



PUBLIC-PRIVATE PARTNERSHIP IN FUNDING PRIMARY AND SECONDARY SCHOOLS FOR EDUCATIONAL DEVELOPMENT IN ENUGU STATE, NIGERIA

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Abstract

Country's development is based on education, which is the fulcrum for socio-economic development. Education helps in technological transformation of any nation. This study examined the extent to which funding through public-private partnership collaboration in education contributes educational development in primary and secondary school in Enugu State, Nigeria. Poor funding has been noted as a critical factor that hinders educational development. It affects the learning environment, infrastructure, supervision and other elements that could facilitate learning. Available data indicates that between 2011 and 2015, percentage allocation to the education sector in Enugu State averaged about 19% of annual budgets of state government which is far below 26% recommendation of UNESCO. The study used cross sectional research design and one research question to examine the primary and secondary schools owned by the government, and the ones in joint ownership in terms of funding and accountability since accountability is an aspect of educational development using 561 samples including principals, head teachers and other education stake holders, using random sampling technique in Enugu education zone. Questionnaire was used to collect data; Cronbach Alpha was used to test for reliability, ANOVA (F-statistic) was used to determine if there existed significant variance in the respondents' responses based on their school category. Hypothesis was analyzed using t-test. The result revealed that respondents from schools under partnership had higher mean responses in most of the items than respondents from schools not under partnership ($\bar{x} = 3.98$). PPP provision of fund help in training, teaching, workshops, seminars and conferences when well utilized ($\bar{x} = 4.27$) and provision of fund can lead to better monitoring of attendance if put in place ($\bar{x} = 3.87$) among others. The differences in the mean responses are significant at < 0.05 . The study concluded that PPP provision of fund can be an option for improving quality of primary and secondary schools, accountability of fund can lead to increased enrolment, transparency in the management of schools. The study recommended that Private sector participation in funding education should be encouraged for increased funding and better management of schools.

Keywords: Public-Private Partnership, funding, primary and secondary schools, education and development.

Introduction

The provision of education is a constitutional responsibility of both the federal and state governments in Nigeria. The government has the sole responsibility for the public good and guaranteeing education for all as human right. This ensures universality, equity and quality of education. On the other hand, the private

sector has legal and image reasons to take into account the public good in many circumstances though its primary interest remains to make profit as well as provide quality education through competition with other education providers (Wang, Xiong, Wu & Zhu, 2018). The government of Enugu State has been partially successful in providing



access to education to school-age children, but there are doubts regarding the quality of instruction in the public school system, thus prompting parents to seek better educational opportunities for their children elsewhere (Enyia & Epilefa, 2022). Those who can afford it send their children to expensive private schools. The less affluent send their children to schools that charge low tuition or resorted to organizing home tutorials for their children. This trend has given rise to the large number of private schools in Enugu State. If the pattern continues, expenditure for private education will exceed that of public education within the next ten years (Enyia & Epilefa, 2022).

The Government of Enugu State alone cannot accomplish the gigantic task of providing quality education and meeting the targets of Sustainable Development Goals (SDGs) and Education for All (EFA), but policy makers are optimistic since they think that public-private partnership (PPP) could bring a better educational outcomes which helps in educational development and sustenance (Imouokhome, 2022). PPPs are collaborations between public and private sectors with a focus on system efficiency, innovation and accountability. In education, they bring together the skills of the government with the innovation of the private sector to improve the quality of the system as a whole. PPP studies had expressed that PPP contributes to sustainable development both in education and other sectors (Wang, Gong, Liu & Thomson, 2020).

In developing countries like Nigeria and Enugu State in particular where access to and quality of education becomes a problem due to Government's inability to provide all necessary finance for education, private providers of education come to help as an option for relief and assistance in education sector. When government provision is failing, private input can be associated with better quality and effectiveness. In virtually all countries, public schools provide a significant market for private suppliers of a range of service from computers, textbooks and other learning material and cleaning services (Hassan, Ahmad & Abdurrashidi, 2022).

