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Public-Private Partnership and Infrastructural Development in Nigerian Universities: Oduwaiye,

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Abstract

This study investigated the degree to which Public-Private Partnership (PPP) services are related to infrastructural development in Nigerian Universities. The research design used was descriptive survey method. The population for the study encompassed all the 20 universities in South-west Nigeria. Stratified random sampling was used to select 12 universities comprising of Federal, State and Private universities in the south-west geo-political zones in Nigeria. Simple random sampling techniques were used to select 2,500 participants. The findings of the study revealed a significant relationship between PPP and the provision of infrastructure (.024) with df (1:2498) and p<.05). There was also a significant relationship between PPP and maintenance of infrastructure (.026) with df (1:2498) and p<.05). The implication of these findings is that university goal achievement cannot be determined with only PPP and provision of infrastructure but may also be determined by the extent to which these facilities are adequately provided. Based on the findings of the study, it was recommended among others that competent units be established in every university to monitor construction, standard and maintenance of all infrastructure. Plus public enlightenment programs to encourage community participation in the development of infrastructures in the universities.

Keywords: Public-Private Partnership (PPP), Infrastructural Development, Public entity, Private sector.

It is evident that government resources allocated to education have not been enough to (a) maintain the existing infrastructure (b) meet the rising demand because of growth in students' population and increased public expectations (Omolewa 2008; Ibitoye 2006, Adesina 2005). These crucial concerns about the ability of governments to finance educational services sufficiently, the poor performance of public education service delivery systems, and the desire to apply the choices available to educational consumers have now prompted educators, researchers, and all stakeholders interested in providing quality education for all students to search for solutions. Public-Private Partnership (PPP) though old but new is a vehicle for providing and financing public infrastructure in our institutions and it is rapidly receiving attention by educators as they proactively seek to bring about significant change in educational practices especially in the university sector.

The PPP is a concept that was embraced from developed countries and introduced in the reform agenda for the realization of the vision 2020 plan. The concept aimed at enhancing the quality performance of public enterprises through private investment in cash or

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kind particularly in a number of undertakings that can best be executed by private groups. The PPP also known as Private Finance Initiative was introduced in Australia in the late 1980s but popularized by John Mayor's government in the United Kingdom in 1992. United Kingdom had the largest and sophisticated Public-Private Partnership school programmes in 1992. New South Wales had the first successful PPP projects which made all government officials pledge to use PPP for all future school buildings. Also Canada built 39 schools using PPP contract model in the late 1990s. Public-Private Partnership model includes Build-Own-Operate (BOO), Built-Transfer (BT), Lease-Developed-Operate (LDO), and Build-Buy-Operate (BBO) among others (Ijaiya and Jekayinfa, 2008). Any of these can be used in collaboration with the government for the improvement of the university infrastructure.

In Nigeria, and other developing countries, access to education can be accomplished through PPP where government delivers the minimum standard of services while the private sectors bring in skills and competencies, (Ijaiya and Jekayinfa, 2008) which was what the Christian missions used when they introduced education. The Federal Government called the interested communities, private individuals and religious organizations and were given the right to establish schools to complement the efforts of the governments (FGN, 2004). On access and provision of quality education, the government invited private sectors to work with the government because private providers can deliver a range of input and services with the expectation that they will introduce new pedagogical skills and management efficiencies (Ola, 2009). Virtually, every Nigerian university faces one type of infrastructural problem or the other. Many of these universities have numerous abandoned or uncompleted projects, damaged and obsolete furniture, library books, laboratory and students' hostels are insufficient for the ever-increasing number of students. The importance of educational facilities cannot be overstretched as these resources are pre-requisites for adequate academic performance. Private partnership in infrastructure is not new to the world in general and particularly Nigeria, because Christian missionaries brought in Western education through the southern Nigeria. They started as private venture which later led to private partnership with the government as education was growing beyond what the private could accommodate financially. By 1970, the government decided to take over schools from the private. Little did the government realize that the upsurge from UPE of 1976 onward will make the burden of education heavy for it to bear?

As a result of the inadequate finance to education and the subsequent degenerative educational infrastructure, the 2008 education reform agenda of the then President Olusegun Obasanjo called for Public-Private Partnership (PPP) which recognizes the existence of alternative option for providing education services. There are many forms of PPP like Build Transfer (BT), Build-Operate-Maintain (BOM) and Build-Operate-Transfer (BOT) among others. Tony (2004) described PPP as the involvement of the private individuals, non-governmental organization, social organization and public sectors with contributions from the government towards the provision of necessary physical structures to the different levels of educational system. It is a contract between a public sector institution and private party in the provision and maintenance of public infrastructural projects (Ogunwole, 2008; Ipaiye, 2000; South African Law, 2011).

