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Resource Utilisation of Tertiary Education Trust Fund Intervention Projects in Nuhu Bamalli Polytechnic Zaria, Kaduna State, Nigeria

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Abstract

This study evaluates the Tertiary Education Trust Fund (TETFund) intervention projects and space utilisation in Nuhu Bamalli Polytechnic (NUBAPOLY) Zaria of Kaduna state, Nigeria. The study relates to the funding and utilisation of physical projects in NUBAPOLY. The study population consisted of all the twenty-one (21) staff of the physical planning department of Nuhu Bamalli Polytechnic, Zaria. The respondents were selected based on a convenience sampling technique. A total of 21 copies of the questionnaire were administered and retrieved from the respondents. The data collected were analysed using descriptive statistics. Findings from the study revealed that the construction of new buildings (52.4%) and the provision of laboratory equipment and furniture (33.7%) had the highest allocation of funds, respectively. The overall space utilisation for NUBAPOLY is 43.60%. In comparison, renovation of buildings had the least (1.0%). Based on these findings, it was recommended that TETFund should ensure adequate utilisation of its intervention projects through supervision and inspection. The management of Nuhu Bamalli Polytechnic should make optimum utilisation of TETFund intervention projects, especially on the Main and Annex campuses, to improve the quality of education.

Keywords: tertiary education, trust fund, intervention projects, physical facilities, space management

1. Introduction

The introduction of the Tertiary Education Trust Fund (TETFund) to serve as an intervention fund for financing projects in higher institutions in Nigeria shows the commitment of the Nigerian Government in addressing the challenges of funding education in the country. The

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Fund was established following the recommendation of the Longe Commission for the imposition of a 2% Higher Education Tax on profits declared by the companies registered in Nigeria (Uhunmwuangho, 2005).

In 1993, the Nigerian Government promulgated the Education Tax Decree No.7 of 1993 (Uhunmwuangho, 2005) following dialogue between the Academic Staff Union of Universities (ASUU) and the Federal Government in the aftermath of ASUU 1991-1992 industrial action. Additionally, the Tertiary Education Trust Fund was established when successive governments left the education system unattended for many years, resulting in severe infrastructure decay: academic, teaching and research facilities (Oluwalola, Alabi & Abdulkareem, 2014). In addition, the morale of the teaching profession weakened and real interest in teaching and learning was eroded by the poor state of the country's educational system. This posed many problems in utilising the Fund to face the diverse challenges within the sector.

Resources are necessary for attaining educational objectives effective teaching and learning processes at the school level. Teaching and learning do not occur in a vacuum but rather in a structured environment. Educational resources include human and non-human (material, physical and financial) resources (Abdul Kareem, 2011). Human resources are the students and staff; material resources refer to the instructional materials, while physical resources include the classrooms, lecture theatres, administrative blocks, libraries and other structures. According to Adeogun and Osifila (2008), financial resources are the monetary inputs available for and expended on the education system. Therefore, resources are crucial factors in student academic achievement in schools, colleges, and universities. Ijaiya (2004) opined that education without quality is a destroyer and a betrayal of trust.

Funding for higher education institutions (HEI) in Nigeria has frequently been given less consideration in government budgetary allocation (Akinyemi, 2013). This has negatively affected the development of the education sector, especially the HEI system (Durosaro, 2012). The number of students admitted into higher institutions is increasing, but there are no sufficient facilities to accommodate the students. Moreover, the existing ones are obsolete, and there is insufficient allocation to construct physical facilities and procure new equipment. Therefore, existing facilities need to be appropriately utilised.

Acknowledging that facilities in higher institutions are inadequate and the Government alone cannot meet the demands of these institutions, the Federal Government promulgated the education tax decree to support funding education in Nigeria. This led to the establishment of the Tertiary Education Trust Fund (TETFund) to serve as an intermediary in addressing the problem of funding in Nigerian HEIs. The TETFund is an essential stakeholder in the nation's educational system. The Fund has contributed immensely in constructing infrastructures and providing equipment and facilities in Nigerian higher institutions. It is the motivation of this study to examine the intervention of TEDFund in higher institutions in Nigeria. Specifically, this study would focus on the areas of TETFund intervention in Nuhu Bamalli Polytechnic Zaria, Nigeria, and resource utilisation rates in terms of time, space and global utilisation rates in Nuhu Bamalli Polytechnic Zaria, Nigeria.