Despite compelling evidence from other advanced and developing countries that the involvement of private sector in the management of schools is viable and capable of injecting dynamism into the educational system, only a few countries in sub-Saharan Africa have made appreciable impact in involving the private sector in the management of their schools (Wang & Ma, 2020). Although the timing, extent, strategy and motivations for this involvement have varied considerably across countries, there is an unacceptably low level of success in the involvement of the private sector in the management of schools in Africa (Ihebereme, 2010).

Public Private Partnership (PPP) refers to a contractual agreement between the government and the private sector for the delivery of goods and services normally provided by the government with the two parties sharing in the risks and rewards, which may include financial risks and responsibilities (World Bank, 2012). Hence, the cooperation of the government and the private sector with each party contributing its quota to the delivery of educational services becomes eminent. But government can become better partners and better stakeholders by introducing greater transparency. Government also believes that greater openness about the financial performance and service delivery of public enterprises will be useful in school management. At this juncture, the role of the state in partnership becomes that of a promoter, an animator and a regulator, fixing standards, distributing funds according to different criteria including performance, promoting equality of opportunities and results (Leydesdorff & Bornmann, 2018).

For some years in Nigeria, partnership between the public and private sectors has been promoted as a key strategy for increasing efficiency, generating resources and improving the governance and quality of social service delivery, particularly to the poor (Malik, 2010 & Munoz 2015). "Public" has normally referred to government provision, while "private" refers to a variety of institutions including private for profit, civil society organizations, welfare and philanthropic group and individual partnership. PPP is important in helping schools to be competitive, sustainable



and survive. Through partnership and networking, Enugu State schools can improve their productivity, quality and capacity to use standard knowledge to transform the society.

Proponents of PPPs argue that partnership in education have been driven by the need for finance to run ailing school systems as well as the need to improve quality provision through raising management standards in schools (Hodge & Greve, 2018). The introduction of PPPs in education addresses issues such as new financing arrangements, to enable governments bring forward their programmes and meet the demand for new projects. It brings additional new skill and lighter discipline which focus on the planning and delivery of building projects and their associated services. It provides innovation in the planning and delivery of services, especially in financing arrangements as well provides greater discipline to procurement processes.

The 2012-2014 West African Examination Council result showed an overall poor performance with schools that are not in Partnership, especially public schools. Below are percentage failures of schools: Nike Grammar School percentage failures:

English 2012 39.2%,
2013 36.3%, 2014
33.1%; Mathematics
2012 41.6%, 2013
46.2%, 2014 40.3%;
Biology 2012 39.1%,
2013 31.2% 2014 37.5%.
Metropolitan Girls'
Enugu: English 2012
47.2%, 2013 43.3%,
2014 44.1%;
Mathematics 2012
49.1%, 2013 51.4%,
2014 50.5%; Biology
2012 44.2%, 2013
41.1%, 2014
39.6%. Trans-Ekulu Girls
Enugu: 2012 39.6%,
2013 38.3%, 2014 40.2%;
Mathematics 2012
49.1%, 2013 47.2%,
2014 45.4%, Biology
2012 39.3%, 2013
35.5%, 2014 33.1%.

Below are the results of the schools under partnership. CIC Enugu: English 2012 percentage failures 21.5%, 2013 14.5%, 2014 19.3%; Mathematics 2012 19.1%, 2013 24.5%, 2014 11.6%; Biology 2012 19.6%, 2013 12.1%, 2014 19.5%. Holy Rosary College: English 2012 11.5%, 2013 14.4%, 2014 10.7%; Mathematics 2012 31.3%, 2013 27.1%, 2014 29.2%; Biology 2012 8%, 2013 19.4%, 2014 9.3%. Awkunanaw Boys: English 2012 29.7%, 2013 10.5%, 2014 11.5%; Biology 2012 11.8%, 2013 14.1%, 2014 9.8%. (West African Examination Council, 2019, 2020, 2021).

Looking at the above statistics, it could be tempting to justify opening up the educational sector entirely to market intervention. But a closer look at spectrum of private sector supported schools reveals difference in terms of quality of output and conformity with ethical standards. A part of the spectrum will include schools which have high quality infrastructure, qualified personnel and accordingly high quality output. These are very expensive schools which a large majority cannot afford. There are others within the spectrum which are relatively more affordable but engage in unethical practices including supports for examination malpractices in order to achieve high performance in standardized examination like SSCE, NECO and NABTEC. The desperate behavior is underpinned by the need for profit and competitiveness ultimately the standard of education continues to be compromised. The above illustration with the educational sector is symptomatic of the excess of the market or its failure. This the market fails as much as the state does in service provisioning in



research of how to remedy the excesses of the market and the inefficiencies of the public sector, a new pathway is charted to pull together the best of the market and resources of the state in a harmonized working relationship. This is what emerged as public private partnership (PPP).

