduate (PG) programmes thrive as a result of some varieties of input, often shared, which if not given due considerations, could affect their organisational communications processes. This may well lead to conflict and poor decision making which, in turn, could frustrate any positive enterprise and adversely affect the performance of the primary transformations in a PG Programme. This paper attempts to look at the input into Industrial Design PG Programmes in Nigeria with particular reference to Ahmadu Bello University (ABU), Zaria. This pioneer PG Programme started in 1977 with high expectations of successes in its operations. This paper thus tries to find out whether the quality of input into the PG Programme has helped it to achieve the development of its communications mechanisms and successes in internal and external operations. Good accomplishment in internal and external operations is in turn a determinant of lofty organisational performance. Among the myriad of variables that may constitute input into a PG programme, this paper examines the staff situation, enrolment of candidates, communications policies, plans, facilities as well as funding.

A system or organisation cannot function efficiently if its human resource component is inadequate in any dimension. Human resource according to Computer Desktop Encyclopedia (2014) is “the fancy word for ‘people’.” Human resource is thus generally used to refer to people who staff and work to make an organisation to function. Oxford Dictionaries (2014) defines human resources as “the personnel of a business or organization, regarded as a significant asset in terms of skills and abilities.” In the framework of reference of staff as asset in human resource management, Tech Target (2007-2014) notes that “employees are sometimes referred to as human capital.” Business Dictionary (2014) refers to human resources as “resource that resides in the knowledge, skills, and motivation of people. It explains that it “is the least mobile of the four factors of production, and (under right conditions) it improves with age and experience, which no other resource can do. It concludes that human resource “is therefore regarded as the scarcest and most crucial productive resource that creates the largest and longest lasting advantage for an organization.” Considering the definitions of human

resource in the preceding, the value of staff, staff welfare, training and retraining should be regarded as central to the viability of any PG programme. This is especially necessary because as long as the human resource component is inadequate or flawed, no matter how perfect mechanical, electronic and other relevant components are in organisation, its communication mechanisms will be defective and the probability of success is at best very low.

The quality of enrolment of candidates into a PG programme could have significant impact on the standard of its communication mechanisms and overall performance. Thus, PG programmes around the world develop and attempt to adhere to some set of policies for enrolment of candidates. Policies are essential to organisational viability. Anderson (2005) defines a policy as “a guiding principle used to set direction in an organization.” Anderson suggests that “It should be used as a guide to decision making under a given set of circumstances within the framework of objectives, goals and management philosophies as determined by senior management.” Similarly, Lowe (2012) notes that “Policies can help keep an organization running smoothly -- but only if they're clearly defined, carefully written, and have a legitimate purpose.” And that “They define the parameters around which the organization operates and influence the behavior of people to a particular outcome.” Enrolment policy is thus essential to any PG Programme.

Enrolment policies of most academic institutions could be seen on the internet to generally include statements on requirements for admission and roles of stakeholders in the admissions processes, instructions for enrolment and re-enrolment, scholarships, induction and so forth. The scrutiny of the contents of these is not of particular interest to this paper since it is evident that they are normally and essentially well thought out and articulated in academic institutions globally. This paper is however, curious about how the role of enrolment of candidates as an input utilises as well as assists in the development of efficient communications mechanisms which could be useful to the internal and external operations of a PG Programme.

Communication policy is also indispensable for the viability of a PG Programme. The term communication policy, which is normally based on organisational background and identity, appears to be relatively new in organisation and it is still being subjected to the issue of precise definition by scholars. In a proposal for a suitable definition, Bergenholtz (2006) listed "communication guidelines and standards", "information policy", "communication strategy", "action plan for communication", "openness policy", and "media policy" as examples of synonyms or near-synonyms for communication policy. Taking communication policy as generic term from those above, Bergenholtz (2006) identified and proposed two types of communication policies, “general communication policy” and “specific communication policy”. He considers general communication policy as involving “the deliberate control of an organisation's internal and external communication in order to optimise the functionality of the organisation, including its product development and sales” and suggests that “the result of a general communication policy should be called ‘general communication plan’”. On the other hand, specific communication policy is considered to involve “general or thematic requirements or prohibitions concerning particular forms or channels of communication or a prohibition against acquiring particular information or documents.” Some categories of data may be considered secret and strategic and could be restricted to a few authorised stakeholders as easy access to all may be detrimental to organisational progress. Bergenholtz (2006) suggests that “the result of a specific communication policy should be called ‘specific communication plan’”. This paper identifies this definition as relevant and fundamental for the study of communication mechanisms of a PG Programme.

