

PUBLIC PRIVATE PARTNERSHIP MODEL AND IMPLEMENTATION OF TERTIARY EDUCATION PROGRAMME IN NIGERIA

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Abstract:

This paper assessed the possibility of adopting public private partnership model for implementation of tertiary education programmes; teaching, research and community service in the tertiary institutions in Nigeria. Secondary data from different sources were employed for the paper. The paper employed content analysis to analyze all literatures collected. Only those relevant to the topic were systematically selected. To ensure the reliability and validity of the study, multiple secondary sources were used to minimize the risk of error. The secondary data were collected directly from textbooks, journals, articles, newspapers and other local and international publications. Exploratory method was adopted in the analysis. The paper concluded that public private partnership model can enhance implementation of tertiary education programmes; teaching, research and community service in the tertiary institutions in Nigeria if adopted and implemented well. The paper recommended that both federal and state government should direct managers of various tertiary institutions.

Keywords: Tertiary education, Public Private Partnership

Introduction

Federal Government of Nigeria National Policy on Education FRN (2013), defines tertiary education as an education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other

specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). Ogunode, (2020) views tertiary education as the post-secondary school education designed for the production of manpower. Higher education is an education that awards certificates after the completion of the programme while Adeyemi (2001) discloses that tertiary education is a system which embraces much of the country's research capacity and reproduces majority of the skilled professionals that are required in the labour market.. Higher education is the education that deals with teaching programme, research programme and community service programme. Higher education is the peak of educational institutions and it is an organized educational system that is meant to support the social, economic and political development of the country (Arokiasamy, Tat, & bin Abdullah, 2013; Ogunode, 2020).

From the above, tertiary education can be conceptualized as a planned and organized educational system designed for the total development of man/woman and for the total transformation of the society through the utilization of teaching, research and provision of community service. Tertiary education can also be viewed as post basic and secondary school education that embraces advanced teaching, research and community service. Tertiary education is an advanced educational system meant for human capital development through teaching, research and provision of community service. Tertiary education is the third tiers of education that is designed for the production of skilled and professionals for the socio-economic and technology advancement.

The goals of tertiary education according to the FGN National Policy on Education (2013), shall be to: contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction.

The other goals or objectives of tertiary education includes; to aid production of manpower; to ensure national unity; to ensure technological development; to foster national unity and international peace; to increase production through research; to provide post-secondary school education; to prepare students with quality knowledge and reliable skills for independent living and the world of work.

The cardinal programme of tertiary institutions globally include; teaching programme, research and provision of community service. These programmes are used to assess tertiary institution performance (Ogunode, Attah, & Ebute, 2023; Ogunode, Iyabode, & Olatunde-Aiyedun, 2022; Ogunode, & Adamu, 2021; Ogunode 2020; Atuahene & Owusu-Ansah, 2013). The implementation of these programmes; teaching programme, research and provision of community service in most Nigerian tertiary is faced with a lot of problems. These problem has militated against the development of tertiary education programme. According to (Sarkinfada, & Ajayi, 2023; Ogunode & Garba, 2023; Ogunode, Ayoko, & Orifah, 2023; Ogunode, & Adihikon,

2023;Ogunode, & Agyo, 2022; Ogunode, & Ahmed, 2022; Ogunode, & Okwelogu, 2022; Ogunode, & Atobauka, 2021; Ishaya & Ogunode, 2021;Ogunode 2020; Osakwe, 2014), corruption, weak leadership, strike actions, brain-drain, political influence, indigenization of principal officers, poor accountability, admission of crisis, lack of current data, curriculum development problem, inadequate academic staff, poor accountability; shortage of infrastructure facilities and underfunding are some of the major problems.

Poor funding has been identified as the major factor responsible for problems in the tertiary institutions. According to (Victor & Babatunde, 2014; Sarkinfada, .2013; Sarkinfada, 2016), the failure of both state and federal government of Nigeria to objectively implement UNESCO 15% to 20% recommendation for education budget annually is responsible for the underfunding of education. Ogunode, & Ade, (2023) Ogunode, Somadina,, Omolola, & Musa, (2022); Ogunode, & Jegede, (2021); Ogunode & Lawan, (2020); Sarkinfada, Amali, , Okafor, & Hussaini, 2017; Anitha (2014);Akomolafe, & Ibijola,(2014) and Adewale, Ghavifekr, & Abdulsalam, (2017) acknowledges that poor funding of tertiary institutions is responsible for poor development of infrastructural facilities in the tertiary institutions.

