IMPACT OF PUBLIC-PRIVATE PARTNERSHIP (PPP) IN THE PROVISION OF FACILITIES IN SENIOR SECONDARY SCHOOLS IN MINNA METROPOLIS OF NIGER STATE

*AWWAL IBRAHIM; & **MUHAMMAD BABA, Ph.D
*Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. **Department of Educational Foundations, Niger State College of Education, Minna

ABSTRACT
This study is entitled the “Impact of Public-Private Partnership (PPP) in the Provision of Facilities in Senior Secondary Schools in Minna Metropolis of Niger State”. Three objectives were formulated which were to determine the type of facilities expected to be provided by private sectors in secondary schools, assess the stakeholders involved in provision of facilities in secondary schools and investigate the factors affecting effectiveness of Public Private Partnership in secondary schools in Minna Metropolis of Niger State, Nigeria. Research questions in line with the objectives. Descriptive survey design was used. The population was 1800 with sample size of 360 which were selected through a multistage sampling technique. Twenty structured-item self-designed questionnaire was used to collect data from the stakeholders. For the reliability of the instrument, a pilot study was conducted through a test re-test method and the two results were correlated using Pearson Product Moment Correlation Coefficient (PPMC) and the result was 0.82 which implies the instrument was reliable. Mean was the statistical tool used for analysis of data. The study revealed that inadequate funds, unhealthy school-community relationship, communal clashes, change of government/politics, corruption and participation in partisan politics by school leaders and other personnel in the school were considered to be the factors affecting provision of facilities by Public Private Partnership in Senior Secondary schools in Minna Metropolis of Niger State. It is recommended among others that principals should avoid partisan politics and build healthy school-community relationship to boost the interest of private sectors in the provision of adequate facilities in Senior Secondary Schools in Minna Metropolis of Niger State.

Key Words: Public-Private Partnership (PPP) and Provision of Facilities
INTRODUCTION

Education has become a very big enterprise all over the world and it has been recognized as the greatest investment that any economy can make for the quick development of its economic, political, sociological and human resources. It is a social service whose financial burden has for a long time rested on the shoulder of the government. The emerging reality has no doubt reviewed that government alone cannot single handedly bear the cost of education. This is because public school education is the largest public undertaken in the country. It is a public owned property which attracts public attention constantly and it is the heart of the nation’s life in democracy; and the pillar or back bone of society. Private sectors are organizations owned by individual or group of individuals.

Given market failures and equity concerns, the public sector remains an important player in providing education services, but making high-quality education accessible for all in developing countries requires innovative programs and initiatives in addition to public resources and leadership. There are ways in which the public and private sectors can join together to complement each other’s strengths in providing education services and helping developing countries to meet the Millennium Development Goals for education and to improve learning outcomes. These public-private partnerships (PPPs) can even be tailored and targeted specifically to meet the needs of low-income communities.

The concept of a Public-Private Partnership (PPP) recognizes the existence of alternative options for providing education services besides public finance and public delivery. Although there are many forms of PPPs, including partnerships where private organizations support the education sector through philanthropic activities and high engagement ventures, this study examines Public-Private Partnership in which the government guides policy and provides financing while the private sector delivers education services to students. In particular, governments contract out private providers to supply a specified service of a defined quantity and quality at an agreed price for a specific period of time. These contracts contain rewards and sanctions for nonperformance and include situations in which the private sector shares the financial risk in the delivery of public services. This partial definition covers several types of contracts, depending on the specific services provided. The contracts vary in their degree of complexity. For education, the services provided can range from the construction, management, or maintenance of infrastructure (often referred to as a private finance initiative) to the provision of education services and operations, as in voucher schemes or charter schools.
Building on previous work, the international literature, the results of recently completed and ongoing impact evaluations, and the World Development Report 2004 (World Bank, 2004) framework, this study presents a conceptualization of the issues related to Public-Private Partnership a detailed review of studies with rigorous evaluations, and guidelines on how to create successful Public-Private Partnership in education. The World Bank has been involved in exploring the private sector’s participation in the provision of public goods for several years (Bell in Abdulkareen, 2003). However, private sector should act as catalyst in complementing the efforts of government in terms of funding to ensure a qualitative and quantitative education for all and to achieve the objective of equal opportunities to all citizens. The private sector should participate in education beyond their contribution to the education tax fund as education for all is the business of all sectors of the economy. The organized private sector would have to play major role in helping to formulate strategies and monitoring of the implementation of programmes to ensure the overall education of the populace irrespective of age and cultural background (Charles, 2002).

