



Demand for Public-Private Partnership in Technical and Vocational Education and Training (TVET) in Universities in Rivers State

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Abstract

This study investigated demand for public-private-partnership in technical and vocational education and training (TVET) in universities in Rivers State. Three research questions guided the study. The design of the study was descriptive survey design. The population of the study was 310 respondents comprising of all 310 lecturers in two State owned universities in Rivers State. The sample of the study was all 310 respondents comprising the 225 male, 85 female. A census sampling technique was adopted for the study. The instrument for data collection was a researcher's self- designed questionnaire titled: Demand for "Public-Private-Partnership in Technical and Vocational Education and Training (TVET) in Universities Questionnaire (DPPPTVETUQ)". It was face and content validated by two experts in the Department of Educational Management and Guidance and Counseling of Rivers State University and Ignatius Ajuru University of Education. Cronbach Alpha method of reliability determination was used to ascertain the internal consistency index of 0.78. The research questions were answered using mean and standard deviation scores with 2.50 as the criterion mean or benchmark. The hypotheses were tested using independent t-test at 0.05 level of significance. The findings of the study revealed that the areas of public-private-partnership in technical and vocational education and training (TVET) in universities in Rivers State are infrastructure development, funding, and collaboration in the provision of school security. It was also revealed that to a high extent public private partnership in infrastructure development, funding, and collaboration in the provision of school security influenced the administration of technical and vocational education in Rivers State. The test of hypotheses showed no significant difference between male and female lecturers. On account of these findings it was recommended among others that public private partnership should be continually encouraged in the area of infrastructure development, funding, and collaboration in the provision of school security in the administration of university education in Rivers State.

Keywords: Demand, Public, Private, Partnership, Technical, Vocational Education, Training

Introduction

Post-secondary education is the fourth level (final) university education in the 9-3-3-4 educational system of Nigeria. Taiwo, (2015) describe university education as an institution where people are admitted after the satisfactory completion of their secondary education course and

providing a career of full-time instruction based on a syllabus approved by the government. University education is received by children between 16 and above years of age Liu & Wilkinson, (2014). This is the stage when a child makes a foundation of what he or she will become in life. It

is this period when a child reaches puberty, an age when as a social being he/she gradually develops into adulthood, it is a period the young ones experience emotional, psychological changes. All these experiences makes this period a very important one in the process of education. That is why Obanya, (2012) stated that so much attention should be paid to the post-secondary period to give the learner the needed guidance and mentorship to attain a sustained preparation for life after school not only in successful growth of the child but for the stability and progress of the society where the child belongs and where he/she is expected to live a functional life. This is because, undoubtedly, the overall education system of a country from early childhood education until upper secondary, influences the selection, the knowledge and the attitude of individuals who effectively enter higher education that is typically the university.

Generally, the selection of those entering the university is conditional on successful upper (senior) secondary attainment, which is in turn conditional on successful lower secondary attainment and so forth. This implies that a country with low levels of secondary or even primary completion will have a considerable reduced pool of students available for higher education in the first place, which will stand as a huge disadvantage to the society or nation at large Onuorah, Eziamaka & Eziechi, (2021). However, tertiary education in Nigeria is faced with formidable challenges ranging from poor funding, poor supervision, and inadequate facilities and exploding technologies to myriads demands to act accountably towards student's parents, communities and tax payers. Babalola, (2019). This has been confirmed by many individual researchers and stakeholders in tertiary education in nearly in all countries in Africa, not only in Nigeria that people are clamoring for proper finding of tertiary education amongst others.

Constitutionally, the provision of tertiary education in Nigeria is a responsibility of the public sector (Federal and State government). This includes funding, provision of human resource and infrastructure. Dating back to history the onset of tertiary education in Nigeria is credited to the private participation of the Christian missionaries. They were the first to establish, own, finance and control the administration of education in Nigeria. According to Ugwulashi (2012), the institutionalization of formal primary and secondary schools in Nigeria resulted to the use for the first time the concept of private participation. This implies that private participation is basically a situation where private individuals or organizations are solely responsible for the establishment, ownership, funding and administrative control of schools without any direct intervention or input from government. At this period the Christian missionaries dominated school administration in Nigeria. They were solely responsible for the determination of educational goals and curriculum, fund management as well as the distribution and access to education.

