TERTIARY INSTITUTION'S FACILITIES MANAGEMENT TECHNIQUES FOR ENHANCED INTERNALLY GENERATED REVENUE (IGR)

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Abstract
School facilities are important educational resources for the attainment of school goals and objectives. The provision and utilization of such determines to a very large extent, how teaching and learning experiences are carried out in the schools. In the course of using these facilities, school administrators have to keep them in shape for further use. The traditional practice of keeping school plant facilities in place for a sustainable period of time was and has been seen as plant maintenance. Experience have shown that this method is inadequate for keeping school facilities intact and useable for a lengthy period of time, because maintenance cost has always been on the rise, hence, creating state of disrepair and abandonment. Moving from facilities maintenance to management will solve the problem of old, unkempt and abandoned school facilities when their commercial and economic values are utilized. This paper identified a shared agreement technique to manage institutional facilities in a way that income generated internally will be improved and the traditional purposes of the facilities will be sustained. The paper concludes and recommends that a shift from school facilities maintenance to school facilities management so that the commercial and economic utilities of the school infrastructures can be enhanced.

Keywords: *Facilities Management, Maintenance, Plant Utilization, Lease Agreement and Internally Generated Revenue (IGR)*

Introduction

The school facilities consist of not only the physical structure, and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely athletic fields, playgrounds, areas for outdoor learning and vehicular access and parking. Educational facilities can consist of a multitude of different spaces, including but not limited to classrooms, lecture halls, auditoriums, laboratory spaces, cafeteria, student housing and administrative offices. Nwagwu (1978) was of the view that the quality of education that children receive bear direct relevance to the availability or lack thereof of physical facilities and overall atmosphere in which learning takes place. School facilities are basic educational requirements and th... probably accounted for reasons why government struggles to provide

basic school facilities needed for effective educational endeavours: it is therefore important that they are maintained regularly to prolong their lifespan.

It is instructive to know that, this maintenance management has been the main interest and duty of most school managers. Subject to the limitation imposed by fund, school plants such as buildings and equipment were kept alive and useful when leaking roofs are patched, faded paints retouched, broken windows and louvers are replaced and many more activities of repair and replace and facilities that have gone bad beyond the 2Rs abandoned. It is sad that many of these facilities hardly serve out their values before consigning them to unserviceable items.

What is Facility Management?

Facility management facilitates a wider range of activities as part of business services. However, the core function of facility management lies with enhancing business values of an organizations facilities or infrastructures .it appeals to economic use of space and plant facilities of organizations that hitherto has been lying idle outside their primary purposes for which they were provided. It seeks to utilize complimentary economic values of school facilities. Facility management is an interdisciplinary field devoted to the coordination of space, infrastructure, people and organization, often associated with the administration of office blocks, arenas, schools, convention centers, shopping complexes, hospital, hotels etc.

Fenker (2004) stated that facilities management is a process that ensures that buildings and other technical systems support the operations of an organization. The International Facilities Management Association (2002) described facilities management as the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of business administration, architecture and the behavioral and engineering sciences. School facilities management is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. Asiakaba (2008) was of the opinion that schools exist for the purpose of teaching and learning. Human and material resources are deployed for this purpose. School facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process.

The realization that the transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes. Schools exist to serve socio-economic and political needs of the ever-changing society; consequently, they are in constant interaction with their external environment. They receive inputs from the external environment in the form of human and material resources, process them and empty same into the society as finished products and services. The quality of the products bears a direct relationship with the quality of the facilities deployed in the process of the production.

Asiabaka (2008) again enumerated the specific uses of school facilities in the teaching and learning process as:

1. To illustrate concepts;
2. Provide opportunity for firsthand experience;

3. For experimentation and demonstration;
4. For scientific investigation and discovery;
5. To provide diversity of thoughts;
6. For observation and inquiry;
7. For development of scientific attitudes and skills; and
8. To protect the individual and also provide comfort.

School facilities management is of significant importance in the 21st century Nigeria looking at the dwindling financial resources at the disposal of government, that was why Adeboye (1994) posited that efficient management of the school facilities is mandatory in order to achieve a pleasant, safe and comfortable centre for the school's activities and those of its host community. The management of school facilities implies the application of the theory, principles and practices of management to ensure that all school facilities are available in required number and properly maintained against destruction. The discipline of facility management is evolving. It ensures corporate and regulatory compliance of all aspect of building to create an optimal, safe and cost effective environment for the occupants to function. The core activities of facility management include all the following;

Health and safety: The facilities manager in the organization is required to control and manage many safeties related issues, failure to do so my lead to injury, loss of business, prosecution and insurance claims.

