

Academic-Administrators' Decision-Making Styles and Institutional Goal Attainment: A Descriptive Research in the University Context

Maruff Akinwale Oladejo ^a

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Abstract: Decision-making is an invaluable function of any management. Its role in determining the policies of organization and formulating the organizational goals to be achieved cannot be over-emphasised. Understanding how one's decision-making style affects organisation will therefore assist individual to craft the serious leadership calls that define a successful leader. On this premise, this study investigated academic-administrators' decision-making styles and institutional goal attainment in public universities, Lagos State, Nigeria. Four null hypotheses, tested at .05 level of significance guided the study. The descriptive survey design was used. A total number of 52 academic-administrators, selected through convenience sampling technique from the two purposively selected public universities in Lagos State constituted the sample size. Data were collected with the aid of a self-designed, validated, and reliable ($r=.89$) questionnaire. Methods of data analysis used were Pearson Product-Moment Correlation and Pearson Chi Square. Results showed that institutional goal attainment was significantly correlated with academic-administrators' directive ($r=0.404$; $df= 50$; $p<0.05$) and conceptual decision-making styles ($r=0.113$; $df= 50$; $p<0.05$) respectively. Also, analytic decision-making style and institutional goal attainment were significantly and strongly associated [$\chi^2 (16, N= 52) = 72.40$, $p<0.05$]. However, institutional goal attainment was not significantly independence of behavioural decision-making style [$\chi^2 (16, N= 52) = 25.53$, $p> 0.05$]. It was recommended among others that academic-administrators be more analytical and assertive while making decisions. They should always examine much information before taking action by relying on direct observation, data, and facts to support their decisions.

Key-words: Decision-making, Analytic Style, Conceptual Style, Directive Style, Behavioural Style, Goal Attainment.

^a University of Lagos (Nigeria). Correspondence: Maruff Akinwale Oladejo, Department of Educational Management, University of Lagos, Akoka, Nigeria. maoladejo@unilag.edu.ng

1. Introduction

In any work organizations, decision-making is one of the daily activities which managers and administrators constantly engage in. Decision-making is regarded as the backbone for any work organisation because without taking the right decision at right time, the organizational goals will not be attained. It is one of the important (if not the most important) basic functions of management. Decision-making remains one of the most indispensable functions of any executive. According to Obi and Agwu (2017), the success or failure of a business organization depends, to a large extent, on the soundness and effectiveness of management's decision-making. I contend here that the assertion of Obi and Agwu is not unconnected with the fact that other managerial functions like planning, organizing, staffing, directing, co-ordinating, controlling, reporting, budgeting, evaluating and rewarding are carried out through decisions because they all entails decision-making of some sorts. Decision-making is thus, pervasive. In fact, every action of an individual is based on the decisions taken by him/her concerning various several matters. Decision-making According to Alvani (as cited in Obi, 2014), therefore plays an invaluable role in determining policies of organization, formulating goals, and design of organization, selection, evaluation and all activities of management.

Simon (as cited in Khadijeh, Davoud, Amir, & Davoudi, 2014) was of the opinion that decision is a process by which a specific action and method for solving special problems can be selected. Decision-making is the act of making a choice among available alternatives. There are innumerable decisions that are taken by human beings in day-to-day life. Decisions could be personal or organizational. Personal decisions are those which are taken by managers concerning their personal life matters. On the other hand, organisational decisions are those which are taken by managers, in the context of organisation and for furthering the objectives of the organisation. This is the focus of this study.

Decision-making according to Liphart (2014) can be defined as the cognitive process which results in the selection of a course of action among several alternative scenarios. In her own view, Lombardo (nd), described decision-making as the selection of a procedure to weigh alternatives and find a solution to a problem. In addition, certain situations will require different approaches of decision-making in order to be effective. It is simply the act of making a choice among available alternatives or a specific course of action to solve personal or organizational problems or difficulties.

In organizations, managers make a variety of decisions that will have a significant impact on their performance, success, and subsequent goal

attainment. By goal attainment, I mean that process through which human, physical, material, and other resources are mobilized and harnessed towards the realization of collective goals. Attaining the organizational goals has been the major target of every manager. It is therefore highly imperative that researchers continuously search for possible determinants of organizational goal attainment.