Various forms of PPP intervention abounds (Zakari, 2007; International Monetary Fund, 2004). Three distinct categories are: the design-build-finance-operate scheme. Under

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this scheme, the private sector does not have any intention of transferring the utilities to the government after design; build, operate and manage an infrastructure (DBFO). Examples are: BOO – Build-Own-Operate, BDO – Build-Develop-Operate, and DCMF – Design-Construct-Manage-Finance. In this second category, private operators buy or lease government assets, renovate and operate without any obligation to return it to the government. These are: BBO – Buy-Build-Operate and LDO – Lease-Develop-Operate. Unlike the first two categories, the private sectors design, build-operate and transfer to the government after the agreement date expires. These include: BOT – Build-Operate-Transfer, BOOT – Build-Own-Operate-Transfer, BLOT – Build-Lease-Operate-Transfer, BTO – Build-Transfer-Operate; and DBOT – Design-Build-Operate-Transfer (pp.29-40). The common feature in PPP in less-developed countries is where the government builds an infrastructure and the private sector manages it. At times, the private sector is given concession by the public sector to manage and maintain asset. According to Harris (2003), the private sectors do feel reluctant to place their capital at risk in the developing countries, this is why lease and management contracts are more common.

Infrastructural Facilities in Nigeria Educational System

Infrastructural facilities are the physical, permanent, semi-permanent structures and instructional materials which are put in place to enhance effective teaching-learning process in the schools. Oyedeji (1997) observed that the availability and utilization of infrastructural facilities in the school system is one of the indices for measuring standard and the quality of the education provided in the schools. The nature of infrastructural facilities that are used in Nigerian educational system are classified into school plants, (building and library), instructional material, equipment, landscaping, communication efficiency and transportation. School plants categories are buildings and other structures that are put in place in the interest of teaching-learning materials, instructional materials are those pedagogical materials that are used in the schools in the pursuit of the organizational goals achievement (Peretomode, 2001). Suleiman (2000) however, observed that the necessary infrastructural facilities in Nigerian educational system could not be shouldered alone by the government. It called for the contribution of all such as public, private sectors, Parent-Teacher Association, TEFFUND, philanthropists to come to the aid of the educational sector in the provision and maintenance of the infrastructural facilities. Weiss (2008) noted that the provision of infrastructural facilities in Nigerian universities is currently in the hand of the public, private sectors and philanthropists, the public sectors such as TETFUND, while the private sectors include the philanthropist donation of building, hall and public-private partnership in the infrastructural facilities for business purposes. In summary, the private partners under PPP should provide the following range of services separately or in various combinations: providing spaces or land for buildings; management of public schools (with the existing staff and facilities); Non-educational services (catering, transportation of students); teacher training; furnishing and or equipping existing libraries/other infrastructure. Provision of teaching services in private schools to publicly funded students' education (school-voucher system); infrastructure facility services (designing, construction and maintenance of school building); operation of public schools (provision of teaching and non-teaching services including staff); educational services; providing maintenance services and utilities; and support services (ICT facility library, gymnasium).

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Rationale for Public-Private Partnership (PPP) in University Infrastructure

The challenges faced by higher educational institutions in Nigeria especially the universities include increasing cost, access to university education, moral decadence, decreasing quality of education and an explosion in the context of declining resource, resource inputs particularly from the government. Today, serious issues facing university education include inadequate outdated academic equipment in various laboratories, inadequate infrastructure, obsolete equipment for research, brain drain among others. The need for universities to survive in the formation and higher demand for university degree has become a serious need for any career and the desire for graduate education on the increase. For this reason, an increase desire in the growth of population of Nigeria requires serious attention in the expansion of higher education to accommodate the rising number of secondary school students seeking university degrees.

The increasing quest for acquisition of university education which has resulted into higher population in the university without steady and gradual provision of infrastructure is a problem that is being investigated. The main purpose of this study was to investigate the impact of participation of PPP has on the provision of infrastructural facilities in Nigerian universities. Specifically, the purpose is to identify the extent to which various models influence infrastructure in Nigerian universities. Examine the involvement of Public-Private Partnership in infrastructural facilities.

Research Questions

The following research questions were raised to sharpen the focus of this paper and guide the study.

1. What are the types of infrastructural facilities provided in South-west Nigerian universities by the private sectors?
2. What are the areas of intervention of PPP sector in the South-west Nigerian universities?
3. What are the maintenance cultures adopted for infrastructures provided by PPP?