In order to tackle the problem of infrastructural facilities deficit in the various tertiary institutions in Nigeria, many scholars have recommended adoption of public private partnership. Public Private Partnership has been described as the best option to solve the pressing problem of infrastructural facilities deficit in tertiary institutions. Atuahene, (2011); Atuahene, & Owusu-Ansah, (2013); Sarkinfada,& Hussaini, M.(2019) amd Idumange, & Nwaeke, (u.d) submits that the challenge effacing grim finance squeeze facing Nigerian Universities. The result of underfunding is that many universities have under-resourced libraries, dilapidated and obsolete physical infrastructure and poor student support facilities. Fears are being expressed in some quarters that in the nearest future, most of the programmes in the Arts and Humanities and other non-professional courses with diminishing marketable potentials may not attract patronage and may be scrapped. Thus, PPP in tertiary education is likely to reduce the weight of pressure mounted in Nigerian universities. Based on this submission, this paper hereby seeks to assess if adoption of Public Private Partnership can enhance implementation of tertiary education programmes in Nigerians' tertiary institutions.

Purpose of the study

The purpose of this paper is to assess if adoption of Public Private Partnership can enhance implementation of tertiary education programmes in Nigerians' tertiary institutions.

The specific objective;

1. To find out if Public Private Partnership can be used to enhance implementation of teaching programme in tertiary institutions in Nigeria.
2. To find out if Public Private Partnership can be used to enhance implementation of research programme of tertiary institutions in Nigeria.
3. To find out if Public Private Partnership can be used for implementation of community service of tertiary institutions in Nigeria.

Research Question

The following research questions were formulated to guide this paper;

1. To what extent can Public Private Partnership model be used for implementation of teaching programme of tertiary institutions in Nigeria?
2. To what extent can Public Private Partnership model be used for implementation of research programme of tertiary institutions in Nigeria?
3. To what extent can Public Private Partnership model be used for implementation of community service of tertiary institutions in Nigeria?

Theoretical Framework

The paper is anchored on institutional theory. Governments operate in an institutional environment which influences their actions. In this environment, the main goal of organizations is to survive not only economically, but they need to establish acceptability within the world they operate. Institutional theory analyzes how structures including procedures, rules, schemes, and routines, become established as guiding principles for social behavior through processes. Institutions determine how different elements are developed, diffused, adopted, and adapted over space and time (Scott, 2004; Scott, 2008; Hassan, & Fatile, 2022). An important element of institutional theory is conformity. While formal institutions are conscious in their guiding principles which prescribe or proscribe parties' behavior, it is also important to include informal rules or trust patterns as part of the institutional framework since behavioral patterns become institutionalized and informal rules become seen as given, or, informal commitments become institutionalized over time due to the repetitive execution of acts by individuals involved (Winch, 2010). The institutional environment shapes political processes and the rules of the political game and vice versa. There is a link between how political institutions shape political incentives, how political behavior influences policy making processes and their capabilities. In the case of PPPs, governments are responsible for the establishment of programs and to develop the necessary capacity to ensure project success. The way a government shapes the environment for PPP development will depend on the institutional context where projects take place. The policy interventions will have an impact on the institutional capabilities of the environment to foster PPP development and provide an enabling environment (Jooste et al., 2011; Hassan, et al 2022). Institutional theory is used to analyze the influence of institutional environment on PPP projects with the intention of refining it and proposing it for further research to study the interplay between the institutional and project outcomes. The categorization proposed by Mahalingam (2011) serves as a means to delimit the institutional environment and characterize the institutional capabilities needed for PPP development so then we can compare different institutional environments. The institutional environment has a contract structure, the duration of negotiations for planning and procurement, and the emergence of public opposition. Projects' outcomes result in lessons learnt. The influence of the institutional environment on project outcomes and context specific factors shape the evolution of the institutional environment in different ways in different arenas, thereby leading to diverse project outcomes over time, even when the initial set of institutional logics surrounding PPPs are the same across these arenas (Hassan, et al 2022).

Literature Review

Concept of Public Private Partnership

National Council for Public-Private Partnerships (2012) defines PPP as a contractual agreement between a public agency (federal, state or local) and a private sector entity. Through this agreement, the skills and assets of each sector (public and private) are shared in delivering a

service or facility for the use of the general public. In addition to the sharing of resources, each party shares in the risks and rewards potential in the delivery of the service and/or facility. Public Private Partnership according to (Leonard, 2012) is an agreement between governments and private sector firms for the provision of public infrastructure, facilities and services. It is a contractual arrangement formed between public and private sector partnership which requires the private sector to invest in the development, financing, ownership, and operation of a public utility or service and responsibilities shared so that the partners' efforts are complementary.