**STATEMENT OF THE PROBLEM**
Government gives grant to schools and provide infrastructural equipment and physical facilities to run schools in the Niger State. Still many school heads complain of inadequate funding to run their schools. Since the stakeholders have continued to decry this state of affairs, the study is a respond to the challenge by striving to identify the techniques to involve private participation in the funding of educational institutions in Minna Metropolis of Niger State.

The problem of inadequate facilities and funding of secondary education has been the most persistent and thorny issues militating against school ability to maintain existing services in Minna Metropolis. Since the state government finds it difficult in recent times to provide the resources and materials to schools, it is obvious that if funds are inadequate, the broad aim of secondary education will not be realized. This perhaps is one of the reasons why the state government encourages private sector participation in its funding of secondary schools. the problem of this study is posed thus: what is the impact of Public-Private Partnership in the Provision of Facilities in Senior Secondary Schools of Minna Metropolis, Niger State?

**OBJECTIVES OF THE STUDY**
The objectives of this study are to:
1. Determine the type of facilities expected to be provided by the private sectors in senior secondary schools in Minna Metropolis of Niger State, Nigeria.

2. Find out the stakeholders involved in provision of facilities in senior secondary schools in Minna Metropolis of Niger State, Nigeria.

3. Investigate the factors affecting provision of facilities in senior secondary schools in Minna Metropolis of Niger State, Nigeria

RESEARCH QUESTIONS
In line with the objectives, the following research questions were raised:

1. What types of facilities are expected to be provided by the private sector in senior secondary schools in Minna Metropolis of Niger State, Nigeria?

2. Who are the stakeholders involved in provision of facilities in senior secondary schools in Minna Metropolis of Niger State, Nigeria?

3. What are the factors affecting provision of facilities in senior secondary schools in Minna Metropolis of Niger State, Nigeria

Review of Literature
Some concepts related to this were reviewed.

Concept of Public Private Partnership (PPP)
Public Private Partnership (PPP) is a concept used in the world of public procurement but have no clear definitions or clarification. Van-Herpen (2002) described a public private partnership as a cooperation between the public and the private sector, in which the government and the private sector carry out a project together on the basis of an agreed division of tasks and risks, each party retaining its own identify and responsibilities. Therefore the underlying principle behind the public private partnership is that although the sector may need to be responsible for the delivery of a particular service, it does not have to be responsible for actually providing the service or for undertaking the investment themselves. Similarly, Business dictionary cited in Charles (2002) perceived public private partnership as the involvement of private enterprise in the management, expertise and or monetary contributions in the project aimed at public benefit.

Concept of Public Private Partnership (PPP) in Education
Partnerships between public authorities and private entities in providing education existed in some countries long before the term PPP became widespread. They reflected each country’s history and political processes.
This alternative, which started in the industrialized countries, is being promoted in developing countries by aid agencies as well as international institutions such as the World Bank. PPPs can be defined as a contract that a government makes with a private service provider to acquire a specified service of a defined quantity and quality at an agreed price for a specified period (Taylor, 2003). This definition covers several different types of contracts, which may procure different services and vary in complexity. The services include education services (management, maintenance, and support services like transportation); operation services, such as pure management; and infrastructure (in what is often referred to as a private finance initiative) (Larocque, & Patrinos, 2006).

**Concept of School Facilities**
The concept referred to school buildings such as classrooms, assembly halls, laboratories and workshops, libraries, offices, staff rooms, stores, sick-bay, school shop, security post, staff quarters’ and school farm, electricity, water supply, sport field, etc. instructional materials and equipment such as modern educational hardware and software in form of tapes, pictures and videos. More so, instructional facilities are teaching materials and equipment, that comprises laboratory equipment, introductory technological equipment, wall clock, puzzles, television, radio V.CD plates and players, piano, flute, chalkboard, cardboards, duster, apparatus for science practical, models, picture charts, etc. school facilities enhance effective teaching and learning processes in the school (Auta, 2012).

**METHODOLOGY**
Descriptive survey research design was used by the researchers for this study. This design was used because it permits the researcher to study small sample and later generalized the findings to the whole population. Osuala, (2005) was of the view that in survey research small sample is studied and the findings are generalized to the entire population of the study.

