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BRIDGING EDUCATIONAL INEQUALITY IN BUSINESS SCHOOLS: THE ROLE OF INSTITUTIONAL GOVERNANCE AND RESOURCE ALLOCATION

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Abstract

The issue of educational inequality in higher education has been ongoing in business schools, and to a great degree, the differences in governing styles and resource distributions can have a great impact on student performance. Although there are policies that have been put in place to facilitate inclusion, the differences in institutional support still affect academic performance among socioeconomic and demographic groups. This paper set out to discuss how institutional governance and resource allocation affect academic performance in business education. The quantitative, cross-sectional survey was used with stratified random sampling. The sample used was 384 students taking business programs and handled through SPSS. The descriptive statistics, reliability analysis, correlation, and multiple regression were used. The regression model accounted 50.4% of academic achievement ($R^2 = 0.504$, $p < 0.001$). The level of access to resources ($\beta = 0.32$, $p < 0.001$), institutional governance ($\beta = 0.29$, $p < 0.001$), integration of technology ($\beta = 0.24$, $p < 0.001$), teacher preparedness ($\beta = 0.21$, $p < 0.001$) and extracurricular engagement ($\beta = 0.17$, $p < 0.001$) were all found to significantly predict academic performance. The results demonstrate that interventions that occur at the institutional level are very important in lessening the educational differences. It is suggested that business schools should implement equity-based governance systems and distribute resources equally to promote inclusive academic performance.

Keywords: Educational Equity, Institutional Governance, Resource Allocation, Academic Achievement, Business Education.

Introduction

Educational inequality involves the unequal allocation of academic resources, both in terms of funding, qualified teachers, instructional materials, and access to good learning environments. These inequalities tend to cause a wide gap in the achievement of education by students with different socioeconomic, geographical, and cultural backgrounds. The equity problem has taken center stage in the research of higher education in recent years, especially in the field of management and business programs, where access to quality teaching and

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institutional resources has a direct influence on student success and career prospects.

Educational equity implies fairness, as it ranks the personal and social factors that do not suppress the educational potential of an individual, and inclusion, as it implies that every learner is able to attain a minimum level of education (Amaral, 2022; Farquharson et al., 2024; Hossan et al., 2023; Hubbard, 2024; OECD, 2023; Slamet et al., 2024; Strunk & Mwavita, 2024; Marginson, 2016; Reardon, 2016; Salmi, 2018; UNESCO, 2020; World Bank, 2018). It is proven that the unequal distribution of resources leads to the unequal academic performance of students, which has supported institutional systemic inequality (Zhu & Li, 2025). Unequal access to quality teaching, technology and extra-curricular services is an additional disadvantage factor on the part of the low-income or rural students, which generates structural constraints in the teaching frameworks (Zhu & Li, 2025). Such structural inequalities have an impact on the overall educational environment, as well as the higher academic sphere, where there are higher stakes due to the competitive environment of postgraduate studies and the work-life (Farquharson et al., 2024).

In the business schools, the inequity in resource allocation and governance may be in the form of unequal curricular funding, variance in access to mentorship opportunities, as well as unequal exposure to experiential learning. Although the importance of equity as a value has become more widely recognized, there has yet to be equitable results in the higher education sector, and this is due to the fact that institutional systems of governance and funding still favor those students and institutions that are advantaged (Hubbard, 2024; Jin, 2025; Lim, 2025; OECD, 2023; Slamet et al., 2024; Strunk & Mwavita, 2024) Thus, the need to study the impact of governance and resource distribution practices on equity in business education is essential in establishing an institutional approach that would meet the long-standing disparities in academic performance.

Rationale

Business schools are deemed very critical in educating future leaders, but the issue of inequity in these institutions compromises their mandate, as they do not offer the same opportunities to underrepresented students. According to the scholars, inequality in the allocation of resources between programs, departments, and campuses may increase the degree of achievement gaps and replicate preexisting social inequalities (Zhu & Li, 2025). It is crucial to understand how a system of governance and budgeting practices affects the achievement of education to develop interventions that would lead to equity. The rationale suggests the importance of shifting away from descriptive descriptions of inequality to the empirical study based on institutional behavior.

