



Private sector participation in the provision of school facilities as predictor of quality education delivery in public secondary schools in Rivers State, Nigeria

Ogbuwa Hope Nwanne

Department of Educational Management, Faculty of Education, University of Port Harcourt, Nigeria

* Corresponding Author: **Ogbuwa Hope Nwanne**

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Abstract

This paper examined private sector participation in the provision of school facilities as predictor of quality education delivery in public secondary schools in Rivers State, Nigeria. The study was guided by three objectives, with corresponding research questions and null hypotheses. The study adopted a correlational research design. The population of this study comprised all the 6,893 teachers (i.e. 3,490 male and 3,403 female) of 291 public senior secondary schools in Rivers State. A proportionate stratified random sampling technique was adopted to select 1,378 teachers representing 20% of the entire population. Two instruments titled: Private Sector Participation in the Provision of School Facilities Scale (PSPPSFS) and Quality Education Delivery Scale (QEDS) were used for this study. Cronbach alpha reliability test was conducted to ascertain the reliability of the instruments, of which the reliability coefficients of Private Sector Participation in the Provision of School facilities Scale and Quality Education Delivery Scale were 0.87 and 0.81 respectively. The research question one and two were answered using simple regression, while research question three was answered with multiple regression. Consequently, t-test associated with simple regression was used to test hypotheses one and two, while ANOVA associated with multiple regression was used to test hypothesis three at 0.05 level of significance. The finding of the study showed that private sector participation in the provision of library and ICT facilities significantly predicted quality education delivery in public senior secondary schools in Rivers State to a low extent. Based on the finding, it was recommended among others that the government should create an enabling business environment for the smooth running of business for private sectors to produce optimally so as to facilitate the funding and provision of library facilities to schools for quality education delivery. Also, school management should solicit the help of the host community with a good conscience of education to seek funds and support from private sectors regarding the provision of ICT facilities.

Keywords: Private Sector Participation, Library Facilities, ICT Facilities, Quality Education

Introduction

The rapid changes in Nigeria system of education since independence especially when it has to do with increase in students' enrolment and emerging innovations and technologies in education has made it a bristly task for the government alone to handle. This rise in the student population and innovations coupled with inadequate funding of the sector has resulted in poor teaching, lack of instructional materials and dilapidated facilities in the whole system. There is no doubt however, that the inadequate funding of the education sector in the country has hindered the implementation and delivery of quality education as contained in the National Policy on Education of Nigeria.

Consequently, it must be stressed that education cannot be an instrument par excellence for achieving national development where the sector is not effectively provided with the necessary resources to accomplish its aims and objectives.

The success of any organization to a large extent depends upon the resources available to it. Fund is very important in this respect because by it, all other vital elements in the school can be obtained, such as school building, purchase of library and ICT facilities, payment of teachers' salaries and allowances, and running expenses.

In Rivers State today as reported by the media and well-meaning members of the society, many of the schools in the state may be said to be in crisis due to the inadequacy of necessary facilities for effective teaching and learning in order to meet global standard. The learning environment of the schools have relative poor physical infrastructure coupled with attendant students explosion in recent years. These of course have made education in the state a thorny responsibility for the government alone to shoulder. According to the Federal Ministry of Education (2004) as cited in Ogbuwa (2023) ^[4] the basic framework for educational management in the country, as provided in the 1999 constitution, spelt out basic national objectives for education. It stipulates that the government should seek to ensure equal and adequate educational opportunity at all levels, to promote science and technology and to eradicate illiteracy. To achieve these objectives, the framework posited that all hands must be on deck. A holistic approach involving the government, the private sectors and the general society needs to be adopted in order to give education its rightful place in the society, especially at the secondary level.

Furthermore, education being a key contributor to the national development of any country, the crucial role of the private sector in this regard cannot be over emphasized. Private sector refers to that sector of the economy that are not owned and controlled by the government. They include the wealthy private individuals, non-governmental organizations (NGOs), such as UNESCO, Age grade, private schools, religious societies, Market women, World Bank, International Monetary Fund (IMF), Parent Teachers' Association (PTA), Alumnus of schools, Community Based Organizations (CBOs), oil companies etc. Some of these private organized sectors play active and very significant roles in the development of the education sector thereby complementing the efforts of the government by participating in the administration and funding of the sector (Ogbuwa, 2023) ^[4]. This has become necessary as funds provided to secondary education by the government are not enough to address such needs of the sector such as procurement of ICT and library facilities. The current reality no doubt reveals that the government alone cannot continue to handle and bear the cost of education. Hence, for quality education to be delivered to its consumers, it calls for private sector participation. In this regard, the paper examined private sector participation in the provision of school facilities as predictor of quality education delivery in public secondary schools in Rivers State, Nigeria.