According to Obi and Agwu (2017), on daily basis, executives and leaders make multiplicity of decisions involving the exchange of information, data review, generation of new ideas, evaluation of alternative courses of action and implementation of policies. Managers apply different decision-making approaches, as they have different styles of thinking about situations, and processing information (Misra, Bihari, & Srivastava, 2012). Indeed, managers and administrators at any level of work organization take their decisions by various styles and their decision-making style indicates the habit model in which they use in decision making (Parker, Bruine, & Fichhoff, 2007).

Decision-making style, according to Driver, Brousseau, and Hunsaker (as cited in Misra et al.) referred to a learned response through which an individual approaches important decisions. Decision-making style is primarily a cognitive process that combines the mental activities of perception, information processing or cognition, that brings a manager close the problem and facilitates him to make judgment (Rowe & Mason, 2017). It could be intellectual or emotional, rational or irrational. Essentially therefore, understanding how one's decision-making style affects others will assist individual to craft the serious leadership calls that define a successful leader. The rational decision maker follows four steps to make a decision (Liphart, 2014), namely

- Identify the problem
- Generate multiple possible solutions for the problem
- Select the solution deemed most likely to solve the problem
- Implement the solution and evaluate its effectiveness

Research has been gaining increasing appreciation for individual differences in decision-making processes and styles, the antecedent factors that may predict sound decision-making, and the predictive validity of rational responding (Obi, 2014; Weller, Moholy, Bossard, & Levin, 2015; Weller & Tikir, 2011). The existence of stylistic differences has been proved in the specific field of decision-making (Galotti, Ciner, Altenbaumer, Geerts, Rupp, & Woulfe, 2006). According to Parker, Bruine, and Fichhoff (2007), researchers had identified different decision-making styles. For instance, Scott and Bruce (1995) reported five decision-making styles of managers namely rational, intuitional, avoidant, spontaneous, and dependent. Liphart (2014) grouped decision-making styles into four namely directive, analytic,

conceptual, and behavioural styles. Liphart however cautioned that although no one fits completely into just one style category, one should have characteristics that fit, more or less, into one or two styles. But for the purpose of this study, Liphart's classification seems more relevant and widely cited in literature.

Describing these four Liphart's grouped decision-making styles, Malhotra (2018) and Lombardo (nd) submitted that directive decision-making relies on a rational and autocratic style that results in the employee using his own knowledge, experience, and judgment to choose the best alternative. It entails typically working out of the 'pros and cons' of a situation based on what the decision-maker already knows. Directive decision-makers are therefore very rational and have a low tolerance for ambiguity. The conceptual decision-making style takes a more social approach compared to the directive or analytic methods. It is more concerned with long-term results, brainstorming of alternatives, creative approaches to problem solving and taking higher risks. Conceptual decision-makers encourage creative thinking and collaboration and consider a broad array of perspectives.

Further, the analytic decision-making style involves the examination of much information before taking action. It involves using direct observations, facts, and data to determine the best outcome. Analytic decision-makers rely on direct observation, data, and facts to support their decisions. Finally, the behavioural decision-making style ensures that the administrator is interested in making sure that everyone works well together and avoids conflict. Behavioural decision-makers are very persuasive talkers and are good at getting people to see things their way.

In Nigeria, the Federal Republic of Nigeria, (FRN) in the national policy on education (2014) highlighted the goals of tertiary education, including university as to:

- (i) contribute to national development through high level relevant manpower training;
- (ii) develop and inculcate proper values for the survival of the individual and society;
- (iii) develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- (iv) acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- (v) promote and encourage scholarship and community service;
- (vi) forge and cement national unity; and (g) Promote national and international understanding and interaction.

Specifically, University education shall make optimum contribution to national development by:

- (i) intensifying and diversifying its programmes for the development of high level manpower in the context of the needs of the nations;
- (ii) making professional course content reflect our national requirements;
- (iii) making all students part of a general programme of all-round improvement in university education to offer general study courses such as history of ideas, philosophy of knowledge, information technology (IT); and
- (iv) making entrepreneurial skills acquisition for all Nigerian universities

The Nigerian Government regards the realization of this goal as core to the achievement of national development. The extent to which decision-making styles of the academic-administrators help in attaining these goals leaves much to be desired.

