

ASSESSMENT OF PUBLIC-PRIVATE PARTNERSHIPS FOR ENHANCING SECONDARY EDUCATION FUNDING IN ENUGU STATE

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Abstract

The study centered on the assessment of public-private partnerships for enhancing secondary education funding in Enugu State. This study was guided by two research questions and two hypotheses. The study adopted descriptive survey research design. The population for the study was 297 principals which comprised 214 males and 83 females. There was no sampling procedure because the population was manageable. The instrument used for data collection was a 14-item structured questionnaire titled “Assessment of Public-Private Partnerships for enhancing Secondary Education Funding Questionnaire (APPPSEFQ)”. The instrument was validated by three research experts, two from Department of Educational Management and one from Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology (ESUT), Enugu. Cronbach Alpha statistic was used to compute the internal consistency of the instrument which yielded .81 and .79 for clusters 1 and 2 with an overall reliability index of .80. The research questions were answered using mean and standard deviation while the hypotheses were tested with t-test statistic at .05 level of significance. The findings of the study showed that Public-private partnerships provide physical facilities and instructional materials to a low extent. In view of the findings, the study recommended that public and private sectors should intensify the provisions of physical facilities and instructional materials in order to enhance quality secondary education in Enugu State.

Keywords: Assessment, Public-Private Partnerships, Funding, Physical Facilities, Instructional Materials

Introduction

Education is widely acknowledged as a powerful tool for progress, serving as a means to combat

poverty, lack of knowledge, and criminal activities. This is why both individuals and nations prioritize obtaining practical education (Federal Republic of

Niger (FRN), 2013). Countries heavily invest in the education of their populace, recognizing that the quality and quantity of education their citizens receive directly influence the quality and extent of national advancement. People seek education to elevate their standing in society and contribute effectively, acknowledging the pivotal role it plays in personal and national growth. This importance has led to diverse definitions of education, with Oyekan (2018) characterizing it as a dynamic instrument and catalyst for sustainable development, political stability, and a thriving economy in any progressive nation.

Meanwhile, education is the cornerstone of a society's development and progress, and secondary education plays a pivotal role in shaping the future of a nation. Secondary education, according to the Federal Republic of Nigeria (2013:8), is described as the educational phase that follows primary education and precedes tertiary education. Its purpose is to prepare children for both higher education and the challenges of adult life. Quality secondary education emphasizes critical thinking, problem-solving, and analytical skills. Students are encouraged to analyze information critically, synthesize ideas, and develop their own perspectives, fostering a deeper understanding of the subjects taught. A recent movement is emerging worldwide, focusing on providing high-quality education to young individuals.

However, in Enugu State, Nigeria, the government has made significant efforts to improve the quality of secondary education. The recent developments have unquestionably shown that the government cannot shoulder the financial burden of education by itself. Achieving this goal necessitates a collaborative approach involving both the government and the private sector, particularly in

the administration of secondary schools. The idea and implementation of the Public-Private Partnerships (PPPs) are recent advancements in line with the Nigerian Government's reform agenda, aligned with the vision outlined in the 2020 plan set by former President Olusegun Obasanjo.

Public-private partnerships (PPPs) involve contractual agreements between a government entity, be it local or central, and a private provider. These agreements pertain to service delivery, where the private entity assumes the responsibility for constructing or improving a specific infrastructure essential for delivering these services. Additionally, they handle the financial aspects of the investment, followed by the management and maintenance of the facility (Iossa and Martimort, 2015). PPP comprises a formal agreement between a governmental entity (government agency) and a non-governmental entity (individual or private company) (Odoh, 2014). In highlighting the importance of effective cooperation between the public and private sectors in educational management, Ocho in Eze (2016) stated that the degree of collaboration and alignment between these two entities in funding education in Nigeria will influence how well the country achieves its educational objectives and aspirations for the youth as outlined in the National Policy on Education.

Funding refers to the financial support or resources provided to an individual, organization, project, or initiative for a specific purpose. According to Sekaran and Bougie (2016), funding is the monetary provision or financial support provided by external entities, including government agencies, private organizations, philanthropic foundations, individuals, or international bodies, to finance specific projects,

activities, research, development, operations, or initiatives. The purpose of funding is to facilitate the successful execution and realization of predetermined goals and objectives within a defined timeframe. In a PPP for secondary education, the government and private entities establish a funding structure where both parties contribute financial resources. The government typically provides a significant portion of the funding, often through grants or subsidies, while private entities contribute either through direct investment, donations, or specific project funding. The public-private partnerships may play a vital role in mobilizing private sector funds and expertise to finance and provide physical facilities and instructional materials.

