



Issues and Challenges of Funding Tertiary Institutions in Bayelsa State

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Abstract

This study examined issues and challenges faced by tertiary institutions in Bayelsa state, as a result of the 'new direction' funding introduced by the state government. Two research questions and two hypotheses guided the study. A sample size of 892 was drawn from six (6) state-owned tertiary institutions and the Ministry of Education using a convenient sampling technique. Pearson Product Moment Correlation Coefficient was used for the reliability test which yielded 0.85. Research questions were answered using the mean while the hypotheses were tested using one-way ANOVA. Findings revealed arising issues as grossly decreased cash inflow, embargo on employment, face-off between management and staff, difficulty in building more infrastructure, difficulty in maintaining senior faculty members, brain drain, amongst others. Based on the findings, it was recommended that institutions be merged to bridge funding gaps, institutions access Tertiary Education Trust Fund and efficiently utilize such funds, increase IGR, attract private investors and also urged the state government to objectively fund schools by analyzing their needs.

Keywords: Issues, Challenges, Funding, Tertiary Institutions, Bayelsa State.

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INTRODUCTION

Education is an indispensable tool for meaningful development in any nation. Nations such as United States of America, United Kingdom, South Africa, Canada, etc., invest heavily in education because of its great gains. There are different levels of education with their responsibilities. The tertiary level of education is saddled with the responsibility of developing the human capacity of the nation through research and increased knowledge. Tertiary education is obtained in higher institutions. Considering the importance of developing human capacity in any economy, it is expected that tertiary institutions will be well equipped to effectively perform this herculean task.

Bayelsa State's resounding performance in the West African Senior Secondary Certificate Examination (WASSCE) placed her in the 4th position in 2014 (Eze, 2014). With such great performances by these students, it is expected that they will be presented an enabling tertiary level education, to help equip them with employable skills and provide sustainable development for the state. However, it seems tertiary institutions in Bayelsa State are not at par with similar institutions in other states. These institutions seem not to have adequate infrastructures and resources to boost the quality of education they offer. There seem not to be adequate classrooms, laboratories, hostels, etc. for students or even decent offices for lecturers or other workers in these institutions. The plight of academic and non-academic staff seems to be a pitiable one. Yet secondary school grandaunts are expected to gain admission into these tertiary institutions and be equipped with employable skills for sustainable development in the state.

Having recognized one of the causes in the upsurge in crime rates in Nigeria as a dysfunctional educational system, the present Governor of Bayelsa state, is of the opinion that there is dire need for improvement in education, especially in the tertiary education sector, which is seen as the bedrock of societal development. (Oyadongha, 2018). The Governor further opines that it is very unrealistic to have quality education if the Federal and State governments wholly-funded tertiary institutions. As such a "new direction" in tertiary institutions in the state was introduced and implemented in January, 2018. In this "new direction", tertiary institutions are to look inward to improve on their Internally Generated Revenue (IGR) as the state government will only give grants, build infrastructures and give loans for business development.

Oduma (2018) reported that the Bayelsa State Government (BYSG) urged governing councils and boards to take advantage of ongoing reforms to address issues raised by the "new direction" funding. He also reports that in March 2018, BYSG committed a total of N630m as monthly subvention to the various institutions as shown in Table 1. This "new direction" funding in tertiary institutions seem not to be in the best interest of the managements or staff of these institutions.

Table 1: Subventions to tertiary institutions in BayelsaState (March, 2018)

Names of Institutions	Amount(Nm)
Niger Delta University	350
Isaac Jasper Boro College of Education	100
College of Health Technology	40
Polytechnic, Aleibiri	50
University of Africa	75
International Institute of Tourism	15

Source: Oduma (2018), Independent Newspaper, 12 April 2018

Tertiary institutions are owned and funded either by the Federal Government, State Government or Private organizations/individuals, depending on which of the three established the institution in question. Funding of these institutions covers providing for the needed human, material and financial needs. The Bayelsa State Government (BYSG) established tertiary institutions to boost the manpower capacity of the state and also provide means for sustainable development in the state. Achieving this requires that these institutions be adequately funded by the government. The present economic situation in the country has led some State Governors to enforce certain policies and take some steps, which has negatively affected some sectors. Staff of these institutions may be subjected to more stringent work conditions which may lead to incessant strike actions, lay-off of workers, restructuring in the institutions and the likes. While this may be a welcome development to some, to others it is but a nightmare.