Mba and Ekechukwu (2019a) in their paper entitled: Are Nigeria's Universities Hitting Enough 'Goals'? found out that the country's universities lag well behind equivalent emerging global economies like South Africa, Egypt, Thailand, Turkey and Brazil. They also lag behind traditional world leaders. They concluded that their findings suggested that Nigerian Universities are not hitting enough goals. The implication is that there is poor goal attainment by the Nigerian Universities. In another forum, Mba and Ekechukwu (2019b) observed that Nigeria's universities have been underfunded for decades. Like a talented but under-achieving football team, they fail to achieve goals because the country has not invested enough in their structure, their facilities, and their people.

Several studies have been conducted on decision-making styles with respect to some constructs. The style of manager with respect to decision-making affects the subordinates' personal life and their attitudes related to work. Managerial decision-making style is directly related to life satisfaction (Deniz, 2006), self-esteem (Nygren, 2015 & Thunholm, 2014), self-efficacy (Batoool, 2007 & Mau, 2000), and stress (Batoool, 2017). Further, decision-making style of manager is directly related to organizational outcomes like job satisfaction (Kreitner & Kinichi, 2014), turnover intention, and job performance (Certo, Connelly, & Tihanyi, 2018).

Some other previous studies have been conducted on the variables of this study. As expected, diverse findings were reported in these studies. For instance, Obi and Agwu (2017) in their study, reported that the result of the chi-square test showed that chi-square calculated value (χ^2 cal 36.5) exceeded the table value of the chi-square (χ^2 tab 9.49), thus established that decision-making with cutting-edge knowledge of modern information technology and relevant data availability was significantly related to the achievement of desired organizational goals. Similarly, in their separate studies, Danayi and Qarib Tarzeh (2012), Certo, Connelly, and Tihanyi (2008), and Rehman

(2000) established that management decision-making styles influence organizational performance and the attainment of its goals. Rehman, Khalid, and Khan (2012) found out that rational decision-making style, [$r(185) = .862, p < 0.01$] and dependent decision-making style, [$r(185) = .719, p < 0.05$] were high and positively correlated with organizational performance and goal attainment. However, Ghaleno, Pourshafei, and Asadi-Yunesi (2015) in their study, postulated that there is no significant association between decision-making styles and individual goal attainment of managers of high schools. The results indicated a non-correlation coefficient between decision-making styles and individual goal attainment of managers.

In view of the seminal roles of decision-making styles in work organization, it becomes highly imperative that continuous attempts be made at investigating it with a view to unraveling the various determinants of organizational goal attainment. This is the motivation behind this study which investigated academic-administrators' decision-making styles and institutional goal attainment in Nigerian public universities in Lagos State.

2. Problem Statement

Attaining institutional goal is one of the most important heart desires of every manager and administrator. But this has not been without some difficulties, some of which stem from decision-making style of the administrators. In other words, the type of styles the administrators adopt while making decisions have serious implications for the attainment of the organizational goals. There seems to be public outcry regarding poor attainment of organizational goals of public institutions in Nigeria, including universities.

According to Misra, Bihari, and Srivastava (2012), managerial performance is linked with decision-making capability, and in order to perform effectively, managers need to possess ability to make correct decision for the organization. Poor decision-making ability among managers seems to have been considered as one of the essential factors affecting the organizational goal attainment. There are serious implications of poor institutional goal attainment of educational institutions for stakeholders in the nation's education industry. For instance, Nigerian universities might not be ranked among the best in Africa and the world. Non-attainment of institutional goals will lead to waste of resources allocated to the education sector. Also, the desires of teeming Nigerian students might not be met. The economic growth and development of any nation is dependent to a large extent on the knowledge base developed by universities. This then makes the need to investigate decision-making styles among the academic-administrators in relation to institutional goal attainment in Nigerian public universities, Lagos State highly imperative.

3. Aim and Objectives of the Study

The aim of this study was to investigate academic-administrators' decision-making styles and institutional goal attainment in Nigerian public universities, Lagos State. The specific objectives however, are:

1. to examine the correlation between directive decision-making style and institutional goal attainment in Nigerian public universities, Lagos State.
2. to investigate the association between analytic decision-making style and institutional goal attainment in Nigerian public universities, Lagos State.
3. to determine the relationship between conceptual decision-making style and institutional goal attainment in Nigerian public universities, Lagos State.
4. to examine the independence between behavioural decision-making style and institutional goal attainment in Nigerian public universities, Lagos State.

4. Hypotheses

Four null hypotheses were postulated and tested at .05 level of significance in order to achieve the specific objectives. These hypotheses are:

H0₁: There is no significant correlation between directive decision-making style and institutional goal attainment in Nigerian public universities, Lagos State.