Research Hypotheses

1. There is no significant impact of Public-Private Partnership on the provision of infrastructural development in South-west Nigerian universities.
2. There is no significant impact of Public-Private-Partnership in maintenance of infrastructural facilities in Nigerian universities.

Methodology

The research design used for this study was the descriptive survey. The population consisted of the six states in South-West, Nigeria. Purposive sampling technique was used to select four out of the six states representing 66%. The selected states were Oyo, Ogun, Osun and Lagos. There were 20 universities (4 Federal, 5 State and 11 Private) in the four states as at the time of study. Three universities in each State i.e. (1 Federal, 1 State and 1 Private) were selected making a total of 12 universities using stratified random sampling technique. Random sampling technique was used to select 2,400 participants (48%) out of 5000 target

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population. The participants included Deans, HODs, Directors, and Senior Lecturers who have served for over five years.

The questionnaire titled Public-Private Partnership Questionnaire (PPPQ) was to elicit information from the study participants. They were based on four-point Likert-type scale ranging from Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points to Strongly Disagree (SD) 1 point. There were 26 items which sought information on PPP in terms of need, designing and problems of PPP as well as provision and maintenance of infrastructural facilities and one checklist on adequacy and non-adequacy of infrastructural development. The instrument was validated using content validity while test re-test reliability method was used to obtain 0.81 reliability co-efficient. Descriptive statistics were used to answer the research questions while inferential statistics in form of pearson product moment statistics was used to test the hypotheses formulated.

Results

Research Question 1

What are the types of infrastructural facilities provided by private sectors in the South-west Nigerian universities?

Table 1

Types of university infrastructural facilities provided by private sector			
(1) Buildings	**Federal**	**State**	**Private**
Construction of laboratories	50	12	12
Construction of faculties of Law Libraries	12	-	12
Construction of 1,200 Seater Lecture Theatre for Faculty of Science	60	12	12
Construction of Lecture Theatre for Faculty of Agricultural Science	12	12	12
Construction of University of Ibadan Event Centre	-	-	12
Construction of Lecture Theatre of various capacities	60	25	12
Hostels	95	30	36
(2) Rehabilitation Work Project			
Central Multi-Disciplinary Laboratories	12	-	-
Records/Administrative Office	12	12	-
Maintenance of Chalets	12	12	12
Maintenance of Male and Female Hostels	12	12	10
Underground Water Tank, Borehole and Plumbing network	12	12	10
(3) Supply			
Furniture	140	84	100

Table 1 shows the different types of infrastructural facilities provided by private sectors in selected universities. The private sector provided various buildings like Information Communication Technology (ICT) centres with necessary computers, modern sanitaria for students' convenience both in the hostels and around the lecture rooms/halls etc.

Research Question 2

What are the areas of intervention of PPP in the South-west Nigerian universities?

Areas of intervention of PPP in the universities in South-west, Nigeria

Building
Construction of Office Complex for Faculties of
Construction of Office Blocks for Faculties of Law

	Construction of Office Blocks for Faculties of Pharmacy
	Construction of Department of Social Works Buildings
	Construction of Faculties of Social Science
	Construction of Faculties of Art Buildings
	Construction of Faculties of Education Buildings
	Construction of Library Buildings.
Procurement	
	Procurement of Generators
	Procurement of various Books and Journals
	Procurement of Security Equipment
Procurement of Various Workshops and Laboratories for Faculties of Engineering	
Rehabilitation	
	Rehabilitation of College of Medicine
	Rehabilitation of Main Administrative Building
	Rehabilitation of Schools' Libraries
	Rehabilitation of Schools' Clinic
	Rehabilitation of Few Roads.
Transportation	
	Purchase of Cars
	Purchase of Buses
Equipment	
	Provision of Sports Equipment
	Provision of Laboratory Equipment.

Table 2 shows the list of areas of intervention by PPP in the universities in South-west Nigeria. It indicates facilities by sub-titles such as buildings, procurement, provisions, among others.

Research Question 3

What is the maintenance cultures adopted for infrastructures provided by PPP?

Table 3

Maintenance cultures adopted for infrastructure provided by PPP in the universities in South-west Nigeria

Types	Agreed	%	Disagreed	%
Adhoc	243	10.13	2157	89.88
Emergency	448	18.67	1952	81.33
Corrective	214	8.92	2186	91.08
Preventive	357	14.87	2043	85.13
Situational	211	8.78	2189	91.21

Table 3 shows that none of the maintenance culture was actively adopted for the infrastructure provided by PPP as shown by the responses of the participants. Changes in weather and lack of maintenance culture are responsible for the aging and deterioration of buildings and equipment. As observed by Asiabaka (2008) educational managers who use educational facilities are deficient in the knowledge of facilities maintenance planning. Thus, they fail to incorporate facility maintenance into management of educational institutions. Renovation and repairs only take place when problems occur as a result of breakdown of existing facility. Maintenance of infrastructure has not been practised with topmost seriousness hence, the need for PPP and all stakeholders in education to develop the right maintenance culture and policies depending on the environment and structure in order to gain or achieve maximum benefits from the structures provided.

