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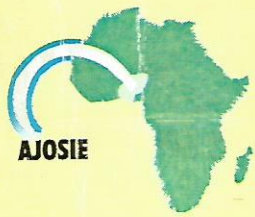
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AFRICAN JOURNAL OF STUDIES IN EDUCATION

Volume 10, Number 2, November, 2015.

ISSN: 0189 - 241 X

**FUNDING AND EDUCATIONAL FACILITIES AS DETERMINANTS OF
UNION-MANAGEMENT DICHOTOMY IN TERTIARY INSTITUTIONS IN
EKITI STATE**

BY

Prof. Akin L. Ogunlade

Department of Educational Management
Faculty of Education
Ekiti State University
Ado-Ekiti.

&

Dr. Haastrup T. Ekundayo

haastrupt2006@yahoo.com
Department of Educational Management
Faculty of Education
Ekiti State University
Ado-Ekiti.

&

Mr. Bunmi I. Omodan

omodanbunmi@gmail.com
Department of Educational Management
Faculty of Education
Ekiti State University
Ado-Ekiti.

Corresponding author: haastrupt2006@yahoo.com

Phone no: +2348032202792

How to site this article: Ogunlade, A. L., Ekundayo, H. T. & **Omodan B. I. (2015)**. Funding and educational facilities as determinants of staff-management dichotomy in tertiary institutions in Ekiti State. *African Journal of Studies in Education*, 10(2): 102-109.

Abstract

The study examined funding and educational facilities as determinants of staff-management dichotomy in tertiary institutions in Ekiti State. 450 subjects consisted of 390 members of unions were selected using proportional stratified sampling techniques and 60 top management staff of the selected institutions was selected purposively. Two self-designed instruments namely; “Trade Unions and management of Tertiary Institutions Questionnaire (TUMTIQ) and “Management of Tertiary Institutions Questionnaire (MTIQ)” were used to collect relevant data from the subjects. The face and content validity was done by experts in Educational Management and Test and Measurement in Ekiti State University. Also test-retest method of reliability was adopted with reliability coefficient of 0.66 and 0.72 respectively. The data collected were analysed using descriptive and inferential Statistics and the two hypotheses were tested at 0.05 level of significance. The result revealed that there was significant relationship between trade Unions’ disharmony with funding and management of tertiary institutions. The study also revealed that there was significant relationship between trade unions’ disagreement with provision of educational facilities and management of tertiary institutions. Base on the findings of this study, it was recommended that government (at all levels) should increase the budgetary allocation to education. Besides, Tertiary institutions in the state should find means of boosting their Internally Generated Revenue (IGR) to complement government’s subvention to the institutions. With increase in funding, the problem of inadequate educational facilities will be a thing of the past.

Keywords: Funding, Educational Facilities, Union, Management, Tertiary Institutions

Introduction

Tertiary institutions is described as academic communities comprises of intellectuals such as teaching and non-teaching staff as well as administrators. One of the most difficult activities of mankind all over the world is management, according to Sheldreke (2000), this is so because it has to do with the use of both human and material resources to actualizing the goals and objective of the organisation. Human being as it is rightly known are composed of individuals whose needs and aspirations are as dynamic as nature itself.

In recent times, tertiary institutions in Nigeria have been facing a lot of problems, which have one way or the other affected their academic and administrative effectiveness. Such problem seems to have ranged from students unrest, protest against inadequate funding vis-à-vis increasing students enrolment, inadequate provision of educational facilities, and deterioration of physical infrastructure, to mention a few. Even periodic staff strike cannot be under estimated as a major cause of strained relationship between the various trade unions and the respective management of tertiary institutions.

Nigeria tertiary institutions had witnessed several regimes in terms of her political and administrative governance. These administrations have one way or the other actively

intervened in trade union management in relation to the management of tertiary education. Despite governments' intervention in labour-management relations, unions are still perceived to be very much active and autonomous. In Nigeria today, a huge negative perception towards the activities of trade union in our institutions had been nurtured due to its negative impact on the smoothness of the academic calendar.

The issue of funding appears to be a very fundamental cause of crisis between the Trade Unions and the management of the tertiary institutions. At various times, civil societies and parents have pointed the cognizance of government to the menace of poor funding of higher education in Nigeria. Ibukun (2004) observed that between 1987 and 1997, average expenditure on education by federal government, as a percentage of annual budget was 5.1%. When related to the GDP, Federal Government expenditure on education averages 1.1%. Meanwhile, Arikewuyo (2004) also observed that since the advent of democracy in 1999, funding of education dropped drastically from 11.12% to 1.81% in 2003. UNESCO (2002) reported that Nigeria spends an average of 1.1% of its GDP on education, while Ghana spends 3.6%, Kenya and Zimbabwe spend 6.2% and 9.5% respectively.