Statement of Problem

One of the major objectives of the Ministry of Education in Nigeria is to strengthen and improve the provision of school facilities, but it has been observed that secondary schools in Nigeria are confronted with the problem of gross underfunding, insufficient skilled manpower, shortage of facilities and equipment due to financial constraints facing the system as a result of reduction of government budgetary allocation. This has led to the poor performance of students in both internal and external examinations as clamored by parents, decay and dearth in the system. Although several

efforts have been made by legitimate authority to revamp and increase funding for the schools, such efforts have refused to yield positive fruit. School principals grumble of insufficient funds to perform daily operation and running of schools particularly public secondary schools. Also, the cost of access to school facilities is a source of concern to principals and teachers, as some schools cannot afford them despite the fact they generate some funds internally. It is against this background that the study sought to examine the topic 'private sector participation in the provision of school facilities as predictor of quality education delivery in public secondary schools in Rivers State, Nigeria.

Aim and Objectives of the Study

The aim of the study was to examine the extent private sector participation in the provision of school facilities predict quality education delivery in public secondary schools in Rivers State, Nigeria. Specifically, the objectives sought to:

1. Determine the extent private sector participation in the provision of library facilities predicts quality education delivery in public senior secondary schools in Rivers State.
2. Ascertain the extent private sector participation in the provision of ICT facilities predicts quality education delivery in public senior secondary schools in Rivers State.
3. Find out the extent private sector participation in the provision of library and ICT facilities jointly predict quality education delivery in public senior secondary schools in Rivers State.

Research Questions

The following research questions were posed to guide the study:

1. To what extent does private sector participation in the provision of library facilities predict quality education delivery in public senior secondary schools in Rivers State?
2. To what extent does private sector participation in the provision of ICT facilities predict quality education delivery in public senior secondary schools in Rivers State?
3. To what extent does private sector participation in the provision of library and ICT facilities jointly predict quality education delivery in public senior secondary schools in Rivers State?

Research Hypotheses

H₀₁: Private sector participation in the provision of library facilities does not significantly predict quality education delivery in Rivers State.

H₀₂: Private sector participation in the provision of ICT facilities does not significantly predict quality education delivery in Rivers State.

H₀₃: Private sector participation in the provision of library and ICT facilities jointly does not significantly predict quality education delivery in Rivers State.

Methodology

This study adopted a correlation survey design to ascertain if there is a relationship or co-variations among the variables using a quantitative method of research. The population of this study was made up of all the 6,893 teachers (i.e. 3,490 male and 3,403 female) of 291 public senior secondary

schools in Rivers State. The sample size for this study was 1,378 teachers representing 20% of the entire population. The sample size was drawn from the entire population using the proportionate stratified random sampling technique. This ensured that all members of the population are given equal opportunity of being selected. The research instrument titled: Private Sector Participation in the Provision of School Facilities Scale (PSPPSFS) and Quality Education Delivery (QEDS) were used for this study. The instruments have two sections (A and B). Section A elicited demographic information from the respondents, while section B elicited information on Private Sector Participation in the Provision of School facilities Scale and Quality Education Delivery. The instruments were structured on four-point Likert-scale of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (VLE) respectively. Cronbach Alpha reliability statistics was used to test the reliability of the two instruments. The reliability coefficients of Private Sector Participation Scale and Quality Education Delivery are 0.87 and 0.81. For the data that were analyzed, research questions one and two were answered using simple regression, while research question three was answered with multiple regression. Consequently, t-test associated with simple regression was used to test hypotheses one and two, while ANOVA associated with multiple regression was used to test hypothesis three at 0.05 level of significance.

Results and Analysis

As part of data collection efforts, the researcher designed and distributed 1,378 copies of the questionnaire to respondents. 1,221 copies were retrieved and found suitable for analysis resulting in 89% retrieval rate.

