

Role of Public-Private Partnership in School Resource Management

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Abstract

This study examined the role of public-private partnership in school resource management in senior secondary schools in Federal Capital Territory, Abuja. Research design adopted was descriptive survey. Questionnaires was the instrument used for data collection. Mean score, standard deviation and Pearson Product-Moment Correlation aided data analysis. Finding revealed that the extent of school resource management in senior secondary schools in Federal Capital Territory, Abuja is high; the role of public-private partnership in school resource management includes human resources management, material resources management, physical resources management through efficient cost saving mechanism, prudent financial resources management for improved service delivery and adequate information resources organization for efficient decision making. The recommendations proposed are that more efforts should be geared towards ensuring that school resource management is continually improved upon so that the high tempo recorded can be kept at that level instead of relaxing without putting efforts to improve the current existing relationship between the government and private bodies; and government as well as private bodies should not relent in its functional roles of human resources management, material resources management, physical resources management, prudent financial resources management for improved service delivery and adequate information resources organization for efficient decision making so that such roles can continue to bring about realization of set goals and objectives of secondary education in FCT.

Keywords: Public-private partnership, school resource management.

Introduction

There is no doubt that the education sector in Nigeria is experiencing various besetting challenges ranging from human capital development to dearth of material resources, which have affected Nigeria's socio-economic, political and technological advancement. These have affected the goals of education as contained in the National Policy on Education, which sees education as the instrument par excellence for

effecting national development (Federal Republic of Nigeria, 2014). One issue of note is that of school resources that are basically lacking in the school system, and this is now seen as a national issue that is calling for urgent attention so that students' academic performance, teachers' job performance and school administrators' score card can be positively enhanced (Onuma, 2017). On a general note, funding of the education sector has drastically reduced overtime, due to the fact that other sectors of the economy are equally competing for attention from the government, and yet the available financial resources could barely go round (Abdullahi & Osaikhuwuomwan, 2019). No doubt, this inadequate funding of education is now a challenge to school resource management due to the fact that resources that enhance schooling such as physical, financial, information resources are inadequate to run the system (Akpan, Ekpiken & Okon, 2012).

However, one notable arrangement that is the latest mantra of development that is aimed at rescuing the education sector from lack, decay and helping in the resource management is the public-private partnership arrangement (Tilak, 2016). According to Adebayo and Ayebusi (2017), public private partnership (PPP) is a legally-binding contract between government and private sector for the provision of assets and the delivery of services that allocates responsibilities and business risks among various partners. In other words, PPP is a kind of agreement between the government and private bodies in resources management in educational institutions. The implication of this is that, PPP is being adopted in many economies for various developmental purposes such as the development of airports, railways, roads, etcetera. Meanwhile, over the years, it is no longer confined to these sectors alone, as it extends to other sectors including education, which used to be the exclusive jurisdiction of the state. This extension to education, covers elementary, secondary and higher education (Tilak, 2016).

Recent developments have proven that PPP is playing a vital role in school developments across the nation. For instance, Iloh (2013) posited that public-private partnership helped Nigerian's to overcome certain challenges posed by lack of adequate funding of critical sectors of the economy; and so, the initiative has prospects in attaining the availability of revenue, improved business environment and regulatory framework management. Gopalan (2013) paradoxically observed that for public education, which is an essential service to remain public, it needs partners outside the government to keep it up-to-date, efficient, transparent and engaging. Furthermore, Infrastructure Concession Regulatory Commission (ICRC, 2013) asserted that the major reasons why governments engage in PPP arrangement are for optimal utilization of available resources and efficiency in services; to improve on the standing organizational plans and policies that will pave more ways for transparency and fairness assessment; to attract more skilled force with competitive flair and orientation on efficient performance; and to reform sectors through a reallocation of roles, incentives and improve accountability.