While the efforts of the missionaries and other private

operators of schools towards the growth and development of the education industry in Nigeria were commended, Usman, (2016) noted that there were also attractive criticisms. Amongst these criticisms was the inability of the colonial educational system to tailor their educational curriculum towards the cherished backgrounds of Nigerians, of acquisition of skills and technological development. It was further identified as not complementing the needs and aspirations of the society, uneven distribution of schools and education opportunities, disharmony in curriculum and imbalances in manpower and human capital development. These developments according to Obanya, (2012) led to the takeover of schools by government. Hence, government became the owner of schools and was solely responsible for the establishment, ownership, financing and administrative control of the school. This brought about the concept of public participation in Nigeria education Osundina, (2015). Public participation implies therefore that the government is responsible for setting educational goals and curriculum, financial management of educational change, innovation, and establishment, distribution of schools materials and provision of access to school. Public participation became imperative since only government can mobilize more resources for education than any private participant and since been a social trustee, it, is required to direct all her programmes towards the needs and aspirations of individuals and society at large. In spite of all these benefits of public participation, there are some short comings that have become a source of concern to educationists. Government revenue has continued to dwindle in the face of increasing rate of demands for educational opportunities Fafunwa, (2004). Little wonder government approved private participation in educational provision in Nigeria FRN, (2014), and further re-emphasized the need for public-private participation in the funding of education as an expensive social service which the government cannot bear alone.

National Policy on Education stated that education is an expensive social service and encourages individuals to partner with government to provide needed educational facilities in the nation. The understanding that education is a major correlate of socio economic, cultural, political and technological development of a nation, makes it necessary for the provision of essential needs for the education sector for the implementation of educational goals. The relationship education and development is well established that it has become the key index in development and construction of knowledge economy and society in all nations. The education sector is of great importance in the development of a country and this explains why much resource is expended on it from the global perspective, economic and social developments are increasingly driven by advancement and application of knowledge Twinomuhwezi & Herman, (2020). Therefore, education in general and tertiary education in particular has a high public value in terms of its contribution to economic growth and social development. A well-developed public private

partnership framework is necessary to provide quality education that is comparable to the western world in this digital era Ginsburg, (2012).

Public-Private-Partnership (PPP) is an attractive proposition for involving the private sector in international development corporation from national players. Krimi, (2020) explained that Public-Private Partnerships (PPP) includes a wide variety of arrangements and are not always uniformly defined. They are often categorized according to a set of criteria related to the degree of cooperation in terms of shared goals, joint funding, and resource /activity sharing and risk distribution. Public-Private Partnerships (PPP) are defined as a form of cooperation between government and business agents- sometimes also involving voluntary organizations (NGO's, trade unions) - that agree to work together to reach common goals or carry specific tap, jointly assuming the risks and responsibilities and sharing resources and competences MFA, (2010). While there are many conceptual studies available that provide insights into Public-Private Partnerships (PPP) in international development cooperation, empirical evidence that justifies actual outcomes for stakeholders are minimal. According to Man, (2009), "there is no single definition of Public-Private Partnerships (PPP). It covers a wide range of transactions where the private sector is assigned some responsibility, including investment. It ranges from management contracts with no investment obligations to concessions contracts with significant investment obligations in addition to operational and management obligations" Marin, (2019). Public-Private Partnerships (PPP) are increasingly perceived as an appropriate policy approach to provide education for all in many different contexts, key education stakeholders suggest that, by partnering with the private sector, governments can expand their education systems in a more efficient and effective way.

Public-Private Partnership is dominant in policy debates on development strategies. Public- private partnership (PPP) is key to sustainable development. It has also been a slogan in the development strategies, particularly during the last couple of decades in many developing as well as advanced countries. Though the practice of Public-Private Partnerships (PPP) is not altogether a new phenomenon, it has become popular in the neoliberal era, assuming high magnitude on the one hand, entering sectors that have had hitherto been reserved for public monopoly, and on the other hand, taking different forms which were until recently unknown. MFA,(2010). Even those countries which prohibited any role of the private sector are now receptive to the idea of Public-Private Partnerships (PPP) and are even championing the cause of the private sector and Public-Private Partnerships (PPP) in most development activities. The public can partner with the private sector in several areas of school administration some of which are considered in this study like provision of infrastructure, funding, and collaboration in provision of security.

