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RESOURCES UTILIZATION AND ALLOCATION IN MANAGEMENT OF STATE-OWNED UNIVERSITIES IN SOUTH EAST NIGERIA

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ABSTRACT

The study focused on the Extent of Resources Utilization and Allocation in Management of State-owned Universities in South East Nigeria. Two research questions and two null hypotheses guided the study. Descriptive survey research design was adopted for the study. The population of this study was 521 Senor Accounting officers and Senior Administrative Staff. The breakdown has 259 Senior Accounting Officers and 262 Senior Administrative Staff in State Owned Universities in South East. The entire population was used as the sample size. Hence the sampling technique was census. A structured questionnaire developed by the researcher titled; Extent of Resources Utilization and Allocation in Management of State-owned Universities Questionnaire (ERUAMSOUQ) was used to elicit information from the respondents. The instrument was validated by three experts, two experts from Educational Administration and Planning in the Department of Educational Foundations and one expert from Measurement and Evaluation option of Science Education Department, both from Ebonyi State University, Abakaliki. Data collected were analyzed using mean and standard deviation, while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The results revealed that: resources allocation for the management of State-owned universities in South East, Nigeria are to a low extent and funds utilization for improving staff personnel administration in the State-owned universities in South East are to a low extent while the results of the hypotheses revealed no significant. Based on the findings, the study recommended that: University management should create a program that will engage alumni and local businesses for partnerships and funding initiatives that can supplement university.

Keywords: Resource, Utilization, Management, University, State Owned University, Allocation, Personnel

Introduction

University is an institution of higher learning, it is an institution where individuals' minds are trained for unambiguous thinking and for solving problem at the higher level (Akinsolu, 2019). Universities are categorized into public and private universities. Public

universities are basically universities govern by government and these universities can be regarded as federal universities and state-owned universities. In the context of this study, state owned universities especially in South-East Nigeria will be on focal point especially as it relates to its management and issues of fundings. The Federal Republic of Nigeria (2013) in her National Policy on Education, noted that the aim of university education is to advance the intellectual ability of individuals to comprehend and appreciate the world around. Therefore, university teaching should strive to instill community spirit in the learners via project and actual research. The importance of university education in a developing country such as Nigeria cannot be relegated. This is because of the fact that the entire growth and development of the country is based upon the educational sector's success. The educational sector all over the globe plays a vital role in making available the required balance in form of skilled labour force, inculcation of acceptable societal norm, emerging techniques and methodologies that are needed for the nation to survive.

Universities educate future leaders and develop the higher-level technical capacities that underpin economic growth and development (Ajayi and Ekundayo, 2021). Therefore, university education has significant role to play, in ensuring a complete development of a given society. Government owned universities are established, funded, managed and controlled by the government so as to promote knowledge acquisition through teaching, and research and community services. Therefore, availability of human resources in government owned Universities is a basic requirement for the attainment of Nigerian universities' objectives. However, it seems that the aims of university education have not been actualized as the educational sector encounters mirage of problems that ranged from infrastructural deterioration to inadequate manpower, inadequate funds and inconsistent educational policies leading to underdevelopment. There is no university that can thrive or adequately carry out its functions without adequate funding. Funds are required to pay staff salaries, make provision for and maintain infrastructural facilities and to keep the university functioning. Adequate funding is very critical to the smooth running of university but poor funding and utilization of the available remain a great challenge in the management of State-owned universities. Fund allocation for the development of state-owned universities is sometime mismanaged by the universities management, as observations showing that fund meant for staff training or particular project are always diverted.

Funding problem in the universities has gone a long way to hindering performances in educational system,

based on empowering university staff further training, conferences, seminars and workshops attendance and this to a large extent has affected the quality of the products in the system (Alabi, 2021). The system seems not to have the required financial capacity necessary to sustain educational quality amidst significant enrolment expansion. This may have hindered effective management of state own universities.

Management of universities strongly involves overseeing and coordinating all aspects of the institutions to ensure that they operate efficiently and effectively. According to Okafor (2022) university management is seen as the process of planning, organizing, directing, and controlling the various activities and resources of a university to achieve its educational and research objectives. This involves making decisions about curriculum development, faculty recruitment, budgeting, infrastructural development, and student services, among others. Effective university management requires strong leadership, collaboration with stakeholders, and a focus on continuous improvement (Egwu, 2019). This includes strategic planning, which involves setting goals and objectives for university and developing plans to achieve them. Effective leadership is also crucial, as university managers must motivate and guide staff towards these goals. The question now is "what is the situation in our state-owned Universities in Nigeria. Furthermore, stakeholder engagement is key in ensuring that the university meets the needs and expectations of its various stakeholders, including students, staff, government authorities, and the local communities. The issues of funding, sources of funding and utilization of funds remain a great problem facing Universities (Ekong, 2020). Funding is a very significant issue which plays a crucial role in university education.
One would like to ask, "are there state-owned universities in the South East Nigeria that are adequately funded?" If yes, "is the available fund properly managed?".

