British International Journal of Education and Social Sciences
Vol.13, No.01; January-2026;
ISSN (3342–543X);
p –ISSN 4519–6511
Impact factor: 9.82

INFLUENCE OF INSTITUTIONAL OWNERSHIP ON RESOURCE MANAGEMENT IN COLLEGES OF EDUCATION IN SOUTHWEST, NIGERIA

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Abstract: The study examined at resource management and institutional ownership in southwest Nigerian colleges of education. It concentrated on the connection between resource management and institutional ownership. The study also looked into how federal, state, and private educational institutions in southwest Nigeria used their resources differently. The descriptive survey research design was used in the study. All of the faculty members in the public and private educational institutions in southwest Nigeria made up the population. 926 academic staff members who evaluated resource management in their individual colleges made up the study's sample. Using a multistage sampling technique, the sample was chosen. Data for the study was gathered using a single research tool called the Resource Management Questionnaire (RMQ). Experts in educational management, assessments, and measurement from Ekiti State University, Ado Ekiti, guaranteed the instruments' face and content validity. The test-retest reliability approach yielded a reliability coefficient of 0.81, which was deemed sufficient for the investigation. The 0.05 level of significance was used to test the proposed hypothesis. According to the study's findings, state colleges of education had superior average resource management than federal and private colleges, while resource management in southwest Nigerian institutions of education was moderate. Based on the results, it was suggested, among other things, that institutional owners of educational institutions should work together to guarantee improved resource management in all areas, including acquisition, upkeep, and use. In order to compete with other institutional ownership (public and federal colleges of education), private colleges need also enhance their resource management.

Keywords: Institutional Ownership, Resource management, Colleges of education

Introduction

Nigeria has several colleges of education that aim to train future educators to be effective and committed school administrators. The Nigeria Certificate of Education (NCE) is bestowed by both public and private colleges of education in the country. The Federal Republic of Nigeria (2004) states that colleges of education aim to promote teachers' curiosity and creativity, assist them in becoming integrated members of their communities and society as a whole, strengthen their dedication to national goals, equip faculty with the knowledge and skills necessary for their work, prepare them to adapt to changes in their country and the world at large, and increase faculty members' dedication to teaching.

In order for Colleges of Education to accomplish their goals, effective management of available resources is crucial. In order to determine the extent to which facilities are available, the National Commission for Colleges of Education (NCCE) typically conducts resource visits to newly established public or private colleges of education. Consequently, establishing and certifying a college of education in Nigeria is contingent upon the availability of finances. With this goal in mind, the NCCE establishes consistent minimum requirements to ensure the institutions run smoothly. As a living standard for evaluating the sufficiency of facilities, physical resources are anticipated to be sufficiently supplied to permit an appropriate and favourable setting for learning. A suitable number of technologists, technicians, secretaries, and administrators should be assigned to each school department and unit. At least forty pupils per classroom is the recommended minimum size for a standard classroom. Each staff office should be large enough to accommodate two lecturers, and heads of department should each have a private, comfortable office. According to the NCCE guidebook for the administration of resources in Nigerian colleges of education (2012), every professor needs a desk, a chair, and maybe even more.