Fire safety: The facilities management department will have in place maintenance, inspection and testing for all of the fire safety equipment and systems, keeping records and certificate of compliance.

Security: It is necessary to protect the employees and the infrastructures and this often comes under the control of the facilities management department.

Maintenance, testing and inspections: Maintenance, testing and inspection schedules are required to ensure that the facility is operating safely and efficiently, to maximize the life of equipment and reduce the risk of failure.

Cleaning: Cleaning operations for toilets, walkways, parks, gardens and offices. It involves replenishing consumables plus litter picking and reactive response.

Educational facilities offer facility managers a host of unique opportunities and challenges. Though, most educational institutions especially higher institutions have works department and maintenance units for routine facility inspection and maintenance, the concept of facilities management is new and has not taken root in most of the institutions. Educational facilities managers would be tasked with overseeing the operations of a broad array of buildings, multitudes of different spaces, classrooms and lecture halls as well as auditoriums. Majority of these buildings and facilities have mixed uses, as they serve variety of divergent purposes, an educational facilities manager has to remain cognizant of the specific needs and requirements of each of these different spaces.

The responsibilities of educational facilities manager include the general administration and management of their buildings, with special attention paid to general operations and maintenance. Educational facilities managers will also have a hand in the planning, design and

construction of new buildings or additions to pre existing ones. In an ideal school facil... management line duties, the school facilities managers will have their hands full going by w... Adeogun (2003) identified as core school resources that required to be specifically manage...

1. Financial Resources: systemic resource allocation among needs with the intentio... cutting the cost of existing programmes and activities as well as prioritizing proje... ones for the purpose of managing funds prudently.
2. Physical Resources: these resources include school plants and buildings, equipment a... machines.
3. Symbolic Resources: these refer to resources that go into the education proces... fashion out trained or educated people. It includes the policy practice and principle... education, both at the national, state and institutional levels.
4. Human Resources: the different categories of personnel needed for different educatio... activities.
5. Material Resources: useable and consumable facilities like time, curriculum, textbo... maps, timetable dairies and registers, electricity, stationery, pencils and biros.
6. Instructional Materials: school resource input used within the classroom that facilit... teaching-learning process.

School plant utilization and maintenance

The school plant refers to the material provisions of the school. The school campus, buil... plays ground, library, laboratories, classrooms, furniture, equipment. Hostels, common roo... and canteen all these put together mean the same thing as school facilities. The school plan... an integral part of the learning environment. It must be ready for use when due and must ... correctly used for the purpose it is meant for. Effective utilization of school plant ensures t... each room in a school building is used to its capacity and that every space assigned for ... reflects the best use of that space.

As school plant is put to use, its original design and value is gradually lost to depreciation. It is t... responsibility of the school head (principal, provost, rector and vice-chancellor) to ensu... regular and proper maintenances of school plant facilities. Brooks and Atkin (2009) outli... the stages in facilities management as follows:

Analysis stage- assemblies all relevant facts about the organizations objectives, needs, a... policies, a review of resources processes, systems and the physical assets themselves, toget... with their attributes in terms of space, functions and utilization

Solution stage- assemblies' criteria for judging options, evaluating these against the objectiv... of the organization and develops the facility management strategy

Implementation stage- completes the strategy development process through the establishme... of an implementable plan that incorporates the key elements of procurement, training a... importantly communication.

Olga (2011) noted that, school plant operation has to do with those services or activiti... concerned with keeping the physical plant open and ready for use. He noted further that, scho... plant maintenance connotes the ideas that either something is wrong, is about to go wrong or ... least, not what is should be in respect of a school building, furniture, equipment or school grou... and that something should be done to restore it to the normal condition. Olga (2011) ag...

quoting American Association of School Administrators observed that maintenance involves those activities which are concerned with keeping grounds, buildings and equipment at their original condition of completeness of efficiency, either through repairs or by replacements. The school plant is a costly investment in education by the society. It takes a lot of time, material resources and efforts to set up one. One of the important purposes of maintenance is to protect this investment. Another purpose is to protect the educational value of the plant. The educational value of the facility refers to its appearance, usefulness in housing the educational programmes and the learning atmosphere it creates.