Funding has generated a lot of tension and controversies in higher institutions across the country leading to a 'tools down' action by workers which has severally crippled meaningful academic activities. There is a very high probability that the implementation of this "new direction" funding will continuously disrupt the smooth running of tertiary institutions in the state, if not addressed systematically. This will set the state backwards in lost man hours that cannot be recovered. Students will be left idle with some engaging and contributing to the upsurge of crimes in the state. Rather than hampering development in the country, Bayelsa State can engage in providing solutions to the development of manpower capacity of the nation through improved service delivery in her tertiary institutions. There is the need to be proactive rather than reactive in order to avoid chaos in the system.

This work is therefore aimed at identifying funding issues arising in Bayelsa State-owned tertiary institutions as a result of the "new direction" funding and also to proffer possible solutions for sustainable development in the state.

Tertiary Institutions funding in Nigeria: Tertiary institutions basically have three sources of funding which Bamiro (2012) simply put as income streams. The proprietor's/government allocations, Education Trust Fund and funds from other government agencies are grouped as the 1st stream. Students' fees/levies are grouped as the 2nd stream. Consultancy services, gifts and donations, investment incomes, endowments, grants and any other inflow are grouped as the 3rd stream.

1st Stream Income: Due to the funding challenges faced by Nigerian tertiary institutions, the Tertiary Education Trust Fund (TETFund) was established in 2011. This is basically an interventionist agency which is mandated to provide funds for educational facilities and infrastructural development thereby reversing infrastructural decay and the funding challenges in Nigerian tertiary institutions. These funds are made available for institutions to access following established guidelines. However, reports by Nigerian Extractive Industries Transparency Initiative (2013) shows that supposed beneficiaries are unable to access these funds basically because they cannot meet the requirements or had no approval by their governing councils for the proposed projects. This is reiterated by Babayo in Adesulu (2014) when he laments that institutions had ₦100Bn TETFund money lying fallow. Idoko (2017) also reports that public universities, colleges of education and polytechnics failed to access ₦175Bn allocated to them in the last six years, despite the funding crises in various schools.

In 2017, TETFund allocated ₦213Bn for interventions. The Project Defence and Access Clinic were also set up to ensure beneficiary institutions were able to access the funds. It is imperative for institutions to embrace and utilize the TETFund window in building the necessary infrastructures needed to provide world class education for Nigerian students.

Allocations are also gotten from the government. UNESCO recommends 26% allocation to education in order to promote the necessary rapid development in the sector. Budgetary allocations by the Nigerian government have not met this recommendation. The Bayelsa state government is also guilty in this respect as shown in Table 2.

Table 2: Bayelsa State Education Budget as a Percentage of the Total Budget

Year	Total Budget (₦Bn)	Total for Education (₦Bn)	% Allocation to Education
2014	299.2	6.98	2.33
2015	321	20.96	6.5
2016	150.6	4	2.66
2017	221	13.5	6.10
2018	295	22	7.45

Source: Modified data from Bayelsa State Ministry of Budget and Economic Planning (2014-2018).

2nd Stream Income: Students are charged fees for tuition, examinations, library, identity cards etc, thereby involving their parents in the funding of education. These students’ fees and levies however, may not contribute significantly to the inflow of schools because of the poor students’ population and low students’ tuition in some tertiary institutions in the state which is by far cheaper than most nursery schools in the country. For instance, the students’ tuition/levies in Isaac Jasper Boro College of Education (IJBCOE) is N40,000 for new entrants and N24,5000 for old students. The students’ population is less than 1,400. With such low population and tuition/levies, IJBCOE may not be able to have a significant cash inflow from this income stream.

3rd Stream Income: Endowments, gifts and donations from alumni, private individuals, foundations and corporations, hugely complement tertiary schools budget in the United States of America (USA). This according to Shephard in Etuk (2014) is because, as far back as the 1970s, the joint funding of education was already in practice in the USA. Endowments and donations are usually very large, so as to sustain the schools beyond students’ fees and tuitions. These funds are also usually aggressively sourced for by the schools.

