

COMMUTING MONETARY COSTS OF OPERATING MULTI-CAMPUS ORGANISATIONAL  
STRUCTURE AND THEIR IMPLICATIONS /EFFECTS ON STUDENTS' LEARNING IN  
KADUNA POLYTECHNIC, KADUNA-NIGERIA

Jiriko, Kefas Gajere  
Department of Urban and Regional Planning,  
College of Environmental Studies, Kaduna Polytechnic, Kaduna-Nigeria

ABSTRACT

*Some of the usual complaints/excuses most students give when they either come late to lectures and planning studio/practical exercises, or are unable to complete their continuous assessment assignments/homework and submit on schedule are that they either had no (enough) money to pay for transport from the Campus where student hostels are concentrated to the Campus where the Departments offering their programmes are located and had to trek, or that tiredness from trekking to and fro their Departments to receive lectures, etc often makes them sleep off and unable to complete the assignments on time/commuting fares have sapped their financial resources at the expense of the assignments. The paper's primary aim is to unravel the causes of the daily inter-campus movement (commuting) focusing on the monetary costs suffered by the commuting students in Kaduna Polytechnic with the object of looking into the implications or effects of this on students' learning and proffering enduring solutions.. The spatial location and distribution (organisation) of the different campuses and the administrative structure of the Kaduna Polytechnic within the Kaduna Metropolis have been analysed. Relevant campus (land/space) planning concepts have been explored, namely - 'Close-Knit', 'Loose-Tie', 'Segregated-Concept', 'Ring-Concept', and 'Multi-Nuclei'. It is found that the operation of the multiple-campus organisational/administrative structure by the institution and its policy of concentrating students' hostels in the Main Campus are the remote and direct causes of students' commuting, respectively; mean total monetary losses of N93.38 were experienced daily by the commuting respondents using public commercial transport, with 88.44% of the respondents spending N81.00-N120.00 every day on the same public commercial transport in commuting for learning purposes in the Institution. Affordability of the transport fare was found to be a major bane of the commuting students as 79% of them were self-sponsored. The effects of the monetary losses on students' learning were found to include financial incapacitation in meeting the basic students' self-welfare needs of balanced feeding and clothing, and the purchase of learning support items and self-learning essentials for carrying out of assignments, etc. Without an adequate financial base, the learning enterprise becomes impracticable - with substantial negative or damaging impacts on students' academic performance as the ultimate price. Appropriate recommendations have been made to improve the situation.*

***Keywords: Commuting, Monetary Costs, Operation, Multi-Campus Organisational Structure, implications, Students' Learning.***

INTRODUCTION

A number of Institutions of Higher Learning operate multi-campus organisational/administrative structures. In many cases the multiple campuses are separated in space (i. e. spatially separated). Most often such spatially separated multi-campus organisational arrangements are attendant with operating costs which, in turn, have further implications on diverse activities of the concerned institutions. Kaduna Polytechnic is one such Tertiary Educational Institution that has adopted the spatially separated multi-campus organisational/administrative model. Generally, organisational structures are designed or adopted to facilitate the attainment of the objectives of the organisations concerned. For institutions of higher learning, the objectives usually relate to teaching/learning, research, and development, among others, based on their vision and mission. The structure adopted or evolved should, particularly, be capable of cutting down operating costs (monetary, time, energy, psychological) to the barest minimum, thereby maximising the use of these scarce resources including land/space. The fact that these operating costs have never been investigated and documented in Kaduna Polytechnic was the spark of this study.

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The National Policy on Education (Nigeria, 2004) provides that "The internal organisation and administration of each institution shall be its responsibility" (paragraph 63) and goes further to list the prerequisites for the success of any system of education to include proper planning, efficient administration and adequate funding (paragraph 103). This seemingly imply that the prerogative of evolving /adopting an organisational structure that can make or mar the success of an institution through the way it uses government-provided resources, its internally-generated resources as well its staff and students' resources and, of course, its scarce land/space resources, to achieve its educational endeavour, lies squarely on the shoulders of the individual institutions. This is equally true of Kaduna Polytechnic, the case study in view.