2. Literature Review

Ihuoma (2008) elucidated that resource utilisation is an integral part of overall school management. Therefore, the actualisation of educational goals and objectives requires the provision and maximum utilisation of essential resources. School facilities contribute the

significant components of direct and indirect action elements in a learning environment. Nwogwu (2000) stated that the quality of education that children receive bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which the learning takes place, while Hallack (1990) emphasised that the availability, applicability and utilisation of educational resources contribute to academic achievement, and that non-availability or poor utilisation of resources bereft of aesthetic beauty contribute to poor student academic performance.

Al-Kurdi El-Haddadeh, & Eldabi (2018) noted two main goals of higher education institutions: creating and disseminating knowledge. The creation of knowledge is done through research and its dissemination through education. Therefore, education and research are their central processes (Al-Kurdi, El-Haddadeh, & Eldabi, 2018). According to Jain, Sinha & Sahney (2011), institutions of higher learning services are classified into two groups: facilities and academic programs. The student flow in institutions of higher learning from admission to graduation is presented in his model (Figure 1.1). Sirvanci (2004) assumes that those services will influence students' teaching and learning experience in the model.

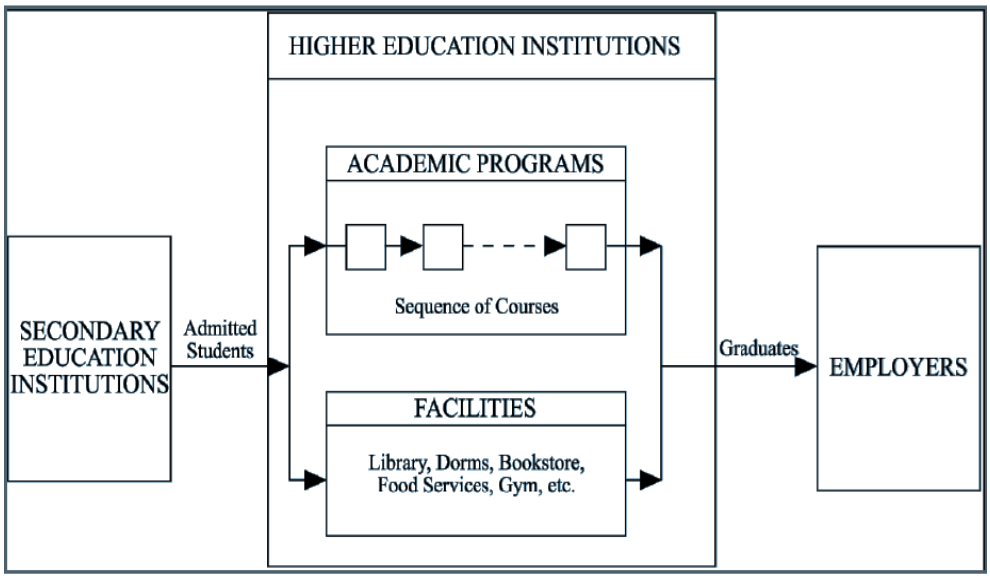

Figure 1.1 Student Flow in Institution of Higher Learning

For higher education institutions to deliver their research mission and core teaching, the provision and maintenance of substantial infrastructures need to be up to date. This often comprises an extensive estate and buildings, including offices, lecture theatres, laboratories, sports and recreation centres, residential accommodation, and catering facilities. According to Zabadi (2013), institutions of higher learning need quite a considerable amount of support and services to realise their primary objectives – teaching and research. Properties and buildings in institutions of higher learning are specifically facilitators of organisational performance (Adama & Michell, 2018: Bachmann & Inkpen 2013). This approves the opinion that academic facilities are significant resources to the institutions of higher learning in the provision of their core activities. The learning process factor does not happen merely in the classroom; it also integrates with the facilities.