Colleges of Education in Southwest, Nigeria seem to have major problems with resource management, which is a major barrier to good education. It is not enough to simply provide the necessary resources; they must also be carefully and wisely managed in order to achieve their objectives. Most colleges of education have students stand up in overcrowded classrooms to listen to lectures, which is sad, according to Abraham (2003). The reason behind this is the absence of necessary equipment to enhance teaching and learning. On top of that, Diso and Njoku (2007) pointed out that most colleges of education have overcrowded dorms and badly kept classrooms with dangerously crumbling floors and walls. Doors and windows that are no longer in use lead to a sense of insecurity, and it's not uncommon to see college buildings in poor repair, with cracked walls, a leaking roof, or both things that could compromise the college's programs. As part of resource management, one aspect is the provision of resources in colleges of education. Maduewesi (2001) looked at the availability of resources across all levels of education and found that as a result of expansion, the cost of education is rising significantly, and as a result of financial resources being spread too thin, none of the levels is being adequately funded. In terms of providing sufficient resources, this seems to be a problem for the school's administration. Public universities receive the vast majority of their funding from the federal and state levels of government. The cheaper tuition at public colleges is a result of the large infusion of public funds that these institutions receive. Private universities do not get funding from either the federal or state governments, hence their tuition is subsidised. Tuition and private donations support their operations, hence their rates tend to be higher. Colleges of Education owned by commercial entities manage their resources more meticulously than their public counterparts, which is not surprising. This is in agreement with James (2014) who argued that private ownership encourages efficient usage since owners have the freedom to choose the most productive methods to use their resources, rather than the ones that would provide a lower income.

In addition to allocating funds, it is critical to preserve the existing assets, which often appear insufficient, especially in institutions held by the government. According to Nwagwu, Ehiamehor, Ogunnu, and Unadian (2001), the construction of school buildings and the acquisition of teaching and learning aids like computers, whiteboards, and chairs have cost the country billions of naira, but maintenance has received comparatively little funding. The authors go on to say that schools are notorious for the constant and unpredictable wear and tear that comes from handling materials. This agrees with the opinion of Ebru (2005), who stated that the majority of schools in Nigeria are in a state of disrepair due to a lack of upkeep. The preceding explains the problem of insufficient resource maintenance in Southwest Nigerian colleges of education, which seems to be more common in publicly or government-owned schools. This is likely due to the fact that private colleges are primarily profit-oriented establishments, and the owners or proprietresses of these colleges take the management of their resources very seriously, as it directly affects their profitability.

Oyewole and Falade (2018) researched the relationship between school plant maintenance and organisational effectiveness in secondary schools in Ekiti State. Their findings showed that there was a substantial association in this jurisdiction. The results supported the idea that schools' infrastructure should be regularly and systematically maintained by the government, philanthropists, and non-governmental organisations (NGOs) to prevent further deterioration. Furthermore, it is imperative that the government establish suitable policies to guarantee an acceptable educational system. Colleges of Education appear to be impacted by the amount of academic staff productivity in relation to both the provision and upkeep of resources. Colleges of Education seem to have a major problem with resource utilisation as a component of resource management. This is problematic since effective management of resources is incomplete without wise and appropriate use of those resources. According to Boyne, Jenkins and Pole (1999), private organisations are more inclined to compensate employees based on their expertise, performance, creativity, and knowledge compared to public companies. According to their findings, private companies are more affected by employee happiness on the job than public ones. The fact that private companies are more goal-oriented and their output can be more easily measured helps to explain this effect (Hooijberg, Choi and Baldwon, 1987). Additionally, private companies' skill-based and production-based compensation is higher than that of the public sector (Boyne, Poole and Jenkins, 1999). Consequently, private companies prioritise hiring the right people from the beginning of the hiring process.

In addition, private companies are more likely to incentivise innovation and creativity among their employees than public ones, and their performance-based compensation is more common than public sector pay scales (Buchanah, 1974; Jenkins, 1999). Additionally, private companies pay more for employees' skills, knowledge, and production than public sector companies do. When employees in private companies are well-suited to their jobs and work efficiently, they earn more money. Given the above, it's easy to see that college resource management encompasses more than just keeping things in working order; it also involves steps like acquiring or providing, maintaining, and using resources, all of which, when managed wisely, can contribute to the achievement of set objectives. It is worth noting that private colleges of education are profit-oriented institutions, which may explain why their resources are better maintained than those of publicly funded colleges. This is in contrast to public universities, where the majority of operating costs are covered by the government, while private schools rely on tuition rates to fund their operations. Colleges of Education in Southwest Nigeria are the focus of this study, which aims to examine the connection between institutional ownership and resource management.