Problem Statement

Although the country and institutional reforms have continued to make academic participation more open, the academic achievement gaps remain measurable in the business schools. Increased enrollment on its own has not removed disparities in performance, especially where institutional governance

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systems and resource allocation systems are still not even or sufficiently consistent with equity objectives. According to recent evidence at the international level, structural inequalities in institutions of higher learning, such as disparate allocation of funds, disparities in digital infrastructure distribution, and disparities in the distribution of academic support services, among others, would still have an impact on the student outcomes despite the removal of access barriers (OECD, 2023; Farquharson et al., 2024). The quality of governance forms the core of the issue associated with the mobilization and mobilization of resources to facilitate teaching, learning, and student development (Amaral, 2022; Aristovnik et al., 2020; Bastedo & Bowman, 2017; Cantillon et al., 2017; Claeys-Kulik et al., 2019; Espinoza, 2017; Hillman, 2020; Mirowsky & Ross, 2017; Perna, 2016; Posselt, 2016; Shah & Nair, 2018; Tinto, 2017; Van Vught, 2015).

Such inequalities have been disproportionately impacting students with low-income and rural backgrounds, whose entry into business programs is more likely to come with fewer academic resources and lower technological and professional connections. The lack of access to learning resources, mentoring, and experiential opportunities has the potential to lower the academic performance, limit the engagement in co-curricular development practices, and weaken the employability of the graduates (Zhu & Li, 2025). Also, it is indicated that in the absence of deliberate governance change towards inclusive planning and fair budgeting, the institutional practices might unknowingly create socioeconomic stratification in the systems of higher education (OECD, 2023). The solution to these inherent disparities thus cannot be solved merely by wider access policies but by the systematic increase in the transparency of governance, accountability and strategic resource allocation.

Research Questions

The following questions are covered by the study:

1. What is the effect of institutional governance on business school academic performance?

2. How does an allocation of resources affect the equitable learning outcomes?

3. How do the systems of governance and distribution of resources interact in their influence on the academic performance of students?

Study Objectives

- To determine the role of institutional governance in the academic performance of the students.

- To assess the impact of resource allocation practices on educational equity.

- To establish the collective predictive ability of governance and resource allocation on business school educational performance.

Theoretical Framework

The resource dependency theory and Educational Equity have been applied as lenses to this study. According to the Resource Dependency Theory, organizations rely on the resources outside of them to survive and thrive, and the inequity in access to vital resources may result in structural inequity (Salancik and Pfeffer, as one of the studies in resource equity research, 2024).

Differentiation in the distribution of funds, technology, and instructions in education forms barriers in the system to learners with disadvantaged backgrounds, limiting their academic success and prospects of improvement.

The Educational Equity concept focuses on equity and inclusion in education. Equity scholarship emphasizes the impact of unequal distribution of resources on students and supports social stratification if it is not solved by policy and institutional intervention (Zhu & Li, 2025; Farquharson et al., 2024). Collectively, these frameworks present a sound basis on which the relationship between the structures of governance and budgetary decisions and outcomes of education in business schools is analyzed.

