

Public Private Partnership (PPP) and the Growth of Technical Education as Perceived By Instructors and Administrators in Oyo State

ADETUNJI, Johnson Oluwafemi

Technical Education Department,
School of Secondary Education (Vocational and Technical Programmes)
Oyo State College of Education, Lanlate.
adetunjijohnson1996@gmail.com

OBALOLA, Joshua Adeleke

Technical Education Department,
School of Secondary Education (Vocational and Technical Programmes)
Oyo State College of Education, Lanlate.

OLALEYE, Adebayo Adeyemi

Technical Education Department,
School of Secondary Education (Vocational and Technical Programmes)
Oyo State College of Education, Lanlate.

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Abstract

This study examined the imperative of public private partnership as an impetus to the growth and development of technical education in Oyo state government technical colleges. It considered the role played and expected benefits of being in partnership with relevant bodies for sustainable transformation of the government technical schools. The study adopted a descriptive survey designs while a total of one hundred and twenty (120) respondents constitute the samples for the study. Three research questions guided the study while the instrument of the investigation is a 15 items self made questionnaire tagged perception of instructors and administrators on public private partnership towards growth of technical education (PIAPPPTGTE). Data obtained were analyzed using descriptive statistics of mean and standard deviation. Findings revealed that the respondents absolutely agreed on the need for synergy between public and private agencies towards the advancement of technical schools in Oyo state. A sizeable number of the respondents were also in agreement that more benefits will be achieved where public and private agencies are allowed to partner in the running of technical colleges in the state. The paper concludes by reiterating the advantages of promoting technical education to the local, state and federal government at large.

Keywords: Publicly run schools, privately run schools, Public Private Partnership, Technical Education, Technological Advancement.

Introduction

With the onset of colonialism and the introduction of Western education in Nigeria, Science and technical education have long been treated as relatively insignificant aspects of the country's education system. This has created a situation whereby the majority of Nigerian youth, especially prior to the last decade; were trained for clerical and /or white collar jobs and so failed to develop a number of practical skill. The early pre and post - independence education policies aimed at sustaining the new and independent political structure and administration thus led to high rates of unemployment and increase in crime rate and juvenile delinquency. In other words, the marginalization of practical education indirectly fed the creation of new social problems that Nigeria continues to contend with (Fafunwa in Nwosu, 2005). It is increasingly important that schools not only develop the mental, moral and physical capabilities of the students, but also enable them to acquire skills in technology, including computer literacy, so that they might participate effectively in contemporary economic activities (Ololube&Egbezor, 2012). In other words, it is the role of the education system to ensure that the population is reproduced culturally and socially, and that the children in particular imbibe the values and skills they need to function as mature adults.

The political, economic and cultural changes brought about the country's independence highlighted the need for total reform of the education system in Nigeria. In 1969, a national curriculum conference was held in Lagos in response to this need. Its greatest result was a new philosophy for Nigerian education that later gave birth to the National Policy on Education first published in 1977 and later revised several times (1981, 1989, 2004). The National Policy on Education became the first document to streamline education concepts and goals and to prescribe uniform operation of the country's educational system, thereby giving vocational and technical education programmes in Nigeria scheme of place.

Vocational and technical education, according to Yusuf (2006), is a form of education that seeks to prepare persons for employment in recognized occupations. This type of education provides the skills, knowledge and attitudes necessary for effective employment. Odogwu (2005) describes vocational technical education as a type of education that emphasizes preparation and participation in an occupation of social value. Contrasted with general education, vocational technical education is skill - oriented and trains both the head and/the hands (Oranu, 2009). The Federal Republic of Nigeria (2004) further describes it as that type of education that leads to the acquisition of practical skills as well as applied scientific knowledge.

The importance of this type of education stretches from the individual to community and beyond to the nation at large Olalekan (1996) notes that although the individual is the primary beneficiary of vocational and technical education, the community or nation is always the better for it. The author contends that vocational and technical education reduce drop-out and unemployment rates by providing training opportunities to persons who are not too far removed from the realities of the world of work. Experts have observed that Nigeria and Oyo State in particular has an unprecedentedly high unemployment rate because of a lack of skills among youth and few job opportunities. Consequently, it appears that Nigerians are educated but unemployed because of the forms of general education they receive.