METHOLOGY

A descriptive survey research strategy was used in the study. This survey drew its participants from 5,338 faculty members at public and private universities in southwest Nigeria. Using a multistage sampling technique, 926 faculty members from 10 schools of education in southwestern Nigeria were chosen for the study's sample. The initial step was to separate the schools of education into three groups: federal, state, and private. This was done using a stratified sample technique.
In the second phase, a technique of proportionate random sampling was employed to choose two public, four state, and four private universities for teacher education. In the third phase, 926 faculty members were chosen using a proportionate stratified sampling technique. The research team employed a single tool, the "Resource Management Questionnaire" (RMQ), to compile their findings. Experts in the field of research made sure that the instrument was face-and content-valid by checking that it accurately measured the things it claimed to. The reliability approach of test-retest was employed. The dependability of RMQ was 0.81. According to the device, this was a sufficiently high reading. At the 0.05 threshold of significance, the hypothesis was tested.

Results

Research Question 1: What is the level of resource management in Colleges of Education in Southwest, Nigeria?

In order to find the answer, we looked at ratings on a scale from 1 (Strongly Disagree) to 4 (Strongly Agree) on items 1–29 of Section B of the Resource Management in Education Questionnaire (RMEQ). Counts of occurrences, simple percentages, means, and standard deviations were used for data analysis, as demonstrated in Table 1. Mean scores of 1.00-2.49 were considered Low, scores of 2.50-3.49 were considered Moderate, and scores of 3.50-4.0

were considered High when assessing the level of resource management in Southwest Nigerian institutes of education.

Table: Mean Rating of Resource Management in Colleges of Education in Southwest, Nigeria

S/N	Items	Responses				Mean	S. DV	Decision
		SA (%)	A (%)	D (%)	SD (%)			
	Financial Resource Management							
1	The financial account records are regularly subjected to auditing.	92 (11.4)	702 (87.0)	13 (1.6)	-	3.10	.347	Moderate
2	Th college is adequately founded.	339 (42.0)	83 (10.3)	331 (41.0)	54 (6.7)	2.88	1.041	Moderate
3	Philanthropists and non-governmental organisations are usually encouraged to donate money to the college.	8 (1.0)	367 (45.5)	412 (51.1)	20 (2.5)	2.45	.563	Low
4	There is transparency in the utilization of fund.	39 (4.8)	329 (40.8)	382 (47.3)	57 (7.1)	2.43	.696	Low
5	Internally generated revenue are usually utilized judiciously for the purpose of developing and maintaining the school.	29 (3.6)	286 (35.4)	492 (61.0)	-	2.43	.563	Low
6	Concerted efforts are made to generate more money internally.	-	360 (44.6)	316 (39.2)	131 (16.2)	2.28	.727	Low
	Average	**99 (12.3)**	**329 (40.8)**	**314 (38.9)**	**65 (8.1)**	**2.60**	**0.66**	**Moderate**
	Physical Resource Management							
7	There is regular supply of electricity.	17 (2.1)	698 (86.5)	92 (11.4)	-	2.91	.356	Moderate
8	Libraries are well stocked with the required materials.	23 (2.9)	454 (56.3)	297 (36.8)	33 (4.1)	2.58	.619	Moderate
9	Equipment for teaching such as TV, overhead projector, video machine and others are adequately managed.	24 (3.0)	419 (51.9)	71 (8.8)	293 (36.3)	2.22	.978	Low
10	Information communication and technology (ICT) facilities are judiciously managed.	20 (2.5)	83 (10.3)	532 (65.9)	172 (21.3)	1.94	.642	Low
11	School buildings/structures are built according to right specifications.	-	72 (8.9)	421 (52.2)	314 (38.9)	1.70	.624	Low
12	There exists maintenance policy in the schools which helps to preserve all available facilities.	34 (4.2)	38 (4.7)	193 (23.9)	542 (67.2)	1.46	.772	Low