Schools can also receive external aids from organizations and institutions such as the World Bank, United Nations Educational, Scientific and Cultural Organisation (UNESCO), United States Agency for International Development (USAID), United Nations International Children’s Emergency Fund (UNICEF), etc. Aids especially from UNESCO and UNICEF according to Obasi and Asodike (2007), are heartily embraced as they do not seek to influence or determine policies for beneficiary governments or schools. They rather complement the education budget.

Ubogu in Oguechuba (2014) reported that ₦22.6b covering a period of 2002-2007, was an external aid by the British government to the Nigeria government, to help boost the education sector. It is however depressing to know that these funds were not accessed by beneficiary schools but rather left in the coffers of the Central Bank of Nigeria.

The National Universities Commission (NUC, 2007), insisted the Internal Generated Revenue (IGR), be sourced for the growth and development of universities. Today, this is applicable to all tertiary institutions. Different schools venture into businesses such as transportation, agriculture (owning poultries, fish ponds, etc.), water bottling companies, printing press etc., so as to increase their IGR.

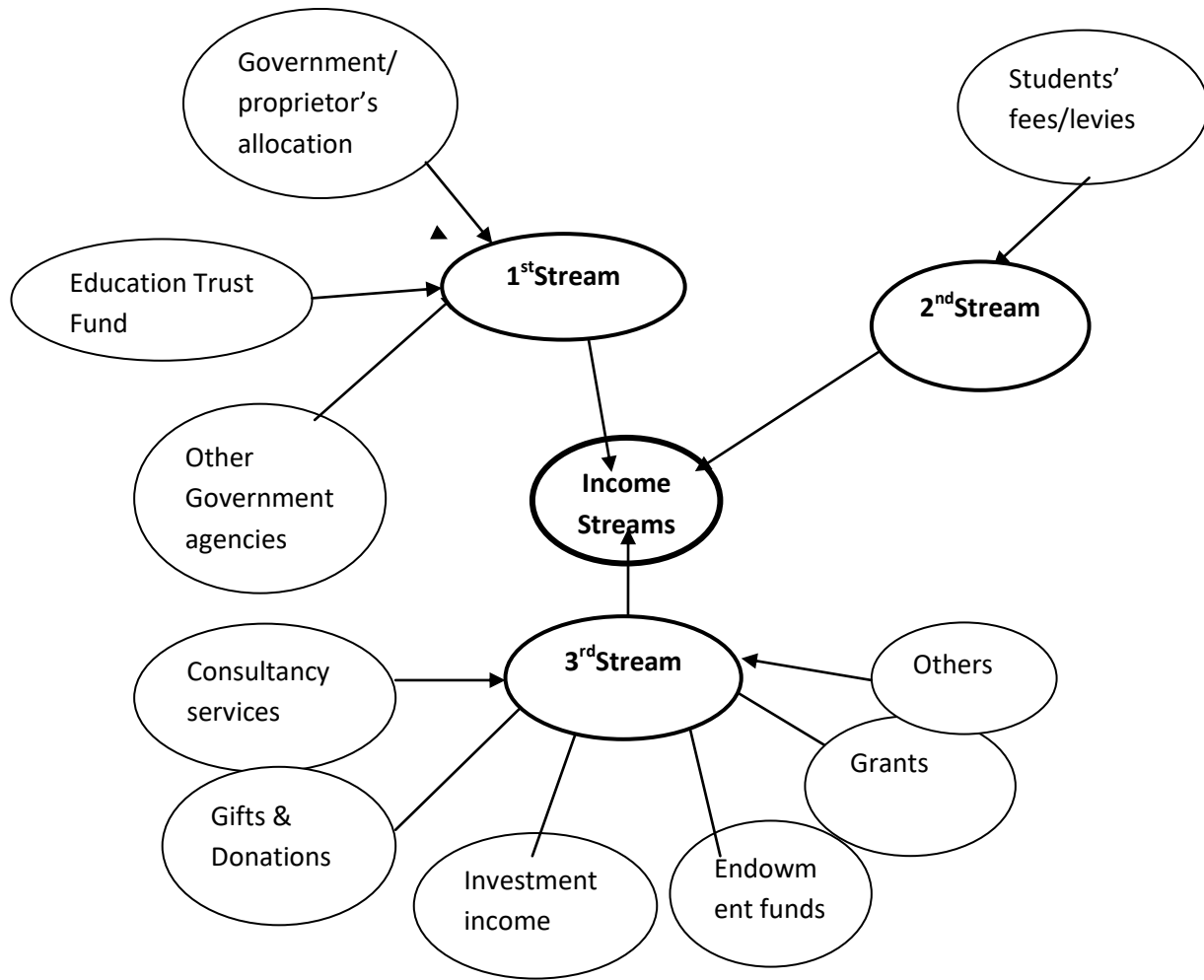


Figure 1: Resource flow model for Higher Education Institutions in Nigeria. Adapted from Bamiro (2012).

Purpose of the Study

The aim of this study is to examine arising issues and challenges in funding tertiary institutions in Bayelsa State. Specifically, its objectives are:

- To determine arising issues faced by state-owned tertiary institutions in Bayelsa state as a result of the 'new direction' funding.
- To proffer solutions to these arising issues.

Research Questions

The following research questions guided this study:

- What are the issues arising in Bayelsa state-owned tertiary institutions as a result of the ‘new direction’ funding?
- What are the possible solutions to these arising issues for smooth running of tertiary institutions in Bayelsa state?

Hypotheses

Two hypotheses guided the study:

- Ho1: The issues arising in Bayelsa state-owned tertiary institutions as a result of the “new direction” funding are not significantly different as perceived by administrators, academic and non-academic staff.