The Federal and State governments are expected to play central role in funding their own university education. Funding university education today is a crucial national issue. Funding is the act of providing resources mostly in form of money or other values for a project in any other private or public institution. Ogungbenle and Edogiawerie (2019) viewed funding as an important tool of any organization. They also stated that sufficient funding is a foundation for effective running of every aspect of education, including university education. In the view of Ahmed and Adepoju (2013), educational funding is the financial aid given for the achievement of educational objectives. Therefore, when money is released for educational expenditure or for effective management of universities, the challenges encountered are basically

the aspect of utilization as funds are not always channeled to the right direction in which fund was allocated for (Ekong,2020).

Funds utilization in university refers to the proper implementation of financial resources within a university setting (Udoka, 2019). This involves managing funds in such a way that they are used effectively and efficiently to support various programs, initiatives, and operations of the university which are fund is meant. The goal of funds utilization is to ensure that financial resources are maximized to achieve the university's objectives and goals. Fund utilization plays a vital role in improving both staff personnel and students' personnel in a university, hence, effective utilization of funds support the growth and advancement of their employees. It provides opportunities for professional development, training programs, and initiatives that enhance the skills and knowledge of staff members. Investing in the development of staff personnel contributes to the overall success and reputation of the institution (Okoro, 2022). This involves investing in professional development opportunities, training programs, and initiatives that enhance the skills and knowledge of employees. Utilization of funds towards the growth and development, and ultimately enhance the overall success and reputation of the institution. Effective fund utilization in staff personnel development is essential for creating a culture of excellence and continuous improvement within the university community, especially if fund is allocated appropriately.

Funds allocation in university involves the distribution of financial resources to different areas or departments within the institution based on their needs and priorities. This process requires careful planning and decision-making to ensure that funds are allocated in a fair and equitable manner to support the university's mission and strategic objectives (Chuka, 2022). Effective funds allocation can help improve organizational efficiency, promote innovation, and enhance overall performance and productivity within the university (Udoka,2019). Proper allocation of funds is essential in managing the physical facilities of a university. It is crucial to ensure that buildings, classrooms, and other facilities are well-maintained, renovated and upgraded to meet the needs of students. If funds are allocated appropriately, universities can create a conducive learning environment that enhances the overall educational experience. Through strategic allocation of funds, universities can support the growth and advancement of staff members, to the overall success and upliftment of the institution (Akinyele, 2021).

Fund allocation plays a crucial role in the management of physical facilities in a

university. This includes budgeting for maintenance, repairs, and upgrades to ensure that campus buildings and infrastructure are well-maintained and conducive to learning and research activities (Chukwu, 2022). Proper allocation of funds is essential to address the ongoing needs of the university's physical facilities and to create a safe and comfortable environment for effective teaching and learning to take place.

Sources of funds in university typically come from various revenue streams such as tuition fees, government funding, research grants, donations, endowments, and investments. These sources provide the financial resources needed to support the university's operations, including academic programs, research activities, infrastructural development (Okoro, 2019). It is important for universities to diversify their sources of funds to ensure financial stability and sustainability.

Udoka (2020) identified that, there are majorly four sources of revenue for universities: (i) the funds from the proprietors which account for 78% of the total funds (which constitute more than 90% in Federal universities, 80% in State universities and 3.5% in the Private institutions (ii) revenues from fees and tuitions which is about 18% of the total funds in State universities but it is as high as 64.8% in the private university (iii) investments and other forms of internally generated revenues (IGR) constitute just 2% of total revenue and (iv) donations, endowments, grants and other form of gifts constitutes just1% of the total revenues (Ogbondah, 2018).