The paper is set to analyse the monetary costs of the operation of the spatially separated multiple campus organisational/administrative structure by Kaduna Polytechnic, causes and effects on students' learning with a view to proffering spatial planning and other related solutions to improve the situation. The set target is to be achieved by realising the following objectives:

- i. To trace the antecedents to students' commuting in Kaduna Polytechnic.
- ii. To find out the amount of time spent by students living in hostels in Tudun Wada Main Campus and commuting to Barnawa and the By-Pass campuses for learning purposes.
- iii. To determine the extent to which the Students' Inter-Campus Bus Service Scheme is effective in reducing the monetary losses by the commuting students;
- iv. To examine the implications/effects of the commuting monetary costs on students' learning in the institution;
- v. To explore relevant Urban and Regional (campus) Planning concepts; and
- vi. To proffer spatial planning and other related solutions to improve the situation.

The paper will answer the following Research Questions:

- i. How much money (in Naira) on average do the students spend daily in the course of commuting from their hostels in Tudun Wada to Barnawa and the By-Pass campuses for their learning?
- ii. How do the commuting students rate the subject of hostels' concentration in Kaduna Polytechnic Main Campus (Tudun Wada)?
- iii. How do the student-commuters rate the fee charged by the Kaduna Polytechnic Students' Bus Service Scheme?
- iv. In what ways can Urban and Regional (campus) Planning concepts and principles contribute to minimising monetary costs of commuting in the spatially segregated multi-campus organisational arrangement of Kaduna Polytechnic?

Scope-wise, the paper covers monetary costs/losses suffered by commuting students in their learning endeavour as a result of the concentration of hostels in the Tudun Wada (Main) Campus of the Polytechnic; implications of the monetary losses on the affected students' learning endeavour; the other campuses in question are Barnawa and By-Pass. The "Ring" and "Multi-Nuclei" concepts, among others, are the relevant campus (land use) planning concepts while the "Mean Statistic" was the tool used for verifying the data generated from the primary data (surveys).

### **METHODOLOGY OF THE STUDY**

Methodology deals with the plan (s) for conducting the study and explains the ways and means of carrying out the study. The methodological components adopted in this study included choice of the study area, research design, population, sampling and sample size, data collection instruments, method of administering the data collection instruments, method of data analysis and data presentation techniques. The statistical tool used was the Mean Statistic, involving the mean, and the mean difference analysis.

The study area is Kaduna Polytechnic which comprises four spatially segregated campuses scattered over the Kaduna Metropolis. These campuses are Tudun Wada, Unguwar Rimi, Barnawa, and By-Pass (Television); the names of the Colleges accommodated in the stated campuses are given elsewhere below. However, the specific study campuses are Tudun Wada-where the students' hostels are concentrated, and Barnawa and By-Pass where the inter-campus movements take pace (Fig. 1). Distance, number of (bus-, taxi-, etc) drops, and ease of getting public transport were the factors used in selecting the two campuses for the survey. To get to Barnawa and By-Pass campuses, commuting students need a minimum of two drops respectively; in fact, during fuel crises periods or morning (7.00am-9.00am) peak traffic periods the number of drops may increase to three or more. Unguwar Rimi campus, on the other hand, is the shortest in terms of distance-mostly one direct drop. Its other advantage is that public transport is always available at the Tudun Wada Campus Main Gate to convey commuting students to the Campus. When all these factors were put together, it was expected that commuting monetary costs to the chosen campuses would be higher, hence,

their selection. The research design adopted was the Descriptive Survey Design, actualised by the use of questionnaires.