- Ho2: The solutions to arising issues in Bayelsa state-owned tertiary institutions are not significantly different as perceived by administrators, academic and non-academic staff.

METHODS

The population for the study included stakeholders in Higher Education in Bayelsa State. The sample size was drawn from the staff of the six tertiary institutions in the state and administrators at the State Ministry of Education. From the six tertiary institutions in the state, a sample of 456 academic staff and 351 non-academic staff were drawn using proportionate stratified sampling technique. Thereafter, convenience sampling technique was used to draw 85 administrators from the state Ministry of Education. This resulted in a sample size of 892. A researcher-developed semi-structured questionnaire titled ‘*Funding of Tertiary Institutions in Bayelsa State*’ was used for the collection of Data. This questionnaire was divided into three sections namely A, B and C. Section A of the questionnaire was designed to elicit demographic and personal information of respondents such as position (administrator, academic or non-academic staff). Section B and C of the instrument contained 20 and 11 items each structured on a modified 4 point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Section B was designed to elicit information of the issues related to the “new direction policy” while Section C was designed to elicit possible solutions.

A criterion mean of 2.5 was used as the basis for the acceptance or rejection of an item. Validation of the instrument was done by giving copies of the instrument to educational research experts along with the objectives, research questions and hypotheses for the study. Their suggestions and modifications were integrated into the final draft of the instrument and a reliability analysis conducted. The Pearson Product Moment Correlation Coefficient was used to assess the reliability of the instrument and it yielded reliability coefficients of 0.85 and 0.79 for sections B and C of the instruments. Out of the 892 respondents in the sample group administered the questionnaire, there were 691 valid responses. This indicates a retrieval rate of 77.46%. The research questions were answered using mean and standard deviation, while the hypotheses were analyzed using one-way Analysis of Variance (ANOVA). Results obtained are presented in tables.

Research Question 1: What are the issues arising in Bayelsa state-owned tertiary institutions as a result of the “new direction” funding?