A great deal of administrative effort is required to make sure that the allocation of fund source is disseminated towards the achievement of university goals and objectives. Most of these administrative staff who performed operational functions are mostly senior administrative staff and the Senior accounting officers from bursary Department. Senior administrative staff in a university refers to the high-level management officers responsible for overseeing institutional operations (Chukwu, 2022). The senior administrative staff play a vital role in the developing and implementation of long-term plans for the university. They oversee budgets, personnel and facilities. This is in line with the senior accounting officers from bursary department who are involved in the collection and disbursement of funds to various units in the University. Bello (2021) opined that senior accounting officers from bursary are senior financial administrators responsible for managing fund in the different faculties as well as bursary unit. The head of accounting of the University is the Bursar and other accounting officers who are responsible for collection and disbursement of funds to workers or various unit of the university. They

oversee the financial and other strategic activities of the institution. Adequate fund is required to maintain the existing infrastructure, execute capital projects, embark on educational research and pay salaries of staff. Without sufficient funding, the set educational goals and objectives can never be accomplished. Saint, Harnett and Strassner (2019) reported that the Nigeria's little research output is likely a reflection of the low priority given to research and development by government decision-makers and that Nigeria's Federal University system uses only 1.3% of its budget on research. The researchers are of the opinion that the level of fund released to universities will have a strong impact on the quality of output produced by the universities.

The university education system gets help from development agencies and private organizations. Gifts from the private sector are mostly in form of cash and physical structure granted to the institutions by individuals or groups. Notable citizens offer money to the institutions to be held in their honour and also for their names to be commemorated in the institutions (Bamiro, 2018). It is significant to note that some of the donations made by individuals and organizations are from the information they collected on the institutional progress. It is also noted that the alumni association of some universities give donations with respect to the first-hand information as regards the situation of things in the institution.

Universities all over the world have designed different means of generating fund for their operations since funds are required for effective running of the institutions and maintenance of existing structures (Akinyele, 2021). Therefore, investing to generate income is not only helpful, it is also vital. In addition, as it has become obvious that the government alone cannot fully fund university education, the role of IGR, therefore become more essential.

The challenge of funding education in Nigerian education system has exists for a long time. Unarguably, the incessant industrial action by the Academic Staff Union of Universities (ASUU) affirms articulately that insufficient funding is a key issue. In education system, poor financial management among management board members has been an issue across state universities in South East of Nigeria. Problems of inadequate teaching aids or instructional materials, poor classroom environment, non-maintenance of school plant among others have been subject of concern to the public. Furthermore, non-completion of school projects and general public outcry on the level of diversion of funds as well as fund misappropriation has left many shocked at the level of knowledge school management acquire when it comes to strategic planning, sources of funds, resources allocation, and

utilization of funds for the development of the school system. Thus, the need to assess resources in management of State-owned Universities in South East Nigeria.

Statement of the Problem

One immediate consequence is the decline in academic standards. When funds are misappropriated or insufficiently mismanaged, essential services such as poor salaries, poor maintenance of facilities and inadequate learning materials, these affect students' academic performance in the universities. This demotivates faculty members, leading to reduced teaching quality and a decline in student engagement and academic performance. This appears to be the case of state - owned universities nowadays. Moreover, mismanagement can result in a tarnished reputation for institutions of higher learning. Poor governance practices lead to scandals, low enrollment, and difficulties in attracting qualified educators and researchers. Furthermore, students graduating without the necessary skills sought in exacerbating unemployment or underemployment rates among graduates. Ultimately, the credibility of the university system is undermined, making it difficult for graduates to compete internationally or even locally. Poor funding is one of the most significant challenges confronting state-owned universities. Insufficient financial resources lead to a myriad of issues, including overcrowded classrooms, outdated technology, and limited access to research opportunities. Students often find themselves in learning environments that lack basic amenities, which can hinder their educational experience and overall well-being.

Additionally, lack of adequate sources of funding affects the ability of universities to offer assistance and as well, limiting access for economically disadvantaged students. This perpetuates cycles of inequality, denying bright individuals the opportunity to pursue higher education solely based on their financial circumstances. When access to education is inequitable, the nation's potential for innovation and economic growth diminishes. Furthermore, deteriorating infrastructure due to insufficient maintenance result in health and safety hazards for students and staff.

Purpose of the Study

The main purpose of this study is on resource utilization and allocation in management of state-owned universities in South East Nigeria. Specifically, the study sought to:

1. ascertain the extent to which resources are allocated in the management of state-owned universities in South East, Nigeria
2. determine the extent to which funds utilization improve staff personnel administration in the state-owned universities in South East

Research Questions

The following research questions guided the study.

1. What is the extent to which resources are allocated by government for the management of State-owned universities in South East, Nigeria?
2. What is the extent to which funds utilization improve staff personnel administration in the State-owned universities in South East?

