THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Public-Private Partnership in the Restructuring of Education in Oyo State, Nigeria

Mosobalaje Risikat Olaitan

Senior Lecturer, Department of Economics,
Emmanuel Alayande College of Education, Oyo, Nigeria

Abstract:

This paper examined the impact of Public-Private Partnership on Education Restructuring in Oyo State. Primary method of data collection was adopted in which 180 respondents from six Tertiary institutions (three publics and three private) in Oyo State were used. Simple percentage and chi-square analytical methods were used to analyze the result. The findings revealed that public-private partnership is an instrument to sustainable education restructuring in Oyo State. The result of the findings shows that due to the Public-Private partnership, infrastructural facilities and teaching aids in Oyo State, educational system has improved. It is therefore recommended that government should partner with international stakeholders to provide the resources for the various structures required by schools. Government should adequately fund education sector so that unnecessary fighting for resources does not spill over to the public eye as this destroys the confidence that parents and students have on the education system.

Keywords: Public-private partnership, restructuring, education

1. Introduction

Public-private partnerships (PPPs) in education have gained attraction and influence over the past few decades, as witnessed by the growing number of collaborations between the private sector and the state to help governments around the globe meet their educational needs. They are increasingly viewed as providing a way of meeting the Education for All goals (Patrinos et al., 2009) and, more recently, the Sustainable Development Goals. The question of whether private or non-state schools offer a better quality education than their government school counterparts has been subject to significant debate over the past few years: for example, Day Ashley et al. (2014) summarize some recent evidence on the role and impact of private schools in developing countries. This question is also at the centre of any debate about the potential effects on students' achievement of PPPs, whether they are charter schools, contract schools, vouchers or other such programmes that give the private sector a role in the provision of public education.

From a public policy perspective, the prime objective of a PPP is that it should result in an improvement in the quality and efficiency of a given service to the citizen. At the same time, it would have the benefit of attracting private resources into public services, thereby allowing public money to be diverted into other critical areas and alleviating long-term pressures on public finances (Jomo, 2016).

The need to ensure Education for All (EFA) and the challenge of the Millennium Development Goals has resulted in growing support for partnerships as a vehicle that will increase the current provision of education during the second decade of the twenty first century. There is no consensus on the particular form of partnership that is best suited to the provision of education. By implication, Public Private Partnerships are regarded as engagements between the state and non-state sector, which could be private corporate, non-profit or philanthropy (Draxler, 2017).

The idea of community participation in establishing and managing school is not alien to the world in general and Nigeria in particular. As western education originated as a private venture (from the Christian mission) the recent development is taking it to a partnership level in various forms, hence the charter or other countries. However, this is not confined to the education sector but extended to virtually all sectors of the economy including transport, roads, electricity, communications etc. going by South African's experience. The idea is to make available more infrastructures for the populace through private participation since government cannot do it all alone (Colton, 2017).

According to Gov. Seyi Makinde, in his New Year speech, he said his "goal is to make Oyo State the hub for education tourism in Nigeria, not just at the basic education level but at the tertiary level as well." Base on this fact, the state now has the biggest education spending allocation of 22.4% of the 2020 budget, topping the federal government's 15% (The Africa report, 2020). Furthermore, records from the finance ministry showed that last year the state increased education spending to 10% from the previous 4% and provided a N526 million grant to all primary and secondary schools to be disbursed term by term.

Since the creation of Oyo state, different governments have come up with policies and white papers on restructuring the Educational sector of the country, an array of prognosis and solutions have been prescribed for this menace. However, the figures that are churned out as regards the amount of out-of-school children in Oyo state makes all

this solutions and policies ineffectual. Looking at the Oyo state #47.82 Billion allocation to the Educational sector, it is now evident that the sector is ready to witness a total restructuring in the aspect of education (UNICEF).

1.1. Statement of the Problem

Some of the most fundamental problems that led to the development of Public-Private Partnership (PPP) under the umbrella of educational sector are failure of the government to invest in educational sector and underfunding of the education system in Nigeria, which as a result lead to lack of infrastructural facilities and teaching aids as well as academic and non-academic personnel (Kingsley, 2016).