The population of this study comprises of all the senior secondary schools’ Principals, Teachers and School-Based Management Committee (SBMC) officials in Minna Metropolis of Niger State. According to statistical data from Planning, Research and Statistics Department (PRSD), Niger State Ministry of Education, Minna (2018), the public senior secondary schools in Minna Metropolis has the total population of 1,800 stakeholders (that is, 24 principals, 1704 teachers and 72 SBMC officials). Sample size for this study consisted of 5 principals, 341 teachers and 14 SBMC Officials making
a total of 360 stakeholders. The sample size was determined using Research Advisors Sample Size Table (2006). Accordingly, the respondents were selected using 20% of each group through a multistage sampling technique.

The instrument used for the collection of data for this study was self-designed structured questionnaire. The instrument titled “Assessment of Facilities in Secondary Schools in Minna Educational Zone of Niger State”. It comprises of 24 structured items. The items were structured on four point likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD).

In order to ascertain the reliability the instrument, a pilot study was conducted on twenty members of the population from two (2) senior secondary schools in Minna Metropolis of Niger State outside the sampled schools. The reliability of the instrument was ascertained by using test retest method. The instrument was administered on principals, teachers, SBMC officials and supervisors at an interval of two weeks and the data/results were correlated using Pearson Product Moment Correlation Coefficient (PPMCC) at 0.05 level of significance. The coefficient r value result of 0.82 was obtained which implies the instrument was reliable. The data collected for this study were analyzed through: frequency counts and simple percentage was used to analyze demographic data while mean was used to answer the research questions.

RESULTS

In order to collect data for this study, 360 instrument were distributed. Three hundred and forty-eight (348) were correctly filled, retrieved and analyzed while 12 were not returned. A mean score of 2.5 and above indicate positive response to the research question and accepted while a mean score below 2.5 indicate negative answer to the research question and rejected.

Research Question One: What types of facilities are provided by the private sector in senior secondary schools in Minna Metropolis of Niger State, Nigeria?

Table 1: Opinions of Stakeholders on the Types of Facilities Expected to be provided by Private Sectors in Senior Secondary Schools in Minna Metropolis

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>N</th>
<th>Mean</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Block of classrooms</td>
<td>348</td>
<td>2.7</td>
<td>Agreed</td>
</tr>
<tr>
<td>2</td>
<td>Books and other library facilities</td>
<td>348</td>
<td>1.3</td>
<td>Disagreed</td>
</tr>
</tbody>
</table>
Table 1 seeks to know the opinions of respondents on the types of facilities provided by private sectors in senior secondary schools in Minna Metropolis of Niger State. Item 1 says that block of classrooms with average mean of 2.7 which indicates that the statement was accepted. Item 2 says books and other library facilities; the average mean was 1.3 which means that the statement was rejected by the respondents. Item 3 says that furniture with 2.7 average mean and it means that the statement was agreed. Item 4 says that Laboratory with average mean of 2.2 which means that the statement was rejected. Item 5 states that instructional materials; however, the average mean value was 1.8 which reveals that the statement was rejected by the stakeholders.

Research Question Two: Who are the stakeholders involved in provision of facilities in senior secondary schools in Minna Metropolis of Niger State, Nigeria?

Table 2: Opinions of respondents on the stakeholders involved in provision of facilities in Senior Secondary Schools in Minna Metropolis

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>N</th>
<th>Mean</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SBMC/PTA</td>
<td>348</td>
<td>3.8</td>
<td>Agreed</td>
</tr>
<tr>
<td>2</td>
<td>Foreign donors</td>
<td>348</td>
<td>2.2</td>
<td>Disagreed</td>
</tr>
<tr>
<td>3</td>
<td>Government</td>
<td>348</td>
<td>3.7</td>
<td>Agreed</td>
</tr>
<tr>
<td>4</td>
<td>Politicians</td>
<td>348</td>
<td>3.4</td>
<td>Agreed</td>
</tr>
<tr>
<td>5</td>
<td>Community/Philanthropists</td>
<td>348</td>
<td>2.3</td>
<td>Disagreed</td>
</tr>
</tbody>
</table>

Table 2 seeks to know the opinions of respondents on the stakeholders involved in provision of facilities in senior secondary schools in Minna Metropolis of Niger State. Item 1 says SBMC/PTA with average mean of 3.8 which indicates the statement was accepted. Item 2 says that foreign donors with average mean value of 2.2 which means that the statement was disagreed. Item 3 states that proprietors with average mean value of 3.3and this reveals that the statement was agreed. Item 4 says that politician with 3.4 average mean which shows that the statement was agreed. Item 5 states that community/philanthropists with average mean value of 2.3 which indicates that the statement was rejected.
Research Question Three: What are the factors affecting provision of facilities in senior secondary schools in Minna Metropolis of Niger State?