Hypotheses

The following hypotheses were formulated for the study and were tested at 0.05 level of significance.

HO_1 There is no significant difference in the mean opinions of Senior Accounting Officers and Senior Administrative Staff on the extent to which resources are allocated in the management of state-owned universities in South East, Nigeria

HO_2 There is no significant difference in the mean views of Senior Accounting Officers and Senior Administrative Staff on the extent to which funds utilization improve staff personnel administration in the state-owned universities in South East, Nigeria

Methodology

The study adopted a descriptive survey design. Descriptive survey design is the plan of study which enables the researcher to collect data from a well-defined population and systematically selected segments of the population in order to determine the attributes of the population. Descriptive design helps to homogenize the population and affords all respondents equal chance of being chosen where sample is called for. Descriptive survey design also helps to establish the opinion of respondents where it is highly needed.

The area of the study was South-East Nigeria. The zone comprises of five states namely Abia, Anambra, Ebonyi, Enugu and Imo. The region known as Igboland - a cultural region that invests a lot in education and values education as the higher industry for the society.

The South East region is bounded in the North by Kogi and Benue States, in the south by Rivers and Akwa Ibom States, in the east by Cross River State and in the West by Edo and Delta States. The population of this study comprised all the 521 Senior Accounting Officers and Senior Administrative Staff who are concerned with staff and student personnel services in State owned Universities in South East Nigeria. Statistical information obtained shows that there are five hundred and twenty-one Senior Accounting Officers and Senior Administrative Staff in State owned Universities, who are concerned with staff and students' services. The sample size for this study was five hundred and twenty-one Senior Accounting Officers and Senior Administrative Staff in State owned

Universities in South East, Nigeria. This has 259 Senior Accounting Officers and 262 Senior Administrative Staff in the State-Owned Universities in South East. So, the entire population was used for the study since it is small and manageable. Hence the sampling technique was census.

The instrument for data collection was structured questionnaire titled: Extent of Resources Utilization and Allocation in Management of State-owned Universities Questionnaire (ERUAMSOUQ) constructed by the researcher. The questionnaire has two sections. Section A dealt on personal data of the respondents. Section B contains items structured on Management of State-Owned Universities. The instrument is structured to enable universities personnel express their opinion on a four point- rating scale. The scale ranged from one to four (1 – 4) with four as the highest value and one as the lowest value. Clusters one to five had the rating scale of, Very High Extent = (VHE), High Extent =(HE), Low Extent= (LE) and Very Low Extent =(VLE). The instrument received face and content validation by three (3) validators: two validators in the Department of Educational Foundations (Educational Administration and Planning) and one validator in the Department of Science Education (Measurement and Evaluation); all from the Faculty of Education, Ebonyi State University, Abakaliki. Reliability coefficients for the clusters were as follows; cluster A**:** 0.966, and cluster B: 0.982. These gave an overall reliability score as 0.990. The result indicated that the instrument is reliable and therefore considered appropriate for use. Five hundred and twenty-one copies of questionnaire were administered by the researcher with the help of four research assistants that were briefed on how to administered the research instruments. Out of Five hundred and twenty-one copies of questionnaire administered, five hundred and three copies of questionnaire were returned which was 97% return rate.

Research questions 1-2 were answered on individual item basis using mean and standard deviation. In taking decision, range values were adopted. That is 1.00-1.49 for Very Low Extent (VLE), 1.50 – 2.49 for Low Extent (LE), 2.50 – 3.49 for High Extent (HE) and
3.50 -4. 00 for Very High Extent (VHE). In testing the hypotheses, t-test was used to test the hypotheses at 0.05 level of significance. Decisions were that, when the t-calculated probability value is greater that the P-value (P>0.05), the null hypothesis is accepted; but when the probability value is lesser than or equal the 0.05 (P<0.05), the null hypothesis is not accepted and interpreted as that there is a significant difference.

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Results

Research Question One: What is the extent to which resources are allocated in the management of State-owned universities in South East, Nigeria?