13	Renovations of school structures are regularly done.	26 (3.2)	45 (5.6)	110 (13.6)	626 (77.6)	1.34	.729	Low
Average		**24 (3.0)**	**232 (28.7)**	**239 (29.6)**	**312 (38.7)**	**2.02**	**0.67**	**Low**
	Time Resource Management							
14	The time available to the school for its programme and activities is sufficient.	189 (23.4)	480 (59.5)	138 (17.1)	-	3.06	.634	Moderate
15	Different activities and the programmes of the school are properly scheduled.	67 (8.3)	654 (81.0)	86 (10.7)	-	2.98	.435	Moderate
16	The school management provides functioning calendar for effective running of the college.	290 (35.9)	220 (27.3)	276 (34.2)	21 (2.6)	2.97	.897	Moderate
17	It is mandatory for the staff to follow the calendar provided.	128 (15.9)	500 (62.0)	161 (20.0)	18 (2.2)	2.91	.664	Moderate
18	Timing for staff meetings and other activities do not interfere with teaching –learning processes.	25 (3.1)	622 (77.1)	140 (17.3)	20 (2.5)	2.81	.517	Moderate
19	Different activities and the programmes of the school are properly managed.	15 (1.9)	518 (64.2)	274 (34.0)	-	2.68	.505	Moderate
	Average	**Average**	**131 (16.2)**	**448 (55.5)**	**99 (12.3)**	**129 (16.0)**	**2.95**	**0.58**
	Human Resources Management							
20	Due process is followed in the recruitment of academic staff.	497 (61.6)	284 (35.2)	26 (3.2)	-	3.58	.555	High
21	Lecturers regularly attend seminar and conferences.	340 (42.1)	438 (54.3)	9 (1.1)	20 (2.5)	3.36	.634	Moderate
22	Academic staff are made to regularly undergo different internal trainings.	174 (21.6)	567 (70.2)	66 (8.2)	-	3.13	.529	Moderate
23	High performing academic staff are recommended to the school authority for recognition.	11 (13.8)	614 (76.1)	82 (10.2)	-	3.04	.488	Moderate
24	There is cordial relationship between the school management and academic staff.	65 (8.1)	630 (78.1)	112 (13.9)	-	2.94	.465	Moderate
25	Academic staff participate in professional courses.	62 (7.7)	615 (76.2)	130 (16.1)	-	2.92	.481	Moderate

26	Academic staff wellbeing is adequately taken care of by the school management.	35 (4.3)	621 (77.0)	151 (18.7)	-	2.86	.458	Moderate
27	Young academic staffs are sponsored by the college to upgrade their academic qualification.	45 (5.6)	640 (79.3)	2 (.2)	120 (14.9)	2.76	.771	Moderate
28	Provision is regularly made for organised workshop for lecturers.	39 (4.8)	114 (14.1)	401 (47.7)	253 (31.4)	1.92	.802	Low
29	The welfare of academic staff is adequately taken care of.	26 (3.2)	125 (15.5)	350 (43.4)	306 (37.9)	1.84	.799	Low
Average		**119 (14.7)**	**489 (60.6%)**	**179 (22.2)**	**20 (2.4)**	**2.90**	**0.61**	**Moderate**

Colleges of education in southwest Nigeria are rated on the level of resource management in the Table above.

The table also showed that two out of six items (3.10-2.88) were deemed moderately managed in terms of financial resource management, while four items (2.45-2.28 mean value) were deemed low. Financial resources that are moderately handled include checking financial account records on a regular basis (mean value: 3.10) and internal initiatives to create additional money (mean value: 2.28). Financial resource management was considered moderate on average, with a mean score of 2.60. Two of the seven physical resource management items were deemed moderately handled by respondents (2.91-2.58 mean value), while five items were deemed low (2.22 - 1.34) according to the table. The data shows that school building renovations are low, with a mean value of 1.34, and that regular supply of power is moderately handled, with an average value of 2.91. With a mean value of 2.02, the sample of education colleges demonstrated poor physical resource management.