H0₂: Analytic decision-making style and institutional goal attainment in Nigerian public universities, Lagos State are not significantly associated.

H0₃: Conceptual decision-making style does not significantly relate with institutional goal attainment in Nigerian public universities, Lagos State.

H0₄: Institutional goal attainment is not significantly independent of behavioural decision-making style in Nigerian public universities, Lagos State.

5. Theoretical Framework

This study was anchored on Herbert A. Simon (2001)'s Administrative Behaviour theory of decision-making. According to Obi and Agwu (2017), this theory centred on the study of decision-making process in administrative organizations. Obi and Agwu contended that Simon's was of the opinion that decision-making is the heart of administration, and that the vocabulary of administrative theory must be derived from the logic and psychology of human choice. He attempted to describe administrative organizations in a way that provides the basis for scientific analysis. He preferred the notion of the

idea of “administrative man” who optimizes rather than maximizes his decision effort, instead of the notion of an omniscient “economic man” who only makes decisions that bring the greatest benefits possible. The author argued that, there is no one way of managing or one best decision. Herbert strongly believed that the decision we make is just good enough and not the best because of subjective human elements intervening in decision-making process. In his concluding remarks, Herbert argued that the decision we make is “satisfying” that is good enough rather than “maximizing” that is the best decision.

6. Methodology

The procedure used in carrying out this study involves research design, study population, sample size and sampling technique, instrumentation, validity and reliability of the instrument, procedure for instrument administration, and methods of data analysis respectively. Each of these was discussed in this sub-section.

6.1. Research Design

The descriptive survey research design, using correlational approach was used for the study. The descriptive survey is most applicable for analysing investigative scenario as it seeks to provide answers to the current subject being studied, by determining and reporting the way things are. It also enabled the researcher to collect relevant data, determine, justify, and evaluate the relationships that exist between the variables.

6.2. Population of the Study

The population of this study comprised over 200 academic-administrators in Nigerian public Universities in Lagos State. This figure consists of two Vice Chancellors, five Deputy Vice Chancellors, 47 Deans and Directors and 87 Heads of Departments.

6.3. Sample and Sampling Techniques

The only two public universities in Lagos State namely the University of Lagos and the Lagos State University were purposively selected for the study. The sample size for unit of analysis was 52 academic-administrators made up of one Vice Chancellor, Two Deputy Vice Chancellors, 12 Deans and Directors and 37 Heads of Departments respectively. They were selected through convenience sampling technique.

6.4. Instrumentation

The research instrument used for data collection in the study was a self-designed, validated, and reliable (.089) questionnaire titled “Decision-Making

Styles and Institutional Goal Attainment Scale (DSIGAS)'. The questionnaire was divided into six Sections; Section A had the bio-data of the respondents while Sections B to E sought information on each of the four decision-making styles with five items each. Section F was on institutional goal attainment with eight items. The questionnaire was scored on a modified four-point Likert-scale with four response keys which include Strongly Disagreed (SD) and Disagreed (D), Agreed (A), Strongly Agreed (SA), with weights Strongly Disagreed = 1, Disagreed = 2, Agreed = 3, and Strongly Agreed = 4. This order of values was assigned to positive items while the negative responses were scored in the reversed order for analysis purpose.

6.5. Validity of the Instrument

To ensure construct, face, and content validity of the instrument, the instrument was given to two lecturers in the Department of Educational Management, University of Lagos to ascertain whether items in each of the subscales were well-structured to measure the variable of interest in the study. The items were modified and adjudged suitable for the study based on the suggestions and corrections of these experts.

6.6. Reliability of the Instrument

The instrument was pilot tested in a study that was conducted on 15 academic staff from University of Ibadan, Ibadan who were not included in the main study. The Cronbach's Alpha method of estimating reliability was used. An overall reliability value of 0.89 was obtained, which makes the instrument to be found reliable.

6.7. Procedure for Data Collection

A total of 60 copies of the questionnaire was administered on the participants with the aid of two Research Assistants for each of the selected institutions. The Research Assistants were trained within a week to ensure that they understand the process of instrument administration. A total of 52 completely filled and returned copies of the questionnaire were used for the study.