Table 1: Mean and Standard Deviation on the extent to which resources are allocated in the management of State-owned universities in South East, Nigeria

S /No	Items Statement	N	$\overline{X}$	SD	Decision
1	State universities management ensure effective allocation of financial resources	503	1.93	0.72	LE
2	Allocate resource for physical development	503	2.28	0.73	LE
3	Human capital resources are allocated for human empowerment	503	2.18	0.63	LE
4	Technological resources are distributed for ICT development	503	2.04	0.68	LE
5	State universities management allocate infrastructure resource for school development	503	2.24	0.86	LE
6	State universities management allocate materials resources for school building	503	2.74	0.69	HE
	Grand Mean		**2.23**	**0.63**	**LE**

Table1 showed that the respondents indicated that on items 1 to 6 were to low extent in terms of resource allocation as it relates to: State universities management ensure effective allocation of financial resources, allocate resource for physical development, human capital resources are allocated for human empowerment, technological resources are distributed for ICT development and State universities management allocate infrastructure resource for school development. This indicated low extent to which resources are allocated in the management of State-owned universities in South East, Nigeria with a grand mean score of 2.23, while the SD ranged between 0.63 to 0.86 which was not far from the central mean. Thereby, resources allocated in the management of state-owned universities in South East, Nigeria are a low extent as resource allocation are inadequate for physical development.

Research Question Two: What is the extent to which funds utilization improve staff personnel administration in the State-owned universities in South East?

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Table 2: Mean and Standard Deviation on the extent in which funds utilization improve staff personnel administration in the State-owned universities in South East

S/No	Items Statement	N	X	SD	Decision
7	Funds are used for staff professional development	503	2.03	0.36	LE
8	School management utilizes funds for recruitment process	503	2.26	0.57	LE
9	Funds are utilized for staff orientation process	503	2.39	0.53	LE
10	Fund are utilized for staff performance-based incentives	503	2.30	0.67	LE
11	Funds are utilized for staff performance appraisal	503	2.13	0.62	LE
12	Funds are utilized for staff payment	503	3.23	0.51	HE
	Grand Mean		2.22		LE

Result in Table 2 revealed that the respondents recorded to a low extent on items 7 to 11on funds are used for staff professional development, school management utilizes funds for recruitment process, funds are utilized for staff orientation process, funds are utilized for staff performance-based incentives and funds are utilized for staff performance appraisal. While item 12 recorded high extent on funds are utilized for staff payment with a grand mean score of 2.22, while the SD ranged between 0.48 to 0.69. But based on the central mean of 2.22 conclusion made indicates that funds utilization for improving staff personnel are to a low extent as there is inadequate provision of funds for staff professional development.

Hypotheses

$H0_1$: There is no significant difference in the mean rating scores of Senior accounting officers and senior administrative staff on the extent to which resources are allocated in the management of state-owned universities in South East, Nigeria

Table 3: t-test of difference in the mean responses of Senior accounting officers and Senior Administrative Staff on the extent to which resources are allocated in the management of state-owned universities in South East, Nigeria

Items	Category of Respondents	N	Mean	SD	df	T	P-Value	Decision
1	Senior Account. Officers	249	2.14	0.59	501	6.646	0.000	Significant
	Senior Admin	254	1.72	0.78				
2	Senior Account. Officers	249	2.24	0.90	501	1.191	0.234	Not Significant
	Senior Admin	254	2.32	0.51				
3	Senior Account. Officers	249	2.25	0.70	501	2.465	0.014	Significant
	Senior Admin	254	2.11	0.55				

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4	Senior Account. Officers	249	1.99	0.55	501	1.822	0.039	Significant
	Senior Admin	254	2.10	0.78				
5	Senior Account. Officers	249	2.34	0.88	501	2.758	0.006	Significant
	Senior Admin	254	2.13	0.83				
6	Senior Account. Officers	249	2.74	0.73	501	0.017	0.987	Not Significant
	Senior Admin	254	2.74	0.66				

The result of t-test analysis presented in Table 3 indicated that there is significant difference in the mean ratings of Senior accounting officers and senior administrative staff on the extent to which resources are allocated in the management of state-owned universities in South East, Nigeria, only item, 2 and 6 were not significant. Based on this, the researcher hereby upheld the alternative hypothesis that there is significant difference in the mean ratings of Senior accounting officers and senior administrative staff on the extent to which resources are allocated in the management of state-owned universities in South East, Nigeria.

$H0_2$: There is no significant difference in the mean rating scores of Senior accounting officers and senior administrative staff on the extent to which funds utilization improve staff personnel administration in the state-owned universities in South East.

Table 4: t-test of difference in the mean responses of senior administrative staff and Senior accounting officers on the extent to which funds utilization improve staff personnel administration in the state-owned universities in South East.