### **Population/Sampling Frame and Sample Size:**

#### **Population:**

A desk-top survey involving the perusal of the records of students residing in the hostels in the four students' villages in the Main Campus (Tudun Wada), namely, Dalla Village (made up of 5 hostels, all for females); Mambila (4 hostels for males); Rima (4 hostels for males) and; Shere (3 hostels for males) and commuting to either Barnawa (College of Environmental Studies) Campus or to By-Pass/Television (College of Administrative and Social Science Studies) Campus. This records' search yielded figures of 156 and 20 as the population of students commuting daily to By-Pass (CASSS) and Barnawa (C.E.S.) Campuses, respectively, for learning/lectures. These together yielded a total study population of 176.

#### **Sampling Frame:**

The number of hostels in each of the Students' Villages and commuting students identified in each, respectively, were as follows:

Dalla Village (5 hostels):	56	Commuting	students
Mambila Village (4 hostels):	46	"	"
Rima Village (4 hostels):	43	"	"
Shere Village (3 hostels):	31	"	"

#### **Sample Size:**

Ninety-five (95) commuting students, constituting 53.9% of the study population of 176, were randomly selected as the sample of the study. Out of this (95), 30, 25, 23 and 17 were randomly (and proportionately) selected from hostels in students' villages in Dalla, Mambila, Rima and Shere, in that order. The sample comprised 77 students and 18 students commuting to By-Pass (Television) and Barnawa campuses, respectively. A questionnaire was addressed to the Management of Kaduna Polytechnic.

#### **Sources of Data:**

Two sources of data were used, namely, literature review (i.e. a review of relevant documentations) and primary surveys (through structured questionnaires, observation, oral interview/discussions, etc.). A 4-point structured questionnaire was the main instrument for data collection. Interval-data instrument (questionnaire) was also developed for monetary losses incurred in commuting as well as the sponsorship status of the respondents.

### **Antecedents to Students' Commuting in Kaduna Polytechnic**

Kaduna Polytechnic, currently the largest polytechnic in Africa south of the Sahara, developed from a humble beginning as Kaduna Technical Institute in 1956. In August 1962, the Northern Nigeria Executive Council, by Resolution No.1 at its meeting, re-constituted and re-designated the Kaduna Technical Institute as Kaduna Polytechnic. Decree No.20 of 1968 by the Federal Military Government gave the Institution its legal status and also recognised the following as its component units (Maha, 1998):

- College of Science and Technology comprising the former Technical Institute, Kaduna (or the Kaduna Polytechnic) and the Irrigation School at Sokoto;
- College of Administrative and Business Studies-an amalgamation of Staff Development Centre, Kaduna; Local Government Training Centre and Social Welfare Training Centre (both in Zaria) and the Community Development Institute.
- Other institutions for technical education or service instruction from time to time for the purpose by the Board of Governors of the Polytechnic.

In 1969 the Kaduna Polytechnic Amendment Decree No. 52 was promulgated to formalise the form of control and existence of the Polytechnic as an independent corporate body. Again, subsequent developments saw the component units of Kaduna Polytechnic restructured by the revised Decree No. 73 of 1979 which gave legal recognition to its collegiate system/organisation. This same decree also vested the powers for restructuring of the Polytechnic on the Board of Governors of the Institution.

Sequel to the vesting of powers of restructuring on the governing board, the Board carved out the College of Engineering out of the College of Science and Technology in 1990 (Kaduna Polytechnic Students' Handbook, 2006). Meanwhile the then Survey Unit (Barnawa) was expanded and upgraded to the status of a college and renamed College of Environmental Studies in 1970. The reader may wish to note that Kaduna Polytechnic was owned by the Northern States up to 1990 but taken over by the Federal Government in 1991 by Decree No. 40 of that year. Another major restructuring took place in 2006 when the governing board of the Institution split the College of Administrative and Management Studies into College of

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Administrative and Social Science Studies and College of Business and Management Studies. This development has now brought into existence five colleges.