Arogundade and Sasere (2019) gave an insight into the role PPP play in school resource management. These includes:

- I. Cost Savings: These take place through more efficient and cost effective operations and service delivery. The private partners can contribute to cost reduction through the application of economies of scale in providing, operating and maintaining facilities, the use of innovative technologies, adopting more flexible procurement and compensation arrangements and by reducing overhead costs.
- ii. Risk Sharing: The associated risks can be shared with a private sector partner
- iii. Improved Levels of Service: This is a more innovative approach that can be introduced in order to increase the level as well as quality of service.
- iv. Enhancement of Revenue generation: Apart from setting appropriate user fees, which fairly reflect the cost of service delivery, PPP can offer the opportunity for introducing more innovative ways of generating revenue
- v. More Efficient Implementation: Through more efficient decision making processes and collaboration, PPP can facilitate more efficient ways of project implementation
- vi. Economic Benefits: Public-private partnership can stimulate employment generation, transfer of expertise and economic growth in the school system (Arogundade & Sasere, (2019, p. 54).

Concept of School Resource Management

School resources are educational resources, which are categorized as both human and material provisions, and managed by managers of institutions. These resources enable the smooth running of the school system for the effective realization of set of goals and objectives of the school. Therefore, resource management can be defined as the efficient and effective means of development of any organization resources such as human resource, materials resource, financial resources, production and information resources (Eke, 2019). On the hand too, Alagboye (2004) affirmed that school resource management is concerned with the prudent utilization and maintenance of human, material, financial and other available resources for the optimal achievements of educational goals and objectives. Similarly, Adetoro (2009) posited that school resource management is the efficient and effective development of organization's resources as at when needed. In line with other scholars, Banjoko (2002) perceived the concept to be the effective acquisition, utilization and maintenance of the supplies needed in the educational system. The summation from the views of different authors is that resource management involves the procurement, acquisition, utilization and maintenance of teaching and learning equipment and facilities, as well as managing humans by the managers of educational institutions (Fashiku & Yusuf, 2019).

It is important to note that prudent, efficient and effective management of the available but scarce institutional resources lie with the leadership of the education institutions who are expected to be dynamic in the discharge of their responsibilities, especially as it relates to allocation and utilization of the available resources so as to achieve school goals and objectives (Fashiku & Yusuf, 2019). According to Olaleye (2014), managing the available resources in schools need competent, professionally

trained administrators and planners who are equipped with modern techniques of educational management. This is because set of activities such as planning, organizing and leading can only be carried out by competent administrators who have the ability to use the available resources to achieve desired outcome in the most effective way (Peretomode, 2012).

Theoretical Framework

This study was anchored on stakeholder's theory formulated by Dr. Edward Freeman in 1984, which was further reviewed by Donaldson and Preston in 1995. The theory is summarized in three broad headings by Donaldson and Preston (1995) in terms of: descriptive approach, which attempts to understand how managers deal with stakeholders and how they represent their interests. The theory viewed cooperation in terms of binding interest, and as such seeks to deal with divergent interest of stakeholders; instrumental approach, which explains organizational consequence of taking into account stakeholders (government agencies, private sector operators, parents, students, financial institutions, etc) in management, and examining the connections between the practices of managing the stakeholders' interest in relation to achieving corporate goals; and normative approach, which raise questions such as, "what are the responsibilities of an organization in respect of the stakeholders?" "Why should organizations take care of other interests rather than shareholders interest?" This approach is linked to moral values and philosophic purpose.

The above describes the interrelationship between public and private partnerships in order to attain the goal of providing secondary educational services in the Federal Capital Territory, which is the core and focus of this study. In other words, provision of education may be the statutory responsibility of the government, but in the end, the products of the system also work in the private organizations, which representing a binding interest. So the public private partnership is simply seen in the light of giving back to the society in order to achieve the goals of corporate social responsibility. This implies that as private organizations contribute in funding education, the resources that the government is able to save could be used to make the environment more conducive for the private organizations to continue to thrive.

Statement of the problem

Secondary education in Nigeria is failing in its role of preparing students for useful living and progression to higher education (FRN, 2014). This failure could be attributed to several factors, and principal of which is the challenge of school resource management (Eke, 2019). However, Tilak (2016) states that public-private partnership is now viewed as a major option for education development. In other words, the PPP arrangement is now seen as an option that could address the management yearning of the education sector. This paper therefore investigates the role of public-private partnership in school resource management in senior secondary schools in Federal Capital Territory, Abuja.

Purpose of the Study

The main purpose of this paper is to examine the role of public-private partnership in school resource management in senior secondary schools in Federal Capital Territory, Abuja. Specifically, the objectives are to:

- I. find out the extent of school resource management in senior secondary schools in Federal Capital Territory, Abuja;
- ii. find out the role of public-private partnership in school resource management in senior secondary schools in Federal Capital Territory, Abuja.