Items	Category of respondents	N	Mean	SD	df	t-	p-value	Decision
7	Senior Account. Officers	249	1.97	0.41	501	3.732	0.000	Significant
	Senior Admin	254	2.09	0.29				
8	Senior Account. Officers	249	2.32	0.46	501	2.214	0.027	Significant
	Senior Admin	254	2.21	0.65				
9	Senior Account. Officers	249	2.48	0.53	501	3.791	0.000	Significant
	Senior Admin	254	2.30	0.52				
10	Senior Account. Officers	249	2.32	0.67	501	0.758	0.449	Not Significant
	Senior Admin	254	2.27	0.68				

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11	Senior Account. Officers	249	2.15	0.47	501	0.623	0.534	Not Significant
	Senior Admin	254	2.12	0.73				
12	Senior Account. Officers	249	3.13	0.42	501	4.629	0.000	Significant
	Senior Admin	254	3.33	0.56				

Result in Table 4 indicated that the mean ratings of Senior accounting officers and senior administrative staff on the extent to which funds utilization improve staff personnel administration in the state-owned universities in South East was significant, as the items, 7, 8, 9 and 12, recorded significant as p-value is lower than the alpha level of 0.05. This means that the senior administrative Senior accounting officers and senior administrative staff differ in their views as it relates to the extent to which funds utilization improve staff personnel administration in the state-owned universities in South East.

Discussion of Findings

The results revealed extent resources are allocated in the management of state-owned Universities in South East, Nigeria which recorded low extent as the respondents disagreed on: State universities management ensure effective allocation of financial resources, allocate resource for physical development, human capital resources are allocate for human empowerment, technological resources are distributed for ICT development and State universities management allocate infrastructure resource for school development. This indicated low extent to which resources are allocated in the management of State-owned universities in South East while hypothesis revealed that there is significant difference in the mean rating scores of Senior accounting officers and senior administrative staff on the extent to which resources are allocated in the management of state-owned universities in South East, Nigeria.

In contrary to the findings Aina, (2017) asserted that effective funds allocation is essential for ensuring that these facilities meet the educational and operational needs of students and faculty, and it plays a critical role in the overall mission of the institution. Funds allocation can be defined as the process of setting aside financial resources for specific purposes within an organization. In the context of state-owned universities, it involves determining how much money will be dedicated to various aspects of physical facility management, such as maintenance, renovations, new construction projects, safety improvements, and utility costs while Egwu, (2018) asserted that effective funds allocation ensures that state-owned universities have the necessary facilities to deliver quality education. It helps prioritize investments in infrastructure

that enhance learning experiences and provides a safe and conducive environment for academic pursuits. The allocation process often includes a strategic planning component, where institutional leaders assess current facilities' conditions, forecast future needs, and align funding with institutional goals.

Result revealed that funds utilization for improving staff personnel administration in the state-owned universities in South East was to a low extent as respondents disagreed that funds are used for staff professional development, school management utilizes funds for recruitment process, funds are utilized for staff orientation process, funds are utilized for staff performance-based incentives and funds are utilized for staff performance appraisal. Furthermore, the hypothesis revealed that there is significant difference in the mean rating scores of Senior accounting officers and senior administrative staff on the extent to which funds utilization improve staff personnel administration in the state-owned universities in South East.

As regard to the findings, Dalton, (2019) noted that fund utilization emerges as a significant factor influencing staff administration, allowing universities to implement strategic initiatives aimed at improving administrative processes, enhancing staff development, and ultimately fostering a more robust academic environment but suffered setback in development due to mismanagement. Contrary to the findings Chukwu, (2019), effective fund utilization involves the strategic allocation of financial resources to support institutional objectives. In the context of state-owned universities, these funds often come from government budgets, grants, tuition fees, and donations but issues of management remained a great problem. Proper management of these funds is essential for addressing the challenges faced by personnel administration, including recruitment, retention, training, and overall staff satisfaction.

Conclusion

In line with the findings of this study, the following conclusions were drawn: The findings indicate significant challenges in the financial management of universities that can impede their ability to meet institutional goals effectively. The governing council's lack of effective strategic planning, limited funding sources, insufficient resource allocation, and inadequate utilization of fund for school improvement. The focusing on capacity building in strategic planning, diversifying funding sources, optimizing resource use can enhance its operational efficiency and better position itself to achieve its strategic objectives continuous assessment and adaptation of these strategies will be vital for fostering a resilient and responsive educational institution.

Recommendations

Based on the findings, the following recommendations are made as the way forward;

1. University management should create a program that will engage alumni and local businesses for partnerships and funding initiatives that can supplement university
2. University management board should develop a comprehensive professional training aimed at improving staff effectiveness.

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