Planning is essential input to the viability of any system or organization. Planning as Espejo (1989) puts it is a matter of taking decisions so that the future may be different from the future that would otherwise have been. The quality of planning done by any organisation thus serves as relevant input into its efficiency as well as the measures of its performance. It should be noted however that for planning to succeed it requires organisational objectives to be clearly and precisely stated. Organisational objectives are essential component of organisational identity statement, which in turn is fundamental to organisational planning. Sale *et al* (2011) observed that “when organisational identity is not clearly defined, it could lead to conflict with the theory drawn for the organisation and this would in turn be a source of haziness with regards to the organizational objectives in practice.” Furthermore, to achieve desired result from planning requires taking decisions based on information that is relevant and in real time (Sale, 2007, 2010; Sale *et al*, 2013). Therefore, the organisational communication mechanisms need to have the capacity to deal appropriately with variety within the channels otherwise, planning would not be effective.

The issue of underfunding of university education in Nigeria has since the 1970s been gaining considerable comments from various individuals and organisations culminating in several indomitable strike actions by the Academic Staff Union of Universities (ASUU), the latest being in 2013. Underfunding of postgraduate education in Nigeria probably had its strongest launch in the specific policy of slow but sure withdrawal and definitive total disengagement of funding as highlighted in the National Policy on Education (Elechi, 2005; Mangvwat, 2005; Ibrahim, 2005; Sale, 2013). Underfunding has thus been a major source of conflicts over scarce resources in the internal and external operations of university education in Nigeria. Such a

situation appears to adversely affect, especially, postgraduate research with specific reference to their “content, scope and quality” as observed by Mangvwat (2005). Kehinde and Okoli’s (1998) paper earlier concluded with specific emphasis on lack of funding as having adverse effects on postgraduate teaching and research in the Faculty of Environmental Design, ABU Zaria.

Facilities and equipment and similar resources used for PG training are in most instances dependent on the level of funding of the Programme. These in turn are a major determinant of the strength of research in a PG Programme. That is, the quality standard or the status of facilities normally serve as input variable which is strategic for attracting intelligent and capable candidates as well as encouraging meaningful research output. Facilities and services such as the physical environment and allied services, transportation, equipment and furniture maintenance and repair, library and IT services, gallery and museums services and so forth are useful for encouraging academics, research and student life. A glance through the websites all highly placed academic institutions would reveal the very high value given to these. Thus, facilities is a key input into a PG Programme that benefits from as well as promotes the development of cogent communications mechanisms required for effective internal and external operations.

2. PROCEDURE

The paper attempted to examine the quality of input into the PG Programme of ABU Industrial Design. A total of seventeen academic staff and fifty students responded to the questions asked for the study. This represents all the staff on the PG Programme and all available students as at the time of data collection.

The study used both qualitative and quantitative data collected using two sets of questionnaires which contain open and closed ended questions. The questionnaires were personally administered to the respondents. One set of questionnaires was administered on the staff and the second set was subjected to the responses of the students. The questions were drawn bearing in mind the Viable System Model (VSM) (Beer, 1959, 1966, 1979, 1981, 1985) and Integrated Marketing Communication (IMC) (Kotler and Armstrong, 2008). While the content areas covered by the questionnaire for staff and students included communications policies, plans and state of facilities for training, that of the staff only dealt further with issues on staff situation, enrolment of candidates and funding of the PG Programme.

More specifically, the questions on staff situation sought to find answers on the numerical staff strength and its adequacy, facilities for training and retraining of staff as well as the personal efforts made by staff for training and retraining of themselves. The questions on the enrolment of candidates attempted to elicit responses on the potential and actual capacity for enrolment and number of candidates admitted and number registered per session into the PG Programme. Other questions in this regard tried to find out about male female ratio, policy of enrolling candidates with regards to research areas, normative, strategic and tactical plans for enrolment of candidates as well as the role of stakeholders in the enrolment of candidates into the PG Programme. The questions on policies were asked to find answers on the internal and external communications policies, the type of communications used to link the policy makers to the rest of the PG Programme as well the degree of sensitivity of the PG Programme to its identity and policies as seen by the policy makers. The area of academic and organisational plans is covered by questions on normative, strategic and tactical plans, the frequency and factors considered critical for review of the plans, the extent of participation of the stakeholders in the planning processes, factors affecting the execution of the plans and the capacity for the execution of the plans by the PG Programme. The questions on facilities for training asked about their adequacy, sources of the facilities and strategies to be suggested for improvement of the condition of these in the PG Programme. The questions that dealt with funding asked about the sources of funding, adequacy of the funding as well as the strategies used to improve the condition of funding for the PG Programme.

