MULTI-CAMPUS SITING AS A GROWTHPOLE IN REGIONAL DEVELOPMENT (A CASE STUDY OF OLABISI ONABANJO UNIVERSITY, IBOGUN)

BY

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ABSTRACT

The aim of this study is to assess the suitability of multi campus siting as a growth pole in the campus settlement with the view to proffer recommendations in enhancing the concept of multi campus siting in achieving regional development. The objectives of the study are to investigate the extent to which the siting of OlabisiOnabanjo University, Ibogun campus had enhanced development in the study area; investigate likely problems associated with the siting of the campus and; proffer suggestions on how to enhance the concept of multi campus siting in achieving regional development. The sampling technique adopted in this research is the cluster sampling.Ibogun was divided into 5 clusters namely; Adina, Sowunmi, Egbeda, Oshungboye and Oja. Using the random sampling technique, three (3) clusters namely; Sowunmi, Osungboye and Oja were selected as the sampling areas. The households which were the unit of data collection were selected using the systematic random sampling. The systematic random sampling was employed on the basis of 5th building interval, twenty (20) questionnaires were administered in each of the sampling areas and the total number of questionnaires administered was 60. Study reveals that albeit the presence of the campus had not exposed residents to criminal activities such as robbery, burglary, rape and the likes, the major delinquency that students' presence account for is drunkenness. The study ,inter alia, recommends that governments at the two tiers with the mutual mandate over tertiary education should recognize the strategic roles that campuses play in rural community development, and should employ multi-campus development as a trickle –down strategy to percolating development to semi-urban and rural regions as well as obviate exodus of migrants in search of greener pastures to the more developed urban areas .
Keywords: Development, Growth pole, Multi-campus, Development, Region.

INTRODUCTION

A Multi campus university can be defined as separate campuses significantly separated by geography which are combined into a single system (Nicolson, 2004). Multi Campus University may comprise both large, complex single campuses and a number of highly differentiated and dissimilar smaller campuses. In the multi campus university, the concept of "campus" is extended to a larger dimension that implies a greater institutional articulation of all functions and a strategic integration that provides for the efficient management of resources and quality service delivery (Bianchi, 2000). Some of the challenges experienced in assuring quality in a multi campus university include; depersonalisation of the relations between academic staff and students; greater distance between management and academic staff; worsening of support services (e.g. cafeterias, libraries, computer laboratories)'. To address these issues, it is vital that university management take cognisance of the need to deal with issues relating to creating a sense of unitary purpose between different campuses, often with different histories, that constitute a multi campus university lies in the individual campuses where academic staff and students are located and he write that, "to impoverish the life and ethos of the campus will be to weaken and diffuse the strength of the institution has a whole. Socio-economics explains how economic activity affects and is shaped by social processes. It analyses hoe societies progress, stagnate, or regress because of their local or regional economy, or the global economy. In many cases, socio-economists focus on the social

impact of some sort of economic change which may affect patterns of consumption, the distribution of income and wealth, the way in which people behave (both in terms of purchase decisions and the way in which they choose to spend their time) and the overall quality of life. This study examines the impact of multi campus development on the socio-economic growth of Ogun state.

STATEMENT OF PROBLEM

Multi-campus universities provide a complexity of challenges that are pedagogical, economic and logistical in nature (Greenberg etal,2008), demanding effective leadership (Steedmanetal, 2008) and administration. Stringer and Hudson (2008) suggest that the best form of leadership in managing these challenges is distributive, whereby a network of leaders is established to focus on collaborative accomplishments rather than individual leader characteristics. In addition, Ezarik (2009) argues that cooperative partnerships between administrators on all campuses are necessary. Educators are challenged to design effective learning activities that incorporate on- and off-campus resources across physical and virtual environments while supporting differing learning and cultural needs across campuses (Stacey, E., &Wiesenberg, F.2007). Logistical issues in scheduling activities across campuses, transportation and travel time for staff and students, and finding staff to work at remote campuses, all pose additional challenges. Staff and learners may consider satellite campuses less attractive locations as the principal campuses may be viewed as offering a full range of facilities and opportunities. Multi campus universities may also find it difficult to allocate and share resources across campuses. In addition to collaborative cross campus management, the effectiveness of multi campus teaching is dependent on functional staff communication, educators' sharing a common understanding of ongoing evaluation, establishing and maintaining collegiate relationships and the moderation of learning activities, outcomes and assessments.