6.8. Method of Data Analysis

Inferential statistics, specifically Pearson Product-Moment Correlation Coefficient and Pearson Chi Square were used to test the hypotheses. Hypotheses one and three were tested with Pearson Product-Moment Correlation Coefficient, while Pearson Chi Square was used to test hypotheses two and four. All the hypotheses were tested at .05 level of significance.

6.9. Testing of Hypotheses

The four null hypotheses formulated in this study were tested and findings explained accordingly.

$H0_1$: There is no significant correlation between directive decision making style and institutional goal attainment in Nigerian public universities, Lagos State.

Variable	\bar{X}	SD	N	df	r	P	Remark	Decision
<i>Institutional Goal</i>								
<i>Attainment</i>	11.55	0.73						
			52	50	.404	.011	Sig.	H0 ₁ Reject
<i>Directive</i>								
<i>Decision-making style</i>	10.01	0.65						

Table 1. Correlation between Directive Decision-making style and Institutional Goal Attainment

Person Product-Moment Correlation Coefficient was used to test the correlation between directive decision-making style and institutional goal attainment in Nigerian public universities, Lagos State. Table 1 showed that there was a positive, moderate, and significant relationship between directive decision-making style and institutional goal attainment ($r=0.404$; $df= 50$; $p<0.05$). I therefore failed to accept the null hypothesis which states that there is no significant relationship between directive decision-making style and institutional goal attainment in Nigerian public universities, Lagos State.

$H0_2$: Analytic decision-making style and institutional goal attainment in Nigerian public universities, Lagos State are not significantly associated.

Variable	\bar{X}	SD	N	df	χ^2	P	Remark	Decision
<i>Institutional Goal</i>								
<i>Attainment</i>	11.55	0.73						
			50	.16	72.40	.012	Sig.	H0 ₂ Reject
<i>Analytic</i>								
<i>Decision-making style</i>	10.11	0.55						

Table 2. Association Between Analytic Decision-making Style and Institutional Goal Attainment. The Chi-Square statistics is significant at the .05 level.

In determining the association between analytic decision-making style and institutional goal attainment in Nigerian public universities, Lagos State, a Pearson Chi-square correlation was run. Table 2 revealed that χ^2 (16, N= 50) = 72.40, $p < 0.05$, which indicated that there was significant strong association between analytic decision-making style and institutional goal attainment. I therefore failed to accept the null the hypothesis which stated that analytic decision-making style and institutional goal attainment in Nigerian public universities, Lagos State are not significantly associated.

$H0_3$: Conceptual decision-making style does not significantly associate with institutional goal attainment in Nigerian public universities, Lagos State.

Variable	\bar{X}	SD	N	df	r	P	Remark	Decision
<i>Institutional Goal</i>								
<i>Attainment</i>	11.55	0.73						
			52	50	.113	.011	Sig.	$H0_3$ Reject
<i>Conceptual</i>								
<i>Decision-making style</i>	10.90	0.59						

Table 3. Relationship Between Conceptual Decision-making Style and Institutional Goal AttainmentThe Pearson statistics is significant at the .05 level.

Person Product-Moment Correlation Coefficient was used to test the relationship between conceptual decision-making style and institutional goal attainment in Nigerian public universities, Lagos State. Table 3 showed that there was a positive, low, and significant relationship between conceptual decision-making style and institutional goal attainment ($r=0.113$; $df= 50$; $p<0.05$). I therefore failed to accept the null hypothesis which states that there is no significant relationship between conceptual decision-making style and institutional goal attainment in Nigerian public universities, Lagos State.

$H0_4$: Goal attainment is not significantly independent of behavioural decision making style in Nigerian public universities, Lagos State.

Variable	\bar{X}	SD	N	df	χ^2	P	Remark	Decision
<i>Institutional Goal</i>								
<i>Attainment</i>	11.55	0.73						
			52	.16	45.53	.062	Not Sig.	H0 ₄ Accept
<i>Behavioural</i>								
<i>Decision-making style</i>	10.06	0.61						

Table 4. Independence of Institutional Goal Attainment and Behavioural Decision-Making Style

In determining if institutional goal attainment is significantly independence of behavioural decision-making style in Nigerian public universities, Lagos State, a Pearson Chi-square correlation was run. Table 4 showed that $\chi^2 (16, N= 52) = 25.53, p > 0.05$. This indicated that institutional goal attainment was not significantly independence of behavioural decision making style. I therefore failed to accept the hypothesis which stated that institutional goal attainment is not significantly independent of behavioural decision making style in Nigerian public universities, Lagos State.