As one of the major policy areas of most countries globally, education is not immune from the global effects (Tsai & Berverton, 2007). Since the beginning of the 21st century, tertiary education has operated in a changing environment with unprecedented challenges, arising from the convergent impacts of globalisation, the increasing importance of knowledge as a principal driver of growth, and the information and communication revolution (World Bank, 2002). Such changes have constantly impinged on all areas of facilities provision and resources management (Holmes & McElwee,1995). Other challenges facing higher education worldwide include the need for quality assurance and standards against a backdrop of increased participation, the expansion in student numbers, the meeting of new expectations in terms of the employability of the graduates in the knowledge society, the addressing of demands from a variety of stakeholders and the contribution to the achievement of social and political agendas such as access, inclusion and equity (Campbell & Roznyai, 2002). In the rapidly changing environment of higher education, efficient resource utilisation and maintenance of high quality and standards in education have become a major concern for higher education institutions and governments. Higher education relies on the commitment to their faculty, presence and availability to students and colleagues, which will have an enormous influence in creating an atmosphere that encourages learning (World Bank, 2000). Such actors and stakeholders in higher education need to avail adequate resources to perform their functions to contribute to educational outcomes. Ihuoma (2008) emphasised that both teachers and students need flexible modern facilities for academic and social activities. Effective resource utilisation is crucial for achieving goals and objectives at every level of education.

There are many resources involved in any economic activity, and these have been categorised in a variety of ways (MacLean, 2005, Barney, 2001, Grant, 1991). These authors believe that resource utilisation contributes to creating a sustained competitive advantage. However, their views do not explain how these resources are created, deployed or utilised. This study set out to address one part of the problem by focusing on Tertiary Education Trust Fund (TETF) intervention projects and their utilisation in Nuhu Bamalli Polytechnic Zaria, Kaduna state, Nigeria.

3. Methodology

The study adopted a descriptive research design to identify areas of the TETFund intervention project and evaluate resource utilisation rates in terms of time and space utilisation in the study area. The study population consisted of all the twenty-one (21) staff of the physical planning department of Nuhu Bamalli Polytechnic, Zaria. The respondents were selected based on a convenience sampling technique. The study population was used as a sample size because the study population is small. The researcher designed an instrument titled resource utilisation of the TETFund intervention project in Nuhu Bamalli Polytechnic. A total of 21 copies of the questionnaire were administered and retrieved from the respondents. The instrument's reliability was determined through a pilot test of five (5) respondents. The Cronbach Alpha Coefficient of 0.82 shows that the instrument was reliable for the study. The data was analysed using tables and percentages.

4. Results

This section presents the result of the data collected. A total of 21 copies of the questionnaire were administered and retrieved from the respondents. The data is analysed in the tables below.

Table 1: Areas of TETFUND Intervention and the Amounts Expended (in USD) Between 2010 to 2012 (at the Rate of 360 Naira per U.S. Dollar)

S.N.	Areas of Intervention	Total Amount Expended on Project Executed	% Allocation
1	Provision of Building	2,000,104.14	52.4
2	Renovation of Buildings	33,453.28	1.0
3	Provision of laboratory equipment and furniture	1,287,139.55	33.7
4	Transportation Facilities	385,666.64	10.1
5	Academic Staff Training and Development	109,688.52	2.8
	Total	3,816,052.16	100

Source: Field Survey 2020

Table 1 indicates that funds allocated to providing newly constructed buildings constituted the highest bulk of the TETFund intervention in Nuhu Bamalli Polytechnic (52.4%). Furthermore, the provision of laboratory equipment and furniture followed, comprising 33.7%, transportation facilities constituted 10.1%, academic staff training and development opportunities included 2.8%, while the renovation of buildings had the least allocation of 1.0%.

Table 2: TETFund educational facilities utilisation rates in Nuhu Bamalli Polytechnic Zaria, Nigeria

Campuses	No. of rooms	Hours used	Hours available	Occupancy	Capacity	Utilisation Rate (U)	Frequency Rate (F)	Occupancy Rate (O)
Main								
Classes	144	32	68	4149	6298	31.00%	47.10%	65.88%
Laboratory	36	24	38	2970	3940	47.60%	63.15%	75.38%
Studio	14	10	18	599	889	37.44%	55.56%	67.38%
Annexe								
Classes	102	30	63	3559	5117	33.12%	47.62%	69.55%
Laboratory	8	9	13	298	397	52.00%	69.23%	75.10%
Samarun/K								
Classes	72	15	18	174	274	52.91%	83.33%	63.50%
Laboratory	10	9	12	187	274	51.19%	75.00%	68.25%

Source: Field Survey 2020

Table 2 shows the results of the main campus, annexe campus and Samarun Kataf campus, respectively. The frequency rates for the classes, laboratories and studio of the main campus are poor, while the occupancy rates are fair. The frequency rate for classes of the Annex campus is very poor, while both the frequency and occupancy rates of the laboratory are reasonable. Finally, the Samarun Kataf campus frequency and occupancy rate for the classes and laboratory are good.