Overtimes, various terms have been used to describe the elements of the field of Technical education. it is viewed as it has many scholars' different views. Therefore, technical education can be defined as scientific application of knowledge, skills, attitude, understanding

and knowledge relating to occupations in various sectors of economics and social life for the production of goods and services for human consumption (FRN, 2004 & 2009, UNESCO 2004 and 2011- website).

However, technical education have five optional subjects offered at post basic education and career development in technical Colleges as the final year of career level of specialization, namely: Building technology, wood-work technology, Metalwork technology, Automobile technology, and Electrical and Electronics technology (NBTE, 2013 & FRN, 2009). Any of these subjects prepared students to become craftsmanship or foreman at the end of their completion of training. The objectives of technical and vocational education in Nigeria today are such that if adequately implemented, will bring about the revolution of technological development in Nigeria thereby having a significant and positive impact on the national economy. These objectives include, among others the training of manpower particularly at professional grades, the provision of technical knowledge and vocational skills, and providing training and skills that lead to the production of craftsmen, technicians and other skilled personnel (FRN, 2004).

Moreover, the objectives of post basic education and career development (PBECO) according to Federal Republic of Nigeria, National Policy on Education (2009) are to:

- Provide holders of basic education certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnics background;
- Offer diverse curriculum to cater for the differences in talents, opportunities and future roles;
- Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- Develop and promote Nigeria languages, art and culture in the context of word's cultural heritage;
- Inspire students with a desire for self-improvements and achievement of excellence;
- Foster patriotism and national unity with an emphasis on the common ties inspite of our diversity;
- Raise morally upright and well adjust individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour and
- Provide entrepreneurial, technical and vocational job specific skills for self-reliance and for agricultural, industrial, commercial and economic development.

The facts remains, however, that none of these will be accomplished if students in schools are improperly trained. Effective training of students cannot be accomplished in the absence of certain ingredients that create conducive environments for teaching and learning. These ingredients include the right quality and quantity of teachers, well equipped workshops, and laboratories with up-to-date materials, and adequate tools and other materials. Omekwe (2009) argues that for the effective implementation of any education programme, adequate human and material resources must be made available to the schools. In particular, a large enough number of trained teachers with different types of expertise (science, language technology, etc) must be recruited and posted to the schools as and when required. In addition, for effective management, public must be complemented' by private partnership in proportionately adequate numbers.

According to Ande (2012). Viewed the concept of partnership in which two to twenty people agree to set up and manage a business outfit with the sole aim of making profit. Tansen (2013) referred to private sector as the industries, commercial training institutions and employers as well as non-governmental training providers which include non profit making organizations, employers such as NGO. While public sector refer to government of either Federal, State or Local and numerous ministries involvement or participation in training youths or students for the contribution of their quota into' the development of the economic growth of nation having acquired quality, modern education and updating their knowledge of science and technology (BNEP, 2010).

Deish (2001) opined that a private public partnership exists when the private sector joins with public factor in pursuit of a common goal. The personnel composition and structure of any private public partnership is unique having shared the following characteristics according to Okoye and Okewelle (2013) thus, the Public sector appoints representatives who are authorized by their sector (Federal, State or Local Government) and the private sector (civil groups or organization) will elect or appoint representative. Both partners usually work together to achieve common objectives and goals, each partner contributes money, technical expertise and time and decisions are shared among the personnel composition. Egboh and Chukwuemeka (2012) maintained that P.P.P. involves a contract between public sector authority and private party in which the private party provide a public service or project and assumes substantial financial, technical and operational risk in the project. Private public partnership is of great importance to economic growth of any nation. It has important implication for the sustenance of the state vis-a-vis the private sector as a provider of public services, including education system (Education International, 2009).