7. Discussion

Finding from the first null hypothesis which postulated that there is no significant correlation between directive decision-making style and institutional goal attainment in Nigerian public universities, Lagos State showed that there was a positive, moderate, and significant relationship between directive decision-making style and institutional goal attainment ($r=0.404$; $df= 50$; $p<0.05$). Finding from this study confirmed and aligned with the findings from some previous studies. For instance, Rehman, Khalid, and Khan (2012) found out that directive decision- making style, $r (185) = .742, p < 0.01$ was strongly, positively, and significantly correlated with organizational performance and goal attainment. The possible reason for this result could possibly be that participants in the study are aggressive, follow rules, focus on short-term results instead of long-term solutions, and expects immediate results.

Also, the second null hypothesis which stated that analytic decision-making style and institutional goal attainment in Nigerian public universities, Lagos State are not significantly associated was equally rejected because result indicated that there was significant and strong association between analytic decision-making style and institutional goal attainment that [$\chi^2 (16, N= 50) = 72.40, p < 0.05$]. For instance, Misra and Srivastava (2012)'s study

showed that analytical decision-making style is the most preferred style of decision-making with around 45% of managers reported to be using it while taking decisions on various issues related to their job. Rehman et al., (2012) reported that analytical decision-making style, $r(185) = .852, p < 0.01$ was strongly, positively, and significantly correlated with organizational performance and goal attainment. I contend that this finding could possibly be that majority of the participants in the study are innovative and usually analyze large amounts of data before making a decision. They usually examine much information before taking action.

The third null hypothesis which postulated that conceptual decision-making style does not significantly relate with institutional goal attainment in Nigerian public universities, Lagos State was also rejected due to the fact that a positive, low, and significant relationship existed between conceptual decision-making style and institutional goal attainment ($r=0.404$; $df= 50$; $p<0.05$). This finding underscores the result of Misra and Srivastava (2012) who reported that 27% of managers uses conceptual decision-making style, which makes it the third preferred decision-making style. Participants in the study seem to be extremely creative and like to look outside the box for solutions to a problem. They usually encourage creative thinking and collaboration and consider a broad array of perspectives, hence the possible reason for the finding from this study.

Finally, hypothesis four which stated that institutional goal attainment is not significantly independent of behavioural decision-making style in Nigerian public universities, Lagos State was accepted because institutional goal attainment was not significantly independence of behavioural decision making style [$\chi^2(16, N= 52) = 25.53, p> 0.05$].

Generally, findings from this study contradicted that of Ghaleno et al., (2015) who, in their study, postulated that there is a significant association between decision making styles and individual goal attainment of managers of high schools. The result from their study indicated a non-correlation coefficient between decision making styles and individual goal attainment of managers. But findings from this study are in concord with those of Danayi and Qarib Tarzeh (2012) and Rehaman (2000)'s separate studies where they established that management decisions influence organizational performance and the attainment of its goals. Finding from this study could be due to the fact that majority of the participants are not good at getting people to see things their way.

8. Conclusion

Results showed that institutional goal attainment was significantly correlated with academic-administrators' directive, conceptual, and analytic decision-making styles. Goal attainment was however significantly

independence of behavioural decision-making style. These findings reinforce the notion that decision-making styles adopted by the managers are crucial for organizational goals to be attained. Institutional administrators, who therefore, at the point of deciding, act rationally, consider the values, ethics, events, and make informed decisions, can help in attaining the organizational goals substantially. In line with the results this study generated, it is evidently clear that effective decision-making takes a central position in the life of any work organization. It is important therefore, that institutional administrators possess appropriate skills and competencies required of them for effective decision-making.

9. Recommendations

Based on the findings this study generated, the following suggestions are hereby recommended:

1. Since analytic decision-making style has a very strong relationship (in fact, the strongest in this study), it is hereby recommended that academic-administrators be more analytical while making decisions. They should always examine much information before taking action by relying on direct observation, data, and facts to support their decisions.
2. Academic-administrators are strongly advised to always try to make decisions that take a broad vision in problem solving as conceptual decision makers in the education industry.
3. It is also recommended that Academic-administrators be very interested in ensuring that everyone works well together and avoids conflict. They should always encourage their subordinates to see things their way.
4. Academic-administrators are strongly advised to be creative in thinking, collaborate and consider a broad array of perspectives while making decisions.

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