The introduction of PPP in educational system was as a result of the government failure to provide solution to the problems facing educational sector such as inadequate educational facilities, lack of capable personnel, low funding of education among others.

In relation to the overall budget, the amount allocated to education has been gradually declining. In 2015, the educational sector earned 551.6 billion (12.28 percent) of the overall budget, followed by 557.4 billion (9.20 percent) in 2016, 540.9 billion (7.27 percent) in 2017, 651.2 billion (7.14 percent) in 2018, 634.6 billion (7.11 percent) in 2019, and 686.8 billion (6.48 percent) in 2020 was allocated to educational sector in Nigeria (NBS, 2020). Despite all of the increases in education budgeting over the past six years, the amount of education budget allocated to the overall budget has been steadily decreasing. As a result of this, government has failed to make provision for some institutions which has made them to be sourcing for their Internally Generated Revenue (IGR). In the lieu of this, there is a need for the restructuring of the educational system in Nigeria through the intervention of public-private partnership.

1.2. Objectives of the Study

This study sets to examine the role of Public-Private Partnership in the restructuring of education in Oyo State, while the specific objectives are to:

- Examine the role of Public-Private Partnership in the restructuring of education in Oyo State.
- Analyze the contributions of Public-Private Partnership towards educational development in Oyo state.
- Proffer solution to the problems that may hinder the restructuring of education through Public-Private Partnership in Oyo State.

1.3. Research Questions

This research is based on the following questions:

- What are the roles of Public-Private Partnership in the restructuring of education in Oyo State?
- What are the contributions of Public-Private Partnership towards educational development in Oyo state?
- What are the possible solution to the problems that may hinder the restructuring of education through Public-Private Partnership in Oyo State?

1.4. Research Hypothesis

The research hypotheses used for the study are as follows;

- H_0 1: Public-Private Partnership does not have any significant impact on the restructuring of education in Oyo State.
- H_0 2: Public-Private Partnership does not contribute towards educational development in Oyo state.
- H_0 3: There is no possible solution to the problems hindering the restructuring of education through Public-Private Partnership in Oyo State.

1.5. Justification of the Study

The main Justification for this study is to help in maximizing the potential for expanding equitable access to schooling and for improving educational outcomes, especially for marginalized groups through a partnership between public and private individual.

However, this research work is very vital because the result of the findings would be useful in the following areas. The Oyo State policy maker will have necessary vital information about the past planning basis and the present predicament to be able to design a full measure and restructure the educational system towards sustainable development.

The educational sector as a whole system would also see the impacts of educational restructuring and Public-Private Partnership on their product (students) for proper recommendation to the government. Furthermore, students would have a solid background to take further research and understand the role of Public-Private Partnership in the restructuring of education in Nigeria.

1.6. Scope of the Study

The importance of PPPs appears to lie in their ability to improve the provision of education. On the demand side the major improvement is achieved through introducing competition and so allowing parents to choose between school providers. On the supply side the advances are made through improved management and the greater availability of finances so that more teaching and better facilities can be made available. The research work focus on the Public-Private Partnership in the restructuring of education in Oyo State. In the course of the analysis, six tertiary institutions were selected, which composed of three public schools and three private schools selected randomly in Oyo State.

2. Literature Review

2.1. Introduction

Public-Private Partnership is a legally-binding contract between government and business for the provision of assets and the delivery of services that allocates responsibilities and business risks among the various partners (Partnerships British Columbia, 2013).

Partnerships which include contractual arrangements, alliances, cooperative agreements, and collaborative activities used for policy development, program support and delivery of government programs and services (Osborne 2010). Public-private partnerships are typically found in transport infrastructures such as highways, airports, education, health, railroads, bridges and tunnels. PPPs also do the following:

- Allow large-scale government projects such as roads, bridges, or hospitals to be completed with private funding.
- Work well when private sector technology and innovation combine with public sector incentives to complete work on time and within budget

However, economists are mixed as to the net benefit of PPPs on economic growth. Historically, public-private partnerships have been contractual or memorandum-driven agreements between public offices and private enterprises. The public and private parties share resources such as financing, labor, capital and management. A PPP exists through an agreement where the skills of each sector are shared in delivering a service for the general public. More broadly speaking, PPPs are the natural extension of mixed economic systems. Governments are increasingly aware of their own inefficiencies, and many run into budgeting or financing problems when executing projects. By contracting with more efficient private providers of goods and services, a public agency can still promote its agenda.