Table 3: Opinions of stakeholders on the factors affecting effective provision of facilities by Public Private Partnership in Senior Secondary schools in Minna Metropolis of Niger State?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>N</th>
<th>Mean</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inadequate funds</td>
<td>348</td>
<td>3.7</td>
<td>Agreed</td>
</tr>
<tr>
<td>2</td>
<td>Inadequate qualified staff</td>
<td>348</td>
<td>2.1</td>
<td>Disagreed</td>
</tr>
<tr>
<td>3</td>
<td>Unhealthy school-community relationship</td>
<td>348</td>
<td>3.5</td>
<td>Agreed</td>
</tr>
<tr>
<td>4</td>
<td>Communal clashes</td>
<td>348</td>
<td>3.9</td>
<td>Agreed</td>
</tr>
<tr>
<td>5</td>
<td>Change of government/politics</td>
<td>348</td>
<td>3.4</td>
<td>Agreed</td>
</tr>
<tr>
<td>6</td>
<td>Corruption</td>
<td>348</td>
<td>3.8</td>
<td>Agreed</td>
</tr>
<tr>
<td>7</td>
<td>Effective School-Based Management Committee</td>
<td>348</td>
<td>1.1</td>
<td>Disagreed</td>
</tr>
<tr>
<td>8</td>
<td>Participation in partisan by school leaders and other personnel in the school</td>
<td>348</td>
<td>3.2</td>
<td>Agreed</td>
</tr>
</tbody>
</table>

Table 3 seeks to know the opinions of respondents on the factors affecting effectiveness of Public Private Partnership in senior secondary schools in Minna Metropolis of Niger State. Item 1 says inadequate funds with mean average of 3.7 which means agreed. Item 2 says inadequate qualified staff with average mean value of 2.1 and shows that the statement was rejected by respondents. Item 3 says unhealthy school-community relationship with average mean of 3.4 which indicates that the statement was agreed. Item 4 says communal clashes with average mean value of 3.9 meaning the statement was agreed. Item 5 says change of government with average mean value of 3.4 meaning the statement was agreed. Item 6 says corruption with average mean value of 3.8 which shows that the statement agreed. Item 7 says Effective School-Based Management Committee with average mean value of 1.1 meaning the statement was rejected. Item 8 says participation in partisan by school leaders and other personnel in the school with average mean value of 3.2 meaning the statement was agreed.

Summary of Findings
Based on the data collected, the following findings were discovered:

1. The study revealed that block of classrooms and furniture were the facilities provided by the private sectors to senior secondary schools in Minna Metropolis.
2. SBMC/PTA, Proprietors and Politicians were the major stakeholders involved in the provision of facilities for senior secondary schools in Minna Metropolis.

3. Inadequate funds, unhealthy school-community relationship, communal clashes, changes of government, corruption and participation in partisan politics by school leaders and other personnel in the school were among the factors affecting provision of facilities by Public Private Partnership in Senior Secondary schools in Minna Metropolis of Niger State.

Conclusion
It could be concluded on this note concluded that most block of classrooms and furniture were provided by the private sector. Facilities such as library and laboratory equipment were provided by government in senior secondary schools in Minna Educational Zone of Niger State. Also, parents, SBMC and politicians were the major stakeholders in providing facilities to senior secondary schools in Minna Educational Zone of Niger State. More so, inadequate funding, inadequate staff, improper planning and corruption are hindrances affecting senior secondary school education in Minna Educational Zone of Niger State.

Recommendations
Based on the findings of this study, the following recommendations were made:

1. Through SBMC/PTA, principals should involve private sectors to enhance adequate provision of books and other library facilities, instructional materials, laboratory and laboratory equipment such as science and language as well as ICT facilities to promote effective teaching and learning process in secondary schools in Minna Metropolis of Nige State.

2. Schools should name donated block of classrooms, buildings or a programme after the donor community members in order to encourage others to do same.

3. Principals should avoid partisan politics and build healthy school-community relationship to boost the interest of private sectors in the provision of adequate facilities in Minna Metropolis of Niger State.
REFERENCES


Van Herpen, G. (2002). *Public private partnerships, the advantage and disadvantage examined. Association for European Transport*