### **Location and Distribution of the Colleges:**

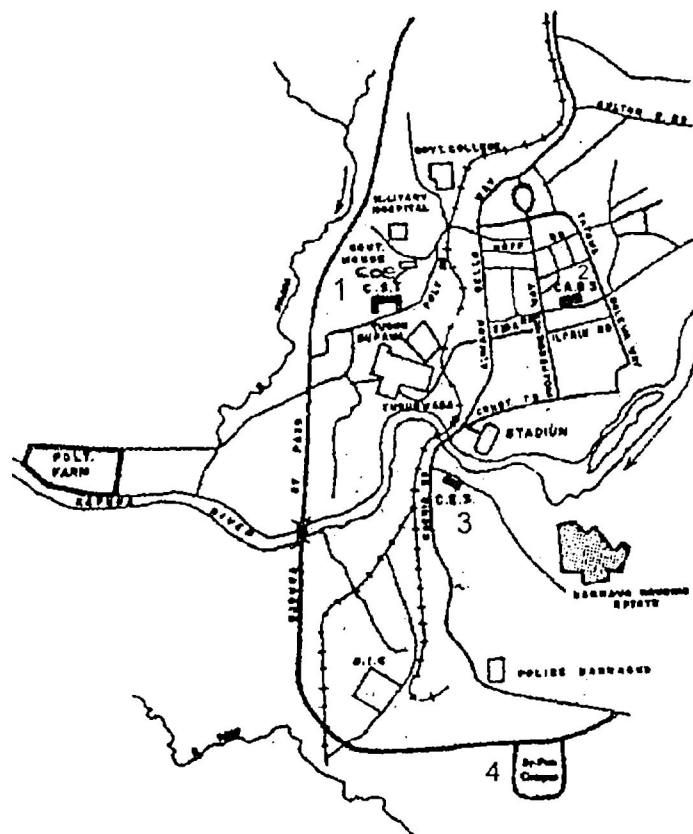
The five colleges are located in four different and spatially separated campuses within Kaduna Metropolis (Fig.1) as follows:

1. College of Science and Technology (CST) and College of Engineering (COE) which are located on the Main Campus (Tudun Wada);
2. College of Business and Management Studies (CBMS) along Golf Course Road/ Muhammed Buhari Way, Ungwar Rimi;
3. College of Environmental Studies (CES), along Aliyu Makama Road, Barnawa; and
4. College of Administrative and Social Science Studies, along the By-Pass (Television Village).

Each College is headed by a Director; has two Schools (overseen by two elected Deans), and several departments.

The implication of this multi-campus and spatially separated organisation of Kaduna Polytechnic for teaching and learning is that it requires inter-campus movement of staff and students. For the students in particular, the concentration of the bulk of hostels, main Library, Central Administration, main sporting complex, main medical centre, among others, on the Main Campus in Tudun Wada, means they must commute daily to the other campuses for learning purposes. Similarly, those living in other campuses and off-campus must move to the Main Campus and/or other campuses to avail themselves with the needed facilities/services. Movement involves cost(s) in terms of time, money, and energy expended-which in turn, affect learning. The focus of this paper, as earlier stated, is on monetary cost of commuting including the energy expended in the course of the inter-campus movement, the psychological toll and their implication (effects) on students' learning. The students' dormitories can be up to a distance of 10-15 km, if not more, from other teaching-learning activity clusters (campuses). For a student, and during a semester or session, at least 50% of his or her movements are likely to be for learning purposes. A viable strategy will need to be put in place to cut down the monetary and other non-time-related costs associated with this mobility





1. COE: College of Engineering
2. CST : College of Science and Technology
3. CABS: College of Administrative and Business Studies, Now College of Business and Management Studies (CBMS)
4. CES: College of Environmental Studies.
4. CASSS: College of Administrative and Social Science Studies

FIG 1

Fig. 1: Location and Distribution of the Spatially-Segregated Campuses in Kaduna Metropolis.