Statement of the Problem

Technical education training is viewed as a pivot to the wheel of rapid development and economic growth of a nation as it is through acquisition of practical skills and the application of scientific knowledge of craftsman, foreman and technicians in good quality can competency ensued for economic development. Therefore, adequate attention should be given to its functionality and success if any nation is expected to develop and grow economically by allowing full participation of public private partnership in skills acquisition. Also, there is need for cohesion of Public Private Partnership (PPP) in training of graduates at every level of tertiary institutions particularly in technical Colleges so as to pave way for practical quality performance of students as the instructional materials present are either dilapidated or not available for practical skills in the school workshop (Adedeji, 2005). Moreso, that there is inadequacy in financing technical education which posed a lot of challenges to the training of these sets of manpower thus depriving the nation of the critical services of the graduates. It is against this backdrop the researchers have decided to look at public private partnership as an imperative towards these challenges.

Purpose of the Study

The main purpose of this study was to determine the pertinence of Public Private Partnership in the growth of technical education in Oyo State. Specifically, this study sought to:

- Identify the needs for Public Private Partnership in the development of technical education in Government Technical Colleges in Oyo state.
- Examine the role of Private Partnership in the development of technical education in Government Technical Colleges in Oyo state.
- Determine the benefits of being in partnership with private agencies in the running of technical education in Government Technical Colleges in Oyo state.

Research Questions

Based on the aforementioned purposes, the following research questions guided this study:

- What is the expected role of public private partnership in the development of technical education in Government Technical Colleges?
- What are the expected roles of private partnership in the development of technical education in Government Technical Colleges?
- What benefits would Private Public Partnership attract to the development of technical education in Oyo State?

Significance of the Study

This study will be of great benefits to the Private Public Partnership, educational management, curriculum planner and students. The private will make use of the graduates of technical Colleges in industries for their production. The public on their own have competent personnel and technical manpower which will promote self-reliant and reduce unemployment rate ravaging the society. The students who will be well trained will become competent and innovative as the right culture will be inculcated and imbibed into their knowledge and acquisition of practical skills. The Federal, State and Local Governments will witness a tremendous rapid development of economic growth and there will be mass employment and self-reliant in the developing nation.

Methodology

This study adopted descriptive survey research, aimed at examines the imperative of Public Private Partnership (PPP) in the growth of technical education in Oyo State Government Technical Colleges. The population of this study is comprised of all the instructors and educational administrators in all Technical college in Oyo state the one hundred and twenty (120) instructors and educational administrators of these instructors and administrators were drawn from the Oyo State private public technical Colleges as samples. The samples for the study were randomly selected from the population. Three (3) research questions were formulated that leads to items questionnaire. The statistical tools used were mean value and standard deviation at a bench work of 2.50 and 0.50 respectively to determine decision making for the response of respondents as either adequate or inadequate. The instrument for the study was tested, retested twice at two weeks interval before being validated using Content Validity (CV) by two expertise's in technical education department Cron bach split half was employed to determine the reliability of the instrument. The value of the result then shown that the instrument is reliable and capable of measuring what is expected to measure. The instrument were

distributed and collected by two research assistant from technical department who ensure that eighty percent (80%) of them were returned for administrative analysis.

Research-Question 1: What is the expected role of public private partnership in the growth of technical education in Government Technical Colleges in Oyo State?

Table 1: Response of the respondents to the expected role of Public Partnership in Government Technical Colleges in Oyo State

S/N	Items Description	Mean Value	Standard Deviation	Remark
1.	Ensure provision of modern infrastructural materials in use in all Government Technical Colleges	2.40	0.45	Inadequate
2.	Ensure adequate and functional equipment and machines for practical activities.	2.45	0.47	Inadequate
3.	Ensure functional and pragmatic education for the youths	2.35	0.48	Inadequate
4.	Encourage the youths to offer technical educational trades for self-reliance.	2.43	0.46	Inadequate
5.	Design curriculum that suit the needs of the people for the technical colleges.	2.60	0.55	Adequate

In table -1: The response of the items questionnaire number 1,2,3 and 4 for the Public Partnership Technical Colleges in Oyo State were inadequate on the decision reached by the respondents because modern infrastructural materials were either dilapidated or not available for the use of practical skills by the students and instructors. The item questionnaire of number 5 only agree with response of the respondent in terms of suitability of curriculum.