Table 3: Mean and Standard Deviation (SD) of administrators, academic and non-academic staff on ‘new direction’ funding in Bayelsa state owned tertiary institutions

ITEMS	SA			A			D			SD			Mean (SD)	DECISION
	AD	AC	NA	AD	AC	NA	AD	AC	NA	AD	AC	NA		
1. Increased cash inflow	6	25	21	12	59	44	23	143	96	42	105	115	2.24 (1.20)	Disagree
2. Embargo on employment	39	138	168	33	152	81	6	35	20	5	7	7	2.83 (0.99)	Agree
3. increased staff salaries	6	26	40	12	49	21	50	127	73	16	130	142	2.05 (1.11)	Disagree
4. promotion implementation	2	17	18	7	34	36	31	169	114	43	112	108	2.16 (1.18)	Disagree
5. staff salary slash	25	203	108	51	82	97	5	27	36	2	20	35	2.69 (0.97)	Agree
6. reduced cash inflow	28	171	117	43	102	103	7	31	46	4	28	11	2.79 (0.96)	Agree
7. Decreased motivation to work	60	145	138	15	168	92	5	10	12	3	9	34	2.96 (0.95)	Agree
8. Face-off between management and staff	54	145	73	21	131	102	6	25	34	3	21	67	2.83 (1.04)	Agree
9. Strike actions and threats	46	132	74	24	128	131	8	42	35	5	30	36	2.83 (1.01)	Agree
10 Difficulty in building more infrastructures	48	112	104	17	184	108	15	23	56	3	13	8	3.09 (0.94)	Agree
11 Ease in providing and managing needed teaching and learning environment	17	23	34	23	41	29	24	89	97	19	179	116	2.21 (1.11)	Disagree
12 Students protests as a result of lack of conducive school environment	22	92	61	38	179	173	13	41	34	10	20	8	2.95 (0.99)	Agree
13 Attraction and retention of senior faculty members necessary for quality teaching and research	7	40	40	10	40	36	21	109	63	45	143	137	2.12 (1.08)	Disagree
14 Difficulty in maintaining senior faculty members	45	123	136	21	167	102	10	31	26	7	11	12	2.93 (0.97)	Agree

15 Increased number of students withdrawing to other state's institutions	43	11 3	74	23	107	128	9	58	40	8	54	34	2.74 (1.03)	Agree
16 Increased students tuition	41	19 4	154	27	103	73	9	18	29	5	17	20	2.80 (0.92)	Agree
17 Staff engaging in other services thereby focusing less on quality research and teaching	51	12 8	103	23	133	134	5	45	24	4	26	15	2.87 (0.97)	Agree
18 Diversion of management's effort to other projects that will increase IGR	40	96	112	32	193	116	7	22	34	4	21	14	2.98 (0.99)	Agree
19 Decreased investment in staff development programmes	31	14 5	94	46	127	120	4	36	41	2	24	21	2.81 (1.01)	Agree
20 Brain drain from institutions	30	18 1	131	29	98	91	18	34	31	6	19	23	2.74 (0.95)	Agree

LEGEND: SD-strongly Agree; A- Agree; D- Disagree; SD-Strongly disagree; AD – Administrators, AC- Academic staff; and NA- Non-academic staff.

Result of the analyses shown in table 3, revealed that the administrators, academic and non-academic staff, have varying opinions. The table shows that item 2 (embargo on employment) had a mean value of 2.83 (SD = 0.99), item 5 (staff salary slash) had a mean value of 2.69 (SD = 0.97), item 6 (reduced cash inflow) had a mean of 2.79 (SD = 0.96), item 7 (decreased motivation to work) yielded a mean value of 2.96 (SD = 0.95), item 8 (face-off-between management and staff) having a mean value of 2.83 (SD = 1.04), while item 9 (strike actions and threats) and item 10 (difficulty in building more infrastructures) yielded mean ratings of 2.83 (SD = 1.01) and 3.09 (SD = 0.94) respectively. Similarly, item 12 (Students protests as a result of lack of conducive school environment) had a mean rating of 2.95 (SD = 0.99), item 14 (difficulty in maintaining senior faculty members showed a mean value of 2.93 (SD = 0.97). Furthermore, item 15 (increased number of students withdrawing to other state's institutions) had a mean value 2.74 (SD = 1.03), with item 16 (increased students tuition) and item 17 (staff engaging in other services thereby focusing less on quality research and teaching) yielding mean values of 2.80 (SD = 0.92) and 2.87 (SD = 0.97) respectively. Item 18 (diversion of management's effort to other projects that will increase IGR) had a mean response of 2.98 (SD = 0.99), item 19 (decreased investment in staff development programmes) and 20 (brain drain from institutions) showed mean values of 2.81 (SD = 1.01) and 2.74 (SD = 0.95) respectively. The mean rating of these items is higher than the criterion mean of 2.50. This means administrators, academic and non-academic staff of these institutions, agree that these are all rising issues of the 'New Direction' funding in the state.