**Campus Land-Use Organisation and Concepts:**

Land-use (or space) planning is considered part of the organisation of society; hence, control over the use of land is and will continue to be an important part or integral component of that organisation. For this reason and because land is a scarce resource, managers and administrators in the public and private educational institutions are called to effectively manage land (space). As an emerging Science, Nigerian educational institutions “will do well to imbibe the principles of space management in their campuses” (Madubuaku, 1996; Jiriko, 2007) in organising the various activity areas, classrooms, lecture theatres, laboratories, studios, workshops, sporting areas, libraries, administrative areas, students’ hostels, staff housing areas, etc—all with the object of cutting costs, and achieving efficiency and effectiveness, thereby maximising the teaching-learning endeavour (NACUBO, 1978; NUC, 2001).

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### **Campus Planning Concepts**

Space policies and/or concepts serve as guide to action in the arrangement of campus space. A number of campus planning concepts exist (Jiriko,2007). Some of these are shown in Fig.2. They include "Close-Knit Concept" (Fig. 2a) in which the Central Administration, students' hostels and staff housing areas are planned and developed in close proximity to each other with the staff housing spread across the campus. Next is the "Loose-Tie Concept" (Fig. 2b) - here the Central Administration area is in the centre and the academic area is located some distance away on one side while the students' dormitories and the staff quarters are located separately some distance away on the other side. There is also the "Segregated Concept" (Fig. 2c) which is characterised by the Central Administration being flanked all round by the academic area with students and staff residential areas located some distance away on the opposite sides. "Ring Concept" is the fourth (Fig.2d). In this model, the four activity areas in the campus are organised in rings. The Central Administration takes the centre stage, followed by the academic area, the students' hostels and the staff residences, in that order. This is the conceptual model that Kaduna Polytechnic appears to broadly fit in, at least, at the Main Campus. One other concept- the "Multi-Nuclei Concept" (Kadiri, 2002) is equally relevant due to the nature of organisation of the campuses of Kaduna Polytechnic.