Physical facilities encompass structures such as buildings, playgrounds, and movable installations intended to improve the teaching and learning experience. Osahan in Onwe (2015) characterized school physical facilities as concrete constructions designed to support educational objectives. These facilities include buildings, open areas, parking spaces, sports fields, and permanent equipment. Physical facilities encompass the necessary elements within a workplace that are essential for optimal work performance. In the educational setting, these elements facilitate teachers in conducting the teaching and learning process efficiently, ultimately aiding in the attainment of the school's objectives and goals without undue tiredness or interruptions (Okoko and Ibara, 2020). The design, integration, accessibility, and organization of physical facilities play a critical role in supporting the effective use of instructional materials, enhancing the teaching and learning experience for both educators and learners.

Instructional materials are resources, tools, or aids used by educators to facilitate the teaching and

learning process. Abdu-Raheem (2016), stated that instructional facilities are crucial and important instruments required to facilitate the teaching and learning of academic subjects. They enhance teachers' effectiveness and contribute to the enhancement of students' academic performance. Achimugu (2017), stated that instructional materials are tangible or physical items that offer auditory, visual, or a combination of stimuli to the sensory organs during the teaching process. Instructional materials encompass both human and non-human resources that facilitate, motivate, enhance, and support teaching and learning endeavours. Instructional materials play a crucial role in education and are directly tied to the principles and practices that guide effective teaching and learning. Principals are typically responsible for overseeing the selection and approval of instructional materials in their schools.

Meanwhile, the principal acts as the leader of a school community, managing crucial administrative responsibilities and offering guidance to students and teachers. In this role, they serve as an administrative and professional leader, taking direct responsibility for ensuring the school operates efficiently and effectively (Wangui, 2017). According to Onyeike and Nwosu (2018), the principal is a role model who establishes standards and guides the creation of goals and anticipations, motivating both teachers and students to strive for excellence. The gender of a principal can influence representation and diversity within educational leadership.

Gender refers to the social, cultural, and psychological characteristics and roles associated with being male, female, or non-binary. It encompasses a range of identities, roles, expressions, and expectations that societies and

cultures attribute to individuals based on their perceived sex. According to Eagly and Wood (2016), gender roles are societal expectations and norms regarding behaviours, activities, and responsibilities assigned to individuals based on their perceived gender. Gender plays a role in the representation of principals within the secondary education system. Historically, there has been a gender imbalance, with more men occupying principal positions than women especially in Enugu State.

Enugu State, like many other states in Nigeria, faces significant challenges in adequately funding and improving the quality of secondary education. The government's limited financial resources have hindered its ability to invest adequately in the education sector. To address this funding shortfall and enhance the quality of secondary education, Enugu state has increasingly turned to public-private partnerships (PPPs). However, the effectiveness and sustainability of these PPPs in addressing the funding gap and improving educational outcomes remain unclear particularly in the provision of physical facilities and instructional materials. It is based on the above background that the present study assessed public-private partnerships for the enhancement of secondary education funding in Enugu State.

Statement of the Problem

Secondary education in Enugu State, Nigeria, faces significant challenges due to the inadequate funding leading to poor physical facilities and a scarcity of instructional materials. The state of secondary educational infrastructure is alarming, with many schools lacking basic amenities such as classrooms, libraries, laboratories, and sanitation facilities. Furthermore, the insufficiency of quality instructional materials, including textbooks, teaching aids, and technology, inhibits effective

teaching and learning experiences for both educators and students. The existing funding structure for secondary education in Enugu State does not adequately meet the demands for maintaining and improving the physical facilities and providing essential instructional materials. This lack of funding hampers the overall educational quality, making it difficult to achieve desired academic outcomes and impeding the holistic development of students. Consequently, this study assessed the potential of public-private partnerships (PPPs) in addressing these critical issues and enhancing funding for secondary education in Enugu State.

Purpose of the Study

The purpose of the study was to assess public-private partnerships for enhancing secondary education funding in Enugu State. Specifically, the study sought to:

1. determine the extent to which public-private partnerships contribute to enhancing secondary education funding in terms of provision of physical facilities in Enugu State;
2. ascertain the extent to which public-private partnerships contribute to enhancing secondary education funding in the aspect of provision of instructional materials in Enugu State.

Research Questions

The following research questions guided the study:

1. To what extent do public-private partnerships contribute to enhancing secondary education funding, specifically in terms of providing physical facilities in Enugu State?
2. To what extent do public-private partnerships contribute to enhancing secondary education funding, specifically focusing on the provision of instructional materials in Enugu State?

Hypotheses

The hypotheses were formulated and tested at 0.05 level of significance:

H₀₁: There is no significant difference between the mean ratings of male and female principals on the extent to which public-private partnerships contribute to enhancing secondary education funding, specifically in terms of providing physical facilities in Enugu State.