Generally speaking, the term education restructuring denotes a comprehensive reworking or rebuilding of the educational system for the purpose of improving teaching and learning. Nigeria has shown promises of beginning the process of re-structuring its educational system and it is important to note that the stakeholders have contributed significantly in the reform process. As this educational restructuring is not limited to the Federal Government alone, but also extended to the various State in Nigeria, without leaving Oyo state as the pace setter behind. Especially important to note is some educational policy adopted by the incumbent governor of Oyo State, Engr. Seyi Makinde, which has given room to a solid relationship between public and private organizations. This include the distribution of textbook across all primary and secondary schools in Oyo state (including private schools), rebuilding the education sector by employing qualified and competent teachers base on merit and the regular payment of teacher's salary.

2.2. Public-Private Partnerships in Education

PPPs in education are defined by the PPP Knowledge Liu, Meng and Sun (2018) as "long-term contractual relationships between the government and a private provider for all or some part of the delivery of education infrastructure and services."

The rationale behind PPPs in education is generally considered to be the following: it is a middle-ground between pure public or private provision, combining their strengths while potentially avoiding their weaknesses in the two dimensions that should be taken into account when discussing education - quantity and quality. In addition, introducing the PPP option in a country schooling system may provide better incentives for teachers, and generate competition between public and private schools, empowering parents and students by giving them more choice and hence greater leverage to monitor school performances. (Ark-EPG PPP report, 2018)

The rationale behind them is to allow private firms to internalize the positive externalities present between the construction and the maintenance of an infrastructure by bundling both in a single contract.

2.3. PPPs Effectiveness in Education

Regarding quantity, the success of policies aimed at increasing the enrollment rates in primary and secondary education in developing countries has created a new challenge: the offer has to match the growing demand for education. For example, as underlined by Barrera-Osorio et al. (2009), many governments have abolished schooling fees, resulting in "sudden and massive increases in enrollments that the public education systems are generally not equipped to absorb." Fee-charging private schools have emerged in response, absorbing the excess demand for education. Private schools are thus a way to extend the supply of education services when governments reach their capacity limit. Maybe more importantly, the private provision of education may have the potential to solve the inefficiency of the public service. Indeed, the latter largely fails to provide the right incentives to solve moral hazard issues.

In particular, the extent of teachers' absenteeism has been identified as one of the key reasons behind the low quality of public education in developing countries (World Bank, 2017). In fact, the higher flexibility of private schools with respect to teachers' contracts and tuition fees allows them to play on the different levers identified by Banerjee et al. (2016) to address absence in public education or health facilities: financial incentives and beneficiary control over service providers.

First, private contracts give schools more leeway with respect to financial incentives, implementing performance-based or attendance-based financial bonuses and penalties to teachers, which have been shown to have the potential to significantly decrease teachers' absenteeism and increase test scores (Duflo et al., 2012). Second, since private schools often charge fees, they are subject to a higher degree of accountability to the parents (Barrera-Osorio, 2016).

Unfortunately, the multiplication of private schools has created a highly stratified educational system in many developing countries: private, fee-charging schools often fail to reach the most deprived fractions of the population, while

free public schools and low-cost, low-quality private schools concentrate children from the poorest households. This would not be an issue if these schools were providing services of equal quality and if peer-effects were absent. However, as underlined above, public schools are likely to suffer from the traditional lack of efficiency of public service providers while peer effects are likely to be significant (Hoxby, 2010), participating in what has been called the “learning crisis” (World Bank, 2017).

3. Theoretical Framework

The study has been anchored on the following theories for better understanding.

