

**The Need for Public-Private Partnership in Resource Provision
and Management for Secondary School Effectiveness
in Awka Education Zone**

Onuorah, H.C. (Ph.D)

Department of Educational Management and Policy
Faculty of Education

Nnamdi Azikiwe University, Awka

E-mail: heco2023@gmail.com Phone: 08036123101

&

Eziamaka, Chika Nonye (Ph.D)

Department of Educational Management and Policy
Faculty of Education

Nnamdi Azikiwe University, Awka

E-mail: eziamaka20@gmail.com Phone: 08168963795

&

Eziechi Modesta

Department of Educational Management and Policy
Faculty of Education

Nnamdi Azikiwe University, Awka

E-mail: modeeziechi@gmail.com Phone: 08068404574

Abstract

The study examined the need of public-private partnership in resources provision and management for secondary school effectiveness in Awka Education Zone. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The descriptive research design was adopted for the study. The population of the study comprised 548 principals and teachers in the 61 public secondary schools in Awka Education Zone of Anambra State. Through stratified random sampling, the researcher sampled 50% of teachers in the Zone. The instrument of data collection was a structured questionnaire which was developed by the researcher and validated by three experts in education. Mean standard deviation and t-test was used to analyze data for the study. Finding of the study revealed that the role of public private partnership in the provision and management of school resources for school effectiveness include providing physical facilities, recruitment of qualified teachers, providing ICT hardware and software, providing technical support, providing free internet access to school staff and construction of quality convenience for students and staff among others. Furthermore, the respondents' years of experience did not significantly influence their opinion. Based on these findings, the researcher recommended that a national framework and implementation plan for the integration of Public Private Partnerships for the Management of public secondary schools in Nigeria should be set up by the Federal Ministry of Education.

Keywords: Need, Public-Private Partnership, Resource, provision, Resource Management, School Effectiveness

Introduction

The importance of secondary education in the development of the human capital of the nation is enunciated in the Federal Republic of Nigeria's (FRN) National Policy on Education. According to the FRN (2013), the importance of secondary education lies in its position both as the bridge between primary and tertiary education and the agent for preparing individuals for useful living in the society. This is because secondary education is the education which a child receives automatically after they have received primary school education. The FRN (2013) posited that the age of the learners at the secondary level of education is between 11-18 years. Some of the objectives of secondary education include providing entrepreneurial, technical, vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; to offer diversified curriculum to cater for the difference in talents, disposition, opportunities and future roles; to provide trained manpower in applied sciences, technology and commerce at sub-professional levels. In order to achieve these laudable objectives, it is expected that the school is adequately provided with the needed resources to facilitate success.

Resources according to Banderinwa (2014) are human, equipment, services and other items needed to plan, implement, and review programmes. Agbai (2010) classified resources as visible and invisible. Resources are visible when they exist, examples are human beings, lands, money, books, pictures, and so on. On the other hand, resources are invisible when they are not physically seen. Examples include skills, expertise, time and dexterity and can only be measured in terms of productivity levels and job efficiency. In education, resources include teaching and non-teaching staff, teaching aids, physical classrooms, staff rooms, playground, tables and chairs among others. Eke (2020) classified school resources to include human resource, materials resource, financial resources, production or information resources and natural resources. For schools to achieve their objectives, it is pertinent that school administrators especially the principals properly manage these resources in the school to meet desired goals.

Resource management can be defined as the effective and efficient way of developing any school resource to meet desired school goals and objectives. In the same vein, Eke (2019) defined school resource management as the processes used in schools to ensure effective realization of school goals. The efficient management of resources is dependent on the ability of school administrators adequately provide, rationally distribute, efficiently utilize and regularly maintain scarce resources in the administration of their schools. Sadly, this has not been the case in secondary schools in Awka Education zone in Anambra State in particular and Nigeria in general. This is because the availability of necessary resources in secondary schools seems to be very poor and in cases where they are provided they are mismanaged. This is evident in the poor state of secondary schools in Nigeria which is hampered by issues of shortage of teaching staff, teaching aid, overcrowded classrooms, poor maintenance culture and supervision. This is a huge challenge to the realization of

the school effectiveness and has presented a cause for worry to all stakeholders in education.