All six time resource management issues were deemed moderately handled, according to the table (3.06 - 2.68 mean value). The school's time available for its programs and activities is the best handled, with a mean value of 3.06, while the proper management of diverse activities and the school's programs is the least, with a mean value of 2.68. The results showed that out of ten items, one had a high rating (3.58 mean value), seven had a moderate rating (3.36-2.76 mean value), and two had a low rating (1.92-1.84 mean value). The chart shows that academic staff were hired following due process, with a high mean value suggesting that this was the case, and that their welfare is sufficiently taken care of, with a low mean value of 1.84. A mean value of 2.90 indicates that human resource management is moderately managed in the colleges of education that were sampled. Time, human resources, and money resources were all moderately handled, with mean values of 2.95, 2.90, and 2.60 correspondingly, according to the results. In contrast, physical resources were lowly managed, with a mean value of 2.02.

After collecting all of the resource management scores, we ran a descriptive analysis using the means and standard deviations to classify them as low, moderate, or high. Mean and standard deviation values of 73.52 and 5.89, respectively, were produced by this procedure. We performed additional manipulations on the mean and standard deviation, and then we used percentages and counts to describe the data. By combining the mean score with the standard deviation, we get 79.42, and by removing the standard deviation from the mean score, we get 67.63, which represents a poor level of resource management. On the other hand, by merging the mean score and standard deviation, we get 73.52, which represents a high level of resource management. So, from 29 to 67.63 is a low level of resource management, from 67.64 to 79.41 is a moderate level, and from 79.42 to 116 is a high level. Table 2 and Figure 1 show the percentage of colleges in

Southwest Nigeria that have effective resource management systems in place.

Table 2 Descriptive Analysis of Resource Management in Colleges of Education in Southwest, Nigeria

Academic Staff Productivity	Frequency	Percentage (%)
Low (29 – 67.63)	154	19.1
Moderate (67.64 – 79.41)	580	71.9
High (79.42 - 116)	73	9.0
Total	**807**	**100**

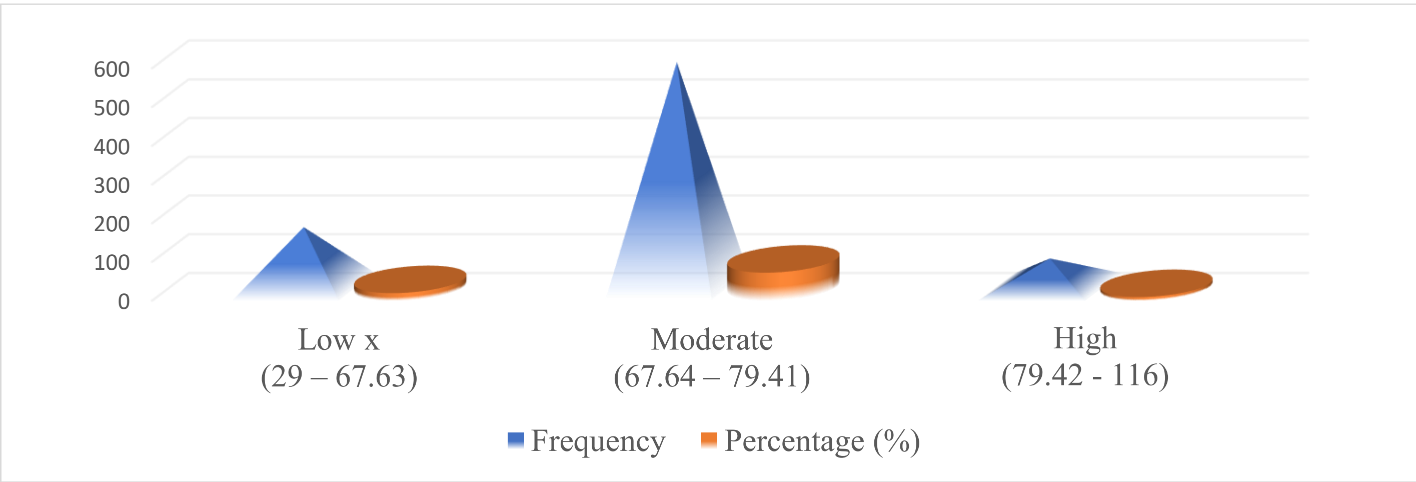

Figure 1. Resource Management in Colleges of Education in Southwest, Nigeria.