Infrastructural provision is one area expected for public private partnership in the administration of tertiary

education in Nigeria. Infrastructures are the physical facilities in the school which facilitate teaching and learning. Krim, (2020). He noted that infrastructures should be provided in the right quality and quantity in the educational system for the well-being of staff and students. Infrastructures according to Mohammed in Walson,(2016) are structures and teaching materials or equipment that are necessary for the effective running of schools towards the attainment of educational goals. He pointed out that these the required infrastructures in schools have to be appropriate in quantity, quality and size to meet the minimum standards for promoting any meaningful teaching and learning. The availability of infrastructural facilities will help to provide a conducive atmosphere for both teachers and learners; make teachers to be innovative in their teaching; make teaching of subject to be empirical in nature rather than the mere lecture method that is very common in our schools; motivate the child with interest or enthusiasm 'towards learning; develop creative ability in both teachers and learners and encourage initiative ability and independence in the child. In the words of Nwankwo in Walson, (2016), availability of the right infrastructure facilitates teaching and makes learning more vivid and effective because, they make the learner remember 10% of what they read; 20% of what they hear; 30% of what they see; 50 % of what they see; 70% of what they hear, see, and say; and 80% of what they see, hear, and do. The provision of infrastructure may depend on available funds in the schools funded by the public and private partnership.

Funding is the sourcing of funds to harness the implementation of educational goals. Effective funding through various means in the educational system is necessary to provide necessary resources to make education thrive in Nigeria. The availability of financial resources according to Akamkpa, Kazeem & Ige, (2010), is necessary for the effective implementation of any programme, which the tertiary education in the new educational policy 9-3-4 is inclusive. Funding of any educational programme has always been the pivot on which all other factors revolves. Issues like supply of teachers (training, untrian and retraining), prompt payment of teachers' salaries, provision of facilities like classrooms, desks, tables, books, and laboratories etc as well as establishment of more schools and provision of other school equipment depends on availability of funds. Peretomode (2011) noted that an intractable problem in the education sector is funding because of uncontrolled increase in school age population this has led to the expansion of education, which in turn push the cost of education constantly upwards without a corresponding budgetary provision of at least 26% by UNESCO recommendation. The inadequacy of funds in the education system may limit the attainment of set goal and the provision of other enablers like security gadgets especially at a time when there is security surge in the nation.

Nigerian schools in recent times has been under siege of violent attacks that ranges from kidnapping staff and students as well as destruction of facilities to outright booming which usually claim lives and properties. For

instance, the operation of the Boko haram sect in North Eastern Nigeria has left many scars of woes. In April 2014, 276 girls of Government Secondary School Chibok, Bornu State were abducted in their hostel, and kidnapping of five lecturers at the University of Abuja staff quarters on 2nd November, 2021 Onyiri & Walson (2021). This internationally well-published cases of school kidnapping brought a new dimension to Nigeria's insecurity challenge as many secondary schools and higher institutions attacks have been recorded thereafter. There are several cases of kidnapping and killing of students and teachers. It was reported that on February 17th 2020, 42 people including students, teachers and their families from Government Secondary School Jangebe, Zamfara State, were abducted. Eons, (2020); The Global Coalition to Protect Education from Attack GCPEA, (2020) reported that on March 11th and 14th 2013, unidentified attackers set ablaze and burnt down Gwange I and III Primary School in Maiduguri City, Bornu State respectively; GCPEA. (2020) also reported that on 23 March, 2013, persons believed to be Boko Haram, burnt down three private schools in Biu town, Bornu State at night, while Iheamnachor, (2015) reported that five secondary schools teachers were kidnapped in a school in Rivers State leaving the students and the people in the area in total fear and tension. These are serious threat instance in Nigerian schools. Perhaps effective public partnership could facilities the provision of technological devices to cope the insecurity challenges in our schools which is yet to be verified.

The role of the private sectors such as education and health has been producing mixed effects, more often negative effects on quality, equity and other dimensions of education, jeopardizing the well-established goals on human development Draxler, (2012). While some project Public-Private Partnerships (PPP), are seen as a major innovative strategy of development in education, some Robertson and Antoni, (2012) questioned the legitimacy of public-private partnerships (PPP) as a tool of governance, effective education and some other critics Ginsburg, (2012) position public-private partnerships (PPP) as a tool of neo globalization, which undermines democratic forms of politics.

