

Public Private Partnership Management Technique as Perceived Determinant of Staff Job Performance in State Owned Colleges of Education in Benue State, Nigeria

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Abstract

This study investigated provosts' public-private partnership management technique as a determinant of staff job performance in state owned colleges of education in Benue State, Nigeria. One research question guided the study. The study adopted a survey research design. The population was 2,142 staff members. The sample size was 294 respondents selected through multi-stage sampling procedure. The instrument for data collection was a self-structured questionnaire titled "Provosts' Public-Private Partnership Management Technique as perceived Determinant of Staff Job Performance Questionnaire" (PPPPMTDSJPQ) with reliability coefficient of 0.85. The instrument was validated by three experts. The study revealed that provosts' public-private partnership management technique is a determinant of staff job performance in state-owned colleges of education. Based on the findings of the study, it was recommended that colleges of education should partner with organized bodies such as banks, philanthropists, companies, religious organizations, college alumni, among others, to attract support to the colleges of education in the state in terms of provision of school facilities and other interventions in order to enhance staff job performance.

Keywords: public-private, job, performance, management, technique

Introduction

In recent times, in most countries of the world, it has become glaring that government alone cannot shoulder the responsibility of funding education. Complementary or alternative ways of funding education have to be resorted to for more viable funding. This funding or sponsorship could come from non-governmental organizations, individuals, international bodies and missionary organizations. Bayo (2019) avers that Parent Teacher Associations (PTA) have been employing private teachers for schools with shortage of teachers. The sponsorship or funding could be done through donations of instructional materials, sponsorship of attendance to conferences, workshops, seminars, scholarship for acquisition of higher certificates and provision of infrastructure. Sola (2018) reports that in the perception of male and female headmasters, PTA contributed to a little extent but made great contributions to the

promotion and contributions to raising the moral tone of the school. Government faces challenges in the provision of quality education; educational institutions are in the long run affected by inadequate resources especially financial resources. Umar and Tubosun (2016) aver that the failure of the federal government to implement 26% of the national budget recommended for education internationally is responsible for underfunding problem being experienced in Nigerian educational system. This has necessitated a greater involvement of the private sector in the sponsorship or funding of education. Public-private partnership (PPP) has emerged as the latest mantra of developing education especially by state governments. It seems to be a very necessary venture in development strategies. Though the practice of Public-Private Partnership (PPP) is not new, it has been able to penetrate those areas that were hitherto a preserve of public institutions; education being one area that has been confined to the exclusive jurisdiction of the government for long.

Public-Private Partnership (PPP), according to Baacham (2013), is a collaborative effort between government-owned institutions and non-governmental institutions towards bringing improvement on existing status of institution. In the view of Tilak (2016), Public-Private Partnership (PPP) is a contractual relationship between government and private sectors in education under the public and private partnership. Though the primary purpose of PPP is not merely to use the private sector as an executor or a source of funds, the relationship could aid the provosts (administrators) of the colleges in many specific cases. Provosts as heads of these institutions would rather benefit from a collaborative engagement with the private sector where their schools would rely on the strength of these organizations for their rapid and all-round development.

It is of utmost importance for provosts of colleges of education to note that without effective performance of staff, the aims and objectives for which colleges of education are established will not be achieved. So, as administrators of the institutions, they have to extend their tentacles to other organizations for sponsorship of programmes, infrastructure, training, monitoring of standards and the financing and management of the institutions. Bukola and Babatunde (2017) posit that in the past decades, education was considered as a social service and its provision was solely the responsibility of the government through the Ministry of Education. The trend has, however, changed due to population explosion, paucity of funds and ever-increasing responsibilities of government. Therefore, the likely way for the provision of quality teacher education is the creation of a synergy between the institutions and the private sector which could be facilitated by the provosts as heads of the institutions for effective job performance of staff.

Staff job performance is a very important criterion that relates to organizational outcomes and success. Nimoda (2012) defines job performance as goal attainment. It

is the process of reaching targets in an institution or organization. Akpan (2013) considers job performance to be the quantitative and qualitative range of activities, duties and operations which a job-holder achieves within a stipulated period of time. Job performance could also be the ability of staff to carry out their assigned responsibilities or duties effectively and efficiently in order to achieve set goals and objectives.