H₀₂: There is no significant difference between the mean ratings of male and female principals on the extent to which public-private partnerships contribute to enhancing secondary education funding, specifically focusing on the provision of instructional materials in Enugu State.

Research Method

The researchers adopted descriptive survey research design for this study. Nworgu (2015), characterized the descriptive survey research design as a methodology focused on gathering data and organizing it in a structured manner to provide a comprehensive description. The population for the study was 297 principals which comprised 214 males and 83 females. There was no sampling procedure because the population was manageable. The instrument used for data collection was a 14-item structured questionnaire titled “Assessment of Public-Private Partnerships for enhancing Secondary Education Funding Questionnaire (APPPSEFQ)”. The items were structured on a 4-point rating scale of Very Great Extent (VGE) – 4 points, Great Extent (GE) – 3 points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1 point. The instrument

was validated by three research experts, two from Department of Educational Management and one from Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology (ESUT), Enugu. Cronbach Alpha statistic was used to compute the internal consistency of the instrument which yielded .81 and .79 for clusters 1 and 2 with an overall reliability index of .80. However, out of the 297 copies of questionnaire administered on the respondents, the researchers with the help of their research assistants retrieved 271 (197 from male and 74 from female principals) copies which resulted to 92.49% returned rate. The research questions were answered using mean and standard deviation while the hypotheses were tested with t-test statistic at .05 level of significance. When assessing the mean rating, each response choice was assigned a numerical range derived from actual numerical limits: VGE ranged from 3.50 to 4.00; GE ranged from 2.50 to 3.49; LE ranged from 1.50 to 2.49; and VLE ranged from 0.00 to 1.49 respectively. Analyzing the hypotheses involved evaluating the significance (sig.) values obtained from the SPSS output. The null hypothesis was retained if the probability values exceeded .05, while it was rejected if the probability values were less than .05.

Data Analysis and Results

Research Question 1: To what extent do public-private partnerships contribute to enhancing secondary education funding, specifically in terms of providing physical facilities in Enugu State?

Table 1: Mean ratings of male and female principals on the extent to which public-private partnerships (PPPs) contribute to enhancing secondary education funding in terms of providing physical facilities

ITEMS		Male Principals 197			Female Principals 74		
S/N	PPPs contribute to enhancing the following physical facilities:	\bar{x}	SD	Dec	\bar{x}	SD	Dec
1.	sports facilities.	1.28	.95	VLE	1.12	.94	VLE
2.	security infrastructure.	1.11	.89	VLE	1.14	.89	VLE
3.	teachers' lounges.	1.26	.91	VLE	1.09	.90	VLE
4.	administrative offices.	1.55	.88	LE	1.11	.85	LE
5.	sick bay.	1.03	.90	VLE	1.23	.91	VLE
6.	computer labs.	1.12	.85	VLE	1.52	.88	LE
7.	assembly halls.	1.09	.89	VLE	1.11	.98	VLE
8.	transportation facilities.	1.22	.91	VLE	1.09	.91	VLE
Cluster Mean/SD		1.21	.90	VLE	1.18	.91	VLE

Table 1 displays the mean ratings assigned by both male and female principals regarding the level of contribution of PPPs in improving funding for secondary education, specifically concerning the provision of physical facilities. The mean ratings for male principals varied from 1.09 to 1.55, while for female principals, they ranged from 1.09 to 1.52. The cluster means were 1.21 for male principals and 1.18 for female principals, and the standard deviations were approximately .90 and .91, respectively. These findings suggest that PPPs have a minimal impact on enhancing funding for secondary education in terms of providing physical facilities.

Research Question 2: To what extent do public-private partnerships contribute to enhancing secondary education funding, specifically focusing on the provision of instructional materials in Enugu State?

Table 2: Mean ratings of male and female principals on the extent to which public-private partnerships (PPPs) contribute to enhancing secondary education funding in the aspect of providing instructional materials

ITEMS		Male Principals 197			Female Principals 74		
S/N	PPPs contribute to enhancing the following instructional materials:	\bar{x}	SD	Dec	\bar{x}	SD	Dec
9.	digital resources.	1.51	.90	LE	1.95	.88	LE
10.	experimental kits.	1.87	.88	LE	1.98	.85	LE
11.	audio-visual materials.	1.95	.91	LE	1.93	.94	LE
12.	visual aids.	1.91	.95	LE	1.66	.90	LE
13.	workbooks.	1.98	.89	LE	1.83	.91	LE
14.	interactive whiteboards.	1.50	.90	LE	1.56	.89	LE
Cluster Mean/SD		1.79	.91	LE	1.82	.90	LE

Original Article

Table 2 displays the mean ratings given by male and female principals regarding the impact of public-private partnerships (PPPs) on improving funding for secondary education, specifically focusing on the provision of instructional materials. The mean ratings for male principals varied between 1.50 and 1.98, while for female principals, they ranged from 1.56 to 1.98. Additionally, male principals had an average score cluster of 1.79, and female principals had a slightly higher cluster mean of 1.82. The standard deviations were approximately .91 for

males and .90 for females. These results suggest that PPPs have a limited impact on facilitating the provision of instructional materials in secondary education within Enugu State.