School effectiveness according to Botha (2010) is the accomplishment of school goals and objectives. School effectiveness is thus the level to which a school promotes students' academic success and social development for the lifetime success of students. In a bid to achieve school effectiveness through effective provision and management of school resources, Public Private Partnership (PPP) has been suggested as a way through which school effectiveness can be achieved.

The public-private partnership involves an arrangement between a public-sector body and a private party in which the private party delivers a public benefit or initiative and bears considerable financial, technological and organizational responsibility for the project. Terver (2018) defined PPPs in education as the pooling and management of resources, as well as the mobilization of public, industry and civil society partners' competencies and so as to improve the quality of education. The principle of PPP is based on the principles of international rights, ethical principles and organizational agreements underlying education sector development and management; consultation with other stakeholders; and on shared decision-making, risk, benefit and accountability (Daxler in Terver, 2018). It is important that educational administrators consider viable options for resource provisions in secondary school that would ensure improved quality in education service delivery. The need for improved collaboration between governmental, non-governmental organizations, private firms and private individuals is pertinent. This is because the quality of education delivered by incorporating the knowledge, skills and innovations available in the private sector, whether pedagogical or technical will be lifted and increase accountability for educational results.

Public private partnerships avails private and public institutions the opportunity to collaborate in providing and managing school resources. This means that both parties in the arrangement have their roles to play. The role of the government in the partnership include encouraging participation by corporations through establishing regulatory measures that facilitate corporate involvement; providing infrastructural inputs- classrooms, land etc, provision of teachers and administration and management among others (Sakari, 2013). The role of the private sector include providing funds and financing; providing a wide range of resources and materials e.g. building new school facilities/classrooms, supplying electricity or internet access, providing computers, television, new textbooks and other course materials.; providing services including school or partnership administration, teacher or principal training sessions, and help monitor programs by conducting impact evaluations or student academic assessments. Others include improvement of schools infrastructure through repairs and maintenance as well providing financial support through scholarships. Furthermore, PPP can assist in various areas of resource provisions in schools. Some of these include funding, infrastructural provision, educational service delivery, technical assistance and professional

development of school staff. The level to which PPP arrangements succeed in secondary schools also depends on the ability of the school administrators to collaborate with the private sector and the community. The years of experience of the school administrators could influence their acceptance of PPPs in their schools (Onochie, 2018). In this study, less experienced principals and teachers are classified as those who have less than 10 years of experience on the job while highly experienced principals are those with work experience of 10 years and above. However, the extent to which this assertion is true demands an empirical investigation. The study therefore aims to ascertain the role of public private partnership in resource provision and management for secondary school effectiveness in Awka Education Zone.

Statement of the Problem

The objectives of secondary education as stated clearly in the national policy on education are that it aims to equip students with technological, entrepreneurial and work based skills. In order to achieve these objectives it is imperative that resources are provided and adequately managed to ensure efficiency in education service delivery resulting in student improved performance. Sadly, it appears that the provision and management of scarce resources in public secondary schools in Awka Education has become an uphill task.

This seem to be evident the poor supply of teaching staff, non-availability of teaching aids and overcrowded classroom spaces. It is also worthy to note that the convenience area in most of these public secondary schools are a mess because of poor sanitary provisions like water, toilet sinks and bowls and conducive bathrooms (Onochie, 2018). It appears that the government being the sole source of finance of these public secondary schools are inundated with funding and infrastructural problems that appear to be beyond their capacity to manage. If this situation is allowed to continue, the researcher is worried that the quality of secondary education in Awka Education Zone will be very poor. It is against this backdrop that the researcher sought to determine the role of public private partnership in resource provision and management for secondary school effectiveness.

Purpose of the Study

The main purpose of the study is to determine the role of public private partnership in resource provision and management for secondary school effectiveness in Awka Education Zone. Specifically, the study will determine the:

1. need of public private partnership in the provision of resources for secondary school effectiveness in Awka Education Zone.
2. ways of engaging public private partnership in the management of resources for secondary school effectiveness in Awka Education Zone.