Today, the multi campus universities face great challenges. They have grown in size; they are increasingly complex; more international in scope; and their impact on the health and economic welfare of their state, region, and/or country is unparalleled. How the multi campus university evolves in the next decade in response to major challenges, including shrinking public resources, increased demand for access and services, international competition, governmental involvement and more, will be an international phenomenon, which calls for comparative analysis and study.

Other challenges faced by multi campus universities include: diverse student abilities, expectations and needs across campuses; institution generic programs that may not

meet local expectations; inequality in learning opportunities and support for students across campuses, with the larger campuses offering the more opportunities for learning, specialist expertise and support; distance and travel demands for educators, and varying staffing levels across campuses. Others are: educators report that they do not have the expertise to deliver a range of teaching modes; lack of face-to-face presence of coordinators; resource implications for offering a range of teaching and learning activities across campus including developing and implementing online learning activities, and staff travel costs; difficulty accessing the internet for some students (especially rural students), and inconveniences between information given by local tutor and assignment feedback from assignments marked by staff at another campus.

AIM AND OBJECTIVES OF THE STUDY

The aim of the study is to assess the suitability of Multi Campus siting as a Growth pole in Ibogun settlement with the view to proffer recommendations in enhancing the concept of multi campus siting in achieving regional development.The objectives of the study are to:

i.   Investigate the extent to which the siting of OlabisiOnabanjo University, Ibogun campus had enhanced development in the study area.

ii.   investigate likely problems associated with the siting of the campus.

iii.   proffer suggestions on how to enhance the concept of multi campus siting in achieving regional development?

LITERATURE REVIEW

Public multicampus systems are groups of public institutions, each with its own mission, academic and other programs, internal governing policies and procedures, and chief executive officer (either "president" or "chancellor"), but governed by a single board with a system-wide chief executive officer, generally called "chancellor" or "president"--whichever term is not used for the campus heads. The system governing board selects the system head, sets broad system policies, allocates public

resources among the constituent institutions (within whatever latitude is allowed by the state), appoints the campus heads (generally with the advice of the faculty, and sometimes of a separate campus lay board, or council), and establishes, reaffirms, or alters the missions and programs of the constituent institutions.

Campuses with branches or multiple sites can resemble "systems" in their governance by a single board, but they lack the separate-but-equal institutional heads and faculty governance bodies characteristic of a multi campus system in the meaning of this chapter (Steedman, et al., 2008). Campuses with branches or multiple sites are characteristic of large flagship universities that formed these branches in response to demands for regional coverage and for strictly teaching (as opposed to research) institutions—often before the full flourishing of their states' comprehensive college and university systems (McJunkin; 2005). Multi-site institutions are also characteristic of large urban community colleges that have enrollments and geographic catchment areas that are too large, or political districts that are too disparate, to be served by a single site. In such cases, it is possible to have "system like" multi-site campuses within true multi campus systems.

It is also the case that institutional autonomy, while an abstraction that can seem to be anunqualified good to the campuses, may be quite qualified in application, depending on the observer and the kinds of decisions over which the campus may or may not have autonomy (Johnstone; 1999). For example, campus presidents may use "the system" as an excuse or a foil when the decisions may be quite within their authority, but liable to be unpopular. (Indeed, a system head will often invite such obfuscation, or displacement to the central system office, of unpopular campus decisions.) Faculty, while wanting individual and generally departmental autonomy, frequently fear their own dean or president more than the more distant chancellor governing board. Thus, faculty may perceive the authority of the system head—or even of the governor or legislature—as safer, particularly in matters having to do with job security, than the authority of their dean, provost, or president, and may thus resist any further devolution of authority from system to campus (Steedman et al.;2008).

CONCEPTUAL FRAMEWORK

Concept of Growth Pole for Management of Local Economic Development

It is said there that a practical outcome of determination is the initiation of regionalization processes and appearing of regional economic centers: core, semi-periphery and periphery that subsequently become not only a heart of local development, but also a channel of involvement in the globalization processes. That is why a study of the influence and interrelation of regionalization and globalization processes on initiation and further development of "growth poles" is the first step in determining the possibility of their creation. Such study should be based on the principles of contribution determination of respective mechanisms of local public administration into this. Such approach is related to the modern rethinking of the state and executive power organ's role, their restructuring and modernization in the context of regionalization and globalization processes and simultaneous consideration of the specific characteristics of the regional forms of development. In this context the regionalization itself can be considered not only as a mean of territorial regulation. Post-industrial regionalization (new regionalization) is conceptually better fitting in the essentially different edifice, as its main idea is in considering a region as a completely artificial construction that allows regulating the economic potential in terms of territory in order to ensure its effectiveness.