Conversely, the table showed that item 1 (increased cash flow) yielded a mean rating of 2.24 (SD = 1.20). Items 3 (increased staff salary) and 4 (promotion implementation) yielded mean values 2.05 (SD = 1.11) and 2.16 (SD = 1.18) respectively. Items 11 (Ease in providing and managing needed teaching and learning environment) and 13 (Attraction and retention of senior faculty members necessary for quality teaching and research) showed mean values of 2.21 (SD = 1.11) and 2.12 (SD = 1.08) respectively. The mean rating of these items is lower than the

criterion mean of 2.50. This indicates that respondents did not agree that these are rising issues of the “New Direction” funding policy in the state.

Research Question 2: What are the possible solutions to these arising issues for smooth running of institutions?

Table 4: Mean and SD of administrators, academic and non-academic staff on solutions to issues arising in Bayelsa state owned tertiary institutions

ITEMS	SA			A			D			SD			MEAN (SD)	DECISION
	AD	AC	NA	AD	AC	NA	AD	AC	NA	AD	AC	NA		
1. Allocation of funds to schools based on the magnitude of needs	40	103	115	25	145	96	12	59	44	6	25	21	2.80 (1.06)	Agree
2. Allocations to schools based on historically determined allocation	12	34	34	16	53	43	21	83	67	34	162	132	2.20 (1.10)	Disagree
3. Attraction of private investors in institutions	43	167	130	31	133	93	6	21	26	3	11	27	2.85 (0.97)	Agree
4. Provision of loans and financial aids to low income students	56	128	164	21	142	52	5	34	36	1	28	24	2.82 (1.03)	Agree
5. Restructuring of institutions to provide effective delivery alternatives	30	103	133	37	156	78	14	40	52	2	33	13	2.82 (1.04)	Agree
6.Reduction of work force in institutions	8	31	26	11	51	26	31	112	93	33	138	130	2.30 (1.11)	Disagree
7. Merging of institutions to offer lower running costs.	17	162	139	53	86	126	8	50	6	5	34	5	2.58 (0.93)	Agree
8. Increase IGR by thoroughly evaluating options	28	170	140	39	130	78	7	23	35	9	9	23	2.81 (0.98)	Agree
9. Seek external funding aids	35	150	118	29	152	83	14	24	41	5	6	34	2.88 (1.00)	Agree
10 Access Education Trust Fund regularly	53	107	106	20	163	91	8	34	49	2	28	30	2.93 (1.04)	Agree
11 Allocation of funds to institutions based on available funds	9	36	20	21	41	38	16	92	80	38	163	138	2.17 (1.12)	Disagree

LEGEND: SD-strongly Agree; A- Agree; D- Disagree; SD-Strongly disagree; AD–Administrators, AC- Academic staff; and NA- Non-academic staff

Regarding some possible strategies that can be implemented in addressing the issues arising for smooth running of Bayelsa state-owned tertiary institutions, the result presented in the table showed that item 1 (Allocation of funds to schools based on the magnitude of needs) had a mean of 2.80 (SD = 1.06), item 3 (Attraction of private investors in institutions) had a mean value of 2.85 (SD = 0.97), item 4 (Provision of loans and financial aids to low income students) and 5 (restructuring of institutions to provide effective delivery alternatives) had mean values of 2.82 (SD = 1.03) and 2.82 (SD = 1.04) respectively. The result further showed that item 7 (Merging of institutions to offer lower running costs) had a mean of 2.58 (SD = 0.93), while item 8 (Increase IGR by thoroughly evaluating options) yielded a mean value of 2.81 (SD = 0.98). Finally, the result on possible solutions showed that item 9 (Seek external funding aids) and 10 (Access Education Trust Fund regularly) yielded mean values of 2.88 (SD = 1.00) and 2.93 (SD = 1.04)

respectively. Based on the mean ratings which are higher than the 2.50 criterion mean, the administrators, academic and non-academic staff of these institutions agreed these solutions are proffered to tackle arising issues of the “new direction” funding policy in the state.