The degree of resource management in Southwest Nigerian institutes of education is displayed in Figure 1 and Table 2. The results showed that out of 807 respondents, 154 (19.1%) thought the management of resources was poor, 580 (71.9%) thought it was intermediate, and 73 (9.5%) thought it was high. The data analysis suggests that resource management in Southwest Nigeria's institutes of education was moderate.

Hypothesis 1: Institutional ownership has no significant influence on resource management in Colleges of Education in Southwest, Nigeria.

To test this hypothesis, we looked at the data collected from the Resource Management Questionnaire (Section B) depending on institutional ownership, namely questions 1–29, regarding resource management. Statistical analysis was performed on the acquired data using Analysis of Variance (ANOVA) at a significance level of 0.05. The outcome can be seen in Table 3.

Table 3. ANOVA Analysis of Influence of Institutional Ownership on Resource management in Colleges of Education in Southwest, Nigeria

Sources	SS	df	MS	F	p-value
Between Groups	.330	2	.165	27.453*	.000
Within Groups	4.827	804	.006		
Total	5.157	806			

*p<0.05

F=27.453, p=0.000, as seen in Table 3. The null hypothesis was rejected due to the p-value of 0.000 being less than the 0.05 level of significance. This shows that educational institutions' ownership structure significantly affects how resources are managed in Southwest Nigerian institutes of education. To pinpoint the impact location, a Scheffe Post Hoc Test was executed. You can see the outcome in Table 4 down below.

Table 4. Scheffe Post Hoc Tests of Institutional Ownership and Resource Management in Colleges of Education in Southwest Nigeria.

Institution Ownership	N.	Mean	Federal	State	Private
Federal	153	75.05		*	*
State	426	76.80	*		*
Private	228	73.24	*	*	

*p<0.05

The average resource management in state-owned colleges of education is substantially better than in federal and private colleges of education, as shown in Table 4. Conversely, compared to privately held colleges of education, government controlled colleges of education had substantially better average resource management. The average resource management in state-owned colleges of education is substantially better than in federal and private colleges of education, as shown in Table 4. Conversely, compared to privately held colleges of education, government controlled colleges of education had substantially better average resource management.

Discussion:

Colleges of education in Southwest Nigeria have moderate resource management, according to the results, and institutional ownership significantly affects this practice. Colleges of education held by the state had far superior resource management than their federally and privately funded counterparts, according to the major variations in this area. Despite insufficient funding for all three types of educational institutions—federal, state, and private—the likely explanation is that state colleges of education may be better at the maintenance and utilisation stages. This lines up with the findings of Dare (2009), who discovered that the state's funding for educational programs is inconsistent and insufficient. According to Gathuthi (2008), African tertiary institutions are underfunded, so this makes sense as well. The assumption that federal academic institutions have easier access to financial resources than their private or state-owned counterparts begs the question: how can these institutions manage their resources effectively when they aren't properly maintained and used? If this is the case, then federal colleges of education should be better run than state or private colleges of education.

CONCLUSION AND RECOMMENDATION

The following suggestion was made in light of the study's results.

It is imperative that public and private college and university systems work together to improve the acquisition, maintenance, and use of their respective resources. It is recommended that many entities, including the government, philanthropists, and non-governmental organisations, contribute to the system's funding. If this helps with better management of resources, it might be a relief for owners and other managers. For private universities to remain competitive with public and state-run institutions, they need to do a better job of managing their funds.

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