

## **Public Private Partnership in School Resources Management: Implication for Gifted and Talented Education in Nigeria.**

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### **Abstract**

*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 to improve learning outcomes. This paper attempted to explain the concept of public private partnership, gifted and talented education, school resources management and how each can be applied in one another. And lastly some recommendations were given among which are Principals and teachers need to be trained on gifted education and needs of the gifted, the public need to be properly mobilized and enlightened on the importance of public private partnership. As they lack the knowledge of it.*

**Keywords:** Public private partnership, School resources management, Gifted and talented education.

### **Introduction**

Education is the most important instrument which can be used to develop a nation. Nigeria is faced with a lot of challenges in its Educational system which necessitates the need for urgent action to tackle these challenges. One major cause of failure in education is poor governance. Olawale (2018) posited that the government's attitude towards crucial problems of education, especially its quality is

lackadaisical. Robertson, Mundy, Verger and Menashy (2012) suggested that there is need for an advocacy by international institutions, governments, firms, philanthropists and consultants who promoted more hybrid partnership arrangement, involving new combinations of state and non-state actors engaging in a range of activities within the education sector.

School resources are not only money used in running a school. Resources are tools, Talents and possessions used to create a life style, solve every day problems and reach goals or better living (Olson & Defrain, 2000). Therefore, it is vital to manage any of the mentioned resources well enough in other to achieve set goal in any school. Abubakar (2010) posited that the management of resources becomes imperative, and it is useful in the running of home, schools and trade centers, as many resources are involved in attending to the needs of the individuals, family, community and the nation at large. TESS, India (Undated) stressed that school leader is responsible for ensuring that all students have the opportunity and support to participate fully in learning. This will only be possible if resources are managed effectively and for the explicit purpose of improving learning. By far the most important resource that a school leader will manage is human resources. The school leader have access to a group of people (teachers, other staff, students, parents and community members) who all can contribute skills and knowledge to supporting learning. Alongside human resource management the school leader will also be responsible for managing financial and material resources in order to ensure they are suitable, accessible and used effectively to improve student learning.

### **Gifted and Talented Education**

Gifted and talented education is a broad group of special practices, procedures, and theories used in the education of children who have been identified as gifted and talented (Wikipedia, 2020). Colorado Spring School (2020) defines gifted and talented children to mean persons between the ages of four and twenty one whose abilities, talent, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their Educational programming needs.

Gifted individuals require professional teachers (who are part of the resource) who are well trained to meet their needs. Supporting this claim, Croft,(2003) pointed

out that Gifted students need to be instructed by personnel trained in the education of gifted students to ensure that they are sufficiently challenged, exposed to appropriate level work, and motivated to excel. In gifted education, all stages starting from identification of the gifted child, instruments used for the identification, personnel's who do the identification, teachers who teach the gifted child, other supporting staffs who assist in the nurturance of the gifted children and running a gifted programme requires a lot of resources and the resources need to be managed and well taken care of in order to educate the gifted children. But unfortunately the public school system is not well equipped with both the human and material resources necessary to help the gifted child. Thus, the advocacy for a private partnership who can help in providing and managing the resources in schools.

Gifted individual require extra resources both in school and at home but unfortunately, this resources are very limited for the gifted individuals. Lawal, (2020) Lamented that Gifted and Talented education which is under the general education suffers relatively more problems as running a gifted and talented programme requires more funding than the general education. The author went further to suggest the need for Public Private Partnership in education, gifted education inclusive in order to help the gifted individual realize and develop their potentials for nation's development.

### **Public Private Partnership**

There is an extensive debate about the concept of Public Private Partnerships (PPPs). The debate is whether Public Private Partnership needs a definition and what constitute a Public Private Partnership? Some scholars argued that Public Private Partnership needs to be redefined. Some scholars stated further that there is a need to re-examine the different meanings and definitions given to Public Private Partnership to find out whether the concept is worth keeping and using for empirical studies. Umar & Tubosun (2016) in Khahom (2009).

Public Private Partnership (PPP) knowledge Lab, (2020) defines public private partnership in education as a long-term contractual relationship between the government and a private provider for all or some part of the delivery of education infrastructure and services.