In addition to the questionnaires, content analysis was used for data collection for the study (Kerlinger, 1973). Thus some data were collected from some existing materials and documents of the PG Programme.

The qualitative data were content analysed while descriptive statistics such as percentages and sums were used for computing the quantitative data. The computation of data was done with the Statistical Package for the Social Sciences (SPSS).

3. FINDINGS

3.1 *Staff Situation in the PG Programme*

The numerical staff strength of the PG Programme as at the time the data was collected is eighteen (18). However, the number of staff is now seventeen (17) with the passing on of one after data collection. The scores of the staff on the staff strength are 52.9% for inadequate, 35.3% for very inadequate and 11.8% for uncertain. The data clearly point that the numerical staff strength of the PG Programme is not adequate. Some of the staff who responded mentioned some strategies that could be used to improve the staff strength. Some of the strategies suggested are that the university should employ higher ranked professionals/lecturers and encourage the participation of visiting Professors in the functions of the PG Programme. Some of the respondents cautioned

that though higher ranked staff may not be easy to get, and may be too expensive to employ, the PG Programme should identify this as problem, then effectively package it to all relevant internal and external stakeholders for their consideration. Other strategies suggested for improvement of the staff strength of the PG Programme include staff training and retraining, use of some experienced PG students to assist in handling some courses.

A check through available records shows that all the academic staff of the PG Programme is heavily engaged with undergraduate programmes. Most of these are also engaged in non degree academic programmes, which worsen their work load situations. The staffs, as could be drawn from above, already suffer from excessive workloads. Excessive workloads could have triggered blockages in the formal communications channels and encouraged the development of the grapevine. This could have as well as posed serious obstacles to innovations in the PG Programme.

3.2 *Enrolment of Candidates into the PG Programme*

The scores from the data indicate that a majority of the staff are not aware of matters on enrolment of candidates into the PG Programme. But according to the few staff who responded, the potential capacity for enrolment into the PG Programme is about 33 candidates per session. The actual enrolment per session so far is about 13 (3 PhDs and 10 Masters). Though the male-female ratio is not considered in the enrolment process, some of the respondents have observed low female ratio in the PG Programme. About 90% of the admitted candidates register per session. The PG Programme had about 50 candidates as at the time of data collection. Most of the responses state that the PG Programme does not have any of either policy for enrolment of candidates, with particular reference to research areas, or any other formal policies for enrolment apart from qualifications/merit. But an undated document titled “Department of Industrial Design, Guidelines for Postgraduate Student” supports the responses of the few respondents. It shows that there are, at least, some statements with regards to enrolment of candidates. It states that PhD candidates are required to declare their research areas in Industrial Design as a requirement for enrolment. It further highlighted that students are welcome from:

...the arts and sciences who wish to approach Industrial design from a more specialized perspective such as chemistry of design related substances or from the behavioural science perspective. Such cases are normally considered in their own merits. Of particular advantage are those applicants who demonstrate interest in the development of indigenous sources and industrial technology. Students who on the other hand wish to focus on Industrial Design as a twentieth century phenomenon characterized by visual sensibility, material composition, design and construction technology, finishing mass production technique, or other inter disciplinary research, etc. are also welcome into the programme.

The internal and external stakeholders of the PG Programme do not know anything about the enrolment of candidates into the programme. The staff scored 100% for none participation of the stakeholders into the enrolment processes of the PG Programme. Thus, the responses show that the stakeholders have, so far, not in any way played any role (100% none) to contribute to the enrolment plans of the PG Programme. Furthermore, according to the responses, which state 100% none as well as the result of a search through available records, the PG Programme does not have any enrolment plans - normative plans, strategic plans and tactical plans.