Research Questions

The following research questions guided the study:

1. What is the role of public private partnership in the provision of resources for secondary school effectiveness in Awka Education Zone?
2. What are the ways public private partnership can be engaged in the management of resources for secondary school effectiveness in Awka Education Zone?

Hypotheses

The following Hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of highly experienced and less experienced respondents on the role of public private partnership in the provision of resources for secondary school effectiveness in Awka Education Zone.
2. There is no significant difference in the mean ratings of highly experienced and less experienced respondents on the ways public private partnership can be engaged in the management of resources for secondary school effectiveness in Awka Education Zone.

Methodology

Research Design

The descriptive research design was adopted for the study. The research design was used because it enabled the researcher elicit information from the respondents through the use of a questionnaire.

Area of the Study

The study was carried out in Awka Education zone. The zone is one of the six education zones in the state. There are 61 public secondary schools in the zone.

Population of the Study

The population of the study comprised 548 principals and teachers in the 61 public secondary schools in Awka Education Zone of Anambra State. This comprised 61 principals and 487 teachers.

Sample of the Study

The research applied the stratified random sampling technique to sample 50% of the teachers in the Zone while all the principals were used in the study without sampling because the population is manageable. This gave a sample size of 274 teachers and 61 principals. Thus, the sample for the study comprised 335 principals and teachers in public secondary schools in Awka Education Zone.

Instrument of Data Collection

Data was collected by the researchers through the use of a structured questionnaire which was developed by the researcher. The instrument was titled "Questionnaire on the Need of Public Private Partnership in Resource Provision and Management for Secondary School Effectiveness (QNPPPRPMSSE)". The

questionnaire has two sections; A and B. Section A elicit information on the respondents years of working experience. Section B1 contains 10 items on need of PPP in resource provision for secondary school effectiveness while Section B2 contains 10 items on role of PPP in resource management for secondary school effectiveness. The questionnaire was based on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validation of the Instrument

The instrument was validated by three experts in the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University. The instrument was validated to ensure clarity and suitability of items for answering the research questions.

Reliability of the Instrument

To the determine the reliability of the instrument, the instrument on 20 principals and teachers in public secondary schools in Enugu Metropolis of Enugu State who were not included in the area/population of the study. The data collected were analyzed using Cronbach Alpha and coefficient values of 0.89 and 0.86 were obtained for Section B1 and B2 respectively with an average coefficient value of 0.88. These coefficient values indicated that the instrument was reliable because they are all above 0.70. This is in line with Nworgu (2015) who stated that research instruments with reliability coefficient of 0.70 and above are deemed reliable.

Method of Data Collection

The researcher administered the instrument with the help of three research assistants who are teachers. The instrument was administered on the spot and the respondents were given some minutes to study and indicate their responses. However, in some cases were a respondent wasn't disposed to fill the questionnaire, appointment was made on when the researcher or her assistant will retrieve the questionnaire. This was to ensure a high return rate. Out of 335 copies of questionnaire administered, 306 copies were returned in good condition and were used for data analysis.

Method of Data Analysis

The data were analyzed using mean and the t-test. The mean value was used to answer the research questions while the t-test was used to test the hypotheses at the 0.05 level of significance. For the research questions, the decision rule was based on the real limits of numbers:

	Values	Real Limit
Strongly Agree	4	3.50- 4.49
Agree	3	2.50- 3.49
Disagree	2	1.50- 2.49
Strongly Disagree	1	1.00- 1.49

For the hypotheses, where the calculated t-value was less than the critical value of t, it means that the variable did not significantly influence respondents' mean ratings and the hypothesis was not rejected. Conversely, where the calculated t-value was equal to or greater than the critical t-value, it means that the variable had a significant influence on the respondents' mean ratings and the hypothesis was rejected.

Results

Research Question 1

What is the need of public private partnership in the provision of resources for secondary school effectiveness in Awka Education Zone?