Research Question 1: To what extent does private sector participation in the provision of library facilities predict quality education delivery in public senior secondary schools in Rivers State?

Table 1: Simple Regression on the Extent Private Sector Participation in the Provision of Library Facilities Predict Quality Education Delivery in Public Senior Secondary Schools in Rivers State

Model	r	r Square	Adjusted r Square	Extent of prediction	Decision
1	.352 ^a	.124	.121	12.4%	Very Low extent

Decision Rule: 100% - 75% (Very High Extent), 74% - 50% (High Extent), 49% - 25% (Low Extent) and 0% - 24% (Very Low Extent)

Table 1 revealed that the regression (r) and regression square (r²) coefficients are .352 and .124 respectively, while the adjusted r square is .121. The extent of prediction (coefficient of determinism) is 12.4% (.124×100). The result showed that private sector participation in the provision of library

Table 4: t-test Associated with Simple Regression on the Extent Private sector Participation in the Provision of Library Facilities Predict Quality Education Delivery in Public Senior Secondary Schools in Rivers State

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Alpha level	Decision
	B	Std. Error	Beta				
1	(Constant)	3.894	.224	17.398	.000		
	Library Facilities	-.405	.056	-7.223	.000	0.05	Hypothesis is rejected

a. Dependent Variable: Quality Education Delivery
Table 4 revealed that standard beta value and t-test are -.352

and -7.223. The p-value of 0.000 is less than the level of significance of 0.05. Therefore, the null hypothesis is

facilities to a very low extent predict quality education delivery in public senior secondary schools in Rivers State by 12.4%.

Research Question 2: To what extent does private sector participation in the provision of ICT facilities predict quality education delivery in public senior secondary schools in Rivers State?

Table 2: Simple Regression on the Extent Private Sector Participation in the Provision of ICT Facilities Predict Quality Education Delivery in Public Senior Secondary Schools in Rivers State

Model	r	r Square	Adjusted r Square	Extent of Prediction	Decision
1	.611 ^a	.424	.435	42%	Low Extent

Decision rule: 100% - 75% = Very High Extent, 74% - 50% = High Extent, 49% - 25% = Low Extent and 0% - 24% = Very Low Extent

Table 2 revealed that the regression (r) and regression square (r²) coefficients are .611 and .424 respectively. The extent of prediction (coefficient of determinism) is 42% (.424 × 100). The result showed that private sector participation in the provision of ICT facilities to a low extent predict quality education delivery in public senior secondary schools in Rivers State by 42%.

Research Question 3: To what extent does private sector participation in the provision of library and ICT facilities jointly predict quality education delivery in public senior secondary schools in Rivers State?

Table 3: Multiple Regression on the Extent Private Sector Provision of Library Facilities and ICT Facilities Jointly Predict Quality Education Delivery in Rivers State

Model	r	r Square	Adjusted r Square	Extent of prediction	Decision
1	.553 ^a	.306	.297	30.6%	Low extent

Decision Rule: 100% - 75% (Very High Extent), 74% - 50% (High Extent), 49% - 25% (Low Extent) and 0% - 24% (Very Low Extent)

Table 3 revealed that the regression (r) and regression square (r²) coefficients are .553 and .306 respectively, while the adjusted r square is .197. The extent of prediction (coefficient of determinism) is 30.6% (.306×100). The result revealed that private participation in the provision of library and ICT facilities to a low extent jointly predict quality education delivery in public senior secondary schools in Rivers State by 30.6%.

Test of Hypotheses

Hypothesis 1: Private sector participation in the provision of library facilities does not significantly predict quality education delivery in Rivers State.

rejected. By implication private sector participation in the provision of library facilities significantly predicted quality education delivery in public senior secondary schools in Rivers State.

Hypothesis 2: Private sector participation in the provision of ICT facilities does not significantly predict quality education delivery in Rivers State.

Table 5: t-test Associated with Simple Regression on the Extent Private Sector Participation in the Provision ICT Facilities Predict Quality Education Delivery in Public Senior Secondary Schools in Rivers State

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Alpha level	Decision
	B	Std. Error	Beta				
1	(Constant)	1.511	.167	9.524	.000		
	ICT facilities	.239	.055	3.255	.000	0.05	Hypothesis is rejected

a. Dependent Variable: Quality Education Delivery

Table 5 revealed that standard beta value and t-test are .231 and 3.255. The p-value of 0.000 is less than the level of significance of 0.05. Therefore, the null hypothesis is rejected. By implication, private sector participation in the provision of ICT facilities significantly predicted quality education delivery in public senior secondary schools in

Rivers State.