From the above, it seems obvious that a thin line demarcates school facilities management from school plant maintenance, whiles the former, encompasses all activities of maintenance i.e prevention, repair and or replacement, it extends its frontier of services to enhancing occupation health and safety of school facilities, commercial and economic rewards of school plant as well as school plant design, maintenance, testing and inspections, as well as day-to-day running of school buildings. The latter concerns itself with return of school facilities to a state of complete efficiency either through repairs or efficiency.

Technique of school facilities management for effective commercial value

School facilities management priority is how to harness the commercial values of school plant without necessarily altering the educational purposes for which they are built and provided in the first place. As noted earlier, many of these school facilities lend themselves to multiple uses, and many higher institutions in the country have more of these facilities that multiple end-users can take advantage off. For these facilities to earn optimum commercial value while serving primary functions of teaching and learning, they must be put into shared use with stakeholders that have commercial instincts. The shared use technique is a collaborative effort between the institution and its environment, the community where the institution is located as well as corporate business organizations who are ready to take commercial advantage of some of the existing spectacular school facilities.

However, to take full advantage of sharing of facilities between schools and the community, legal agreement that will ensure all parties understand and respect their responsibilities and obligations must be put in place. Three standard agreements are available in a shared use of school facilities technique.

Hire Agreements

It applies when the community or organization uses a facility on a one-off basis. For instance, an entertaining group may hire out the school hall for staging a play over three nights of a weekend.

License Agreements

License agreements apply when the community uses a school facility on a regular basis. For example, a local church using the auditorium for service on Sundays or a local football; club hiring the sport field for training during the league season.

Development and joint- use agreements

Development and joint use agreements are more detailed arrangements that apply when a school and / or the community contribute to the construction of a new facility or the modification/ modernization of an existing one. An example is the construction of a new block of

hostels at a school funded by developers (banks, alumni associations and wealthy individuals association with the school authority.

Lists of possible shared agreement ventures in Higher Institutions
Lecture halls and auditoriums: suitable for receptions, seminars and workshops.

Parks and gardens: suitable for graduation ceremonies, matriculation, wedding receptions open air outreach programmes by community based organizations.

Specialized school buildings like laboratories, ICT centers/workshops. Hire and lice agreement can be reached with examining bodies like WAEC, NECO, NBTE and NTI for use these special buildings and facilities during examinations. These practices have be experimented at the University of Ilorin by JAMB and the National Identity Manageme Commission when the institution's Electronic Testing Workshops were used for JAMB CBT a recruitment examinations.

Biological/Zoological gardens of various higher institutions if well managed can be ma attractive to commercial visitors, especially pupils of Basic schools and community membe can make regular visit to these gardens during Yuletide seasons. A good example of th possibility can be found at the University of Ilorin Biological garden. The success of story of th venture can be seen from the weekly published figure of revenue and visitors to the unit.

University research farms, orchards and citrus plantations can be turned into commerc goldmine if they are linked with food processing companies within and outside the univers community.

School hostels and guest houses can be put to hire agreements during the inter-semeste session breaks with community members, theses can generate a lot of income to the institut When the community host huge audience as during conventions, conferences, workshops a festivals the institution's hostel and guest house facilities can be booked on hire agreem basis, and if these activities occur on regular basis a license agreement can be entered into of course this will ensure regular flow of income into the institution's purse.

The school sport arena: A license/ build- operate agreements will ensure regular use of high institutions sport fields. Many of the country's institutions have hosted school sport meets a competitions such as NUGA, NIPOGA, NATCEGA and WAUG games. Many of them have state the art facilities when the games were held, but today many of them are in disrepair and gross under used. If schools enter into agreements with for example local sport clubs for the use these facilities either as training pitches or for regular league matches, the facilities will alw remain well kept, not only, the host institution will benefit financially with the hire or l agreements.

Conclusion

With the ever dwindling resources of tertiary institutions in Nigeria, an alternative source getting resources to build, maintain and replace school infrastructures became imperati Institutions are daily become restrained to maintain high level of school infrastructures to m minimum benchmark for academic purposes. If this is the case, it is the view of this study th institutions should shift from plant maintenance to facility management so that poten

commercial and economic values of these infrastructures/facilities can be unleashed. Most institutions are bestowed with enough infrastructure, that if well managed can generate enough alternative monetary income for them to complement increasingly irregular allocations from their owners.

Recommendations

The study recommended a shift from school facilities maintenance to school facilities management so that the commercial and economic utilities of the school infrastructures can be enhanced.

It is also important for schools to replace the works and maintenance department with school facilities management departments.

It is recommended that, facilities managers be appointed to man specific school facilities with a view to performing all facilities management functions as related to some specific school infrastructures.

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