Therefore, public private participation (PPP) refers to the situation where there is a conscious and organized joint effort between government and private individuals or organizations in ensuring adequate delivery of educational service implying that the government and private persons jointly establish finance and manage schools for effective administration. In this kind of collaboration, government may be responsible for educational goals and curriculum formulation, minimum standards determination and policy formulation that would ensure even distribution and equal access to quality education. The private sector on its part collaborates with government in terms of establishment, funding and financing of schools. This collaboration ensures that the shortcomings of just one of them is curbed and the advantage of each are merged and maximized. The

provisions of section 13 of the National Policy of Education NPE, (2014) that education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the education programmes. That the financing of education is a joint responsibility of the federal, state and local government and the private sector in this connection, government welcomes and encourages the participation of local communities, individuals and other organizations. However, the extent the public partner with the private sector in the administration of tertiary education in Rivers State in provision of infrastructure, funding and collaborative security support is yet to be verified. This study tends to fill the gap.

Statement of the Problem

Education plays a major role in national development. It may have accounted for the enviable developmental strives of developed countries in the Asian Tiger nations. In an effort to achieve similar developmental feat, Nigeria and other developing countries have continued to seek ways to review the education sector to improve service delivery and contribute to national development. Failure of education may have contributed to the failure of nations to achieve national aspirations. Although several policies and programmes have been initiated by the Nigerian government, they have not yielded satisfactory outcomes, hence, the worrisome trends of continued decline in quality education in the country. This may not be unconnected with media reports of recurring incidents of student's indulgence in examination malpractice, cultism, drug addiction, gangsterism and criminality as well as high failure rates, poor infrastructures, academic degradation among students and schools and security challenges etc. Meanwhile, stakeholders have continued to point out inadequacies in performance of the public collaborations. Effective school administration requires a holistic approach no school can exist without adequate provisions and management of physical facilities, personnel resources, financial resources, students/staff personnel and instructional materials. They give the school its definite feature of a formal learning environment, The researcher is therefore bothered about how the public and private sector can collaborate for effective school administration in the areas of physical facilities, finance, staff/students personnel and instructional resource management, it is therefore, the concern of this study to ascertain the strategies for improved public-private participation in Nigeria education. It is in the light of these relatives that this study is concerned about public private partnership in technical and vocational education and training (TVET) in universities in River State.

Aim and Objectives of the Study

The main aim of the study is to examine demand for public private partnership in technical and vocational education and training (TVET) in universities in Rivers State. Specifically, the study sought to:

- (i) identify the various ways public private participants can collaborate for effective administration of tertiary education in Rivers State.

- (ii) examine the extent of public-private partnership in the provision of infrastructure for effective administration of tertiary education in Rivers State.
- (iii) examine the extent of public-private partnership in funding for effective administration of tertiary education in Rivers State.
- (iv) determine the extent of public-private collaboration in providing security for effective administration of tertiary education in Rivers State.

Research Questions

The following research questions guided the study:

- (i) To what extent does public private partnership influences the provision of infrastructure of tertiary education in Rivers State?
- (ii) To what extent does public private partnership influences funding in the administration of tertiary education in Rivers State?
- (iii) To what extent does public private partnership influence provision of security in the administration of tertiary education in Rivers State?

Research Hypothesis

The following null hypotheses were tested at 0.05% level of significance.

Ho₁: There is no significant difference between the mean ratings of male and female lecturers on the extent public private partnership influence provision of infrastructure for the administration of universities education in Rivers State.

Ho₂: There is no significant difference between the mean ratings of male and female lecturers on the extent public private partnership influence funding for the administration of universities education in Rivers State.

Ho₃: There is no significant different between the mean ratings of male and female lecturers on the extent public private partnership influence provision of security for the administration of universities in Rivers State.

Methodology

This study adopted the descriptive survey design. The population of the study was 310 respondents comprising of all 310 lecturers in two (2) universities in Rivers State. The sample of the study was all 310 respondents comprising the 225 male and 85 female lecturers. A census sampling technique was adopted for the study. The instrument for data collection was researcher's self-designed questionnaire titled: "Demand for Public Private Partnership for Effective Administration of Universities Questionnaire (DPPEAUQ)". It was face and content validated by two experts each from Department of Educational Management and Guidance and Counseling of Rivers State University and Ignatius Ajuru University of Education. Cronbach Alpha method of reliability determination was used to ascertain the internal consistency index of 0.78. Data were collected through direct delivery method by the researchers and research assistants were analyzed. The research questions were answered using mean and, standard deviation scores with 2.50 as the criterion mean or benchmark. The hypotheses were tested using independent t-test at 0.05 level of significance.