Hypothesis 6: Private sector participation in the provision of library and ICT facilities jointly does not significantly predict quality education delivery in public secondary schools in Rivers State.

Table 6: ANOVA associated with multiple regression on the extent private sector participation in the provision of library and ICT facilities jointly significantly predict quality education delivery in public secondary schools in Rivers State

Model	Sum of Squares	df	Mean Square	F	p-value	Alpha level	Decision	
1	Regression	62.192	2	15.548	23.749	.000 ^b	0.05	Hypothesis is rejected
	Residual	240.269	1219	.655				
	Total	302.461	1221					

a. Predictors: (Constant), Library Facilities, ICT Facilities

b. Dependent Variable: Quality Education Delivery

Table 6 showed that the sum of squares for regression and residual model are 62.192 and 240.269 while mean squares for regression and residual values are 15.548 and .655 respectively. The f value of ANOVA associated with multiple regression is given as 23.749. The hypothesis is rejected because the probability value of 0.00 is less than the alpha level of 0.05. Therefore, by implication, private sector participation in the provision of library and ICT facilities jointly significantly predicts quality education delivery in public secondary schools in Rivers State.

Discussion of Findings

The finding of the study revealed that showed that private sector participation in the provision of library facilities to a very low extent predict quality education delivery in public senior secondary schools in Rivers State by 12.4%. This finding is in line with Wrathhall (2017) who states that provision of library facilities has not received adequate attention from the private sector or the government. According to him, Global internets are examples of private sector funding of information services in public libraries, although this is yet to reflect on education delivery of most developing countries such as Nigeria, as they are yet to tap from such wave due to lack of necessary facilities. In a similar view, the emergence of first and second position of two community secondary schools (i.e. Community Secondary, Aletto Eleme and Community Secondary Rumuekini respectively) in Shell SPDC quiz in Rivers State, the Shell SPDC General Manager, External Relations, Mr. IgoWeli announced the award of SPDC Secondary School scholarship to the eight students and laptops, desktop computers and books for their school libraries. However, in awarding this individuals with books for their libraries advocated that more libraries need to be provided to schools in Rivers State as the

existing ones are either dilapidated or they lack the necessary facilities to contribute quality education delivery in the state (Tide October 21, 2019).

Also, the finding of the study revealed that private participation in the provision of library and ICT facilities to a low extent jointly predict quality education delivery in public senior secondary schools in Rivers State by 30.6%. This finding is tandem with Ogunsheye (2018) ^[5] and Eligiator (2022), who reported that public school ICT facilities nationwide are in a state of decay, where they exist, they lack what it takes to equip the students with the knowledge of ICT. Ogunsheye (2018) ^[5] noted that the reason behind the decay is that government do not maintain or even provide such facilities at an adequate rate, or do the private support enough to meet this need of the schools. In further support of Ogunsheye's observation, Daniel (2022) ^[1] survey on the state of public school ICT facilities in the federal capital territory, revealed that out of 32 secondary schools under the Education Department of the Federal Capital Development Authority (FCDA), only 4 could boast of ICT centers with facilities. He concluded by stating that this is the state of public schools in the country at present. Also, Odia (2021) ^[2], revealed that in Edo State only very few schools could boast of acceptable standard ICT facilities, there were no rooms designated as ICT centre.

Conclusion

Based on findings of the study, it was deduced that private sector participation in the provision of library and ICT facilities significantly predicted quality education delivery in public senior secondary schools in Rivers State to a low extent.

Recommendations

Based on the findings and conclusion of the study, the following are hereby recommended.

1. Government should create an enabling business environment for the smooth running of business for private sectors to produce optimally so as to facilitate the funding and provision of library facilities to schools for quality education delivery.
2. School management should solicit the help of the host community with a good conscience of education to seek funds and support from private sectors regarding the provision of ICT facilities.
3. Principals of secondary schools should adopt good school-private sector relationship strategies to attract the support of private sectors and many other wealthy personalities in the provision of school facilities.

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