International Journal of Academic Integrity and Curriculum Development Vol: 1, No 1, 2024, Page: 55-63

Distribution of Educational Real Estate Investment in Akwa Ibom State, Nigeria

EKPO, Mbosowo Ebong[1], AKPAN, Glory Akanimo[2] and AKWAOWO, Dianabasi Reuben[3]

1. Department of Estate Management and Valuation, Akwa Ibom State Polytechnic, Ikot Osurua, Ikot Ekpene, Akwa Ibom State
E-mail: mbosowoebong@akwaibompoly.edu.ng
2. Department of Architecture, Akwa Ibom State Polytechnic, Ikot Osurua, Ikot Ekpene, Akwa Ibom State
E-mail: archglory25oct@gmail.com
3. Department of Architecture, Akwa Ibom State Polytechnic, Ikot Osurua. Ikot Ekpene. Akwa Ibom State
E-mail: dianabasireuben@akwaibompoly.edu.ng

DOI: https://doi.org/10.xxxxx/xxxxx
*Correspondence: EKPO, Mbosowo Ebong
Email: mbosowoebong@akwaibompoly.edu.ng

Received: Nov-15, 2023
Accepted: Dec-11, 2023
Published: Jan-03, 2024

Abstract: This research assesses the distribution of educational real estate investment in Akwa Ibom State of Nigeria, with a view to examining the difference in the number of educational real estate investment in the study area. In order to achieve the stated aim, the following objectives were set: to evaluate the distribution of educational real estate investments in the study area and to determine the difference in the distribution of educational real estate investments in the study area. This research adopted the cross-sectional survey type of design. Purposive sampling was employed to choose Ikot Ekpene, Uyo and Eket local government areas. Stratified sampling technique was employed to divide the study area into 11 wards each. A total enumeration survey of all the approved private primary educational real estate investments was carried out in the study area. Data was obtained and analyzed with the help of SPSS software. One-way multivariate analysis of variance was employed to test the significant difference in the number of educational real estate investments in the study area. The result showed the highest mean of 23.91 in the urban wards of Uyo and a least mean of 6.09 in the rural wards of Ikot Ekpene. The multivariate analysis of variance was also carried out It was found out that there was an overall significant difference between the means of investments in the rural areas $F(2, 30) = 19.66$, $p < 0.01$, partial = 0.57. The mean of privately educational real estate investment in the suburban area was also found to be different according to group $F(2, 30) = 8.09$, $p < 0.01$, partial = 0.35. However, the investment in private educational real estate failed to attain statistical significance $F(2, 30) = 3.55$, $p < 0.01$, partial = 0.19. The study concluded that educational real estate investment is low in the rural sections of the study area. The researchers recommended that investors in educational real estate investment should gain advantage of the emerging educational real estate market in the rural areas of Akwa Ibom State.

Keywords: Distribution, educational, real estate, investment, Akwa Ibom State.

Introduction

Investment means giving up a capital sum of money presently in exchange for income flow or capital gains benefits to be received in the future. Real estate investment involves the creation of new income-yielding assets from land and its resources based on capital analysis of expected cost, risk and benefit within a given time. Real estate investment is very vital in the physical and economic development of towns and cities all over the world (Ekpo, 2021). Investment in the real estate is classified into commercial, industrial, residential, agricultural and specialized properties with or without trading potentials (Ogunba, 2012). Specialized properties with trading potentials include educational real estates like hotels, cinemas, golf courses, private hospitals, among others, while

those without trading potentials include educational institutions, among others. Therefore, man, nations and cities would be severely limited in development without investment in the educational real estate.

Urbanization in Nigeria has a long history in the growth and development of the nation (Ekpo, 2021). Extensive development has been a distinguishing feature of the 21st century accompanied by the concentration of schools in towns and cities across the nation especially in Akwa Ibom State. The state is characterized by high degree of specialization and larger population associated with the concentration of private schools, which are registered on the one hand and those operating without license. The present position concerning real estate investment in Akwa Ibom State is that investment in the educational real estate have remained the key issues that real estate investors are yet to fully exploit.