Public Private Partnerships (PPPs) is a much contested concept. It is not only hard to define the concept, since it can take many forms, but opinions differ whether they are a wishful development. Proponents and critics of PPPs agree on a loose concept of PPPs, namely a public and private interaction to deliver a service. Yet providing a clear definition turns out to be challenging. The term is a sort of an umbrella notion covering a broad range of agreements between public institutions and the private sector, aimed at operating public infrastructures or delivering public services (Education International, 2009).

From the above, Public Private Partnerships (PPPs) in this paper can be viewed as an official agreement between two or more parties on the provision of a services or projects with a defined operational, profit sharing ratio, terms and conditions and ownership tenure. Public Private Partnerships (PPPs) can be seen as a formal arrangement and agreement between public institutions and private individual on funding of infrastructure, provision of services and donation of facilities with a defined and spelt out policies on sharing formula of assets, profits and ownership.

The objectives of Public Private Partnerships (PPPs) include; to ensure provision of quality services to the citizen, to ensure accountability and transparency in resources utilization, to improve business efficiency and effectiveness in public sector service delivery; to reduce and avoid the full privatization of public service and goods, to allow governments to retain ownership while contracting the private sector firm to carry out a specific function such as designing, building, maintaining and operating infrastructures like roads, bridges and ports, or providing basic services like health, water, waste disposal and electricity.

In the area of tertiary education, the objectives of Public Private Partnerships (PPPs) includes; to ensure provision of quality tertiary education, to ensure provision of quality teaching through provision of adequate infrastructural facilities, to ensure provision of quality research programme; to ensure provision of effective community service to the host communities and international communities, to ensure provision of conducive teaching and learning environment, to ensure accountability in the system, to ensure effectiveness and efficiency in tertiary education system and to ensure sustainable development of the tertiary institutions.

Public Private Partnerships (PPPs) can cover the following activities and projects in the tertiary institutions; provision of infrastructural facilities such as libraries, light, water, internet services, health care, transportation services, research services, recreation services, housing estate and some internally generated revenue outfit of the institutions.

Public Private Partnerships (PPPs) is operated differently across the globe with different ACT, laws and regulation. There are agreements to go into before implementation of PPP by the parties involved.

Methodology

This paper assess if adoption of Public Private Partnership can enhance the implementation of tertiary education programmes in Nigerians' tertiary institutions. Secondary data from different sources were employed for the paper. The paper employed content analysis to analyze all literatures collected. Only those relevant to the topic were systematically selected. Exploratory method was adopted in the analysis. To ensure the reliability and validity of the study, multiple secondary sources were used to minimize the risk of error. The secondary data were collected directly from textbooks, journals, articles, newspapers and other local and international publications.

Data Analysis

. To what extent can public private partnership be used for the implementation of teaching programmes of tertiary institutions in Nigeria?

Adoption of public private partnership in the tertiary institutions in Nigeria is the best option for the development of teaching programme. Teaching programme according to Ogunode (2022) include all organized activities meant for imparting knowledge. Teaching programme is the implementation of instruction. No effective teaching can take place without adequate provision of other teaching components. Teaching programmes require a lot of infrastructural facilities before it can be implemented. Majority of these facilities are not available in many tertiary institutions in Nigeria. Provision of these facilities through public private partnership in the various institutions will leads to effective implementation of teaching programme. Peter (2017) notes that the lack of hostel accommodation by majority of students in tertiary institutions can be solve through the adoption of PPP infrastructural development model by respective institutions. Lawal (2023) agrees that Private Partnership model should be used to develop facilities that will aid smooth implementation of teaching and research programmes of the higher institutions in Nigeria. Public Private Partnership model have been used in some universities in Nigeria and have shown it can be replicate in other institutions for better development of infrastructural development.

To what extent can public private partnership be used for the implementation of research programme of tertiary institutions in Nigeria?