Results

The results were presented in line with the research question and null hypothesis that guided the study as shown in the tables below:

Research Question One: To what extent does public private partnership influences the provision of infrastructure of universities in Rivers State?

Table 1: Mean Ratings of Principals and Vice Principals on the extent public private Partnership Influences the Provision of Infrastructure of Universities in Rivers State

S/No	Extent Public Private Partnership Influences the Provision of Infrastructure	Male N = 225	Female N = 85	Meant Set			
				Mean	STD	Mean	STD
1.	Public-private partnership contributes to the development of infrastructure in universities	3.07	1.75	3.16	1.77	3.11	1.76
2.	Public-private partnership help in funding the construction or renovation of school buildings in universities	3.01	1.73	2.99	1.72	3.00	1.73

3. Public-private partnership support the provision of modern educational facilities, such as libraries and laboratories in universities	3.07	1.75	3.16	1.77	3.11	1.76	High Extent
4. Public-private partnership leads to the installation of technology and digital infrastructure in universities	2.30	1.51	2.21	1.48	2.65	1.50	Low Extent
Grand Mean Set & STD	2.86	1.88	2.88	1.69	2.97	1.68	High Extent

Source: Field Survey Data (2025)

Table 1 shows the mean set and standard deviations of male and female lecturers on the extent public private partnership influences the provision of infrastructure of universities in Rivers State. All the items from 1-4 had high mean scores above the criterion mean of 3.00. Item 1 had a mean and standard deviation of 3.11 and standard deviation of 1.73. This implies that the respondents to a high extent agree that public-private partnership contribute to the development of infrastructure in university education. Item 2 had a mean and standard deviation of 3.11 and standard deviation of 1.73, which implies that the respondents to a high extent agree that public-private partnership help in funding the construction or renovation of school buildings in universities. Item 3 had a mean and standard deviation of

3.11 and standard deviation of 1.76, which implies that to a high extent, public-private partnership supports the provision of modern educational facilities, such as libraries and laboratories, in universities. Item 4 had a mean and standard deviation of 2.65 and standard deviation of 1.50. This implies that the respondents to a high extent agree that public-private- partnership lead to the installation of technology and digital infrastructure in universities in Rivers State. The cumulative mean and standard deviations of 2.97 and 1.68 showed that the respondents to a high extent agree that public private partnership influences the provision of infrastructure of universities in Rivers State.

Research Question Two: To what extent does public private partnership influences the funding of senior secondary school in Rivers State?

Table 2: Mean Ratings of Male and Female Lecturers on the Extent Public Private Partnership Influences Funding in the Administration of Universities in Rivers State

S/No	Extent Public Private Partnership Influences Funding	Male	Female	Meant Set			Decision
				N = 225		N = 85	
				Mean	STD	Mean	STD
1.	Public-private partnership contributes to additional funding in universities	3.09	1.75	3.11	1.76	3.10	1.76
2.	Public-private partnership helps in funding teacher training programmes in universities	2.41	1.55	3.01	1.73	2.71	1.64
							High Extent

3. Public-private partnership result in increased investment in school infrastructure in universities	3.09	1.75	3.11	1.76	3.10	1.76	High Extent
4. Public-private partnership enhances funding for extracurricular activities and school events in universities	2.65	1.61	2.52	1.58	2.59	1.60	High Extent
Grand Mean Set & STD	2.81	1.67	2.94	1.71	2.88	1.69	High Extent

Source: Field Survey Data (2025)

Table 2 shows the mean set and standard deviations of lecturers on the extent public private partnership influences funding in the administration of universities in Rivers State. All the items from 5-8 had high mean scores above the criterion mean of 2.50. Item 5 had a mean and standard deviation of 3.10 and standard deviation of 1.76. This implies that the respondents agree that public-private-partnership enhances funding in universities. Item 6 had a mean and standard deviation of 2.71 and standard deviation of 1.64, which implies that the respondents agree that public-private -partnership help in funding teacher training programmes in universities. Item 7 had a mean and standard deviation of 3.10 and standard deviation of 1.76, which

implies that Public-private partnership result in increased investment in school infrastructure in universities. Item 8 had a mean and standard deviation of 2.59 and standard deviation of 1 .60. This implies that the respondents agree that computers are managed for online programmes in universities in Rivers State. The cluster mean and standard deviations of 2.88 and 1 .69 showed that the respondents to a high extent are of the view that public private partnership influences funding in the administration of universities in Rivers State.