3.1. Theory of Public-Private Partnership (PPPs)

A critical theory frame work will be used to deepen our understanding of PPPs, its role in the provision of education and the theories of Hegelian Maxism (2018) developed a critical theory framework that allows for, “more inclusive positions and to connect education directly to democratization and the changing of social relations in the direction of equality and social justice”. This frame work takes into consideration the changing nature of education in light of radically different social, political-economic conditions which characterize the emerging knowledge society.

Furthermore, according to Keller, the critical theory of education can assist in conceptualizing specific features of existing capitalist societies and the manner in which power dynamics create conditions of domination and subordination, as well as, openings for progressive social change in an inclusive education system.

3.2. Human Capital Theory

Throughout western countries, education has recently been re-theorized under human capital theory as primarily an economic device. Human capital theory is the most influential economic theory of western education, setting the frame work of government policies since the early 1960's. it is seen increasable as a key determinant of economic performance has been to employ a conception of individual as human capital and various economic metaphors such as “technological change”, “research”, “innovation”, “productivity”, education and “competiveness”.

Economic considerations in the past, however, have not determined education. In the Wealth of Nation (1776) Adam Smith formulated the basis of what was later to become the science of human capital. Over the next two centuries two schools of thought can be distinguished. The first school of thought distinguished between the acquired capacities that were classified as capital and the human beings themselves.

In modern human capital theory all human behavior is based on the economic self- interest of individuals operating within freely competitive markets. Other forms of behavior are excluded or treated as distortions of the model. A prominent explanation for that more is provided by a recent reformulation for human capital theory which was stressed the significance of education and training as the key to participation in the new global economy.

3.3. Empirical Review of Literature

Chattopadhyay and Nogueira (2014) examines public-private partnership in education: a promising model from Brazil. The study presents a case study from Brazil about an emerging public-private partnership in secondary education between the State of Rio de Janeiro and two leading Brazilian private corporations. By employing a ‘co-management’ governance strategy, the partnership leverages resources and technical knowledge of the private sector and offers a qualitatively different mix of academic-focused and technology-focused education for Brazil's public school students. The study argues that the partnership represents a promising model for addressing the challenges of secondary education in Brazil.

Cheung et al. (2012) examine factors contributing to successful public private partnership projects by Comparing Hong Kong with Australia and the United Kingdom. An empirical questionnaire survey was conducted in Hong Kong and Australia. The survey respondents were asked to rate 18 factors which contribute to delivering successful PPP projects. The findings from this survey were further compared with the results achieved by a previous researcher in a similar survey conducted in the UK. The comparison showed that amongst the top five success factors ranked by Hong Kong respondents, three were also ranked highly by the Australians and British.

Mitra (2020) in this work COVID-19 is killing education budgets: are educational public-private partnerships an answer? His paper draws on existing literature and current reporting by international/intergovernmental organizations to explore the complex role of public and private collaboration and agency in education and offers insights and suggestions to the challenges that may arise with increased educational PPPs as a result of the pandemic. The study reveals that PPPs are controversial, susceptible to issues of accountability and transparency, and findings so far are varied, and yet countries may turn to them to address funding and resource shortfalls arising from the pandemic.

Twinomuhwezi and Herman (2020) examine critical success factors for Public-Private Partnership in Universal Secondary Education: Perspectives and Policy Lessons from Uganda. They employ the interpretive paradigm and the participants were purposively selected from government bodies, partnership private schools and local communities. Document review and interviews were used as the data collection methods while the resultant data were analyzed using content and thematic techniques. The findings reveal that most stakeholders' understandings of the PPP in USE were diverse and context-specific; and that most school-based stakeholders implemented this policy without clearly understanding its origin, goals and guidelines.

Mgaiwa and Poncian (2020) examines Public-private partnerships (PPPs) in education are presented as capable of resolving several issues of education provision, financing, management, access and quality. Secondary research was

used to gather data and critical review of the data and its analysis made. The focus of the paper was on higher education financing and on private higher education institutions. The findings indicated that PPPs have had a positive impact on increasing access to Tanzania higher education. However, although private universities and university colleges are many in number, enrolment has continued to be higher in public universities. It was further noted that an increase in higher learning institutions and subsequent increase in access to higher education has not meant an improvement in the quality of education provided by the institutions.