It could be drawn from the analysis above that the communication channels which deal with matters of enrolment of candidates into the PG Programme have not been well utilized. This is evident in the poor knowledge of staff on matters of enrolment of candidates, the non participation of stakeholders in some of the processes of enrolment of candidates and the absence of any plans for enrolment into the PG Programme. The non participation of relevant stakeholders in the enrolment processes into the PG Programme could imply weaker possibilities of availability of grants and other facilities required for researches that could have practical impact on the academic environment, industry and the end receiver, the society.

3.3 *Communication Policies of the PG Programme*

The PG Programme does not have any internal communications policies and external communication policies according to the respondents (staff and students) score of 100% for none respectively. Apart from circulars and some informal means mentioned in the foregoing, there have not been any other mechanisms developed to link the policy makers to the rest of the PG Programme. The absence of such mechanisms could have adversely affected the sensitivity of the PG Programme to its identity and policy issues, if at all they have been raised, as seen by the policy makers. Hence the rating of the level of sensitivity by the respondents is very low. These points to weakness of a vital guide required for the development of essential mechanisms for coherent internal and external variety regulation and thus worsening organisational functionality characterised by lack of general communication plan and specific communication plan.

3.4 *Plans the PG Programme*

The PG Programme, according to some respondents, operates based on (academic) plans by default. That is, as dictated by the PG school of the University. The respondents, staff and students, indicated that the PG Programme does not at all have any normative, strategic and tactical plans. Therefore, there is no data on review of the plans and factors considered critical for the review. Also there is no data to check the extent of involvement of students' and stakeholders' opinions and thus it was not possible to examine what other factors affected the planning processes, the time frame for each plan, the effectiveness of the execution of the plans as well as the factors that affected the execution of the plan. Some of the respondents however, reported that new plan is in progress for the PG Programme.

The records show that a committee was formed to review the entire PG Programme in 2002. But the evidence show clearly that this has not yet been accomplished. Thus, the closest to any plan, evidently, is the course contents, which have not yet been reviewed since their inception.

Some of the respondents observed that the programme needs to be reviewed from time to time due to inevitable changes in the environment. One of the respondents reported that the Postgraduate School does not seem to have any specific plans especially with regards to uniformity in presentations for PG issues to the University Senate. Thus, each Department is on its own with regards to presentations on PG matters. Such language, or on the other hand, broad confines accords the PG Programme the essential liberty to plan and develop to its fullest in its own style towards more qualitative output. Moreover, according to the academic brief, the current research policy of Ahmadu Bello University, Zaria does not preclude Departments from developing their own specific research policies based on which all the plans could be developed. The PG Programme is yet to take due advantage of this degree of autonomy.

The lack of plans, such as general communication plan, specific communication plan, enrolment plan, staff recruitment and development plan, contingency plan and so forth, indicates serious obstacle, which could have adversely affected the development of academic brief for the PG Programme. Also, these could have posed excruciating difficulties to the process of development and flourishing of learning and research, which might have emanated from the needs and requirements of the relevant external environment of the PG Programme. These have highlighted another impediment, which could have hindered the development of appropriate communications channels in the internal environment and between the PG Programme and its relevant external environments.

3.5 *State of Facilities for the PG Programme*

A majority of the staff approached the questions on facilities with very stern responses. Their score of 82.4% indicates that the facilities on ground are very inadequate. The rest of the staff put it more mildly but pointing that the facilities on ground and available for the PG Programme are inadequate. The scores of the students on these are more slightly dispersed, with 4.0% for adequate, 56.0% for inadequate, 38.0% for very inadequate and 2.0% for uncertain. However, it is clear from the responses that the facilities available for the PG Programme are grossly inadequate. For instance, there are no studios, furniture and equipment for advanced courses and research in all the sections. The Graphic Section has however carved out a little study area for its PG Students from the moribund letterpress section. Most of the equipment available for the PG Programme is for basic learning and not very useful for higher level research. Moreover, most of these have become obsolete and some are completely unserviceable. Furthermore, the little functional equipment, which lack spare parts, is not adequate for undergraduate training let alone meeting postgraduate requirements. Plates 1 to 8 below show some very few examples of facilities available in the Department which the PG Programme could have benefitted from their functions:



Plate 1: This Jigger-Jolley equipment, which has been very useful for PG research in Ceramics, has broken handle, lacks spare parts and is currently non-functional.