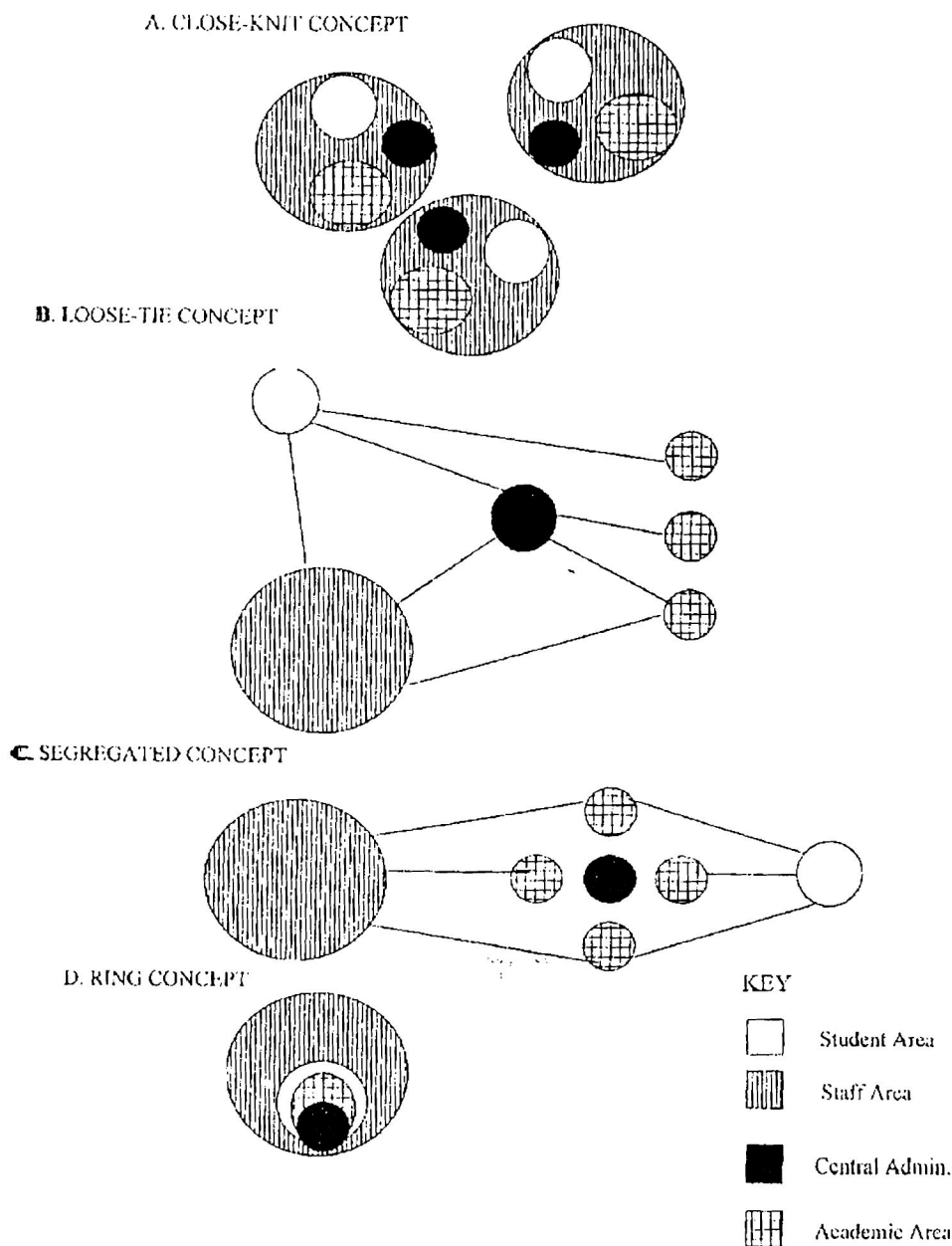


FIG 2  
**Fig.2:Some of the Campus Planning Concepts in Urban and Regional Planning**

**Data Analysis and Presentation/Results**

Under this subsection, issues of the amount of money (in Naira) on average incurred by students in daily commuting using public transport on the one hand, and the Polytechnic Bus, on the other, are treated; so also the respondents’ opinions on the effect of the daily monetary loss suffered through the use of the two means of transport for purposes of learning/lectures are analysed and presented. In addition, the commuting students’ rating of the subject of concentration of hostels in Kaduna Polytechnic Main Campus and the monetary aspects of the operation of the Polytechnic Students’ Bus Service are analysed and presented.

The analysed data on the amount of money lost/expended daily through the use of public

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transport are shown on Table 1.

**Table 1: Daily Expenditure on Public Transport in Commuting**

Amount Spent Daily (N)	Response/Scores	Percentage
N20 – N40	5	5.56
N41 - N60	3	3.33
N61 - N80	6	6.67
N81 – N100	36	40.00
N101 and above (N101 – N120)	40	44.44
Total	90	100.00

Mean (X) = N93.38

Source: Jiriko (2007)

The analysed data yielded a mean daily expenditure of ninety- three naira, thirty-eight kobo (N93.38) on public transport by the individual student commuters. It also shows that 88.44% of the respondents spend between N81 – N120 daily on commuting using public transport. In a related question, the respondents were asked to express their feeling on this every-day expenditure in commuting. Their responses are shown on Table 2.

**Table 2: Commuting Respondents' Feeling on the Daily Expenditure on Public Transport.**

Feeling/Opinion	Response/Scores	As % of Total
Unaffordable by most students	54	60.00
Very Expensive	22	24.45
Expensive	10	11.11
Moderately Expensive	3	3.33
Not Expensive	1	1.11
Total	90	100.00

Source: Author's field survey, 2007.

The result of the analysed data reveals that 60% of the respondents indicated that it is unaffordable by most of them (commuting students).

With respect to the monetary cost of commuting using the Kaduna Polytechnic Students' Bus Service, the Polytechnic Management charges a flat fee of twenty naira (N20.00) per day per student. Here, again, the commuting students were asked to express their feeling on the twenty naira (N20.00) charged by the Polytechnic Student Bus Service. The outcome of the analysis of their responses is shown on Table 3 below.