Meng, et al. (2018) Public private partnership project risk management in education industry. In view of the complex financing structure of PPP project, numerous participants and large potential risks, this paper puts forward the method of expert review and analytic hierarchy process. The scheme of this paper starts with the structural organization of PPP project, analyzes the development of PPP model in education industry, and establishes a set of strict process for PPP project in education industry to evaluate the importance of risk factors in the project and monitor the management. The results show that the scheme can strictly control the risk coefficient of the project, ensure the interests of the investors, and improve the overall benefit of the project.

Frolova and Rogach (2017) examine the specifics of implementation of municipal-private partnership projects in the education system of the Russian Federation. The authors use the following research methods: document analysis, expert interviews (heads of local authorities, entrepreneurs from the Moscow Oblast). The goal of this article is to study specific features of public-private partnership in education, to carry out comparative analysis of the estimates that the heads of local authorities and the business community have with regard to these issues, to define the conditions for their effective interaction and its limiting factors. The results of the survey of experts show contradictions between the orientation of the heads of local authorities on the implementation of municipal-private partnership projects and the rare practice of their implementation.

Ahmad, Ibrahim and Abubakar (2018) examine Malaysian public private partnership. To achieve the objective, the phenomenological research method is adopted and interviews are conducted with PPP practitioners in Malaysia. The literature postulates different aspects of Malaysian PPP projects however there is a dearth of the robust description of the process for Malaysian PPP projects. Therefore, this study aims to describe the process of Malaysian PPP projects. Based on the findings of interviews the PPP process is composed of five phases; Pre-Project Planning phase and selection of Private Partner or SPV (Special Purpose Vehicle), Planning Phase, Construction Phase, Commencement of Operation and transfer to government.

Okwelle and Wordu(2014) examine public-private partnership in education: a strategy for improving quality of vocational-technical education programme in Nigeria: a case study of Rivers state. Eight hundred (800) selected. Questionnaire was used to collect information, while mean statistics was adopted to analyze the research question and Z-test. The result showed that the respondents' strategy for improving quality of vocational-technical education programme in Nigeria is low, however, there is significant difference in their perceptions. Based on their findings, recommendations were made such as: there should be complementary role between the public and private sectors in order to bring about the development of an efficient vocational education and training system.

Agada (2018) examine the imperatives of Public-private partnership as alternative sources of higher education funding in Nigeria. The ex-post facto research design was adopted for the study. Secondary sources of data are employed to achieve the objective of the study. Findings revealed that the benefits of public private partnership include cost saving and reduction through innovative technologies; cost sharing with a private partner; enhancement of revenue generation from different sources and economic benefit in terms of transfer of expertise and economic growth.

Tubosun and Hafsatu(2016) examined public private partnership (PPP) as an imperative in Nigerian education. The researchers employed descriptive survey design, using primary and secondary sources of data. Observation and multidisciplinary approach were used simultaneously as instruments of primary and secondary data collection respectively. The paper was anchored with theoretical frame-work of system theory.

3.4. Research Methodology

The design for the study was a descriptive research design survey. It sampled a number of respondents in senior secondary school, Oyo West local government area Oyo state, in order to investigate the impact of public and private partnership in the restructuring of education on Oyo state.

3.5. Sample and Sampling Technique

For the purpose of this study, six (6) higher institutions (3 publics and 3 privates) in Oyo State were selected through purposive and systematic random sampling technique. A total of 180 respondents were used for the study drawn from staffs and students of these institutions. These institutions are under listed: Ajayi Crowther University, Atiba University, Kola Daisi University, Federal School of Surveying, Federal College of Education, (Special), and Emmanuel Alayande College of Education, all in Oyo.

The instrument used for collecting relevant information for the study was a self-designed questionnaire tagged questionnaire on a study into the impact of public and private partnership in the restructuring of education in Oyo state.

3.6. Method of Data Analysis

The analysis of data collected was done using chi-square and simple percentages.