Plate 2: These Kilns have been locally designed, constructed and are considerably useful for some few PG research. The Kiln on the left was originally designed as wood firing but was converted to kerosene firing. Some very high temperature firing could not be done with them. The Ceramic Section does not currently have any functioning Electric Kiln.



Plate 3: Glassmaking Furnaces. The red furnace on left is a product of the PG Programme. It is an intermittent two chambers glass tank furnace with a common flame space for simultaneous dual melting of both flint and coloured glass fusing under the same atmospheric conditions. The two furnaces on the left and right of it have also been locally designed and constructed, but all appear to have outlived their usefulness mainly due to lack of facilities for maintenance and upgrading. The furnace on the right has been defective and never functioned since when it was supplied more than thirty year ago.



Plate 4: This Density Comparator is obsolete and completely broken down.



Plate 5: This Letterpress was refurbished more than fifteen years ago but it has its limitations with regards to PG research in modern times.



Plate 6: These Printmaking equipment are barely functional as many of their vital parts are either non functional or missing and they lack spare parts. This frustrates PG research in printmaking.



Plate 7: These Floor Looms are currently functional and have been useful for PG research in textiles, but face complete breakdown as they lack spare parts.



Plate 8: This Steamer is completely obsolete and broken down.

In the proposal for PhD Programme in Industrial Design dated 15 March 1987 (F.ID/78/87) it was mentioned that the facilities on ground are "...more than adequate for the take off for the programme". It added:

However, it is pertinent to mention that a comfortable space in the old estate has since been allocated to the Department and this will be remodelled to facilitate complete accommodation of the programme. It is envisaged that this remodelling will be completed by the end of this session. This has been taken care of by the planning unit and the task force on rehabilitation as directed by the Vice Chancellor.

The accommodation was not finally secured for the PG Programme and a suitable alternative has not, so far, been provided. Even though, some respondents mentioned that the University has planned for a new structure for the Department of Industrial Design, no clear evidences have been given that this will come soon. Moreover, the conditions of the facilities mentioned, quickly deteriorated. This is not only because of much depreciation, lack of appropriate support for maintenance and complete obsolescence as indicated above, but due also to increase in enrolment of candidates, which led to the overstretching of their functions.

When asked how this condition of facilities affects training in the PG Programme, the responses of the staff were stronger in indicating very unfavourably than those of the students. The responses of the staff are

76.5% for very unfavourably and 23.5% for unfavourably. The responses of the students are 48.0% for very unfavourable and 46.0% for unfavourably. Only a few of the students scored 6.0% to indicate that some of the facilities available are adequate for training.

On the strategies they would suggest for the improvement of the conditions of facilities for the PG Programme, the responses were very low from staff and students. Some of the suggestions are that the PG Programme should put more pressure on the University to obtain more facilities and it should encourage research that is industry driven. Some of the respondents mentioned that the PG Programme should encourage improvisation through research, organise forum for interdisciplinary discussions, forums for stakeholder interactions and encourage possibilities for private sector and philanthropist's intervention. Others stated that the PG Programme should encourage collaborations with and tap from the science and technology facilities and resources of public sector organisations, such as Petroleum Trust Development Fund (PTDF), Education Trust Fund (ETF), Industrial Training Fund (ITF), Raw Materials Development Council (RMDC) and so on.

Currently, according to the respondents, the PG Programme does not have any sources of facilities apart from permissions granted occasionally to use some facilities in other Departments in the University. When asked how effective have the source so far have been, the responses of the staff gave 5.9% for effective, 35.3% for very ineffective and 58.8% for uncertain. Thus, it may be possible to draw that the sources of facilities for the PG Programme have not so far been effective. Furthermore, the needs assessment done following the several strikes by the Academic Staff Union of Universities (ASUU) is yet to take effect.

It is certain from the preceding analysis that the conditions of facilities for training in the PG Programme are, at least, very poor. Most of the researches facilities used or are being used have been obtained through the personal efforts of the researchers and their supervisors, from other Faculties in the University as well as from other relevant organisations outside.

The foregoing reveals clearly that the essential channels of communications that would have existed at the operations level to encourage formulation of policies that are cogent for fostering and facilitating productivity have been discouraged by the quality of input into the PG Programme. The operations levels in the PG Programme are thus exposed to high possibilities of conflicts over scarce resources as well as constrained into being formally incapable of supporting meaningful innovative productions as well as linking up effectively with their relevant environments.