In Akwa Ibom State of Nigeria, real estate investors consider investment in non-specialized properties such as commercial, industrial, residential and agricultural real estate with little consideration made in regards to investment in specialized properties such as the educational real estate. Moreover, real estate investors place much importance on the locational characteristics before embarking on real estate investment. This usually leads to investments being carried out in the towns and cities rather than the peripheral sections of the state. This has led to a decrease in the number as well as unequal spatial distribution of real estate for educational purpose in the state. This implies that more schools are established in the urban areas, while less number of schools are established in the rural and suburban areas of the state. Therefore, the aim of this research is to assess the spatial distribution of investments in private educational real estate in Akwa Ibom State of Nigeria, with a view to examining the difference in educational real estate investment in the rural, suburban and urban zones of the study area. In order to achieve the stated aim, the following objectives were set:

(i) to evaluate the distribution of educational real estate investments in the study area and

(ii) to determine the difference in the distribution of educational real estate investments in the three senatorial districts of the study area.

Review of Related Literature

Concept of Real Estate

Udoudoh (2016) posited that Real estate is property consisting of land and the buildings on it, along with its natural resources such as crops, minerals or water; immovable property of this nature; an interest vested in this (also) an item of real property, (more generally) buildings or housing in general. Also: the business of real estate; the profession of buying, selling, or renting land, buildings, or housing. The term real estate is much broader than the term land and it includes not only the physical components of the land as provided by nature, but also anything that is permanently affixed to the land either by natural or artificial attachment. Real Estate therefore is defined as the earth's surface extending downwards to the center of the earth and upward to the sky, including those things permanently attached by nature or by people.

According to Nissi (2016), Real estate is often used interchangeable with real property. Real property has been differently defined by different people. The Arnold Encyclopaedia of Real Estate defines Real Property as "the rights, interests and benefits inherent in the ownership of real estate, lands, tenements and hereditaments of any kind which are immovable, permanent and fixed and are not annexed to the person; frequently thought as the bundle of rights (Olayonwa, 2000). Investors and other people see property as what they own and can exercise right of ownership on. It could be

personal property or real property. When people think of real property, they often think of homes or houses in their community or buying and selling of houses. Real property is land and any property attached directly to it. It is any subset of land that has been improved through legal human actions. In land law, where the term is most commonly used, real property also entails the right of use, control and disposition of the land and its attached objects.

Real property, sometimes referred to as real estate, realty or immovable property, is composed of any designated portion of land and anything permanently placed on or under it. The elements on or under the land can include natural resources and/or human-made structures. In the legal sense, owning real property involves the bundle of rights transferred from seller to buyer upon the sale of a property. These rights typically dictate the use, transfer and/or sale of real properties. These real estate rights include the right of possession, control, exclusion, enjoyment and disposition. Different types of estates, which are recognized by law, further define the real estate rights associated with property ownership. The kind of estate depends on the terms of the lease, deed, will, land grant and/or bill of sale through which the estate was received.

Reasons for Investment in Educational Properties

Nwachukwu, (2005); Nwanekezie 1996; Dabara 2014 outlined the following as being the reasons for investment in educational real estate. These include:

i. **Returns/Capital appreciation:** over the years, the primary consideration for acquisition of real estate is for returns. This accounts for the typical tendency towards owning special purpose properties like the educational real estate by most Nigerians. These property acquisitions are made with investment considerations; example for returns and capital appreciation.

ii. **Prestige:** property ownership is a status symbol in Nigeria; therefore, many people went in on the boom days to acquire all sorts of concrete structures. The creation of estate capital, proliferation of government and private establishments and liberation of credit contributed to the unprecedented escalation of supply of accommodation in schools in urban town. Furthermore, the level of construction and commercial activities, the expansion of rural and urban infrastructures brought an influx of foreigners from all over the world, all wanting convenient and private places where their children can study. This created a highly profitable property market which is not depressed as a result of the down-turn in the economy.

iii. **Social status/profit:** classes of real estate developers do so for the objective of profit generation and combination of profit and social services.

iv. **Income:** despite the traditional urge to hold property for holding sake as against investment, that is, placing of money at risk with a view for further income flows and/or capital appreciation, embarking on educational real estate investment is done purely because of its income generation capacity (Olusegun, 2000).