Conceptual Framework

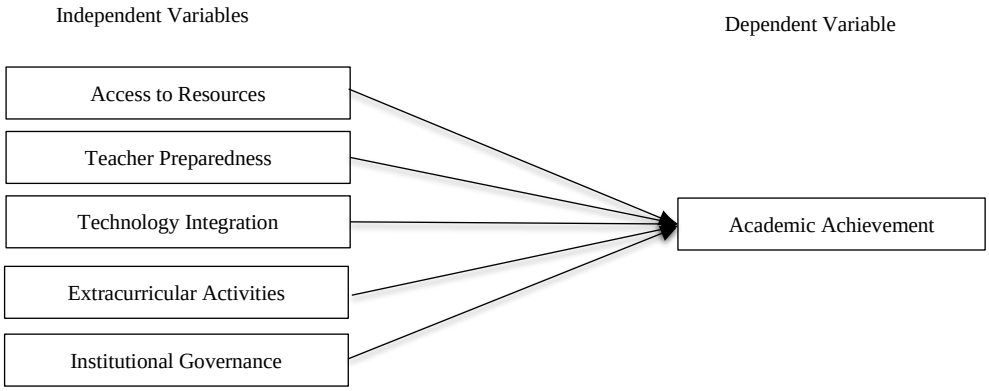


Figure 01: Conceptual Framework

Study Hypotheses

H_1: Resource allocation is positively associated with academic performance.

H_2: Teacher readiness is positively associated with academic performance.

H_3: Technology adoption enhances academic performance.

H_4: Extracurricular engagement improves academic performance.

H_5: Effective institutional governance strengthens academic performance.

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Literature Review

The importance of equity in education and allocation of resources in higher education has become a growing topic in higher education research because of continuous differences in academic achievement between socioeconomic and institutional boundaries. Educational equity means equal access, opportunity, and results for the diverse types of students, irrespective of their background (Zhu & Li, 2025). Equity is a core value not just to the moral purpose of education but also to the overall socioeconomic growth, as uneven life opportunities and education may result in unequal distribution of social status and social stratification (Farquharson et al., 2024).

There is a significant amount of literature that proves that the inequitable distribution of resources between institutions and regions is correlated with inequitable academic performance. As an example, a mixed-method design by Zhu and Li (2025) demonstrated that a marked difference between the funding, infrastructure, and support of teachers in different regions directly influences educational results. The inequalities are not limited to the pre-tertiary level but also in higher learning institutions, where students in institutions that are better-equipped are more likely to access technology, means, and high-quality learning facilities. The same results are observed in the international setting, wherein funding and resource shortages contribute to the growth of performance disparities, particularly among low-income or rural students (Farquharson et al., 2024; Jin, 2025). All these studies help to emphasize that equitable resource allocation cannot be only a budget size issue, but also the allocation and management of resources.

The institutional governance is a complementary factor to determine the educational equity based on the prioritization of policies, the accountability strategies and the way of strategic decisions. Institutional strategies that govern and direct how resources are distributed, the development of the faculty, and quality assurance are determined by the leadership and governance structures. Strong governance frameworks can also enhance planning and effectiveness in universities, which will allow more people to access educational opportunities in a fair manner. On the other hand, the weaknesses in governance practices have been attributed to an inconsistent policy application, poor utilization of resources, and inequality in supportive services to students (Slamet et al., 2024). Even though some of the governance literature addresses the issue of administrative effectiveness, the ramifications of this on the outcome of equity are becoming more and more obvious: strategic leadership may alleviate or enhance existing inequalities according to the institutional priorities.

It has also been highlighted through research that there is a need to incorporate equity issues into curriculum design and pedagogy. To illustrate, the blended learning programs are promising in terms of providing a wider range of learning options; however, unless they are carefully designed and supported institutionally, they could continue to reproduce the existing inequities (Easton et al., 2025). These results show that to achieve fair educational results, it is not just enough to distribute resources and provide an equal share, but also inclusive

institutional policies that can facilitate the engagement and achievement of learners of various populations.

To recap it all, the literature has shown quite clearly that resource allocation as well as institutional governance have a major impact on educational equity. Although the effects of resource disparities are frequently seen in terms of infrastructure, teacher quality, and student support mechanisms, it is the governance structures that influence the priorities of resource allocation and deployment. Nevertheless, there are gaps in the literature on how these mechanisms work together under certain conditions, such as in business schools, where there are demands based on the curriculum, expectations of the industry and intensity of resources that pose special challenges. This loophole supports the fact that the present research has concentrated on governance and resource allocation as combined predictors of academic performance in business education settings.