3.0   METHODOLOGY

Study Area

The study area is located at Ibogun, a settlement under the administration of the Ifo Local Government area of Ogun state. The study area is bounded by Yewa South Local Government in the West, Ewekoro Local Government in the North, in the East by ObafemiOwode Local Government and in the South by Ado-odo/Ota in Ogun state

and Kosofe, Ikeja, and Ifako/Ijaiye Local Governments in Lagos state. Ifo Local Government covers a land area of 82,000sqkm and has a population of 186,000.OlabisiOnabanjo University was founded July 7, 1982 as Ogun State University and was renamed OlabisiOnabanjo University on May 29, 2001 in honour of Chief (Dr.) OlabisiOnabanjo, whose efforts as the then civilian governor of Ogun State gave birth to the university.OlabisiOnabanjo University has multiple campuses. However, the college of Engineering,which is the campus at Ibogun was established in 2004.

DATA TYPES AND SOURCES

This study employed both primary and secondary sources of information in collecting data. Primary data was collected with the aid of structured questionnaires coupled with oral interviews, photographs, and physical observation. The secondary data relied upon for the study's literature review and the construct of complementary inferences to the body of findings are journal publications, newspapers, study notes, textbooks and internet articles.

3.2.3   SAMPLING TECHNIQUE AND SAMPLE SIZE

The sampling technique adopted in this research is the cluster sampling.

Ibogun was divided into 5 clusters namely; Adina, Sowunmi, Egbeda, Oshungboye and Oja. Using the random sampling technique, three (3) clusters namely; Sowunmi, Akinode and Oja were selected as the sampling areas. The households which were the unit of data collection were selected using the systematic random sampling. The systematic random sampling was employed on the basis of 5th building interval. Twenty (20) questionnaires were administered in each of the sampling areas, and the total number of questionnaires administered was 60.

DISCUSSION OF FINDINGS

Rental Values –Pre and Post Establishment of the Campus

The study revealed that there was tremendous change in the rate of accommodation in the study area. Prior the establishment of the institution,majority of rooming apartments, which students mostly patronise, commanded rental rates that were less

than #10,000. However,with prices progressively ranging from #10,000 to between 31,000 to #40,000,post 2004, since the campus was sitted, rental values of buildings had mostly appreciated by over two-hundred percent, as upsurge of students' population increases the demand for accommodation.

TABLE 1 :Rental Rate of Rooming Apartments Prior the Establishment of the Campus

Rental Rate	Percentage
less than #10,000	90
#10,000 - #15,000	5
#16,000 - #20,000	3.3
above #20,000	1.7
Total	100

Source: Research Survey, 2014.

Table 2: Present Rental Rate of Rooming Apartments in Ibogun

Rent Rate	Percent
#20,000-30000	5
#31,000-40,000	83.3
# 40,000-50,000	11.7
Total	100.0

.Source: Research Survey, 2014.

CRIME RATE

From table 4.1.14, it is evident that the crime rate in the study area did not increase following the establishment of the institution. 83.0% of the respondents did not agree that crime rate had increased with the advent of the institution, while 16.0% of the respondents were actually of the opinion that crime had increased following the establishment of the institution. Survey revealed that the institution has not increased the rate of crime in the study area. Study reveals that albeit the presence of the campus had not exposed residents to criminal activities such as robbery, burglary, rape and the likes, the major delinquency that students' presence account for is drunkenness.This habit is presumed to negatively rob on impressionable young locales in the settlement.

SOCIAL AND CULTURAL INFLUENCES

Majority (35.0%) of the respondents were of the view that indigenous youths had not been negatively influenced by dressing modes of campus students and their dressing mode remained decent. This is followed by 34.0% who believed that students in the community had somewhat influenced the dressing mode of their wards and children. However, dressing modes of their youths were still considered averagely decent. But as pointedly revealed in the table, 31.0% of the respondents were of the view that the presence of students in the community had robbed off negatively on their youth's mode of dressing, such that indecency dressing is a common sight. The study revealed that the institution have not really had negative impacts on the mode of the indigenes of the study area, they still dress averagely decent and respect their cultures too. Majority of the residents are not negatively impacted by the mode of dressing of students of the institution. There are however cases of deviants whose adaptation to imbibed to the faddishness of students in terms of dressing modes comes across as indecent.