Research Question 3: To what extent does public private partnership influence provision of security in the administration of universities in Rivers State?

Table 3: Mean Ratings of Male and Female Principals on the Extent Public Private Partnership Influences Provision of Universities in Rivers State

S/No	Extent Public Private Partnership Influences Funding	Male N = 225	Female N = 85	Meant Set				
				Mean	STD	Mean	STD	Decision
1.	Security gadgets like CCTV cameras are provided for security checks	2.88	1.69	3.03	1.74	2.23	1.72	Low Extent
2.	Security gadgets like alarm bells are provided for security checks	3.19	1.78	3.10	1.76	2.15	1.77	Low Extent

3. Security gadgets like access control system are provided for security checks	2.83	1.68	3.27	1.80	2.05	1.74	Low Extent
4. Security gadgets like metal detectors are provided for security checks	3.05	1.74	3.11	1.76	2.08	1.75	Low Extent
Grand Mean Set & STD	2.81	1.67	2.94	1.71	2.88	1.69	Low Extent

Source: Field Survey Data (2025)

Table 3 shows the mean set and standard deviations of male and female lecturers on the extent public private partnership influences provision of security in universities in Rivers State. All the items from 9-12 had high mean score above the criterion mean of 2.50. Item 9 had a mean and standard deviation of 2.23 and standard deviation of 1.72. This implies that the respondents to a Low extent agree that public-private partnership influenced the security gadgets like CCTV cameras are provided for security checks in universities in Rivers State. Item 10 had a mean and standard deviation of 2.15 and standard deviation of 1.77. This implies that the respondents to a low extent agree that public-private partnership influenced security gadgets like alarm bell are provided for security checks in universities in Rivers State. Item 11 had a mean and standard deviation of 2.05 and standard deviation of 2.05 and standard deviation

of 1.74. This implies that the respondents to a low extent agree that public-private partnership influenced the provision of security gadgets like access control system are provided for security checks in universities in Rivers State. Item 12 had a mean and standard deviation of 2.08 and standard deviation of 1.75. This implies that the respondents to a low extent agree that public-private partnership influenced security gadgets like metal detectors are provided for security checks in universities in Rivers State. The cluster mean and standard deviations of 2.06 and 1.75 showed that the respondents to a low extent agree that public private partnership influenced the provision of security gadgets universities in Rivers State.

Ho1: There is no significant difference between the mean ratings of male and female lecturers on the extent public private partnership influence provision of infrastructure for the administration of universities in Rivers State.

Table 4: Independent t-test result of significant Difference between the Lecturers on the Extent Public Private Partnership Influence the Administration of Universities in Rivers State

Gender	N	\bar{X}	SD	df	T	P	Decision
Male	225	2.70	0.47				
Female	85	2.60	0.31	248	3.105	0.023	Ho1 Rejected

Source: Field Survey Data (2025)

From the result presented in Table 4, it is revealed that male lecturers had a mean value of 2.70 (STD = 0.47), while the female had a mean value of 2.60 (SD 0.31). This result shows that the male lecturers strongly believe that public private partnership influence provision of infrastructure for the administration of universities in Rivers State over their female counterpart. Further testing using independent sample t-test revealed that a t-value of 3.105 was obtained with a corresponding p-value of 0.023 which was greater

than the chosen alpha value of 0.05. This result therefore indicates that there is significant difference between the mean rating of male and female lecturers on the influence of public private partnership for the provision of infrastructure in the administration of universities in Rivers State. The null hypothesis one was therefore rejected since $p > 0.05$.

Ho2: There is no significant difference between the mean ratings of male and female lecturers on the extent public private partnership influence funding for the administration of universities in Rivers State.

Table 5: Independent t-test Result of Significant Difference Between the mean Ratings of Male and Female Lecturers on the Extent Public Private Partnership Influence Funding for the Administration of Universities in Rivers State

Gender	N	\bar{X}	SD	df	T	p	Decision
Male	225	2.55	0.54				
				248	2.050	0.011	H_0_2 Rejected
Female	85	2.60	0.31				

Source: Field Survey Data (2025)

From the result presented in Table 5, it is revealed that male lecturers had a mean value of 2.55(SD = 0.54), while the female had a mean value of 2.51(SD = 0.35). This result shows that the male principals strongly believe that public private partnership influence funding for the administration of universities in Rivers State over their female counterpart. Further testing using independent sample t-test revealed that a t-value of 2.050 was obtained with a corresponding p-value of 0.011 which was greater than the chosen alpha

value of 0.01. This result therefore indicates that there is significant difference between the mean rating of male and female lecturers on the influence of public private partnership on funding for the administration of universities in Rivers State. The null hypothesis two was therefore rejected since $p > 0.05$.