Research Methodology

Research Design

The research design adopted in this study was a quantitative research design with a descriptive correlational design. The quantitative methodology would be suitable when the study aims to prove hypotheses and measure the relations between variables by using numerical data and statistical analysis (Lim, 2025). The descriptive correlational type of research enables the researcher to study relationships between constructs, including the institutional governance, the allocation of resources and academic performance, without controlling variables, thus reflecting naturally occurring relationships (Strunk & Mwavita, 2024). The structured instruments were applied to measure variations and linkages between study variables by collecting data at one time from a group of students enrolled in a business school.

Population and Sampling

The target population was made up of undergraduate and postgraduate students undertaking business education programs in various universities. The present-day recommendations of the sampling practice in quantitative research state that the sample size must be big enough to obtain reliable and generalizable findings (Hossan et al., 2023). Thus, a sample size of N = 384 was calculated relying on the existing standards of power and representativeness in correlational research. The sampling was structured into a stratified random sample to achieve representation in gender, socioeconomic backgrounds, and institutions, with improvement of the external validity and minimized selection bias among participants in the study sample (Hossan et al., 2023).

Data Collection Instrument

The validity of this research plan relied on pre-tested measures in the form of a self-administered structured questionnaire for data collection. The questions in the questionnaire were based on the institutional governance, resource

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distribution, educational equity and academic performance, which were measured on five-point Likert-type scales. Prior to full deployment, the instrument was pretested on a smaller sample of respondents to test its clarity and relevance, as well as to test its reliability by measuring internal consistency of items (such as Cronbach's Alpha, with .70 and above being acceptable) (Strunk & Mwavita, 2024). Such a method is consistent with the best practices in the validation of survey tools in research studies on education.

Variables and Operational Definitions.

- Institutional Governance: the organizational practices, leadership involvement and the policy structures that inform the process of resource allocation and educational sustenance.

- Resource Allocation: Teaching material availability and distribution, technology, financial support and academic services.

- Academic Achievement: The performance results of students are usually determined through self-reported GPA or standardized test scores.

- Educational Equity: Fairness that is perceived and access to learning by all demographic groups.

The survey was in digital and paper formats and was distributed according to institutional access and the preference of the respondents. The response time was four weeks to allow the collection to take place over a long period, to allow adequate response rates and to reduce possible nonresponse bias.

Data Analysis Techniques

The responses were coded and keyed into SPSS software to be statistically analyzed on data collection. Descriptive statistics (standard deviations, means, frequencies) were used to summarize both the sample characteristics and the basic measures. The internal reliability of the scales was evaluated by utilizing Cronbach's alpha. Pearson correlation was used to test linearity between variables. To investigate the hypothesized impacts of institutional governance and resource allocation on academic achievement and eliminate potential confounding variables, a multiple regression analysis was used. This method of analysis adheres to the guidelines of quantitative data analysis, established protocols that are aimed at testing multifaceted relationships between quantified constructs (Strunk & Mwavita, 2024; Lim, 2025).

Ethical Considerations

The ethical standards of research, such as informed consent, voluntary participation, data privacy of respondents, and safe data storage, were followed in the study. No personal identifiers were gathered, and the participants were told that their answers would be used in academic research only.

Analyses and Interpretations

Demographics

Table 01: Demographic Profile of Respondents (n = 384)

Variable	Category	Frequency	Percentage (%)
Gender	Male	200	52.1
	Female	184	47.9
Socio-Economic Status	Low SES	150	39.1
	High SES	234	60.9
Location	Urban	192	50.0
	Rural	192	50.0
School Type	Public	256	66.7
	Private	128	33.3

Table 1 shows the demographic distribution of the sample (384 respondents) that participated in the research. The sample of gender is rather balanced, 52.1% men and 47.9% women, which means that there is a sufficient gender representation. In terms of socio-economic status, 39.1% of the respondents had a low SES background and 60.9% had a high SES, which indicates a moderately diverse economy. The location variable has the same representation of urban and rural (50:50), which enhances the comparative validity of the findings. Regarding the type of school, 66.7% of the respondents were studying in public schools and 33.3% in private schools. The distribution offers a general institutional outlook and enables generalization in various academic settings.