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HO_1 There is no significant impact of Public-Private Partnership on the provision of infrastructural development in South-west Nigerian universities

Table 4: Public-Private Partnership on the Provision of Infrastructural Development

Variables	B	Standard Error	Beta	T	R2
Constant	110.433	3.750		29.451	.61
Provision of Infrastructure	1.150	0.75	.003	.154	

$y = 110.433 + 4 xi$

R^2 of .61 implies that 61% changes in provision of infrastructure can be explained by the influence of PPP.

Table 5: ANOVA Table

Model	Sum of Square	df	Mean square	F	Sig.(F)	Decision
Regression	82.526		82.526	5.024	.026	
Residual	8383.884	2398	3496.197	-2.696		Ho: Rejected
Total	8383964.9	2399	0.146	7.247		

Result from Table 4 shows that there is 61% level of significance of PPP on the provision of infrastructure while table 5 shows that sign (F) .026 is less than .05 level of significance with df of 2,399 with which this hypothesis was tested, therefore the null hypothesis which states that there is no significant impact of PPP on the provision of infrastructure was rejected.

HO_2: There is no significant relationship between Public-Private Partnership and maintenance of infrastructural facilities in the universities in South-west, Nigeria.

Table 6: Public-Private Partnership and Maintenance of Infrastructural Facilities

Variables	B	Standard Error	Beta	t	R^2
Constant	45.751	1.176		38.920	.582
Maintenance of Infrastructure	8.818	.008	.024	1.157	

$y = 45.751 + 8.818 \times 9$

R^2 means a unit increase in public-private partnership will be due to 58% changes in maintenance of infrastructure.

Table 7: PPP and Maintenance of Infrastructure

Model	Sum of Square	df	Mean square	F	Sig.(F)	Decision
Regression	342.917	1	342.917	1.339	.026	
Residual	613930.0	2398	256.018			Ho: Rejected
Total	614272.9	2399				

Table 6 shows that R^2 is .582 which means that there is 58% level of significance while table 7 shows that sig. (F) .026 is less than .05 level of significance with df of 2399 with which this hypothesis was tested. Therefore the null hypothesis which states that there is no significant relationship between public-private-partnership and maintenance of infrastructural facilities was rejected.

Findings and Conclusion

Public-Private Partnership (PPP) areas of intervention included buildings, procurement, rehabilitation, transportation and equipment provision. The study also revealed

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that the private sector provided buildings, rehabilitation and supply of equipment. The findings also showed that Public-Private Partnership (PPP) failed to adopt any of the mentioned culture effectively. Adhoc (10.13%), emergency (18.67%), corrective (8.92%), preventive (14.87%); situational (8.78%). The hypothesis tested also showed that there was also a significant relationship between Public-Private Partnership (PPP) and maintenance of infrastructure in the universities, calculated with (Rr^2 .58 sig. (F) .026 < .05). Conclusively, it is evident that Public-Private Partnership (PPP) is a new awakening in the nation's educational system. If adequately employed is a vehicle which can enable the educational institutions to efficiently and effectively provides and manage their available infrastructure for the ultimate aim of achieving educational goals.

Recommendations

This study established that Public-Private Partnership (PPP) assistance in university infrastructural facilities provision enhance the achievement of university goal to some extent and therefore based on the findings the following recommendations were made.
The various experts in the provision of infrastructure like organizations, philanthropists, communities and government through PPP should ensure genuine and continuous provision of university infrastructural facilities such as hostels, lecture rooms, theatres, computer laboratories, libraries, ICT among others, in order to improve and add to students' comfort on the campus particularly in the teaching-learning situation. A very reliable and competent unit should be established in every university to monitor the continuous construction of infrastructural facilities that would accommodate the increasing rate of students' enrolment for the possibility of attaining goal achievement. Community services should be encouraged through various and meaningful enlightenment programmes like seminars, workshop, conferences where universities provides land and encourage communities to invest and contribute to its infrastructures. Every university should enforce the appropriate maintenance strategies in order to avoid dilapidation and to achieve ultimate benefits of these infrastructures through the use of qualified maintenance consultant, while PPP should encourage regular and continuous inspection of these infrastructures. Maintenance policies of university infrastructure should cover such important aspects as renovation, replacement, preservation, and cleaning.

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