Ho3: There is no significant difference between the mean ratings of male and female lecturers on the extent, public private partnership influence provision of security for the administration of universities in Rivers State.

Table 6: Independent t-test result of significant Difference Between the mean ratings of male and female lecturers on the extent public private partnership influence Provision of Security Gadgets for the Administration of Universities in Rivers State

Gender	N	\bar{X}	SD	df	T	p	Decision
Male	225	2.93	0.46				
				248	3.000	0.042	H_0_3 Rejected
Female	85	2.60	0.31				
Female	85	2.60	0.31				

Source: Field Survey Data (2025)

From the result presented in Table 6, it is revealed that male principals had a mean value of 2.93(SD = 0.46), while the female had a mean value of 2.78(SD = 0.34). This result shows that the male lecturers strongly believe that public private partnership influenced provision of security gadgets for the administration of universities in Rivers State over their female counterpart. Further testing using independent sample t-test revealed that a t-value of 3.003 was obtained with a corresponding p-value of 0.042 which was greater than the chosen alpha value of 0.05. This result therefore indicates that there is significant difference between the mean rating of male and female lecturers on the influence of public private partnership in the provision of security gadgets for the administration of universities in Rivers State. The null hypothesis three was therefore rejected since $p > 0.05$.

Universities in Rivers State

The findings in this regard showed that to a high extent, respondents agree that demand for public private partnership influenced the provision of infrastructure in technical and vocational education and training (TVET) in Rivers State. The test of hypotheses revealed that that there is significant difference between the mean ratings of male and female lecturers on the influence of demand for public private partnership in the provision of infrastructure for technical and vocational education and training (TVET) in Rivers State. This means that male and female lecturers perceive the influence of demand for public private partnership in the provision of infrastructure for the technical and vocational education and training (TVET) in Rivers State differently. These finding are in line with the findings of Liu and Wilkinson, (2014) in a study on using public-private partnerships for the building and management of school assets and services. Comparative case studies of two universities – private partnership (PPP) projects based in Australia and New Zealand were adopted as the main research methods. Semi- structured interviews with key

stakeholders were used as primary data collection method. It was found that public-private partnerships are also being used to build school infrastructure. Public-private partnerships (PPP) are a useful way to increase the constructing or upgrading school buildings and often yield better value for money than traditional public sector investments. The partnership between the public and private sector ensures that students and teachers have access to modern, well-equipped facilities in a timely manner for supporting the educational goals of the institution. The findings of this study also agree with that of Joseph, (2021) on public-private partnership in managing universities' infrastructural development in North-West and South-West Regions of Cameroon. Using two research questions and adopting a descriptive survey research design, with purposive sample of 310 respondents, it was found that lack of awareness of the need for public-private partnerships, government attitudes, relationships with school, and lack of structures (law, monitoring and mobilization systems) to enforce public — private partnership in education are the major limiting factors. The identified strategies for improving public private partnership ranged from information access and communication system, appropriateness and adequacy of sensitization and mobilization, transparency and accountability issues, legal or regulatory frameworks, visions and objectives and decisional improvement of varied stakeholders in public - private partnership projects. Similarly, the findings of this study are in line with those of Aliya, Draxler, A. (2012) on the roles of Public Private Partnership in provision of physical facilities in schools: A Sociological Study of District Bhakkar with the objective of checking the role of public-private partnership in provision of physical facilities in the schools running under Punjab Education Foundation in District Bhakkar. The findings of the study indicated that public-private partnership has an impact on qualification of teachers, infrastructure, facility of library, laboratory, class rooms, playground, safety and security. Therefore, the influence of public-private partnership in the provision of infrastructure is obvious in the education system.