Table 02: Descriptive Statistics of Study Variables

Variable	**Mean**	**Std. Deviation**	**Minimum**	**Maximum**
Educational Equity Perception	3.38	0.68	1.80	4.80
Academic Achievement (%)	76.20	11.45	50	95
Access to Resources	3.15	0.72	1.50	4.70
Teacher Preparedness	3.56	0.64	2.00	4.80
Extracurricular Participation	3.82	0.59	2.10	4.90
Technology Integration	3.95	0.66	2.30	4.90

The summary of the central tendencies and dispersion of study variables is given in Table 2. Perception of educational equity registered an average of 3.38 (SD = 0.68), which is a moderate perception level among the respondents. The average academic performance was 76.20% (SD = 11.45), indicating that there was a moderate and satisfactory academic performance with an average standard deviation. The level of perceived adequacy is slightly lower in the access to resources (M = 3.15, SD = 0.72) than with other variables. The evaluation levels of teacher preparedness (M = 3.56, SD = 0.64) and extracurricular participation (M = 3.82, SD = 0.59) are rather positive. The greatest mean score (M = 3.95, SD = 0.66) is seen in the technology integration, which means that a strong digital

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integration is apparent in institutions. The lowest and highest values support the fact that there are no extreme skewnesses in response dispersion.

Table 03: Reliability Statistics

Construct	Number of Items	Cronbach's Alpha
Educational Equity	8	0.88
Teacher Preparedness	5	0.84
Technology Use	5	0.86
Extracurricular Support	5	0.81
Institutional Governance	6	0.89

Table 3 presents the alpha values of the constructs, which show that there are high internal consistency values of the constructs. The reliability of educational equity ($\alpha = 0.88$) and institutional governance ($\alpha = 0.89$) is very high. There is also high consistency in the use of technology ($\alpha = 0.86$) and teacher preparedness (0.84). The extracurricular support (=0.81) is more than the acceptable 0.70, and therefore, it is reliable. In general, the constructs address the standards of excellence, which implies that the measuring tool is psychometrically appropriate.

Table 4: Correlations

Variables	1	2	3	4	5	6
1. Academic Achievement	1					
2. Educational Equity	0.62**	1				
3. Access to Resources	0.58**	0.65**	1			
4. Teacher Preparedness	0.49**	0.54**	0.51**	1		
5. Extracurricular Activities	0.46**	0.48**	0.44**	0.52**	1	
6. Technology Integration	0.55**	0.60**	0.63**	0.50**	0.47**	1

Table 4 shows the Pearson correlation coefficients between the variables of the studies. Academic achievement shows strong positive correlations with educational equity ($r = 0.62$), access to resources ($r = 0.58$), and technology integration ($r = 0.55$), all significant at the 0.01 level. Moderate positive relationships are observed with teacher preparedness ($r = 0.49$) and extracurricular activities ($r = 0.46$). The interrelationships between independent variables are positive and also significant, which implies the theoretical consistency but not that there is any problematic multicollinearity. Such outcomes affirm that there are important institutional variables in relation to academic achievements.

Table 5: Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error
1	0.71	0.504	0.496	8.12

The model summary indicates a strong overall relationship between predictors and academic achievement ($R = 0.71$). The value of R^2, 0.504,

demonstrates that the five independent variables capture 50.4% of the variance in the academic performance. The adjusted R-squared (0.496) indicates that the model is stable. The value of the standard error of estimate (8.12) represents a reasonable accuracy of prediction.

Table 6: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	24350.42	5	4870.08	73.84	0.000
Residual	23960.58	378	63.38		
Total	48311.00	383			

The results of ANOVA validate the overall importance of the regression model. The F-statistic ($F = 73.84$, $p < 0.001$) indicates that the pair of predictors plays a significant role in explaining variation in academic achievement. The sum of squares of the regression (24350.42) in relation to the amount of squares of the residual (23960.58) captures high levels of explanatory power. This establishes the fact that the model is significant in terms of fitting the data.