Table 1: Respondents Mean Ratings on the need of Public Private Partnership in the Provision of Resources for Secondary School Effectiveness

S/N	Item Statements	X	SD	Remarks
1.	Providing physical facilities like classroom blocks, tables and chairs	3.20	0.74	Agree
2.	Recruitment of qualified teachers	3.18	0.72	Agree
3.	Providing ICT hardware and software to meet the objectives of secondary education	3.13	0.79	Agree
4.	Purchasing buses for conveying students to events and competitions	3.15	0.81	Agree
5.	Providing technical support for the integration of ICT in secondary Schools	3.31	0.74	Agree
6.	Purchase and delivery of instructional materials like white boards and textbooks to secondary schools	3.44	0.75	Agree
7.	Provision of technological security gadgets like metal detectors and biometric scanning machine to ensure the safety of students	3.01	0.87	Agree
8.	Construction of quality convenience for students and staff	3.17	0.70	Agree
9.	Providing free internet access for school staff to enhance their research	3.35	0.75	Agree
10.	Sponsoring of students and teachers in academic competitions	2.88	0.71	Agree
11.	Repairing of school plants	3.21	0.78	Agree
12.	Organizing conferences and seminars for teachers development	3.24	0.79	Agree
13.	Proving financial support through scholarships for students	3.12	0.73	Agree
14.	Maintenance of ICT gadgets in the school	3.16	0.81	Agree
	Cluster Mean	3.18		Agree

Data in Table 1 reveal that the respondents agreed that items 1-10 with mean ratings ranging between 2.88 to 3.44 are the need of public private partnership in the provision of resources for secondary school effectiveness in Awka Education Zone. Standard deviation scores of respondents' ranging between 0.70 and 0.87 show that the respondents' opinions were related. Furthermore, the cluster mean of 3.10 show that there is the need for PPP in the areas of providing physical facilities, recruitment of qualified teachers, providing ICT hardware and software, providing technical support, providing free internet access to school staff and construction of quality convenience for students and staff among others.

Research Question 2

What are the ways public private partnership can be engaged in the provision and management of resources for secondary school effectiveness in Awka Education Zone?

Table 2: Respondents Mean Ratings on the ways of Engaging Public Private Partnership in the Provision and Management of Resources for Secondary School Effectiveness

S/N	Item Statements	X	SD	Remarks
1.	Engaging private auditors in the management of school finance	3.29	0.77	Agree
2.	Collaborating with private educational consultants in supervising academic activities of public secondary schools	3.21	0.74	Agree
3.	Sharing the overhead cost of running public secondary schools between government and the private organization	3.11	0.83	Agree
4.	Public secondary schools involving private publishing houses in the provision of secondary school textbooks books.	3.37	0.78	Agree
5	Sending teachers to industries periodically to upgrade and modernize their practical knowledge on workplace technologies	3.28	0.87	Agree
6.	Private architects design public secondary schools building under a contract with the government for a given period of time.	3.41	0.85	Agree
7.	Contribution of teaching material to secondary schools by non-governmental organizations	3.21	0.70	Agree
8.	Government and private organizations sponsoring teachers in secondary schools for educational programmes abroad.	3.15	0.78	Agree
9.	Donations of visual teaching aids to secondary schools from multi-national companies.	3.11	0.83	Agree
10.	Cash gifts from individuals for the purchase of classroom chairs	3.23	0.82	Agree
Cluster Mean		3.24		Agree

Data in Table 2 reveal that the respondents agreed that items 1-10 with mean ratings ranging between 3.11 to 3.41 are the ways of engaging public private partnership in the provision and management of resources for secondary school effectiveness in Awka Education Zone. Standard deviation scores of respondents' ranging between 0.70 and 0.87 show that the respondents' opinions were related. Furthermore, the cluster mean of 3.10 indicates that PPP can be engaged in the provision and management of resources for school effectiveness by engaging private auditors in the management of school finance, collaborating with private educational consultants in supervising academic activities of public secondary schools, sharing the overhead cost of running public secondary schools between government and the private organization and public secondary schools involving private publishing houses in the provision of secondary school textbooks book among others.