4. Data Presentation and Analysis

4.1. Data Analysis

Sex	Frequency	Percent
Male	79	43.89%
Female	101	56.11%
Total	180	100%

Table 1: Sex of the Respondents

Source: Author's Computation

The above scheduled indicated that 79 males of 43.89% and 101 females of 56.11% students responded to the research questions.

4.2. Test of Hypothesis

Group	Mean	Level of Significance(%)	Degree of Freedom	X^2_{Cal}	X^2_{Tab}	Remark
Agree	71.28	5	5	16.772	11.070	Reject the H_0
Disagree	108.72					
Total	180					

Table 2: H_01 = Public- Private Partnership Does Not Have Any Impact on Restructuring of Education in Oyo State

Source: Author's Computation

The analysis showed X^2_{Cal} value to be 16.772 and X^2_{Tab} valued to be 11.070. Since the X^2_{Tab} 11.070 is less than X^2_{Cal} 16.772, we therefore reject the null hypothesis (H_0) that public private partnership does not have any role on restructuring of education in Oyo State, and we accept the alternative hypothesis (H_1) which states that public private partnership has significant roles on restructuring of education in Oyo State.

Group	Mean	Level of significance (%)	Degree of Freedom	X^2_{Cal}	X^2_{Tab}	Remark
Agree	75.74	5	6	13.208	12.592	Reject the H_0
Disagree	104.26					
Total	180					

Table 3: H_02 =Public- Private Partnership Does Not Have Any Contribution towards

Educational Development in Oyo State

Source: Author's Computation

The analysis showed X^2_{Cal} value to be 13.208 and X^2_{Tab} valued to be 12.592. Since the X^2_{Tab} 12.592 is less than X^2_{Cal} 13.208, we therefore reject the null hypothesis (H_0) that public- private partnership does not have any contribution towards educational development in Oyo State, and we accept the alternative hypothesis (H_1) which states that public-private partnership has significant contribution towards educational development in Oyo State.

Group	Mean	Level of Significance (%)	Degree of Freedom	X^2_{Cal}	X^2_{Tab}	Remark
Agree	76.28	5	3	16.772	7.815	Reject the H_0
Disagree	103.72					
Total	180					

Table 4: H_03 = There is no Problem Confronting Public- Private Partnership in Relation to Education

Source: Author's Computation

The analysis showed X^2_{Cal} value to be 16.772 and X^2_{Tab} valued to be 7.815. Since the X^2_{Tab} 7.815 is less than X^2_{Cal} 16.772, we therefore reject the null hypothesis (H_0) that that there are no problem confronting Public- Private Partnership in relation to education, and we accept the alternative hypothesis (H_1) which states that there are problem confronting Public- Private Partnership in relation to education

5. Discussion of Findings

From the test of hypothesis, the findings reveal that; public-private partnership does have a significant role to play on restructuring of education in Oyo State. These roles range from, Provision of enabling environment for both teachers and students for an effective teaching and learning activities, formulations and implementation of performance based and financial bonuses and penalties to teachers, Reduction of absenteeism among teachers through attendance based financial incentives, among others.

The second hypothesis also reveals that public- private partnership contributes to the development of education in Oyo State. The contribution of public private partnership in educational sector in Oyo State as identified by the study includes; sponsoring of students in public examinations and distribution of textbooks and stationeries and writing materials (such as pencils, pens and books), provision of modern science laboratories equipment, teaching aids, libraries, provision of infrastructure (such as pipe borne water, electricity etc.), provision of public assist for students in Oyo State.

The research hypothesis three explains the problems that may confront public- private partnership in relation to education in Oyo State., and findings reveal that; there are problems that confront public- private partnership in relation to education in Oyo State. These problems include, Non approval of grants by some government authorities, lack of continuity by government, lack of cooperation from members of the public, non- availability of fund on education system among others.

6. Summary, Conclusion and Recommendations

6.1. Summary

This research work was carried out to study the impact of public-private partnership on education restructuring in Oyo State. The study was directed using six tertiary institutions in Oyo State, targeted at 180 respondents under sample survey research.