Table 7: Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
(Constant)	24.35	3.12	—	7.80	0.000
Access to Resources	4.85	0.71	0.32	6.82	0.000
Teacher Preparedness	3.12	0.64	0.21	4.88	0.000
Technology Integration	3.76	0.69	0.24	5.44	0.000
Extracurricular Activities	2.54	0.72	0.17	3.53	0.001
Institutional Governance	4.28	0.75	0.29	5.71	0.000

Table 7 shows the contribution of every predictor individually. Access to resources ($\beta = .32$, $p < .001$) emerges as the strongest predictor, followed by institutional governance ($\beta = .29$, $p < .001$). Technology integration ($\beta = .24$, $p < .001$) and teacher preparedness ($\beta = .21$, $p < .001$) also significantly predict academic achievement. Extracurricular activities ($\beta = .17$, $p = .001$) contribute positively but with a comparatively smaller effect size. The univariate value (24.35) shows the zero level of academic performance at which all the predictors are zero. In general, academic performance is significantly and positively affected by all the independent variables, which proves the hypotheses of the study.

Discussion

The results of the current research are the empirical evidence of the claim that institutional governance and allocation of resources have a strong impact on academic performance in business schools. The regression outcomes show that resource availability, governance activity, integration of technology, teacher readiness and extracurricular involvement are positively associated with student performance. Such results are consistent with recent scholarship in higher education that educational equity is not a purely access problem but also a

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management and resource allocation problem at the institution (Amaral, 2022; Farquharson et al., 2024).

Availability of resources turned out to be one of the best predictors of academic success. This outcome supports the current studies showing that the fair distribution of funding, access to technologies, and support services in the academic process directly lead to improvement in learning outcomes (Zhu & Li, 2025). The difference in resources may also be translated into unequal learning conditions, especially among students with lower socioeconomic backgrounds. The inequitable access can significantly increase the disparities in achievement in the business education contexts where digital tools, case-based learning resources, and experiential platforms are inherent. Thus, institutional dedication to equal sharing of resources is still at the heart of attaining fair academic results.

Another positive influence on academic performance was also observed with institutional governance. This observation confirms that the organization of governance influences the institutional priorities and defines the effectiveness of the mobilization of resources to ensure the success of the students (Slamet et al., 2024). Good governance guarantees accountability, transparency and alignment of the strategies of both the institution and equity. Inclusiveness appreciation by the leadership can encourage policy frameworks that minimize structural inequalities in the business programs. On the other hand, poor governance can sustain the inefficiencies and inequalities in the distribution of resources.

The integration of technology was found to have a significant effect on academic performance, which proves the increasing popularity of digital infrastructure as a source of educational equity. Recent research studies have shown that technology contributes to increased engagement, flexibility of learning and access to a wide range of instructional materials (Easton et al., 2025). Nevertheless, technology would not ensure equity, but rather its success would rely on its equitable accessibility and its pedagogical inclusion. Those institutions that invest strategically in digital resources and keep them accessible to every student have a higher chance of decreasing the performance disparities.

Preparedness of teachers and their after-school activities also played a significant role in academic performance. The results are in line with the literature that highlights the significance of instructional quality and all-encompassing learning experiences in contributing to the growth of students (OECD, 2023). Faculty who are well-prepared are more competent to meet the needs of the diverse learners, and extracurricular activities facilitate social capital, leadership and motivation, which indirectly improve academic performance. Structured extracurricular engagement can contribute significantly to the gap in achievement in business schools, where experiential learning is part and parcel of their activities.

On the whole, the model, which elucidates about half the variation in academic achievement, highlights the importance of inequality in business school education as being multidimensional. Pedagogical and technological factors are influenced by structural factors like governance and funds to determine the outcome. The results are important in that they reveal the practical association

between institutional governance and resource allocation and actual academic performance in the context of business education. This contribution is especially important when one considers the higher education policymakers and administrators who would like to make equity goals operational beyond the commitments of rhetoric.