Research Methods

This research adopted the Survey Design method. The scope of this research was limited to approved primary educational institutions in Ikot Ekpene, Uyo and Eket local government areas of Akwa Ibom State. Stratified random sampling technique was employed. Ikot Ekpene, Uyo and Eket comprises 11 wards each. Therefore, data was gathered from 11 wards each, from the 3 local

government areas. Thus, the sample size is 11. The dependent variables were data obtained from the rural, suburban and urban areas, while the independent variables were Ikot Ekpene, Uyo and Eket. coded 0 = Ikot Ekpene, 1 = Uyo, 2 = Eket. Multivariate analysis of variance was employed in the analysis of the data. Multivariate tests are those that involve more than one dependent variable. While it is possible to conduct several univariate tests (one for each dependent variable), this causes Type I error inflation. Multivariate tests look at all dependent variables at once, in much the same way that ANOVA looks at all levels of an independent variable at once. MANOVA assumes that you have multiple dependent variables that are related to each other. Each dependent variable should be normally distributed and measured on an interval or ratio scale.

Data Presentation and Analysis

In this section, data were collected, analysed and presented using both descriptive and inferential statistics to meet with the objectives of the research.

Analysis of the Demographic Characteristics of Respondents in the Study Area.

In this section, attempt was made to analyse the respondents' demographic characteristics and was presented in Table 1.

Table 1: Respondents' profile

Profile	Item	Frequency	Percentage
Age	18 – 34 years	66	16.50
	25 – 44 years	173	43.30
	45 – 64 years	73	18.30
	Above 65 years	88	22.00
	Total	**400**	**100**
Educational Qualification	Doctor of Philosophy (PhD)	283	70.80
	Masters of Science (MSc)	83	20.80
	Bachelor of Science (BSc)	17	4.20
	Higher National Diploma (HND)	17	4.20
	Total	**400**	**100**
Job Classification	Clerical	30	7.50
	Professional	202	50.50
	Technical	168	42.00
	Total	**400**	**100**
Gender	Male	283	70.80
	Female	117	29.30
	Total	**400**	**100**
Income	High income	142	35.50
	Medium income	198	49.50
	Low income	60	15.00
	Total	**400**	**100**
Marital Status	Married	292	73.00
	Single	74	18.50

Widowed	24	6.00
Separated	10	2.50
Total	**400**	**100**

Source: Field Survey, 2023.

Table 1 presented the demographic data of the respondents who responded by supplying the data on choice of real estate investment decisions in the University of Uyo, in terms of their age, professional status, educational qualification, gender, income level and marital status. This was carried out to examine the reliability and validity of the data gathered for this study and to answer objective number one. It was found out that 16.50% of the respondents were between the ages of 18 and 34 years, 43.30% of the respondents were between the ages of 35 – 44 years 18.30% of the respondents ranged between 45 years and 64 years while 22.00% ranged between 65 years and above. With regards to academic qualification, 70.8% of the respondents had PhD degrees, 20.80% of the respondents had MSc degrees, while respondents with Bachelor of Science and Higher National Diploma degrees constituted 4.30% each. With respect to the job classification of the respondents, respondents from the technical department formed the major part of the respondents with 50.50%, while the respondents from the clerical and professional cadres formed 7.50% and 42.00% of the respondents. Table 1 also showed that 35.50% of the respondents have high income, while about 49.50% and 15.00% of the respondents have been in medium income and low income levels respectively. It was also observed that 73.00% of the respondents had been married while 18.50%, 6.00% and 2.5% of the respondents constituted the singles, the widowed and separated respondents.

Analysis of the trend in rental value of residential real estate investment in the study area.

In order to treat the first objective of this research, an attempt was made to analyze the number of privately owned nursery/primary educational institutions in the rural, suburban and urban centres of the study area and presented in Table 2.

Table 2: Distribution of private educational real estate in Ikot Ekpene, Uyo and Eket.

IKOT EKPENE			**UYO**			**EKET**		
Rural	**Suburban**	**Urban**	**Rural**	**Suburban**	**Urban**	**Rural**	**Suburban**	**Urban**
9	12	14	12	10	16	9	11	21
5	8	14	6	15	32	5	19	23
8	14	12	11	13	25	9	14	27
9	6	18	9	22	29	8	12	20
4	12	17	13	15	13	6	17	19
6	11	14	11	22	28	8	18	17
9	13	18	16	24	34	5	15	18
6	11	22	12	17	15	8	7	17
3	6	19	16	19	22	6	9	19
2	10	24	14	15	19	9	13	14
6	12	23	13	13	34	6	10	12

Source: Researchers' field survey, 2023.