Data were collected and three research hypothesis were all tested and analyzed using the simple percentages and chi-square analytical method, from the test, the findings revealed that both the impact and problems of public- private partnership on education restructuring in Oyo State can be better managed and address through cordial relationship and mutual agreement between both the public and the private stakeholders of education in Oyo State.

6.2. Conclusion

From the findings of this study, the respondents were the beliefs that public private partnership is an instrument to sustainable education restructuring in Oyo State. Due to the Public-private partnership, infrastructural facilities and teaching aids in Oyo State educational system has improved. Public-private partnership aids sponsoring of student in public examinations and distribution of reading materials in Oyo State educational settings. Science laboratories equipment's has improved in senior secondary schools in Oyo state as a result of public-private partnership. Private hostels were also being provided to improve on the standard of living in the public tertiary institutions.

Finally, it was pointed out in the study that public private partnership has significant effect on educational restructuring in Oyo State.

6.3. Recommendation

Following the findings of the study, the researchers offer some recommendations that will help to proffer solutions to the problems of restructuring in education in Oyo State.

- Government should support public tertiary institution with financial grants. This will enable the school administration to meet up with the public demand.
- The government should increase the vote allocated for infrastructural development and reconstruction in educational institutions. All learning institutions should be provided with proper learning and teaching facilities like classrooms, specialist rooms and teachers' accommodation.
- Government should partner with international stakeholders to provide the resources for the various structures required by schools. Government should adequately fund education sector so that unnecessary fighting for resources does not spill over to the public eye as this destroys the confidence that parents and students have on the education system.
- There is also need for institution and external based supervisors to prioritize maintenance of infrastructure during their supervision programmes. Admittedly, financial resources are the major variable behind the magnitude of dilapidation in most institutions; however, negligence also plays a significant role. There is a general tendency for many people to care only for personal property and neglect public property. This mentality or culture must be nipped in the bud and where there is evidence of deliberate neglect of institutional infrastructure, the system must introduce punitive measures or if they already exist, these must be swiftly implemented.
- The government should adequately fund education sectors so that unnecessary fighting for resources does not spill over to the public eye as this destroys the confidence that parents and students have on the education system.
- The government should work very hard to improve the working conditions of teachers as evidence from this study clearly indicates that teachers left the education sector because of poor working conditions, particularly salaries.

7. References

- i. African Report (2020). Economic Development in Africa Report 2020. <https://unctad.org/webflyer/economic-development-africa-report-2020>
- ii. Agada, A. Towards Alternative Sources of Higher Education Funding in Nigeria: Imperatives of Public Private Partnership.