Future studies can examine the longitudinal studies to examine the impacts of sustained governance reforms on equity outcomes in the long run. Besides, comparative cross-institutional research may offer a more profound understanding of contextual differences in governance performance and financing schemes.

Conclusion

This research paper was done to investigate the impact of institutional governance and resource allocation on the achievement of business schools. The results indicate that just allocation of learning resources, sound governance systems, adoption of technology, teacher readiness, and co-curricular activities play a major role in the achievement of students. These findings affirm the role played by institutional decision-making and administrative priorities in educational inequality in higher education, as it is not only a factor of student background when it comes to inequality. Academic institutions that plan their available financial, technological, and human resources are able to build more supportive learning environments that will boost performance among a wide range of students.

The results are consistent with the current research that underlines the importance of equity in higher education as a systemic institutional commitment, not some single intervention (Amaral, 2022; OECD, 2023). A governance structure with a focus on transparency, accountability, and inclusiveness can position itself better to minimize structural inequalities in academic programs. In business education, where the level of access to experiential learning tools, digital platforms and professional networking opportunities is crucial, institutional leadership is decisive in the development of fair academic outcomes. By and large, the study supports the thesis that educational inequality can be mitigated through concerted efforts in the field of governance, funding, and pedagogy.

Recommendations

According to the findings, the policies of governance that should be implemented in the institutions include policies that will put the equity indicators clearly in the strategic planning and budgeting. The allocation of resources among departments can be closely monitored using a transparent method to ensure that the underrepresented or insufficiently funded groups of students get the required academic support. Recent studies indicate that institutional accountability mechanisms are very effective when it comes to enhancing the effectiveness of equity-driven reforms (Slamet et al., 2024).

Second, business schools are advised to make more specific investments in the digital infrastructure and faculty development. The equitable access policy

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should be supported by the integration of technology to ensure the expansion of digital gaps does not happen (Easton et al., 2025). Inclusive pedagogy and culturally responsive instruction training programs can also be used to increase academic engagement and close achievement gaps (OECD, 2023).

Lastly, there should be widened, organized extracurricular and mentorship programs by institutions. According to research, co-curricular involvement gains academic motivation and social capital, especially in the case of disadvantaged students (Farquharson et al., 2024). By integrating experiential learning programs into the business education programs, it is possible to foster academic and career preparedness.

Limitations

This study has a number of limitations, even though it has contributed. First, cross-sectional survey data do not allow for identifying causal relationships between the practice of governance, resource allocation and academic achievement. The longitudinal investigation would offer a greater understanding of the impacts of institutional reforms on the long-term results. Second, the use of self-reported instruments can lead to bias in responses, especially on the views of governance effectiveness and adequacy of resources.

Also, the research was made in a particular setting of higher education, which might not be applicable to other institutional regimes or nations. The educational governance systems are diverse in numerous ways, and the contextual differences can affect the outcomes of the resource allocation with regard to equity (Amaral, 2022). The future research may utilize comparative cross-national designs to strengthen the validity of the study.

Significance of the Study

The research study adds to the research in higher education by providing empirical evidence on the relationship between institutional governance and resource allocation to quantifiable academic achievement outcomes in business schools. Although previous studies have dealt with educational inequality in general, limited studies have been done to examine governance and funding mechanisms as direct predictors of performance in the management education setting. The combination of institutional and pedagogical aspects makes the study have a wide-ranging framework of how structural decisions can be transferred into student outcomes.

The results have practical implications for leaders and policymakers in universities and accreditation agencies that aim to operationalize equity objectives. Governance reforms that are evidence-based can enhance institutions' capacity to provide inclusive education and enhance academic performance. In a global environment where institutions of higher learning are becoming more and more judged by quality and inclusiveness, equitable development of the governance structure should be linked with equity goals to make the institutional development sustainable (OECD, 2023; Zhu & Li, 2025).

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