**Table 3: Commuting Respondents' Feeling about the N20.00 Charged by the Polytechnic Bus Service.**

Feeling/Opinion	Response/Scores	As % of Total
Unaffordable by most students	17	18.9
Very Expensive	21	23.3
Expensive	9	10.0
Moderately Expensive	18	20.0
Not Expensive	25	27.8
Total	90	100.00

Source: Author's field survey, 2007.

From the table, 27.8%, the largest number, of the respondents felt the amount charged is not expensive. However, 23.3% felt it is very expensive while, surprisingly, 18.9% felt the amount charged is unaffordable by most commuting students. If the 10.0% of the respondents who indicated the fee charged is expensive is added to the last two groups of respondents above, then 52.2% (i. e. more than halve) of the respondents felt that the Student Bus fare was either expensive or very expensive or unaffordable by most of the student commuters. In the light of the commuters' response to a question in which they were asked to indicate the nature of their sponsorship to the programmes they were undergoing, as shown on Table 4, it should not surprise the reader that over halve of the respondents felt the N20.00 charged was expensive to unaffordable by most of them because the majority of them (78.9%) were self-sponsored!

**Table 4: Nature of Sponsorship**

ITEM	SCORES	%
Self-Sponsored	71	78.9
Scholarship	10	11.1
Full Sponsorship (in-service)	9	10.0
Total	90	100.0

Source: Author's Field Survey, 2007

One question item in the questionnaire directed to the student commuters requested them to indicate their opinion on the effect of the expenses they incurred in commuting on their financial resources for their upkeep and other needs for the success of their learning endeavour. The outcome of the analysis of their responses is presented on Table 5 that follows.

**Table 5: Commuters/Respondents' Opinion on the Effect of the Daily Expenditure on their Financial Resources for Learning.**

Opinion (Variable)	Responses/Scores	%
A damaging loss to financial resources for learning	30	33.33
A very substantial loss to financial resources for learning	31	34.45
A substantial loss to financial resources for learning	19	21.11
A fairly substantial loss to financial resources for learning	8	8.89
Not a substantial loss to financial resources for learning	2	2.22
Total	90	100.00

Source: Jiriko (2007)

Table 5 reveals that 67.8% of the respondents indicated that the expenditure on commuting was either a very substantial loss or a damaging loss to their financial resources for learning. When we add the percentage (21.11%) of the respondents who felt that the expenditure is a "substantial loss to financial resources for learning" to this proportion, it means almost 90% (i. e. 88.9%) of the respondents opined that the commuting financial expenditure is either a damaging drain or a very substantial drain or substantial drain on their financial resources meant for their maintenance and other requirements for a successful learning undertaking.

Similarly, the result of the analysed data on the indices used in student commuters' opinion rating (degree of support/otherwise) of the concentration of students' hostels in the Main Campus is presented on Table 6.

**Table 6: Commuters' Opinion (Degree of Support) on the Concentration of Students' Hostels in the Polytechnic Main Campus**

S/No.	Concentration/Item	SA	A	D	SD	MEAN (X)	Remarks/Decision
1	A good policy	17	11	17	45	2.00	Not Supported
2	Cause further concentration (learning facilities) in Main Campus	38	33	11	8	3.12	Supported
3	Good for commuting students	11	17	32	30	2.10	Not Supported



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### **DISCUSSION**

#### **Implications /Effects of the Time Cost of Commuting on the Respondents' Learning in Kaduna Polytechnic**

The mean daily expenditure of N93.38 (and the fact that 88.44% of the respondents/student commuters indicated that they spend from N81-N120 daily) on public transport is certainly on the higher side, bearing in mind the fact that nearly 75% of the responding students are self-sponsored (Table 4). Similarly, 52.2% of the respondents felt that even the N20.00 charged daily by the Students' Bus Service is either expensive or very expensive or unaffordable by most commuting students. Overall, 88.9% of the responding commuting students opined that the commuting expenditure is either a damaging drain or a very substantial drain or a substantial drain on the financial resources meant for their maintenance and other needs for a successful academic pursuit.