Table 2 showed the distribution of private educational real estate investment in the rural, suburban and urban wards of Ikot Ekpene, Uyo and Eket local government areas. It revealed that the least number of private educational real estate investment was found in the rural ward of Ikot Ekpene local government area of Akwa Ibom State, while the highest private educational real estate

investment took place in the urban area of Uyo. However, a computer approach to inferential statistics was undertaken and results presented in Tables 3, 4, 5 and 6.

Table 3: Between-Subjects Factors

		Value Label	N
Location	1	Ikot Ekpene	11
	2	Uyo	11
	3	Eket	11

Source: Researchers' analysis, 2023.

Table 3 showed the between-subjects factors, which merely identifies the group based on independent variable and gives the sample size of 14.

Table 4: Mean Distribution of Educational Real Estate Investment in Akwa Ibom State.

	Location	Mean	Std. Deviation	N
Rural_area	Ikot Ekpene	6.09	2.468	11
	Uyo	12.09	2.914	11
	Eket	7.18	1.601	11
	Total	8.45	3.519	33
Sub_urban	Ikot Ekpene	10.45	2.697	11
	Uyo	16.82	4.423	11
	Eket	13.18	3.842	11
	Total	13.48	4.473	33
Urban_area	Ikot Ekpene	17.73	4.027	11
	Uyo	23.91	8.252	11
	Eket	18.82	4.094	11
	Total	20.15	6.251	33

Source: Researchers' analysis, 2023.

Table 4 showed the mean distribution of the private educational real estate investment in the study area. It showed the mean of 6.09, 12.09, 7.18 in the rural wards of Ikot Ekpene, Uyo and Eket districts respectively; 10.45, 16.82, 13.18 in the suburban areas of Ikot Ekpene, Uyo and Eket districts respectively and 17.73,23.91, 18.82 in the urban wards of Ikot Ekpene, Uyo and Eket districts respectively. The multivariate analysis of variance was also carried out and presented in Table 5.

Table 5: Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.974	356.431[b]	3.000	28.000	.000	.974
	Wilks' Lambda	.026	356.431[b]	3.000	28.000	.000	.974
	Hotelling's Trace	38.189	356.431[b]	3.000	28.000	.000	.974
	Roy's Largest Root	38.189	356.431[b]	3.000	28.000	.000	.974
Location	Pillai's Trace	.705	5.263	6.000	58.000	.001	.352
	Wilks' Lambda	.321	7.139[b]	6.000	56.000	.000	.433
	Hotelling's Trace	2.034	9.153	6.000	54.000	.000	.504
	Roy's Largest Root	1.993	19.269[c]	3.000	29.000	.000	.666

a. Design: Intercept + Location
b. Exact statistic
c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Source: Researchers' analysis, 2023.

Table 5 showed the multivariate analysis of variance of the data collected. In this study, results adopted were based on the Pillai's test. It was found that the MANOVA is significant at the 0.001 level. This, therefore implies there was a significant multivariate effect of the three local government areas on the three dependent variables [Pillai's F (6, 58) = 5.26, $p < 0.01$, partial = 0.35]. Thus, the group means on the composite dependent variables differ significantly at the 0.001 level.

Each of the dependent variable was subjected to further ANOVA in order to show whether this trend is the same for each separate dependent variables and presented on Table 6.

Table 6: Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Rural_area	224.727[a]	2	112.364	19.661	.000	.567
	Sub_urban	224.242[b]	2	112.121	8.086	.002	.350
	Urban_area	239.515[c]	2	119.758	3.555	.041	.192
Intercept	Rural_area	2358.818	1	2358.818	412.731	.000	.932
	Sub_urban	6000.758	1	6000.758	432.747	.000	.935
	Urban_area	13400.758	1	13400.758	397.756	.000	.930
Location	Rural_area	224.727	2	112.364	19.661	.000	.567
	Sub_urban	224.242	2	112.121	8.086	.002	.350
	Urban_area	239.515	2	119.758	3.555	.041	.192
Error	Rural_area	171.455	30	5.715			
	Sub_urban	416.000	30	13.867			
	Urban_area	1010.727	30	33.691			
Total	Rural_area	2755.000	33				
	Sub_urban	6641.000	33				
	Urban_area	14651.000	33				
Corrected Total	Rural_area	396.182	32				
	Sub_urban	640.242	32				
	Urban_area	1250.242	32				

a. R Squared = .567 (Adjusted R Squared = .538)
b. R Squared = .350 (Adjusted R Squared = .307)
c. R Squared = .192 (Adjusted R Squared = .138)

Source: Researchers' analysis, 2023.