Statement of the Problem

In spite of the fact that Nigeria purports to run a free market economy in their utterances in education sector that was not to be in reality. The height the educational system in any given nation attains is a function of the attention the government and other stakeholders pay to the sector. Educational development has not been given adequate attention over time in Nigeria. Available data indicate that between 2011 and 2015 percentage allocation to the education sector in Enugu State averaged about 19% of annual budgets of state government (Enugu State Accountant General's Reports and statement of Accounts 2011-2015). This is far below the 26% recommendation of UNESCO.

At the federal level, the situation was worse with an average of about 5% of annual budget between 2011 and 2014 (Central Bank of Nigeria, 2014). According to Elizabeth and Wey (2019), education has been in crisis for many years, with much of the difficulty deriving from poor funding. These could result in shortage of materials and human resources experienced in the systems such as, lack of qualified teachers, shortage of classrooms and a host of other problems. Despite this funding problem, non-harmonization of policies among stakeholders has always been a major challenge in public-private partnership. The standard of education in Primary and Secondary Schools in Enugu State has generally been on the decline which could be as a result of negligence by the public sector to adequately fund schools (Korede & Fatile, 2022). This could also be the reason for the private sector to come into the school teaching, training, and community development activities. Pursuant of these initiatives in recognition of the fact that government investment in primary and secondary schools is dwindling thereby giving rise to public-private partnership. Atobatele (2018) suggested that under-fund public

services create an uproar and declare a crisis, claim that privatization can do the job better, deregulate or break public control, divert public money to corporations and then raise prices.

Purpose of the Study

The aim of the study is to examine Public-Private Partnership in Funding primary and secondary schools for educational development in Enugu State, Nigeria. Specifically, the study assesses the influence of fund through PPP on accountability in primary and secondary schools in Enugu State.

Research Question

This research question guided the study:

How will influence of funding through PPP affect accountability in primary and secondary schools in Enugu State?

Hypothesis

This null hypothesis formulated at (0.05) guided the study.

H₀₁: There is no significant difference (P.05) between the mean ratings of influence of funding through PPP on accountability in primary and secondary schools in Enugu State.

Methodology

Research Design: The design for this study is descriptive survey research design.

Population of the Study: The population of the study included officials of voluntary agencies that are in partnership with government e.g. Catholics, Anglicans and Methodist, ESUBEB, officials of PPSMB, Ministry of Education officials which includes (Zonal Lead Education) ZLE, (Area Lead Education) ALE, (Official of Local Government Education Authority) LGEA, Head Teachers of schools, principals of schools as well as the members of school base management committee (SBMC) of all the schools used. Voluntary Board Officials includes catholic 5 in number, Anglicans 5 in number and Methodist 5 in number. ESUBEB officials are 5 in number PPSMB Officials 10 in number. Officials of the ministry of education include ZLE 6, ALE 34 AND LGEA 51 in number.

For population distribution of schools: primary schools are 1179 in number, secondary schools are 256 for public schools, 17 secondary schools for Catholics, 14



secondary schools for Anglicans and 5 secondary schools for Methodists, bringing it to a grand total of 292 secondary schools to be used for the study and School base management committee for primary and secondary schools. Principals are 87 in number, while head teachers are 64 in number. For SBMC for primary and secondary schools they were 302. These numbers made up the sample size for the study.

Sample and Sampling Technique: Purposive sample technique was applied due to the nature of the schools that are on PPP while stratification sample technique were used due to school ownership. Simple random sampling were used to pick (34) primary schools that are not under partnership that were used for the study, while (30) mission challenge primary school were used from the schools under partnership. For secondary schools, under partnership no sample was derived due to the smallness of the schools under partnership and they are (36). Equally (51) secondary schools that are not under partnership were picked to have a fair and equal opportunity (fair representation). Officials of zonal lead education (6) and Area lead of education to be for this study were (34), official of local government education authority were used (51) as well as Officials from the secretariats of Catholic board (5), Anglican Communion (5) and Methodist (5). A grand total of (64) primary and 87 secondary schools in all were used for this study. Also inclusive were (5) officials from ESUBEB, members of SBMC (302) in number and (87) principals and (64) head of teachers of all the schools were used for the study. These were used for the study since they are samples in the Private and public schools officials of the study.