LITERACY

54.0% of the respondents were of the opinion that literacy of indigenes prior the establishment of the institution was low. This is followed by 33.0% of those who were of the opinion that the literacy level of locales prior the establishment of the institution brought was average; and 13.0% who do not subscribe to the aforementioned opinions. The residents of the study area engaged more in apprenticeship, trading and agricultural activities. They had no enlightenment on the benefits of literacy, before the institution came into existence in the study area. However, majority(51.0%) of the respondents were of the opinion that the literacy of indigenes averagely improved following the establishment of the institution. This is followed by 30.0% of those who were of the opinion that the establishment of the institution brought about great improvement in the literacy level of locales; and (19.0%) who do not subscribe to the positive relationship between the school's establishment and enhanced literacy.

ECONOMIC OPPURTUNITIES

Table 3 shows that (80.0%) of the indigenes engage in unskilled labor. This is followed by those (12.0%) who engage in construction contract; (7.0%) who engage in lecturing; and others is (1.0%). Survey revealed that construction works within the campus is minimal. The indigenes also engage in unskilled labor activities such as food vendors, security and cleaners within the campus. Only very few of the indigenes have the opportunity of being engaged in lecturing. Survey also showed that only few of the indigenes are beneficiaries of job opportunities available within the institution, these jobs include; lecturing and unskilled labour such as, securities, food vendors, cleaners and so on. It was discovered that only one or two of the lecturers are indigenes.

Table 3   What Type of Job Do Indigenes Engage In?

	Percent
Lecturing	7.0
construction contract	12.0
Unskilled labor	80.0
others specify	1.0
Total	100.0

Source: Research Survey, 2014.

INHERENT CHALLENGES

Majority (52%) of the challenges encountered within the settlement is inadequate infrastructure. This is followed by transportation problem which is 34.0% and; insecurity which is 14.0%. According to data collected from the respondents, the problem of insecurity is minimal; this is as a result of the absence of violence and criminal activities in the settlement. The greatest challenge confronting the residents is the issue of inadequate infrastructure such as roads, health centres, electricity and pipe borne water. The survey revealed that the study area have been facing the challenges

of inadequate infrastructural facilities and transportation problems. The study area lacks adequate infrastructures such as banks, health centres, electricity, and pipe borne water. The residents do travel out of the study area to a nearby settlement (Ifo) within the same local government to make monetary transactions. There is only one bank in the settlement which is the micro finance bank, a health centre owned by the institution and one public health centre owned by the government. Potable water is not easily accessed and electricity has not been stable. The study area also faces the challenge of transportation. There are bad road networks which are not conducive for commuters to access their various origins to destinations. Most of the roads are untarred. The mode of transportation in the study area is by road and motorcycles are used in conveying goods and commuters.

TABLE 4   Challenges

	Percent
Insecurity	14.0
Inadequate infrastructure	52.0
Transportation problem	34.0
Total	100.0

Source: Research Survey, 2014.

CONCLUSION AND RECOMMENDATIONS

Multi campuses are frequently the locations where dominant ideology and local border knowledge collide.Recognizing the role of multi-campus in the development and utilization of social and cultural capital and the interaction of dominant cultural capital with local border knowledge can lead to a better understanding of the challenges and opportunities in this area, and bring many benefits to rural communities. Continued action and research in this field is important for the effective operation and adaptation of multi campuses and rural communities, and has potential relevance for multi campus involvement in the healthy, sustainable development of

communities of many types.The purpose of this study was to investigate and describe multi campus involvement in rural community development, and to reflect on implications for multi campus involvement in communities and society. The interaction of campuses and communities is complex and could be examined through many lenses, including political, sociological, economic, and others.

Moreover, the following recommendations were made;

i.   Small and medium enterprise development and self-employment were seen as significant economic solutions in all areas, therefore, relevant training and support programs for entrepreneurs should be provided to in the study area.

ii. Provisions should be made for some groups, such as people in poverty or people with little formal education, who face significant obstacles to accessing the few available opportunities.

iii. Multi campuses especially in rural areas, should frequently partner with economic development agencies, business associations, major employers, as well as local and regional governments, to work on collaborative economic development strategies.

iv. Multi campuses can be, and should be, among the leading advocates for integrated approaches to sustainable human development that include environmental, social and cultural, as well as economic concerns.

v.   Governments at the two tiers with the mutual mandate over tertiary education should recognize the strategic roles that campuses play in rural community development, and should employ multi-campus development as a trickle –down strategy to percolating development to semi-urban and rural regions as well as obviate exodus of migrants in search of greener pastures to the more developed urban areas

vi. It is important that policy-makers recognize the economic benefits of multi campus involvement in rural development, as well as the economic impacts of addressing educational, social, environmental and other issues.

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