Influence of Demand for Public Private Partnership in Provision of infrastructure for the Administration of Universities in Rivers State

The findings in this regard showed that to a high extent agree that demand for public private partnership influenced funding of universities in Rivers State. The test of hypotheses revealed that there is significant difference between the mean ratings of male and female lecturers on the influence of the demand for public private partnership in funding for universities in Rivers State. This means that male and female lecturers perceive the influence of public private partnership in the provision of infrastructure for the administration of universities in Rivers State differently. This means that male and female lecturers perceive the influence of demand for public private partnership in

funding for the administration of universities in Rivers State differently. These findings corroborates with the provision of Section 13 of the National Policy of Education NPE, (2014) that education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the education programmes. That the financing of education is a joint responsibility of the Federal, State and Local government and the private sector in this connection, government welcomes and encourages the participation of local communities, individuals and other organizations. According to Babalola, V. T. (2019),, public private partnership arrangements can include private sector investment in education through various financial mechanisms like funding of school projects, offer scholarships or grants to students, or establishment of endowments to support specific educational initiatives. In some cases, private partners may also have the authority to generate revenue through fee-based services or commercial activities within the school premises. The public partnership perspective recognizes that public and private entities have complementary strengths and that collaboration can lead to more effective and efficient outcomes. By leveraging shared resources, expertise, and perspectives, public partnerships can address societal challenges, enhance service delivery, and achieve common goals that benefit both the public and private sectors. The public partnership perspective in the funding of education recognizes that public and private entities have complementary strengths and that collaboration can lead to more effective and efficient outcomes. By leveraging shared resources, expertise, and perspectives, public partnerships can address societal challenges, enhance service delivery, and achieve common goals that benefit both the public and private sectors. Babalola, V. T. (2019). also noted that public-private partnership (PPP) in school funding ensures a collaborative arrangements between public educational institutions and private entities to secure additional financial resources for schools. It involves leveraging the expertise, resources, and financial capabilities of the private sector to supplement public finding and support educational initiatives. According to Egboka, (2017), public-private partnerships (PPPs) can be utilized as a tool in school funding to address the financial challenges faced by educational institutions through the following: access to private capital, cost sharing, and providing innovative financing models.

Influence of the Demand for Public Private Partnership in Provision of Security in the Administration Universities in Rivers State

The findings in this regard showed that to a low extent, respondents agree that demand for public private partnership influenced funding in administration of universities in Rivers State. This was based on the fact that security gadgets like CCTV cameras, alarm bells, access control system, and metal detectors were to a low extent provided for security checks in the administration of universities in

Rivers State. The test of hypotheses revealed that there is significant difference between the mean ratings of male and female lecturers on the influence of public private partnership on the provision of security for the administration of universities in Rivers State. This means that male and female lecturers perceive the influence of public private partnership in the provision of security for the administration of universities in Rivers State differently. These finding are in line with the assertion of Akintunde & Selzing-Musa, (2016) who stated that no matter the extent of efficiency and effectiveness in any administration, the school may not succeed in getting the cooperation of devoted teachers without security. Therefore, high teachers' productivity thrives in the atmosphere of peace, unity and security but in the environment of insecurity, teachers' productivity may be very low. The situation in Nigerian schools of recent is characterized by insecurity where lives and properties are not protected and teachers and students work in fear of being harmed on daily basis. Adesulub, (2019) noted that on a daily basis the media has continued to highlight and discuss incessant cases of armed robbery, kidnapping, bombing, abductions, rape, cult activities in school environments which have become regular occurrences and have characterized life in our schools. The administration of education in Nigeria is under threat because of high level of insecurity. This is affecting the social, political and economic aspects of the country. Educational sector is one of the sectors strongly affected by insecurity challenges. Iheamnacho, (2015) noted that the 21st century school administrators face a lot of challenges in executing their administrative tasks due to insecurity. The task of school administrators such as providing leadership for curriculum development and instructional improvement, creating conducive environment for the realization of human potentials, influencing the behavior of staff, supervising instructional activities and controlling the financial management of the school needs has been severely hampered by insecurity.

Conclusion

It was concluded from the research findings of the study that demand for public private partnership in the area of infrastructure development, funding and financial assistance, collaboration in the provision of school security enhanced effective administration of universities in Rivers State.

Recommendations

Public private 'partnership is schematically portrayed as cost-effective policy solution to address the access and quality problems faced by many education systems, especially in developing countries like Nigeria. Accordingly, government should embrace public – private partnership (PPP) scheme and demand it in the education sector in order to improve financial resources committed to education and provide better value for our education, and other axillaries to the education system. Besides, demand for public private partnership should be continually encouraged in the area of infrastructure development, funding and collaboration in the provision of school security in the

administration of universities in Rivers State.

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