Instrument for Data Collection: The instrument that was used for this study is questionnaire. The questionnaire was designed by the researcher to elicit information on Public Private Partnership Practices of Primary and Secondary Schools in Enugu State. The items were structured on a four point scale of "Very Great Extent" (VGE), "Great Extent" (GE), "Moderate" (M) "Low Extent" (LE) and "Very Low Extent" (VLE). Others are "Strongly Agree" (SA), "Agree" "Undecided" (UD) (A), "Disagree" (D) and "Strongly

Disagree" (SD). "Very Adequate" (VA), "Adequate" (A), "Fairly Adequate" (FA) "Not Adequate" (NA) and "Not Available" (NAV), "Always" (A) "Occasionally" (O) "Rarely Done" (RD) and Not Done at All (NDA). "No Idea" (NI). Ideas for the questionnaire were generated from the purpose of the study, research questions and the literature.

Validation of the Instrument: The instrument for data collection was subjected to face validation by lecturers in Development Studies in the faculties of Development Studies and Social Sciences of the University of Nigeria, Nsukka.

Reliability of the Instrument: The reliability of the questionnaire and internal consistency reliability scores were achieved using Cronbach Alpha method. Internal consistency was considered appropriate as to ensure the extent of the homogeneity of items in each of section /cluster of the instrument. The reliability of the instrument was checked using pilot testing on a sample of 17 public schools for secondary schools, and 25 primary schools. The use of the Cronbach Alpha method is informed by (Cronbach, 1951).

Administration of the Instrument: The researcher administered the instrument to the respondents with the help of research assistants. The number of the questionnaire that was distributed was 569. Five hundred and sixty-nine (569) copies of the research questionnaire were administered to the sample group. Out of this number, five hundred and sixty-one (561) copies were correctly filled and returned while eight (8) copies were not returned and one (1) copy though returned, was not correctly filled. The percentage return of the correctly filled copies is 98.6%.

Method of Data Analysis: Data on the respondents' demographic details were presented using simple frequency and percentage tables. The research question 1 that was collected was analyzed using mean score and standard deviation. The responses to research questions 1 were presented based on the schools category and ANOVA (F-statistic) was used to determine if there existed significant variance in the respondents' responses based on their school category. Hypothesis was analyzed using t-test.



Decision Rule: In determining the significance of the results, the decision rule stated below was utilized. If calculated

statistic (t_c) > critical statistic (t) and if $p < 0.05$, reject the null hypothesis; otherwise accept the null hypothesis.

Results

Research Question One: How will influence of funding through PPP affect accountability in primary and secondary schools in Enugu State?

Table 1: PPP Provision of Fund

Statement	SA (%)	A (%)	UD (%)	D (%)	SD (%)	Mean	Std. Dev.
1.PPP provision of fund can be viable options for improving access and quality of primary and secondary education when well accounted for	311 (55.4)	175 (31.2)	28 (5.0)	37 (6.6)	10 (1.8)	4.32	0.96
2. Accountability of fund can lead to increased enrolment	198 (35.3)	240 (42.8)	48 (8.6)	64 (11.4)	11 (2.0)	3.98	1.04
3.Transparency in the management can also lead to increased inputs as physical facilities	311 (55.4)	205 (36.5)	28 (5.0)	11 (2.0)	6 (1.1)	4.43	0.77
4.It help in training, teaching, workshops, seminars and conferences when well utilized	253 (45.1)	225 (40.1)	67 (11.9)	11 (2.0)	5 (0.9)	4.27	0.81
5.Provision of fund can lead to better monitoring attendance is put in place	170 (30.3)	242 (43.1)	87 (15.5)	32 (5.7)	30 (5.3)	3.87	1.07
6.Partnership arrangements are also aimed at helping establish private not-for-profit schools	109 (19.4)	163 (29.1)	138 (24.6)	94 (16.8)	57 (10.2)	3.31	1.24
7.Finance and management functions are better handled by the more resourceful and experience people when given a free hand	248 (44.2)	226 (40.3)	29 (5.2)	46 (8.2)	12 (2.1)	4.16	0.99
8.Services to be rendered by voluntary agencies to government schools in the proposed partnership should suffice for cash (monetary) contribution by them and well monitored	132 (23.5)	241 (43.0)	88 (15.7)	85 (15.2)	15 (2.7)	3.70	1.07
9.Accounts of both government and voluntary agency schools should be subjected to the same rules of accounting by government auditors for efficiency and effectiveness	215 (38.3)	201 (35.8)	78 (13.9)	54 (9.6)	13 (2.3)	3.98	1.06
10.Community should assist government and voluntary agencies in planning for accountable revenue yielding activities in schools like farming, etc.	232 (41.4)	269 (48.0)	35 (6.2)	16 (2.9)	9 (1.6)	4.25	0.82