Patrinos, Barrera-Osorio and Guazueta (2009) argued in favour of public

private partnership in education and suggested these four positive outcomes of partnership which are:

- Public private partnership can create competition in the education market. The private sector can compete for students with the public sector. In turn, the public sector has an incentive to react to this competition by increasing the quality of the education that is provided.
- Public private partnership can be more flexible than most public sector arrangements. Generally, the public sector has less autonomy in hiring teachers than the private sector does. Public private contracts can be a better fit between the supply of and demand for education, therefore flexibility in teacher contracting is one of the prime motivations for public private partnership.
- Government can choose private providers in public private partnership contracts in the government defines specific requirements for the quality of education that it demands from the contractor.
- The public private partnership, contracts can achieve an increased level of risk-sharing between the government and the private sector. This risk-sharing is likely to increase efficiency in the delivery of services and consequently, to induce the channeling of additional resources to the provision for education.

Because Education sector at all level is faced with a serious setback ranging from inadequate budget, shortages of teachers, lack of Infrastructural facilities etc. proponents of public private partnership (PPP.) Call for a partnership with private sector to strengthen public sector education. Kaldwell (2004) stressed that if a broader perspective of public private partnership is adopted, it will provide an additional opportunity to strengthen the social capital base of public education.

### **School Resources Management.**

That which constitutes a resource in education is determined by the level of education and the type of education to be provided; the standard resources for all education types and levels are prescribed by the federal government. These include professionally trained teachers and qualified teaching staff in all subject areas, government approved curriculum, teaching aids, school buildings and furniture and the right caliber of administrators to ensure effective school management (Agabi,2010).

Educational resources have been classified into four groups and include

- (a) Physical resources such as school plants, classrooms, offices, recreational facilities and the entire school ground;
- (b) Material resources including instructional aids, stationeries, education plans, objectives and prescribed methodologies;
- (c) Human resources (both teaching and non-teaching staff); and
- (d) Financial resources made up of all monetary input into the education system directed towards the achievement of specified educational objectives (Agabi, 2010).

The quality of every society is largely predicated on the quality of its educational system. In the light of the apparent constraints on educational resources their efficient utilization for maximum result need not be overemphasized, (Usman, 2016). Musa, (2014). Sees resource management in school as utilization and controlling of the school resource materials that can help to facilitate learning. These resource materials include: Fund, Facilities, Instructional materials, Staff, student and even resource persons especially when using new equipment or when new facilities were purchased e.g. Computer and other technological innovations. All the materials, human and non-human, that are in and outside the school that aid teaching and learning process are regarded as resource material. (NOUN, 2009) posited that Education resources includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc. which the learners are expected to have at any point in time to facilitate learning. Usman, (2016) posited that the proper management and use of these resources will not only boost the morale of human resources who coordinates other activities in the school system but also ensure the attainment of goals. Meanwhile, shortage or inadequacy of these resources is inimical to goal achievement of school administration. The head teacher should utilize all his staff to facilitate and motivate learning process especially children with special needs.

In the school, management of resources could lead to conducive environment for learning (Abubakar, 2010). Abubakar (2008) opined that management process entail application of four interrelated concepts, planning, organizing, implementing and evaluating the use of resources to achieve goals. Akintunde (2001) opined that Management is the process by which the goals of the organization are attained by

directing the efforts of others in the system. The good foundations in the schools are the bed rock of the society which gives rise to a great nation (Abubakar, 2010)

In 2006, Nigeria's population was 140 million with at least 45% of the total population under 15 years of age (Okojie 2008). Presently the population has increased and resources needed will also increase, According to (Agabi,2010) For the Nigerian state this means that there are many people to be educated and many educational programs to be implemented, The resources needed to accomplish this feat are, to say the least, lacking.

The problem of inadequate resources, increase in the population and poor funding of schools by the federal government made the federal government itself to demand for a helping hand from individuals and private sectors to invest in the education sector.

### **Public Private Partnership in Managing School Resources**

Over the years, the responsibility of management, funding and supervision of education has solely been that of the public sector and this has caused a number of problems in service delivery in the educational system Ikenga (2015). Looking at the vast problems faced by public schools due to poor management of resources, Ikenga (2015) opined that the government developed the public private partnership initiative as part of her agenda for the realization of the vision 2020 plan and to allow private participation in the system to correct the problems.

As educators, we all know that budgets can be tight. It's our job to make sure that we are using all of our resources wisely. Many don't realize that a school resource extend far beyond the business, school administrators office. With strategic and creative planning, school leaders can maximize all available resources to improve the school climate and culture for all those we serve, most importantly our students.