Table 6 showed tests of between-subjects effects. For the measure of the difference between private educational investments between the local government areas under study, the analysis of variance showed that there is an overall significant difference between the means of educational real estate investments in the rural areas F (2, 30) = 19.66, $p < 0.01$, partial $\eta^2 = 0.57$. The mean of privately educational real estate investment in the suburban area is different according to group F (2,

30) = 8.09, $p < 0.01$, partial $\eta^2 = 0.35$. However, the investment in private educational real estate in the urban area failed to attain statistical significance F (2, 30) = 3.55, $p < 0.01$, partial $\eta^2 = 0.19$.

Discussion of findings

The study revealed that the lowest mean of private educational real estate investment was found in the rural ward of Ikot Ekpene local government area of Akwa Ibom State, while the highest mean of private educational real estate investment was found in the urban area of Uyo. The study also revealed a significant statistical difference between the means of educational real estate investment in the rural and suburban areas with partial eta squares of 0.57 and 0.35 respectively, while it returned no significant difference between the means of educational real estate investment in the urban zones of the study area.

Conclusion

This study has examined the distribution of educational real estate investment in Akwa Ibom State. Multivariate analysis of variance was employed in the analysis of data obtained. Results were based on the Pillai's trace value, degrees of freedom and partial eta squared. The study showed that there was an overall significant difference between the means of investments in the rural areas and the suburban, but no significant difference between educational real estate investment in the urban areas of Akwa Ibom state. This result is consistent with results of other studies in different parts of Nigeria. The study concluded that there is a significant difference existed between educational real estate investment in the rural and suburban areas of Akwa Ibom State but no significant difference between any investments in the urban areas of the state. This implies that investment in educational real estate is low in the rural and suburban sectors of the state.

Recommendation

It is worthy of note that investors should intensify investment in the rural and suburban areas of the state.

References

Here's the list of references in APA format:

Aluko, O. (2011). The Effects of Location and Neighbourhood Attributes on Housing Values in Metropolitan Lagos. Ethiopian Journal of Environmental Studies and Management, 4(2), 69–82.

Dabara, I. D. (2014). Inflation correlation with Commercial Real Estate Investment Returns in Akure, Nigeria. Journal of Scientific Research and Report, 3(23), 26-39.

Ekpo, M. E. (2021). Performance of Commercial Property and Real Estate Investment Decision in South-South Geopolitical Zone of Nigeria. PhD Thesis, University of Uyo, 77p.

MacGregor, B. D.; Schulz, R.; Green, R. K. (2018). Routledge Companion to Real Estate Investment. Routledge.

Nissi, C. F. (2016). Evaluation of the Performance of Commercial and Residential Real Estate Investment from 2000 – 2004 in Port- Harcourt, Nigeria. Real Estate Journal, 6(1), 68–78.

Nwanekezie, F. O. (1996). Principles and Practice of Estate Management. Avan Global Publishers, Owerri.

Ogunba O. A. (2012). Principles and Practice of Property Valuation in Nigeria. Atlantis Books Ltd, Ibadan.

Olayonwa, O. A. (2000). Analysis of residential property returns in Lagos Metropolis. Environlink Journal of Physical and Environmental Development, 1(1), 166–176.

Oyesiku, O. O. (2002). From Womb to Tomb. Proceedings of the 24th Inaugural Lecture at Olabisi Onabanjo University on 27 August 2002. Olabisi Onabanjo University Press, Ago-Iwoye.

Udoudoh, F. P. (2016). Real Estate and Infrastructure Economics in Urban Nigeria. Uyo: MEF Nigeria Limited, 177–214pp.