5. Discussion

Based on Table 1, TETFund intervention for the renovation of buildings allocated only 1.0% for that period; this may be due to NUBAPOLY not accessing the TETFund intervention early enough. Both had the highest allocation for the new construction of buildings (52.4%) and the provision of laboratory equipment and furniture (33.7%). The finding supports the submission of Aprebo and Amaewhule (2018) that TETFund intervention mainly was allocated to the construction of new buildings and the provision of furniture and equipment. Table 2 revealed

that main campus laboratory rooms had a utilisation rate of 47.60%. This signified the highest scores as compared to the classroom and studio. However, the utilisation score was only 31% for the lecture rooms due to the total number of rooms (144). The frequency rate scored lower than the occupancy rate for all the room types. We must critically address the frequency rate factors to increase the utilisation rate. The utilisation rate for the classroom of the annexe campus is 33.12%, slightly lower than that of the laboratory with a 52% rate. For the Samarun Kataff campus, the classroom and laboratory utilisation rates had a reasonable rate of 52.19% and 51.19%, respectively. Though, the frequency and occupancy rates, it's observed that the frequency rate scored the highest of 83.33% and 75% respectively than the occupancy rate for all the room types.

Overall, resource utilisation rates in terms of time and space utilisation in Nuhu Bamalli Polytechnic is below the minimum desired level of 50%. This contradicts the findings of Kolawole & Ogbiye (2020) and Afolabi (2006) that resources were moderately utilised in most education facilities in Nigeria. To have optimal benefits of TETFund intervention to higher institutions, especially in Nigeria, regular evaluation of TETFund intervention projects is required and the utilisation of the Fund to ensure that allocations are appropriately used for approved projects. Management of teaching and learning spaces for HEIs require the facility manager to address the students' usage of the academic space. Apart from the usage, they also need to look at the occupancy rate and productivity. The productivity of space can be measured through space utilisation. Based on the results and discussions, the overall space utilisation for NUBAPOLY is 43.60% which is encouraging. However, improving the arrangement of the classrooms needs to be addressed, as now it is more lecturer-oriented than student-oriented. Even though this study has addressed space capacity and types utilisation, it has not addressed the space standards. To look at this issue more clearly, scholars need to address the space standard for academic space.

6.1 Contribution of the Study

The paper supported by relevant literature from local and international authors (Adullahi et al. (2015), Aprebo & Amaewhule (2018), Kolawole & Ogbiye (2020)) has affirmed that educational institutions in Nigeria should manage their resources efficiently. All tertiary institutions across the globe operate in an environment in which they should do "more with less". Resource utilisation and quality educational outcomes are increasingly twin expectations of higher educational institutions. The paper argues that regular evaluation and space utilisation is required to ensure utilisation of TETFund intervention projects. Specifically,

i. The paper has validated that TETFund intervention is mainly allocated to constructing new buildings and the provision of furniture and equipment in Nigeria's tertiary institutions.
ii. The paper has confirmed that space utilisation is required to utilise resources efficiently.

6. Conclusion and Recommendations

From the findings of this paper, it can be concluded that the utilisation of TETFund intervention projects is critical to the internal efficiency of Nuhu Bamalli Polytechnic. Based on the findings of this paper, the following recommendations are being made:

i. TETFund should ensure adequate utilisation of its intervention projects through supervision and inspection.

ii. The management of Nuhu Bamalli Polytechnic should make optimum utilisation of TETFund intervention projects, especially in Main and Annex campuses, to improve the quality of education.
iii. The heads of the department should make it a priority for all lecturers and students to make use of available resources in teaching and learning processes.

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