Table 1 below shows the callous attitude of the government towards education in Nigeria.

Table 1: Budgetary allocation of 20 selected countries to education in the year 2012.

S/ N	Countries	% of Budget to education	Position
1	Ghana	31.0	1st
2	Cote d'ivoire	30.0	2 nd
3	Uganda	27.0	3 rd
4	Morocco	27.0	4th
5	South Africa	25.8	5th
6	Swaziland	24.6	6th
7	Mexico	24.3	7th
8	Kenya	23.0	8th
9	UAE	22.5	9th
10	Bostwana	19.0	10th
11	Iran	17.7	11th
12	USA	17.1	12th
13	Tunisia	17.0	13th
14	Lesotho	17.0	14th
15	Burkinafaso	16.8	15 th
16	Norway	16.2	16th
17	Columbia	15.6	17th
18	Nicaragua	15.0	18th
19	India	12.7	19th
20	Nigeria	8.4	20 th

Source: Afe (2014)

It is worthy of note that out of the 20 countries listed, there are twelve African countries including Nigeria, meaning that if the survey had been carried out in the twelve countries, Nigeria would have still been rated lowest.

Meanwhile, it appears government seems to have failed to understand the importance of proper and adequate funding of education which has resulted in the production of poor quality graduates. It is a fact that the success of any organization depends on the available financial resources and proper implementation of financial plans. As a critical example to buttress the above, Academic Staff Union of Universities (ASUU) has gone on strike for several times like 1992, 1993, 1994, 1995, 1996, 1999, 2001, 2003, 2009 and 2013 (Okuwa and Campbel 2013). Likewise, ASUP and COEASU were on strike for more than 9months in 2014.

It has also been observed that Nigeria tertiary institutions lack essential educational facilities such as; laboratories apparatus, furniture, lecture theatres, well equipped libraries, instructional aides and conducive environment among others. The insufficient educational facilities seem to determine how poor the students will be in terms of their academic performance. That is why Akomolafe (2003) stated that Educational facilities can be regarded as part of the most essential tools designed to facilitate and stimulate educational programme and also to enhance school learning activities and teaching situation as a whole.

Today, it is crystal clear that students do not acquire adequate skills necessary to function effectively after graduation in the society and this has been linked to inadequate materials or equipment in the school system. Hence, this might be a cause from either the government or management of institutions as a result of mismanagement or siphoning of public fund. Arogundade (2010) also captured this from NUC report of 2006, that the presidential visitation panel that look into the operations of all federal universities between 1999 and 2003 revealed that academic and physical facilities at the universities were in deplorable state with insufficient lecture's theatre/halls, laboratories and so on. These and many more unequivocally seem to contribute to the misunderstanding among the management of tertiary institutions and the trade unions.

Hence, the major indicator showing how the activities of the Trade Unions has affected the management of Tertiary Institutions is incessant strike. Strikes seems to be a very major weapon of the trade unions, which often cause setbacks in the management of a tertiary institution and can equally interrupt normal academic calendar. Besides, during this period, admission of new intakes rarely takes place. Lectures are rushed or are replaced by lecture-

notes or hand-outs to the students. Lecturer-student relationship seems to be absent or very poor, which usually have a deadly impact on the examination results and the overall organizational goals. Examination results after strike are usually poor, students call it “let my people go” type of results because students might have been carried away by various struggle and social activities during industrial actions. A copious example is seen in a University in southwest Nigeria where there were two categories of year one students (100L A and 100L B) but different academic session as a result of industrial strike of Academic Staff Union of universities (ASUU). One level was 2012/2013 session while the second one was 2013/2014 session, the two in the same level. Also the strike action by trade unions has resulted in elongation of students graduating years. Student that were expected to spend not more than four academic years in tertiary institution will as a result of strike action, spend more than the stipulated years which is neither productive to students nor the school management.

Statement of the Problem

It has been observed that the frequent strike actions by various staff unions in tertiary institutions seem to have hindered smooth actualization of the set goals and objectives of tertiary institutions. Despite the seemingly congenial relations within/among the members of tertiary institutions in Ekiti state, dissatisfaction and disharmony thrive therein due to unsatisfied demands by the unions. Hence, it appears that the inadequate funding, inadequate provision of educational facilities had at many times propelled unavoidable disagreement between the unions and management of tertiary institutions in Ekiti State. Meanwhile, the eventual implication of this is abrupt of the approved academic calendar which would invariably affect the efficiency and effectiveness of the management of tertiary institutions.