Research Questions

1. What is the extent of school resource management in senior secondary schools in Federal Capital Territory, Abuja?
2. What is the role of public-private partnership in school resource management in senior secondary schools in Federal Capital Territory, Abuja?

Hypothesis

Ho: There is no significant influence of the role of public-private partnership on school resource management in senior secondary schools in Federal Capital Territory, Abuja.

Methodology

The research design adopted in this study was descriptive survey. A descriptive survey is a method that studies a sample of a population for the purpose of making generalization about the nature of the entire population (Check & Schutt, 2016). This design is considered appropriate for this study because of the nature of the population, which the study focused upon. The population of the study comprised of all 62 senior secondary schools in Federal Capital Territory, with a population of 3693 teachers (FCT, Secondary Education Board, 2017). The sample size of 345 was selected from the population through simple random sampling method across four out of the six area councils in FCT, which is a sampling process in which respondents have equal opportunity to be selected at random without following a particular sampling order (Thomas, 2020). The instrument used for data collection was a questionnaire developed by the researchers, titled, "Role of Public-Private Partnership in School Resource Management (RPPPSRM)," which were administered directly by researchers. The questionnaire contains a four-point Likert scale of 13 question items. The questionnaire items were arranged in three sub-headings. The instrument was given to two specialists in Educational Administration and Planning for validation. Their corrections formed the basis of the final instrument used for the main study. To ensure content validity, a pilot test was carried out through the administration of the instrument to 50 teachers in some selected senior secondary schools in Abuja Metropolis, which were outside the ones used in the main study. The test was calculated using the Lawshe Content Validity Index, thus, CRV of 0.88 was obtained. The opinion of the experts and the result of the pilot

test proved the validity and reliability of the instrument. Mean and frequency were used to answer the research questions, while Pearson Product-Moment Correlation statistics was used to test the hypotheses at 0.05 level of significance. The mean rating of each questionnaire items was determined by scoring each response as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1., as well as Very High Extent (VHE) =4; High Extent (HE); Low Extent (LE); and Very Low Extent (VLE). Also, mean score of 2.5 and above was considered as positive, high or simply in agreement, while a mean value of 2.49 or lower was considered as negative, low or in disagreement (Bhandari, 2020). The Pearson Product-Moment Correlation coefficient result was interpreted so that a null hypothesis was rejected if the p-value was less than 0.05 level of significance, and not rejected if the p-value was greater than 0.05 level of significance.

Results

Research Question 1: What is the extent of school resource management in senior secondary schools in Federal Capital Territory, Abuja?

Table 1: Extent of School Resource Management

School Resource Management	VH E	H E	L E	VL E	\bar{X}	S.d	Decision
1. Human resources are adequately taken care of.	118	133	48	46	2.94	.778	Agree
2. Material resources such as school equipment are well managed.	123	128	50	44	2.96	.617	Agree
3. Physical resources such as buildings are well managed	121	132	49	43	2.96	.669	Agree
4. Financial resources are prudently managed.	128	124	48	45	2.97	.716	Agree
5. Information resources are adequately organized.	128	121	44	52	2.94	.721	Agree
					2.95	0.70	Accept
						0	

Table 1 above show items 1, 2, 3, 4 and 5 from the questionnaire with mean score of 2.94, 2.96, 2.96, 2.97 and 2.94 respectively. The overall mean scores of 2.95, as well as standard deviation of .070 shows that the extent of school resource management in senior secondary schools in Federal Capital Territory, Abuja is high.

Research Question 2: What is the role of public-private partnership in school resource management in senior secondary schools in Federal Capital Territory, Abuja?