Research Question 2: What is the expected to the role of a Private Partnership in the growth of Technical education in Private Technical Colleges in Oyo State.

Table 2: Response of the respondents to the role of Private partnership in the growth of Technical Education in private Technical Colleges in Oyo State.

S/N	Items Description	Mean Value	Standard Deviation	Remark
6.	Ensure financial assistance or support for technical educational running	2.55	0.37	Inadequate
7.	Sponsor indigent students for further studies in technical areas	2.50	0.35	Inadequate
8.	Ensure cross fertilization of practical skill knowledge and ideals	2.54	0.40	Inadequate
9.	Encourage competitive exhibition of the technical products for patronizing and the improvement	2.40	0.45	Inadequate
10.	Ensure personnel are qualified for the job offered in the College	2.45	0.43	Inadequate

In Table 2 responses of the respondents on Private Partnership in technical colleges itemizes above indicated that the role of the Private Partnership were said to be inadequate as most of the private does not understand their roles towards technical education as catalysts for rapid economic development of a nation.

Research Question 3: What benefits will Private Public Partnership attract to the growth of technical education in Oyo state?

Table 3: Response of the respondents to the benefits that Private Public Partnership will attract the growth of technical education.

S/N	Items Description	Mean Value	Standard Deviation	Remark
11.	Provision of competent and qualified workforce for the production.	2.60	0.59	Adequate
12.	Provisions of competent and qualified workforce are in for the competitiveness.	2.50	0.51	Adequate

13.	Improvement of the economic capital rate of the state and nation at large	2.55	0.56	Adequate
14.	Engaging youths to be more productive and self-reliant in all dealings.	2.60	0.58	Adequate
15.	Ensuring formation or merging of business for better performance.	2.63	0.56	Adequate

In Table 3 response of all items questionnaires were adequate in decision reached as Public private Partnership Technical Colleges in Oyo State improved a lot to the growth and transformation of economic of Oyo State and the nation at large.

Summary of Findings

The following are summary of the research work:

1. Despite the sensitization on technical education as a means of economic development, of a nation, the pertinence of public partnership were inadequate because of modern infrastructural materials were either dilapidated or not available for the practical skills in Oyo State Government Technical Colleges.
2. Few private partnership are not well disposed to the transformation and development of technical education to a nation.
3. Most private Public Partnership (PPP) doesn't understand the role expected of them in the area of financing technical education for nation building.

Conclusion

Based on the result of the study of research work, it is concluded that the pertinence of Private Public Partnership (PPP) in the development of Technical Education should be adequately funded and properly implemented in terms of providing infrastructural facilities so as to eradicate poverty, reduce unemployment high rate and other vice-versa that are plague into the improvement of economy to ensure self-reliant, innovative, establishment of micro and macro business enterprises for youths empowerment. Thence, if technical education are well placed in the curriculum development and planning, it will be of great benefits to the Federal; State and Local Government and boost the nation's economy in all ramification.

Recommendations

The following recommendations are suggested based on the findings of the study:

1. Curriculum planners should include full participation of Public Private Partnership in technical Colleges and other allied institutions for the development of technical education in Nigeria.
2. The government at any levels should made it mandatory for all private organization, firms, industries, and companies to come involve in the training of technical education graduates for better performance.

3. Public Private Partnership (PPP) should assist government to finance technical education programmes in terms of providing functioning equipment and machines for the need of practical skills.
4. Public Private Partnership (PPP) should assist in-training of instructors, technologists and other personnel for quality assurance.
5. Public and Private Institutions should partner with each other and organize seminars, conferences and exhibitions that will show case viable practical projects for consumption and utilization.

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