Government as the sole actor cannot provide proper funding in the sector (Lawal, 2020). Section 13 items 120 and 121 of the National policy on education (2004) as revised states that; *“Education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the education programs. The Nigerian government's ultimate goal is to make education free at all levels. Therefore the financing of education is a joint responsibility of the federal, state and local government and the private sector”*.

In this connection, the Nigerian federal government welcomes and encourages the participation of local communities, individuals and other organizations”.

Luthra & Mahajan, (2013) advocated some public private partnership arrangements in managing school resources as follows:

**(i). Management services:** Management of either a single public school or an entire public school district by private organizations. The responsibilities that the contractor assumes under these contracts usually fall into four categories: financial resource management, staff management, long-term planning, and leadership. Within these contracts, all non-managerial personnel continue to be public sector employees.

**(ii). Philanthropic initiatives:** The practice of companies by which they target their charitable activities by creating strictly non-profit, private schools poor rural areas.

**(iii). Professional services:** It involves Contracting out professional services such as teacher training, textbook delivery, curriculum design, quality certification, and supplemental services. Its main advantage is that it brings private providers' expertise. The quality of service can be specified in the contract and sanctions included if the contractor fails to provide that level of quality. Thus the performance of contractors can also be conveniently monitored.

**(iv). Support services:** It involves contracting out Non instructional activities, including building maintenance, pupil transportation, and school meals, IT facilities, laboratory, which is often very costly for public schools. Example: IT services are being provided by private partners who set up the entire hardware infrastructure along with facility management.

**(v). Operational services:** It means contracting private organizations to handle a wider range of responsibilities, in essence, to operate an entire public school. In these operational contracts, private organizations not only manage the school but staff it as well.

**(vi). Education services:** Instead of engaging a private organization to operate a public school, some governments contract out the enrolment of students in private schools. By paying for students to enroll in existing schools, governments can quickly expand access without incurring any up-front expenditure on constructing and equipping new schools.

Leaders need to provide ongoing support within the school district or building that encourages teachers to utilize strategies for gifted learners. A system must be in place to assist with that support, including administrative visits to classrooms, questions about how teachers are meeting the needs of gifted learners, provision of needed resources, staff development provisions and common planning times, as well as an accountability measure for meeting the needs of gifted.

As regards the management of resources in gifted and talented education, the National Planning Committee on education of the gifted and talented children in Nigeria, stated in the blueprint that the successful implementation of the education of gifted children in Nigerian, given its envisaged great magnitude and high quality, demands the availability of well-trained professional crops of teachers to develop, administer and evaluate the scheme. The committee went further to state that such professionals would be needed to teach in schools where the gifted education programs are being run at local, state and federal levels while those in the Ministries of Education will be responsible for administration, training, curriculum development, staff development, evaluation and other relevant field assignments (Omede, 2006). The writer went further to state that In order to boost funding for gifted education and make available scholarships for more gifted and talented children, efforts should be made by the government to partner with the private sector to generate more revenue. An effective solution therefore is for public schools to partner with private education companies to meet the needs of the Gifted and talented students

### **Conclusion**

In conclusion, it can be said that public private partnership in education can serve as an alternative way of improving the quality of education, gifted education inclusive in Nigeria, Looking at the vast challenges the education sector is facing. Moreover, because running gifted education is significantly more expensive than other forms of education looking at its capital extensive nature. Lawal, (2020) Lamented that Gifted and Talented education which is under the general education suffers relatively more problems as running a gifted and talented programme requires more funding than the general education. it is necessary to seek partnership from various bodies who can assist in managing the gifted and its resources.



School managers face a lot of problems in managing the resources at their disposals because of the scarce nature of the resources, but if a helping hand is invited by the government calling in a partnership with other stakeholders in the education sector and other private partners, this will help in providing and improving the resources availability in schools. School administrators should work hard in finding a way to source partners who can assist in providing assistance to schools.

### **Recommendations**

- Government at all levels should encourage the public, business communities, philanthropists and development partners to partner with the public schools in providing and improving the resources in Schools especially gifted schools.
- Parents teachers associations, Alumni's, Old boys associations need to be established in schools or strengthened in schools that they exists as this will help in providing assistance to schools.
- Principals and teachers need to be trained on gifted education and needs of the gifted.
- The public need to be properly mobilized and enlightened on the importance of public private partnership. As they lack the knowledge of it.
- School managers at all level of education should give importance to talent development, they should stress early identification, nurturance and placements of gifted student.
- School managers need to be trained on school resources management especially gifted resources.

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