Purpose of the Study

The purpose of this study was to examine if funding and educational facilities are determinant of the disharmony between trade unions and the management of various tertiary institutions in Ekiti State. The study made recommendations based on the findings.

Research Hypotheses

1. There is no significant relationship between trade unions’ disharmony with funding and management of tertiary institutions.
2. There is no significant relationship between trade unions’ disagreement with provision of educational facilities and management of tertiary institutions

Methodology

The study is a descriptive research of the survey design. The population of this study consisted of all the 4,174 academic and non-academic staff of three selected tertiary institutions including members of top management staff. The sample for the study consisted of 390 members of unions which were selected using proportional stratified sampling techniques and 60 top management staff of the selected institutions was selected purposively. Two set of self-designed instruments were adopted for the study. The first was questionnaire titled “Trade Unions and management of Tertiary Institutions Questionnaire (TUMTIQ)” and the second one was titled “Management of Tertiary Institutions Questionnaire (MTIQ)”.

The face and content validity of the instruments were ascertained by an expert in the field of Educational Management and Tests and Measurement in Ekiti State University, Ado Ekiti. The test re-test method of reliability was employed to test the reliability coefficient of the instrument. The result showed a reliability co-efficient of 0.66 and 0.72 respectively. The instruments were administered with the help of research assistants. The data collected were analysed using descriptive and inferential Statistics like, percentage score, frequency count and Pearson Product Moment Correlation and the results are presented below.

Results

The following were the results based on the hypotheses generated.

Testing of Hypotheses

This section deals with the testing of the two hypotheses generated for the study.

Hypothesis 1:

There is no significant relationship between trade unions disharmony with funding and management of tertiary institutions.

Scores on trade unions disharmony with funding (items 1-5 of TUMTIQ) and management of tertiary institutions (1-20 of MTIQ) were analysed using Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 2.

Table 3: Pearson Correlation of trade unions’ disharmony with funding and management of tertiary institutions

Variables	N	Mean	SD	r _{cal}	r _{table}
Trade Unions’ disharmony with funding	60	14.17	2.27	0.674*	0.250
Management of Tertiary Institutions	60	57.77	4.82		

*p<0.05

Table 2 shows that r_{cal} (0.674) is greater than r_{table} (0.250) at 0.05 level of significance. The null hypothesis is rejected. Therefore, there was significant relationship between trade unions' disharmony with funding and management of tertiary institutions.

Hypothesis 2:

There is no significant relationship between trade unions' disagreement with provision of educational facilities and management of tertiary institutions.

In order to test the hypothesis, scores on trade unions' disagreement with provision of educational facilities and management of tertiary institutions were computed using items 15-20 of TUMTIQ and items 1-20 of MTIQ respectively. The result is presented in Table 3.

Table 3: Pearson Correlation of trade Unions' disagreement with provision of educational facilities and management of tertiary institutions.

Variables	N	Mean	SD	r_{cal}	r_{table}
Provision of educational facilities	60	14.02	2.24	0.317*	0.250
Management of Tertiary Institutions	60	57.77	4.82		

* $p < 0.05$

Table 3 shows that r_{cal} (0.317) is greater than r_{table} (0.250) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between trade unions' disagreement with provision of educational facilities and management of tertiary institutions.

Discussion

The result from the study showed that there was significant relationship between trade Unions' disharmony with funding and management of tertiary institutions. The finding corroborates the submission of Omolade (2007) that there still exist difficulties on the institutions to meet her 10% internal fund generation quota despite the normal government subventions (allocation) to tertiary institutions. Abdu (2003) reported that the dwindling resources of government have much strain on the financing of education since the 1980s. Finding of the study also revealed that there was significant relationship between trade unions' disagreement with provision of educational facilities and management of tertiary institutions. The findings is in consonance with submission of Hallak (1977) that inadequacy of physical facilities could lead to overcrowding, stress, unruly behaviour, distraction and gradual decay of symbolic expectation of human behaviour. Besides, Ajayi (2007) also argued that effective teaching-learning process cannot be guaranteed with inadequate instructional materials.

Conclusion

Based on the findings of the study, it was concluded that funding and provision of educational facilities are dimensions of trade unions' disagreement with management of tertiary institutions in Ekiti State.

Recommendations

Based on the findings of this study, it was therefore recommended that:

1. Tertiary institutions in the state should earnestly find means of boosting their internally generated revenue (IGR) to complement government's subvention to the institutions.
2. The budget allocation to education should be increased because success of tertiary institutions depend on the resources available.
3. Government should also ensure adequate provision of educational facilities in tertiary institutions as this will create favourable teaching and learning environment.

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