Source: Field Survey, 2023

Further analysis is carried out to determine if there is a variation in the respondents' responses based on the categories of their respective schools. Table 5. captures the mean responses of the schools that are under partnership and those not under partnership, and the F-value indicating if a variation exists in opinions.

Hypothesis: There is no significant difference (P.05) between the mean ratings of influence of funding through PPP on accountability in primary and secondary schools in Enugu State.

Table 2: Mean Responses of PPP Provision of Fund based on Category of School

Statement	Schools under partnership (n = 316)		Schools not under partnership (n = 245)		ANOVA	
	Mean	Std. Dev.	Mean	Std. Dev.	F	Sig.
1.PPP provision of fund can be viable options for improving access and quality of primary and secondary education when well accounted for	4.47	0.81	4.12	1.10	18.685	0.000
2.Accountability of fund can lead to increased enrolment	4.06	1.00	3.88	1.07	4.313	0.038
3.Transparency in the management can also lead to increased inputs as physical facilities	4.41	0.83	4.46	0.68	0.422	0.516
4.It help in training, teaching, workshops, seminars and conferences when well utilized	4.25	0.84	4.28	0.78	0.169	0.681
5.Provision of fund can lead to better monitoring	3.98	0.93	3.74	1.22	6.910	0.009



attendance is put in place

6.Partnership arrangements are also aimed at helping establish private not-for-profit schools	3.28	1.30	3.35	1.17	0.510	0.475
7.Finance and management functions are better handled by the more resourceful and experience people when given a free hand	4.29	0.90	4.00	1.08	11.786	0.001
8.Services to be rendered by voluntary agencies to government schools in the proposed partnership should suffice for cash (monetary) contribution by them and well monitored	3.80	1.06	3.56	1.07	7.084	0.008
9.Accounts of both government and voluntary agency schools should be subjected to the same rules of accounting by government auditors for efficiency and effectiveness	4.09	1.06	3.85	1.04	6.979	0.008
10.Community should assist government and voluntary agencies in planning for accountable revenue yielding activities in schools like farming, etc.	4.27	0.84	4.22	0.80	0.421	0.517

Source: Field Survey, 2023

There is no significant difference (P.05) between the mean ratings of influence of PPP on funding of primary and secondary schools students on accountability in Enugu State.

Table 6: t-test Result for Hypothesis One

Category	N	Mean	Std. Dev.	Std. Mean	Error	t-value	Sig. (2-tailed)
Schools under partnership	316	4.0922	.49111	.02763		4.039	0.000
Schools not under partnership	245	3.9058	.60171	.03844			

Source:(Authors' Calculations, 2023)

The result presented in Table 4.32 shows that the mean ratings of influence of PPP funding of schools under partnership is 4.09 while that of those not under partnership is 3.91. With the t-calculated value of 4.039 > t-critical of 1.960 and the significance value of 0.000 < 0.05, this observed difference is significant. Hence, the null hypothesis is rejected.

Therefore, there is a significant difference (p.05) between the mean ratings of influence of PPP on funding of primary and secondary schools students on accountability in Enugu State.