Hypotheses

H₀₁: There is no significant difference between the mean ratings of male and female principals on the extent to which public-private partnerships contribute to enhancing secondary education funding, specifically in terms of providing physical facilities in Enugu State.

Table 3: Summary of t-test analysis of the mean ratings of male and female principals on the extent to which public-private partnerships contribute to enhancing secondary education funding, specifically in terms of providing physical facilities

Group	N	\bar{x}	SD	df	p-value	Decision
Male Principals	197	1.21	.90	269	.115	H ₀₁ not rejected
Female Principals	74	1.18	.91			

Data on Table 3 show that at 269 degree of freedom, the p-value was .115 which is greater than .05 level of significance set for this study. This signifies that the null hypothesis was not rejected and, therefore, there was no significant difference between the mean ratings of male and female principals on the extent to which public-private partnerships contribute to enhancing secondary education funding, specifically in terms of providing physical facilities in Enugu State.

H₀₂: There is no significant difference between the mean ratings of male and female principals on the extent to which public-private partnerships contribute to enhancing secondary education funding, specifically focusing on the provision of instructional materials in Enugu State.

Table 4: Summary of t-test analysis of the mean ratings of male and female principals on the extent to which public-private partnerships contribute to enhancing secondary education funding, specifically focusing on the provision of instructional materials

Group	N	\bar{x}	SD	df	p-value	Decision
Male Principals	197	1.79	.91	269	.095	H ₀₂ not rejected
Female Principals	74	1.82	.90			

Original Article

Data on Table 4 show that at 269 degree of freedom, the p-value was .095 which is greater than .05 level of significance set for this study. This signifies that the null hypothesis was not rejected and, therefore, there was no significant difference between the mean ratings of male and female principals on the extent to which public-private partnerships contribute to enhancing secondary education funding, specifically focusing on the provision of instructional materials in Enugu State.

Discussion of Findings

The finding of the study showed that PPPs have a minimal impact on enhancing funding for secondary education in terms of providing physical facilities. The evidence from the study showed that PPPs contribute to the provision of sports facilities, security infrastructure, teachers' lounges, administrative offices, sick bay and computer labs to a very low extent. The finding of the study is in line with Guarcello and Krafft (2012) as well as World Bank (2017), who posited that PPPs provide physical facilities to a low extent in secondary schools. This is because the private sector may simply lack interest in investing in school infrastructure due to their focus on other sectors that offer higher returns or more attractive business opportunities. Further finding showed that the hypothesis tested showed that there was no significant difference between the mean ratings of male and female principals on the extent to which public-private partnerships contribute to enhancing secondary education funding, specifically in terms of providing physical facilities in Enugu State.

The finding of the study showed that PPPs have a limited impact on facilitating the provision of instructional materials in secondary education

within Enugu State. The evidence from the finding showed that PPPs contribute to digital resources, experimental kits, audio-visual materials, visual aids, workbooks, interactive whiteboards to a low extent. The finding of the study is in agreement with Andrews, Pritchett and Woolcock (2015), who posited that PPPs provision of instructional materials is minimal. This is because, public and private sectors often have distinct objectives and priorities. Public entities may prioritize equitable access to education, while private partners may focus on maximizing profits or achieving specific business objectives. Further finding showed that the hypothesis tested showed that there was no significant difference between the mean ratings of male and female principals on the extent to which public-private partnerships contribute to enhancing secondary education funding, specifically focusing on the provision of instructional materials in Enugu State.

Conclusion

The assessment of public-private partnerships (PPPs) in enhancing secondary education funding in Enugu State reveals a concerning issue of low contributions in the provision of physical facilities and instructional materials. Despite the potential of PPPs to bridge gaps in education funding and infrastructure development, their current involvement in meeting these critical needs falls short of expectations. Addressing this shortfall requires proactive measures, including enhanced collaboration, policy reforms, and incentivizing private sector participation to maximize the potential benefits of PPPs in the education sector.

Recommendations

Based on the findings, the following recommendations were proffered:

1. Public and private sectors should intensify the provisions of physical facilities and instructional materials in order to enhance quality secondary education in Enugu State.

2. Enugu State government should create a conducive environment for private sector engagement in secondary education funding, ensuring transparency, accountability, and alignment with educational goals and standards. Collaborative efforts between the public and private sectors can significantly enhance the quality and reach of education particularly in Enugu State as well as Nigeria in general.

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