However, they did not agree on items 2 (Allocations to schools based on historically determined allocation) which had a mean of 2.20 (SD = 1.10), item 6 (Reduction of work force in institutions) with a mean value of 2.30 (SD = 1.11) and item 11 (Allocation of funds to institutions based on available funds) which also had a mean value of 2.17 (SD = 1.12).

Hypothesis One: The issues arising in Bayelsa state-owned tertiary institutions as a result of the “new direction” funding are not significantly different as perceived by administrators, academic and non-academic staff.

Table 5: One-way ANOVA between the mean ratings of administrators, academic and non-academic staff on issues arising from the “new direction” funding in Bayelsa state owned tertiary institutions

	Sum of squares	df	Mean squares	F	Sig
Between Groups	8117.078	2	4058.539		
Within Groups	308723.564	68	448.726	9.045	.000
Total	316840.643				

The result of the ANOVA analysis showed that an F-value of 9.045 was obtained at 2 and 688 degrees of freedom with a corresponding p-value of 0.000 which was lesser than 0.05 the chosen alpha of the study. This therefore implies that there was a significant difference in the opinion of stakeholders on the issues arising in Bayelsa-State owned tertiary institutions as a result of the new direction funding policy of the state government. The null hypothesis was therefore not accepted.

Ho 2: The possible solutions to arising issues in Bayelsa state-owned tertiary institutions as perceived by administrators, academic and non-academic staff are not significantly different.

Table 6: One-way ANOVA between the mean ratings of administrators, academic and non-academic staff on possible solutions for arising issues in Bayelsa state-owned tertiary institutions

	Sum of Squares	Df	Mean of Squares	F	Sig
Between Groups	3297.960	2	1648.980		
Within Groups	94358.638	688	137.149	12.023	.000
Total	97656.597	690			

The result of the ANOVA of Ho2 showed that an F-value of 12.023 was obtained at 2 and 688 degrees of freedom with a corresponding p-value of 0.000 which was lesser than 0.05 the chosen alpha of the study. This therefore implies that there was a significant difference in the opinion of stakeholders on the possible solution to arising issues in Bayelsa-State owned tertiary institutions as a result of the new direction funding policy of the state government. The null hypothesis was therefore not accepted.

DISCUSSION OF FINDINGS

The findings revealed that the respondents perceived factors such as embargo on employment, reduced institutional cash inflow, decreased motivation to work, face-off between management and staff, strikes and threats of strike, difficulty in maintaining senior faculty members, brain drain amongst others as arising issues in Bayelsa state-owned tertiary institutions, as a result of the “new direction” funding. These findings are in line with the World Bank report (2010) that universities in Africa are finding it increasingly difficult to maintain teaching staff, teaching equipment and school infrastructure. It also reports that lack of the resources may lead to students protest and strikes that will jeopardize the academic year, inadequate public financing, resource diversification and admission of increasing number of students as injurious to the quality of education in Africa.

The Federal and state governments in Nigeria have implemented various policies designed to reduce costs, ranging from freezing salaries and staff recruitment to gross neglect of basic maintenance and repairs of school facilities which impacts negatively on the education system. The report of Ijaiya and Adewale (2017) further reiterates that inadequacy, deterioration and lack of maintenance of school facilities will spell doom for teachers and students. On the issue of difficulty of maintaining senior faculty members, school in Bayelsa state face an impending brain drain as these officials/staff will be forced to look for greener pastures elsewhere. Apparently, senior faculty staff are necessary for quality educational service deliveries in higher institutions in Bayelsa state.

The respondents also agreed on allocation of funds based on the magnitude of school needs, attraction of private investors, restructuring and merging of schools, increased IGR, seeking external financial aids and accessing Education funds as possible solutions to rising issues on the “new direction” funding in Bayelsa state-owned tertiary institutions. Fameruwa (2014) opines that tertiary institutions need to raise funds to supplement the lean and dwindling government funding in order to improve the quality of graduates produced and also contribute to sustainable national development. He further suggests Internally Generated Revenue/ Business or Commercial enterprises ranging from real estate to transportation services, etc to complement government’s effort.