- iii. Ahmad, U., Ibrahim, Y. B., & Bakar, A. B. A. (2018). Malaysian Public Private Partnership Projects: Project Success Definition. *International Journal of Engineering & Technology*, 7(3.30), 33-37.
- iv. Ark-EPG PPP Report (2018). Public Private Partnerships in Education in Developing Countries. <https://arkonline.org/ppp-review>
- v. Ashley, L. D., Mcloughlin, C., Aslam, M., Engel, J., Wales, J., Rawal, S., ...& Rose, P. (2014). The role and impact of private schools in developing countries—bibliography and literature reviews.
- vi. Banerjee, A., Banerji, R., Berry, J., Duflo, E., Kannan, H., Mukherji, S., ...& Walton, M. (2016). *Mainstreaming an effective intervention: Evidence from randomized evaluations of "Teaching at the Right Level" in India* (No. w22746). National Bureau of Economic Research.
- vii. Barrera-Orsorio, F., J. Guaqueta and H.A. Patrinos (2009). *The role and impact of public private partnerships in education*. In S. Robertson, K. Mundy, A. Verger, and F. Menashy (eds). *Public Private Partnerships and Education: New Actors and Modes of Governance in a Globalising World*. London: Edward Elgar. <https://doi.org/10.4337/9780857930699.00019>
- viii. Chattopadhyay, T., & Nogueira, O. (2014). Public-private partnership in education: a promising model from Brazil. *Journal of International Development*, 26(6), 875-886.
- ix. Cheung, E., Chan, A. P., & Kajewski, S. (2012). Factors contributing to successful public private partnership projects. *Journal of Facilities Management*.
- x. Colton K. (2017): Socio-economic Implication of Public-Private Partnership Participation. Vol. 12 August 2007.
- xi. Duflo, E., Hanna, R., & Ryan, S. P. (2012). Incentives work: Getting teachers to come to school. *American Economic Review*, 102(4), 1241-78.
- xii. Draxler, A. (2017). *New Partnerships for EFA: Building on Experience*. International Institute for Educational Planning (IIEP) UNESCO. 7-9 rue Eugene-Delacroix, 75116 Paris, France.
- xiii. Frolova E.V., Rogach O.V. Municipal-private partnership in education: infrastructural aspect. *Economic and Social Changes: Facts, Trends, Forecast*, 2017, vol. 10, no. 1, pp. 145-160. DOI: 10.15838/esc/2017.1.49.8
- xiv. Hegelian Marxism (2018). The Uses of Hegel's Philosophy in Marxist Theory from Georg a. Lukács to Slavoj Žižek. Anders Bartonek & Anders Burman (eds). Pp.1-210.
- xv. Hoxby, C.M. (2010). School choice and school competition: Evidence from the United States. *Swedish Economic Policy Review*, Vol. 10, pp.9-65.
- xvi. Jomo, K. S., Chowdhury, A., Sharma, K., & Platz, D. (2016). Public-private partnerships and the 2030 Agenda for Sustainable Development: fit for purpose?
- xvii. Kingsley C. O. (2016). Factors Affecting Job Satisfaction in Nigerian International Oil Companies, Doctoral Study Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Business Administration, Walden University. Liu, B., Shen, J. Q., meng, Z. J., & Sun, F. H. (2018). A survey on the establishment and application of social capital partner selection system for the new profit PPP project. *KSCE Journal of Civil Engineering*, 22(10), 3726-3737.
- xviii. Mgaiwa, S. J & Poncian, J. (2020). Public-private partnership in higher education provision in Tanzania: implications for access to and quality of education. <https://www.researchgate.net/publication/310817132>
- xix. Mitra, R. (2020). COVID-19 is killing education budgets: are educational public-private partnerships an answer? *Journal of Professional Capital and Community*.
- xx. Mwesigwa, R., Bagire, V., Ntayi, J. M., & Munene, J. C. (2019). Antecedents of stakeholder management in public private partnership projects in Uganda. *World Journal of Entrepreneurship, Management and Sustainable Development*.
- xxi. Ogakwu, V. (2011). Exclusion of women in national development: underlying factors and implications for sustainable development.
- xxii. Osborne, J. (2010). Arguing to learn in science: The role of collaborative, critical discourse. *Science*, 328(5977), 463-466.
- xxiii. Okwelle, P. C., & Wordu, C. C. (2014). Public-Private Partnership in Education: A Strategy for Improving Quality of Vocational-Technical Education Programme in Nigeria: A Case Study of Rivers State. *Journal of Education and Practice*, 5(35), 180-183.
- xxiv. Patrinos, H. A., Barrera-Orsorio, F., & Guáqueta, J. (2009). *The role and impact of public-private partnerships in education*. The World Bank.
- xxv. Partnerships British Columbia (2013). <https://www.bcbudget.gov.bc.ca/2013/sp/pdf/agency/pbc.pdf>
- xxvi. Tubosun, B. V., & Hafsat, A. U. (2016). Public Private Partnership: Imperative in Educational Planning and Management for Human Security in Nigerian Schools.
- xxvii. Twinomuhwezi, I. K., & Herman, C. (2020). Critical Success Factors for Public-Private Partnership in Universal Secondary Education: Perspectives and Policy Lessons from Uganda. *International Journal of Educational Administration and Policy Studies*, 12(2), 133-146.
- xxviii. UNICEF, <https://www.unicef.org/nigeria/education>
- xxix. World Bank (2017). What Matters Most for Engaging the Private Sector in Education: A Framework Paper. SABER Working Paper Series, Number 8.
- xxx. Wealth of a Nation (1776). An inquiry into the nature and causes of the wealth of nations by Adam Smith. Anelectronic classic series publication.