In a situation where the economy is groaning, funding of higher education is inadequate, revenues internally – generated by our institutions of higher learning are insufficient, and parents/guardians are barely surviving on account of (mostly) the suffocating financial demands for the education of their children/wards, coupled with the absence of government subsidised school feeding programmes – the invaluable importance of every naira a student in Nigeria manages to secure in the enhancement/facilitation of his/her learning endeavours cannot be over-emphasised. The daily commuting expenses constitute a portent (but avoidable) drain on the scarce financial resources of the learners. Such money could rather, gainfully, be utilised for various learning facilitating/enhancing activities: balanced feeding to obtain the energy and good health without which the learning endeavour is impossible (e. g. one cannot read or read with full concentration, digest/absorb what one is reading, do one's assignments properly, write tests/examinations properly, etc, with an empty stomach); renting of accommodation, purchase of academic consumables for studio work (practical), relevant textbooks or literature in general, software, pay for internet services/browsing (self-learning), or even buy clothing to protect oneself from inclement weather, to name but few. In the absence of these, effective learning is just impracticable which, in turn, will certainly be reflected negatively on the learner's performance via tests and examinations. As a matter of fact, inadequacy of financial resources for self-sustenance has unquantifiable toll on the energy and psychological zeal that drives the learning machine in a learner!

Commuting students did not support the concentration of hostels in Main Campus either as "a good policy", or as "good for commuting students", nor its continuation. Rather, the respondents supported the fact that the policy on the concentration of hostels in the Main Campus "caused/causes further concentration of learning facilities in the Main Campus", that it "should be stopped" and "should be replaced" by "building hostels in all campuses" of the Kaduna Polytechnic.

### **CONCLUSION RECOMMENDATIONS**

The operation of the multi-campus organisational structure by Kaduna Polytechnic (remotely) and the concentration of students' hostels in the Main Campus (directly) gave birth to the need for commuting to other campuses for learning/lectures by the students resident in those hostels. Commuting (the genesis of the Students' Bus Service Scheme and patronage of public commercial transport) has been found to be attendant with enormous monetary costs which the students indicated are damaging drains to their financial resources for learning and having serious negative effects on their learning endeavour. The respondents rejected the Polytechnic's policy of concentrating students' accommodation in the Main Campus, want it discontinued and replaced, i.e. decentralised, by building hostels in all campuses of the Kaduna Polytechnic. The respondents rated the operations of the Students' Bus Service in respects that are crucial to their effective learning, regarding financial expenses, that is, availability, and convenience for doing their off-official lecture hours' assignments, etc, as unsatisfactory.

### **RECOMMENDATIONS**

In the light of all the foregoing, alternative monetary cost-reduction solutions are needed to enhance students' learning endeavour and the following are, therefore, recommended:

Further concentration of students' hostels in Kaduna Polytechnic should be stopped at once.

The most viable cost-reduction and learning-enhancing strategy for managing/operating the multiple campuses in Kaduna Polytechnic is to concertedly apply the campus (land/space-use) planning concepts and principles which Urban and Regional Planning Education provides. Relevant Campus Planning Concepts for application here are the Ring Concept and the Multi-Nuclei Concept. This entails hostels be provided in each

of the campuses so that students live in close proximity to their learning facilities (classrooms, lecture theatres, studios, workshops, laboratories, unit/campus library, game/sporting and medical facilities, e-learning centres, departmental facilities, etc. This will remove the avoidable necessity for inter-campus commuting with its attendant monetary and sundry losses and effects on learning as revealed by this study. For now, the only central facilities that should be retained in the Main Campus should be Central Administration, Main Library and Main Sporting Complex, the Main Medical Centre, Central Mosque, and the Chapel Complex.

The Polytechnic Students' Bus Service should be commercialised and converted to a Staff Bus Service.

The Students' Hostels in the Main Campus should be made accessible to students from all programmes offered by the Colleges/Departments operating in the Main Campus to avoid under-utilisation.

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