Hypothesis 1

There is no significant difference in the mean ratings of highly experienced and less experienced respondents on the need of public private partnership in the provision and management of resources for secondary school effectiveness in Awka Education Zone.

Table 3: t-test Analysis on the Mean Ratings of Highly Experienced and Less Experienced Respondents on the Need of Public Private Partnership in the Provision and Management of Resources for Secondary School Effectiveness

Variable	N	Mean	SD	df	t-cal.	t-crit.	Decision
Highly experienced	287	3.28	0.77				
Experienced	813	.120	.78	304	0.05	0.38	1.96
							Not Significant

Data in Table 3 show that the calculated t-value of 0.38 at 304 degree of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that the years of working experience of the respondents did not significantly affect the mean ratings of the respondents on the need of public private partnership in the provision and management of resources for secondary school effectiveness in Awka Education Zone. Therefore, the hypothesis is accepted.

Hypothesis 2

There is no significant difference in the mean ratings of highly experienced and less experienced respondents on the ways public private partnership can be engaged in the management of resources for secondary school effectiveness in Awka Education Zone.

Table 4: t-test Analysis on the Mean Ratings of Highly Experienced and Less Experienced Respondents on the Ways Public Private Partnership can be engaged in the Provision and Management of Resources for Secondary School Effectiveness

Variable	N	Mean	SD	df	á	t-cal.	t-crit.	Decision
Highly experienced	287	3.23	0.74					
Experienced	813	.250	.76	304	0.05	0.18	1.96	Not Significant

Data in Table 4 show that the calculated t-value of 0.18 at 304 degree of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that the years of working experience of the respondents did not significantly affect their opinions on ways public private partnership can be engaged in the provision and management of resources for secondary school effectiveness in Awka Education Zone. Therefore, the hypothesis is accepted.

Discussion

Finding on the first research question revealed that the respondents agreed that PPP has a role to play in the areas of providing physical facilities, recruitment of qualified teachers, providing ICT hardware and software, providing technical support, providing free internet access to school staff and construction of quality convenience for students and staff among others for school effectiveness in Awka Education Zone. This finding indicates that PPP could play a significant role in the provision of human and material resources for secondary school effectiveness. The finding of the study is in tandem with Okpor and Hassan (2011) who posited that PPP has significant role in the provision and management of school resources. In support, Sakari (2013) averred that PPP has a role to play in the areas of provision of human and material infrastructures. According to Sakari (2013) both the government and the private sector has unique roles to play in the PPP arrangement. According to Vin-Mbah and Obiete (2015) PPP initiatives ensure the availability of resources and as a result it improves the quality of teaching and learning in schools.

Further, findings on the first hypothesis revealed that the years of working experience of the respondents did not significantly affect their mean ratings on the need of public private partnership in the provision and management of resources for secondary school effectiveness in Awka Education Zone. This goes to further buttress the fact that PPP initiative could adequately improve the provision and management of resources. This is in agreement with Onochie (2018) who found that PPP plays a major role in funding, infrastructural provision, educational service delivery, technical assistance and professional development of school staff and this has significant impact on school effectiveness.

Finding on the second research question indicate that PPP can be engaged in the provision and management of resources for school effectiveness by engaging

private auditors in the management of school finance, collaborating with private educational consultants in supervising academic activities of public secondary schools, sharing the overhead cost of running public secondary schools between government and the private organization and public secondary schools involving private publishing houses in the provision of secondary school textbooks book among others. This is in agreement with Onochie (2018) who stated that through synergistic relationship between the public and private sectors strategies for providing and managing school resources could be developed with both parties actively involved. According to Terver (2018), PPP provides avenue for the government and the private sector to combine skills and expertise in solving educational problems. Thus the determination of roles of parties in the PPP arrangement, the adoption of strategies for improving resource provision and management and the implementation of strategies could lead to school effectiveness.