As a result of the increasing demand for higher education, there is an increased establishment of higher institutions in Nigeria without proper planning. As a result, most of the higher institutions lack the basic infrastructures and resources needed for meaningful service deliveries. According to National Population Commission (2006), Lagos state has a population of 9,113,605 while Bayelsa state has a population of 1,703,358. Ekundayo (2013) opines that Lagos will be the fifth largest economy in Africa if it were a country. The National Bureau of Statistics (2017) puts its total GDP as \$91bn and that of Bayelsa state as \$4.34bn. Lagos state has 6 state tertiary institutions while Bayelsa state also 6 tertiary institutions. The burden of funding 6 tertiary institutions is obviously heavy on the lean finance of the government. Establishment of institutions requires considerable investments, setting up new facilities, improving the administrative and teaching equipment etc.

A reduction in government’s funding in these institutions has considerably affected the smooth running of these institutions. Till date, staff salaries short falls have not been paid, poor infrastructures and working conditions for staff, poor infrastructures for students, strike and threats of strike, etc characterize Bayelsa state- owned tertiary institutions because of the finance involved in funding 6 tertiary institutions. A possible solution is bridging the financing gap as

proffered by administrators, academic and non-academic of these tertiary institutions. A thorough investigation into the viability of these institutions be carried out to ascertain which institutions, schools, faculties or departments can be merged with those in the viable institutions. This will go a long way in reducing the running cost of institutions and then provisions for the viable institutions improvement can be made.

Analysis also shows that attracting private investors in schools can help in addressing funding issues in the tertiary institutions. Since the government cannot provide all the necessary facilities and infrastructures, private investors can be attracted to do so. For instance, building of school hostels and running the facilities under agreed terms and conditions between the school and the investors. This is in line with the World Bank (2010) report, which encourages states to play the role of facilitators and regulators and delegate the provision of certain services in schools at affordable costs for students. This window provides the government with more funds at her disposal for academics, research and other activities that can boost quality teaching and learning in more serene and scholarly environment.

Tertiary Education Trust Fund (TETFund) was established as an interventionist agency specifically earmarked for infrastructural development in tertiary institutions in Nigeria. This is to ensure structures in Nigerian tertiary institutions are comparable to what is obtainable worldwide. It is however ridiculous to know that this window is not fully utilized by tertiary institutions nationwide. Institutions access these monies when they fulfill the necessary conditions. There is no limit on amount of accessible fund by schools provided conditions are met. It is only reasonable for schools in Bayelsa state to fully utilize this TETFund window by ensuring the necessary requirements are met.

An analysis of the variance between the groups and within the groups shows that there is a significant difference in the perceptions of administrators, academic and non-academic on the issues and solutions proffered. Organizational political decision making comes to play here. According to George and Jones (1996), in organizational political decision making, different managers or groups champion different solutions and use their power to promote these solutions. There are usually debates over the appropriate line of action which helps in improving the quality of organizational decision making. The decision making process is usually characterized by active disagreement over which organizational goals to pursue and how to pursue them to efficiently utilize organizational resources. This may have accounted for the differences in their perceptions while agreeing on certain issues as arising and proffered strategies for managing arising issues.

CONCLUSION

Tertiary education is the power house of manpower production in any nation. The attention accorded this education goes a long way in the production of quality graduates equipped with the necessary skills and knowledge for the attainment of sustainable and viable manpower resources for the state and the nation. The issues arising from the introduction of the “new direction” funding do not portray the state government has appropriately addressed funding issues in these institutions. It is expedient that these issues be nibbed at the bud to ensure quality service delivery of the Bayelsa state-owned tertiary institutions.

Recommendations


Based on the findings, the following recommendations are made:

- Merging of institutions to bridge funding gaps in Bayelsa state-owned tertiary institutions.
- Access Education Trust Funds and efficiently utilize such funds to boost schools' infrastructure and facilities.
- Increase Internally Generated Revenue by thoroughly evaluating options.
- Attract private investors in the schools to provide some school services at affordable costs to students.
- State Government should objectively fund the schools by analyzing school's needs.

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