3.6 *Funding of the PG Programme*

The PG Programme does not have any sources of funding currently. The responses indicated 0.0% funding apart from promised remittance of proceeds of some specific charges on PG students. The staff scored 70.6% to show that the funding of the PG Programme is very inadequate. The responses show that the PG Programme has not developed any strategy for improving the condition of its funding. Some of the respondents suggested that that PG Programme should source internally generated revenue as well as through publicity of its activities to the University and other communities outside. Also, that the PG Programme should source for funds through exhibitions, seminars, workshops, sales of research ideas and prototypes to companies, journals, stakeholders forum and linkages with local and international organisations.

The non availability of funds reveals further threat to the functions of operations in the PG Programme. Such threats to operations could have as well adversely affected any processes towards innovative productions and the establishment of appropriate internal and external communications channels necessary for the viability of the PG Programme.

4. CONCLUSION AND RECOMMENDATIONS

Data clearly point that the numerical staff strength of the PG Programme is not adequate. A check through available records shows that all the academic staff of the PG Programme is heavily engaged with undergraduate programmes. Most of these are also engaged in non degree academic programmes, which worsen their work load situations. The staffs already suffer from excessive workloads. Excessive workloads could have triggered blockages in the formal communications channels as well as posed serious obstacles to innovations in the PG Programme.

The communication channels which deal with matters of enrolment of candidates into the PG Programme have not been well utilized. The poor knowledge of staff on matters of enrolment of candidates, the non participation of stakeholders in some of the processes of enrolment of candidates and the absence of any plans for enrolment into the PG Programme support this. This also indicates non exploitation of some possible relevant sources of resources for the PG Programme.

The PG Programme lacks cohesive internal and external communications policies and organisational plans. These indicate serious obstacles, which could have adversely affected the development of academic brief and strategic communications mechanisms for the PG Programme. Also, these could have posed excruciating difficulties to the processes of development and flourishing of learning and research, which might have

emanated from the needs and requirements of the relevant external environment of the PG Programme. These have highlighted another impediment, which could have hindered the development of appropriate communications channels in the internal environment and between the PG Programme and its relevant external environments.

The conditions of facilities for training in the PG Programme are, at least, very poor. Most of the researches facilities used or are being used have been obtained through the personal efforts of the researchers and their supervisors from other Faculties in the University as well as from other relevant organisations in the external environments. This clearly shows that the essential channels of communications that would have existed at the operations level to encourage formulation of policies that are cogent for fostering and facilitating productivity in the PG Programme have been discouraged. The operations levels in the PG Programme are thus formally incapable of supporting meaningful innovative productions as well as linking up effectively with their relevant environments.

The PG Programme does not have any sources of funding currently. The non availability of funds reveals further threat to the functions of operations in the PG Programme. Such threats to operations could have as well adversely affected any processes towards innovative productions and the establishment of appropriate internal and external communications channels necessary for the viability of the PG Programme.

Therefore, it could be drawn from the foregoing that some of the input into the PG Programme appeared to be very inadequate or even none at all. This situation has adversely affected the development of relevant plausible organisational communications channels that could have directly fostered internal consistency, encouraged viability and sustained effective marketing approaches by the PG Programme to its targeted external environments.

It is thus recommended that the input into the PG Programme requires imperative and utmost attention. Staff employment, training and retraining are paramount to the viability of the PG Programme. Stakeholder participation in some processes of enrolment of candidates, fund raising and improvement of the conditions of facilities for the PG Programme is essential to the achievement of success. Communications and academic plans (normative, strategic and tactical) for the overall functions of the PG Programme should be drawn. Total overhaul and regular auditing of all the communications mechanisms in the input function of the PG Programme need to be done to increase relevant variety as well as eliminate conflicts emanating from scarcity of resources and the flourishing of the grapevine. It will also increase the inflow of some required relevant variety needed from the external environment and thus encouraging higher quality output.

Similar study needs to be conducted on all the Industrial Design PG Programmes in Nigeria. Informal exploratory examinations seem to indicate similar predicaments in the internal and external operations of all of them, albeit in diverse magnitudes. Such study also needs to be done on all the Industrial Design Undergraduate Programmes in Nigeria.

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