Table 2: Role of Public-Private Partnership in School Resource Management

	Role of Public Partnership	-Private	SA	A	D	SD	\bar{X}	S.d	Decision
6.	Human resources management based on economic benefits of partnership which stimulates employment generation.		129	132	46	40	3.01	.689	Agree
7.	Material resources management such as school equipment through risk sharing with private sector.		121	135	47	42	2.97	.762	Agree
8.	Physical resources management such as buildings through efficient and cost saving mechanism.		130	125	43	47	2.98	.773	Agree
9.	Prudent financial resources management for improved levels of service delivery.		130	128	45	42	3.00	.727	Agree
10.	Adequate organization of information resources for more efficient decision making processes and collaboration.		130	131	41	43	3.01	.699	Agree
							2.99	0.73	Accept
								0	

Table 2 above show items 6, 7, 8, 9 and 10 from the questionnaire with mean score of 3.01, 2.97, 2.98, 3.00 and 3.01 respectively. The overall mean scores of 2.99, as well as standard deviation of 0.73 shows that the role of public-private partnership in school resource management in senior secondary schools in Federal Capital Territory, Abuja includes human resources management based on economic benefits of partnership which stimulates employment generation, material resources management such as school equipment through risk sharing with private sector, physical resources management such as buildings through efficient and cost saving mechanism, prudent financial resources management for improved levels of service delivery and adequate organization of information resources for more efficient decision making processes and collaboration. These imply that there is positive public private partnership in the management of senior secondary schools in the Federal Capital Territory, Abuja.

Ho₁: There is no significant influence of the role of public-private partnership on school resource management in senior secondary schools in Federal Capital Territory, Abuja.

Table 3: Influence of the Role of Public Private Partnership on School Resource Management

Class Size	n	\bar{x}	Sd	df	r	*p-value	Decision
Role of public-private partnership	345	2.99	0.73	12	.401	0.00	Significant
School resource management	345	2.95	0.70				

**(P < 0.05 level of significance)*

Table 3 shows the results of the test of significant influence of the role of public-private partnership on school resource management in senior secondary schools in Federal Capital Territory, Abuja. The coefficient obtained was 0.401, with a p-value = 0.00, which is less than the critical value at 0.05 level of significance. Therefore, the null hypothesis was rejected. This means that there is a significant influence of the role of public-private partnership on school resource management in senior secondary schools in Federal Capital Territory, Abuja.

Discussion

Analysis of research question one (Table 1) indicated that the extent of school resource management in senior secondary schools in Federal Capital Territory, Abuja is positive. The findings of this study is in line with Olaleye (2014) who affirms that managing the available resources in schools need competent, professionally trained administrators and planners who are equipped with modern techniques of educational management. Also, allocation and utilization of the available resources in line with objective of school resource management is meant to achieve school goals and objectives (Fashiku & Yusuf, 2019).

Analysis of research question two (Table 2) indicated that the role of public-private partnership in school resource management incudes human resources management, material resources management, physical resources management through efficient cost saving mechanism, prudent financial resources management for improved service delivery and adequate information resources organization for efficient decision making. This finding agrees with that of Iloh (2013) who asserted that public-private partnership helped Nigeria to overcome certain challenges posed by lack of adequate funding of critical sectors of the economy, including education sector. This was corroborated by Arogundade and Sasere (2019) who gave an insight into the positive role PPP play in the areas of cost saving and risk sharing in school resource management overtime.

Analysis of (Table 3) indicated that there is a significant influence of the role of public-private partnership on school resource management in senior secondary schools in Federal Capital Territory, Abuja. This indication is positive in the sense

that both public (government) and private organizations see themselves as partners in progress and therefore see the necessity of managing educational resources in the overall interest of the nation (Olaleye, 2014).

Conclusion

The finding of this study revealed that there is significant influence of the role of public-private partnership on school resource management in senior secondary schools in Federal Capital Territory, Abuja. The implication of the finding is that the extent of school resource management by the PPP in senior secondary schools in Federal Capital Territory, Abuja is positive. The roles includes human resources management, material resources management, physical resources management through efficient cost saving mechanism, prudent financial resources management and adequate information resources organization for efficient decision making. These roles generally enhance the efficiency and effectiveness of the secondary school system in the FCT.

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Recommendations

Based on the findings and conclusion of this study, the recommendations proposed are that:

1. More efforts should be geared towards ensuring that school resource management is continually improved upon so that the high tempo recorded can be kept at that level instead of relaxing without putting efforts to improve the current existing relationship between the government and private bodies.
2. Government as well as private bodies should not relent in its functional roles of human resources management, material resources management, physical resources management, prudent financial resources management for improved service delivery and adequate information resources organization for efficient decision making so that such roles can continue to bring about realization of set goals and objectives of secondary education in FCT.

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