Musa (2017) and John (2019) provided answer to the above question when they concluded that the best alternative to the development of research programme in Nigerian tertiary institutions is through private partnership with investors. Adoption of public private partnership in the tertiary institutions in Nigeria will enhance research development because PPP has different model of operations. Chikwe, Ogidi, & Nwachukwu (2015) defines research as a tool for human capital development as it is a viable process of arriving at dependable solutions to existing problems and challenges through the systematic collection, analysis and interpretation of data. Human capital development involves all processes that go into the acquisition and enhancement of skills and competencies that are critical for the economic and political development of a country. Ogunode & Ade (2023) asserts that Research is regarded as the second most important part of the academic programme in tertiary institutions. They are carried out to advance the social, economic and technological development of their immediate community and society at large;

research is conducted by both staff and students in the university system. Students do their research work as part of their academic programme while staff do research based on their individual interests and specialisations. Academic research enhances the intellectual base of researchers while also priming them for promotions and societal recognition. Because of the significance of research, universities are expected to invest heavily on research and conduct research on pressing society challenges. PPP in tertiary institutions will help in the development of research through adequate funding. Private investors can invest hugely in the researches in tertiary institutions and use the finding to improve their production and services. Ikwuakor and Akunna (2022) notes that industry/business support of research in Nigerian universities is relatively non-existent, compared with the level of partnership between industry/business and universities in developed countries. The oil and gas industry, however is an exception, as it provides support in the form of technical workshops, buildings, vehicles, computer hardwares and softwares to affiliated departments of Nigerian universities. But the oil industry can do better by sponsoring and facilitating intentional and strategic research projects that develop local technologies. For instance PPP in tertiary institutions can help in the provision of modern laboratories and research facilities that will support development of academic programmes. Mark (2019) maintains that PPP in tertiary institutions will help in transfer of knowledge from research output. Many research laboratories have been donated by private institutions. Public Private Partnership can be involved in establishing national or international research centre in tertiary institutions. Public Private Partnership can finance the establishment of modern laboratories for practical field work

To what extent can public private partnership be used for implementation of community service of tertiary institutions in Nigeria?

Public private partnership in the tertiary institutions will increase the provision of community services because of increment in the social responsibilities of the private firms partnering with the tertiary institutions. Community service according to Peter (2017) involves making knowledge and skills in the “ivory tower” available to members of the immediate and distant public. Public lectures, conferences and consultancies are examples of community service. These has been of mutual benefit to such tertiary institutions and the communities. Increase in consultancy services offered by tertiary institutions can also explain the increase in community service. Most tertiary institutions have established consultancy services as a way of generating funds internally. Ogunode, Aude, & Olatunde-Aiyedun, (2022) asserts that community service programme is the third cardinal programme of the tertiary institutions. Community service programme is an organized and planned service programme of higher institutions for the benefit and betterment of their host community. Community service programme of higher institutions are community inclined services initiated by the institutions to develop the communities. Community service of higher institution are services provided by institutions to benefits the community people. Community service of tertiary institutions involve all organized services provide by the institutions to the host communities with the aim of improving their communities positively. Peter (2017) concluded that the adoption of public private partnership in the tertiary institutions is another way of increasing the provision of community service to host community. All private investors partnering with the institutions have social responsibilities to the host communities. For instance PPP in tertiary institutions will help in the provision of extension services to farmers in the communities. Public Private Partnership (PPP) in the health care services sector in tertiary institutions will support implementation of community service to host communities through provision of health care services through their medical facilities in the

institutions. These free medical services may include; free eye screening, diabetes and high blood pressure checks. They also organise medical outreaches towards sensitising the public on prevalent diseases like STDs, diabetes, hepatitis, high blood pressure and awareness on sickle cell disease. Furthermore, the Public Private Partnership (PPP) medical centres may be used as vaccination centres for host communities. The Private Partnership (PPP) medical centres will provide sanitation services to host communities. Musa (2018) observes that Private Partnership (PPP) in medical will aid the provision of healthcare services ranging from in-patient and out-patient services, health promotion and sensitisation programmes, as well as community engagement services to their host communities if adopted by tertiary institutions. Some of the Private Partnership (PPP) medical facilities as part of social responsibilities to host communities have specialised skills acquisition centres that will target women, youths and vulnerable groups with trainings and workshops in various agricultural practice, arts and crafts coupled with small scale manufacturing of bottled and sachet water, bread, and soaps. Private Partnership (PPP) firm operating in tertiary institutions will support outstanding students in their host communities with scholarships. Abubakaer (2019) notes that Public Private Partnership (PPP) in educational institutions will guarantee expansion in the activities of community service to host communities.

Conclusion and Recommendations

This paper looked at the possibility of adopting Public Private Partnership model for the implementation of tertiary institution programme in Nigeria. The paper concluded that Private Partnership model can be used to support the implementation of the teaching programme, research programme and provision of community services of tertiary institutions in Nigeria.

Based on this, the paper hereby recommended that the federal and state government should direct tertiary institutions managers to embrace Private Partnership model for the development of tertiary education in Nigeria. Specifically, managers of tertiary institutions should adopt Public Private Partnership to develop infrastructural facilities that will support implementation of teaching, research and community service programmes.

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