Further findings revealed on the second hypothesis revealed that the years of working experience of the respondents did not significantly affect their mean ratings on the ways public private partnership can be engaged in the provision and management of school resources for secondary school effectiveness in Awka Education Zone. This shows that the respondents agreed that the measures suggested could improve the provision and management of resources for school effectiveness. This is in agreement with Terver (2018) who found that actively engaging government and the private sector in the management of secondary school would lead to improvement in the availability of resources and effective management of school resources.

Conclusion

Public private partnership could help in improving the provision and management of school resources for school effectiveness because of the role they can play in ensuring the steady supply and management of funds, human resources, physical and material resources for school operation. The PPP initiatives for the provision and management of school resources entails that each party would play a complimentary role to help facilitate the success of the agreement. From the study the respondents agreed that PPP initiatives are useful for providing and managing school resources. It is therefore pertinent that efforts are made by government and administrators of public secondary schools to seek the kind of PPP initiative that would ensure the provision or management of the particular school resources that needs to be provided or managed.

Recommendations

The researcher made the following recommendations based on the findings of the study:

1. The federal and state governments' should set up a monitoring team that will

monitor the full implementation of the national framework for the integration of Public Private Partnerships for the Management of public secondary schools in Nigeria. This will help improve private sector involvement in public school management.

2. Administrators of secondary schools should consistently carry out public relation programmes via the mass media, social media and at events that will make parents, community, non-governmental organization and alumni association as well as the international community aware of the inadequacies in resource provision and management in their schools. This could encourage philanthropic contributions from individuals, NGOs and private companies.

3. The Federal and State government in conjunction with the private sector should organize training programmes like conferences, seminars and workshops where administrators of public secondary school would be trained on best practices in PPP for instructional resources provisions.

4. Government could partner with tech companies like HP and Dell to produce quality computers, laptops and other technological gadgets for secondary school students at subsidized rate.

5. Governments can facilitate communication between private schools and banks in order to increase access to financing and microcredit to support school improvements and encourage private school operators and other businesses interested in investing in education to obtain loans more easily.

References

- Agabi, C.O. (2010): Prudential approach to resource management in Nigerian education: A theoretical perspective. *International Journal of Scientific Research in Education*, 3(3), 152 – 165.
- Banderinwa, I. (2014). Evaluation of resource management in Secondary schools in Osun state, Nigeria. (*A Master's Thesis*, Post Graduate School, Ahmadu Bello University, Zaria).
- Botha, R. J. (2010). School effectiveness: Conceptualising divergent assessment approaches. *South African Journal of Education*, 30, 605-620
- Eke, N. (2020). School resource management and records keeping in secondary education. *International Journal of Scientific Research in Education*, 13(4), 730-745.
- Federal Republic of Nigeria (2013). *National policy on education* (6th ed.). Federal Ministry of Education.
- Okpor, I. & Hassan, N. (2011). Public private partnership for skill acquisition and vocational technical education development in Nigeria. *Proceedings of the 2011 International Conference on Teaching, Learning and Change*, 755-758.

- Onochie, E. (2018). Technical and vocational education lecturers' rating of recommended public-private partnership strategies for improving the quality of TVE programmes in Anambra State. (*A Master's Thesis*, Department of Technology and Vocational Education, Faculty of Education, Nnamdi Azikiwe University, Awka).
- Sakari, J. S. (2013). Public-private partnership in education: the role of Nzoia Sugar Company in the development of secondary schools in Bungoma County, Kenya (*A Master's Thesis*, School of Education (Economics of Education) of Kenyatta University).
- Terver, M. K. (2018). Public-private partnership initiative and the management of Federal government unity colleges in the north-central geo-political zone of Nigeria. (*A Master's Thesis*, School of Post Graduate, Benue State University).
- Vin-Mbah, F. F. & Obiete, A. I. (2015, August 5-8). *Public private partnership in technical and vocational education and training (TVE): A panacea for technical and vocational skills development in Nigerian schools*. A paper presented at the 23rd Annual International Conference of Nigeria Vocational Association, Yaba College of Technology, Yaba, Lagos state.