Discussion of Findings Influence of Funding through PPP on Accountability in Primary and Secondary Schools

From the result the respondents are in agreement that PPP provision of fund can be viable option for improving access and quality of primary and secondary schools when well accounted for ($\bar{x}\bar{x} = 4.32$), accountability of fund can lead to increased enrolment ($\bar{x}\bar{x} = 3.98$), transparency in the management can also lead to increased inputs as physical facilities ($\bar{x}\bar{x} = 4.43$), PPP provision of fund

help in training, teaching, workshops, seminars and conferences when well utilized ($\bar{x}\bar{x} = 4.27$) and provision of fund can lead to better monitoring of attendance if put in place ($\bar{x}\bar{x} = 3.87$).

The respondents are of the view that finance and management functions are better handled by the more resourceful and experienced people when given a free hand ($\bar{x}\bar{x} = 4.16$), government should extend financial subsidy to voluntary agency schools in order to reduce the fees paid by their students ($\bar{x}\bar{x} = 3.96$), services to be rendered by voluntary agencies

to government schools in the proposed partnership should suffice for cash (monetary) contribution by them and well monitored ($\bar{x}\bar{x} = 3.70$), and accounts of both government and voluntary agency schools should be subjected to the same rules of accounting by government auditors for efficiency and effectiveness ($\bar{x}\bar{x} = 3.98$).

The respondents also concurred that the government should help voluntary agencies extend schools to rural areas through government fund and monitoring ($\bar{x}\bar{x} = 4.07$), governments and voluntary agencies should encourage wealthy and patriotic individuals to fund projects in schools ($\bar{x}\bar{x} = 4.40$) and communities should assist government and voluntary agencies in planning for accountable revenue yielding activities in schools like farming, etc. ($\bar{x}\bar{x} = 4.25$). These are in agreement with the findings of Enyia & Epilefa (2022), Wang, Xiong, Wu & Zhu (2018) and Wang, et al; (2020). However, the respondents are not certain whether partnership arrangements are also aimed at helping establish private not-for-profit schools ($\bar{x}\bar{x} = 3.31$) and if voluntary agency schools should pay some token to government for any services provided by the ministry of education in the state ($\bar{x}\bar{x} = 3.45$).

The opinions of the respondents captured in Table 5 were influenced more by the opinions of respondents from schools under partnership. A review of Table 5 revealed that respondents from schools under partnership had higher mean responses in most of the items than respondents from schools not under partnership. The respondents under schools not under partnership were undecided that voluntary agency schools should pay some token fees for any services provided by the ministry of education in the state. The differences in the mean responses are significant as most of them had significance values < 0.05 .

These presentations show that the respondents note the relevance of accountability of PPP-provided fund on academic achievement of primary and secondary schools. However, this

opinion is held more by respondents from schools under partnership.

Conclusion

PPP provision of fund can be viable options for improving access and quality of primary and secondary schools when well accounted for, accountability of fund can lead to increased enrolment, transparency in the management can also lead to increased inputs as physical facilities, PPP provision of fund help in training, teaching, workshops, seminars and conferences when well utilized and provision of fund can lead to better monitoring attendance if put in place.

Finance and management functions are better handled by the more resourceful and experienced people when given a free hand, government should extend financial subsidy to voluntary agency schools in order to reduce the fees paid by their students, services to be rendered by voluntary agencies to government schools in the proposed partnership should suffice for cash (monetary) contribution by them and well monitored and accounts of both government and voluntary agency schools should be subjected to the same rules of accounting by government auditors for efficiency and effectiveness, that the government should help voluntary agencies extend schools to rural areas through government fund and monitoring, governments and voluntary agencies should encourage wealthy and patriotic individuals to fund projects in schools and communities should assist government and voluntary agencies in planning for accountable revenue yielding activities in schools like farming, etc.

Recommendations

1. Accountability of fund should be encouraged by government and the voluntary agencies as it will lead to more school enrolment; transparency, increased input of physical facilities and management.
2. Government should extend financial subsidy to voluntary agency schools, in order to reduce the fees paid by their students. Private sector participation in funding education should be encouraged for increased funding and better management of schools.



3. Alumni association, communities, voluntary Agencies, Philanthropists and other donor agencies should be involved in procuring essential facilities for the schools.

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