Staff job performance in colleges of education is said to have nosedived. Akintola (2011) argues that the decline in performance of staff is as a result of negligence by the school management. It is plausible to maintain that effective performance of staff in any organization depends on the kind of leadership that is in place. If the provosts are leaders that seek to motivate their staff through the techniques they adopt, the better for their institutions. Partnership between the colleges of education and the private sector would enhance the needed benefits that are derived from the relationship. Solomon (2016) identified the following as some benefits that are accruable to the public sector through the public-private partnership (PPP):

1. Collaboration between the public and private sectors facilitates the implementation of projects; the resources, strength and capabilities of the parties are brought together.

2. Much of the responsibilities for financing, designing, understanding and operating a project and the risks associated with these activities are transferred to the private sector while the public sector retains a relatively low risk.

3. The collaboration between the public and private sectors pulls together competence, resources and capabilities of the two parties to achieve outcomes that add value beyond what either party could achieve alone.

4. Government benefits from PPP by gaining access to corporate expertise in management, strategic planning, innovative solutions and labour market expertise. Drawing from these benefits, staff job performance could be enhanced if provosts would create a good rapport with the various private organizations.

Another reason in support of PPP is the one advanced by Butong (2016). According to the author, government does not have enough money; it is obvious, as a result of this reason, to opt for PPP. It is the conviction of the advocate of this reason that PPP would ease the financial constraints as the private sector makes large investments under PPP. Butong went further to advance another reason in support of PPP in the management of education. The author maintained that PPP overcomes the weaknesses of the public system. It is claimed that the public sector is inefficient, rigid and inflexible, does not respond to market needs, and is not autonomous. This implies that the private sector is more efficient, flexible and responds to market needs. Thirdly, Butong further argues that PPP increases competition, bringing in efficiency associated with the private sector, improves accountability, reduces costs and improves cost-effectiveness.

It is in line with the above assertion that the researcher sought to find out if provosts' public private partnership management technique is a determinant of staff job performance in state owned colleges of education in Benue State, Nigeria.

Statement of the problem

Colleges of education as institutions of learning designed for the production of quality teachers may not achieve this objective if staff are not performing their duties effectively, and efficiently. There are a number of techniques that seem plausible in maximizing staff job performance. One of such ways seems to be the rapport created by the provosts with the private sector towards the sponsorship of infrastructure and programmes in the institutions.

What appears to be the key to the success of these colleges of education in the provision of quality teachers is the management techniques applied by the provosts. However, it seems the provosts are not applying these management techniques as required of them. The decline in the performance of staff members in their assigned duties pinpoints to the fact that all is not well with the system. The abysmal performance of staff could be seen in the poor result of students, missing of examination scores, files, truancy among staff and indiscipline among students. Absenteeism is also highly noticed among staff members probably due to poor infrastructure. It is against this background that the researcher sought to find out if provosts' public-private partnership management technique is a determinant of staff job performance in state owned colleges of education in Benue State, Nigeria.

Research question

1. To what extent is provosts' public-private partnership management technique a perceived determinant of staff job performance in the state-owned colleges of education?

Methodology

This study adopted survey research design. According to Emaikwu (2013), survey design is one in which a group of people or items are studied in their natural setting by collecting, analyzing and interpreting data from people considered to be representative sample of the entire population.

The Population of the study comprised of 2,142 staff members (906 academic staff and 1,236 non-academic staff) from the two state owned colleges of education in Benue state (Registry Departments of the Colleges of Education, 2022). The sample size was 294 respondents drawn from the 2,142 staff members in the two state owned colleges of education in Benue state using Glenn (2012) sample determination formula from a given population of study. This study employed multi stage sampling procedure for the selection of sample size namely: stratified sampling technique and accidental sampling technique.

The instruments used for data collection was a self-structured questionnaire titled “Provosts’ Public-Private Partnership Management Technique as perceived Determinant of Staff Job Performance Questionnaire” (PPPPMTDSJPQ). The questionnaire had Section A which dealt with the instructions for the respondents. Section B contained questionnaire items of provosts’ public-private partnership management technique as perceived determinant of staff job performance based on a 4 point rating scale response options of Very High Extent (VHE) =4, High Extent (HE)=3, Low Extent (LE)=2 and Very Low Extent (VLE)=1. The instrument was validated by three experts, two from Department of Educational Administration and Planning and one from Measurement and Evaluation all of Joseph Sarwuan Tarka University, Makurdi. A trial test was conducted using 30 staff members from a college of education in Nasarawa state and, using Cronbach Alpha, it yielded a reliability coefficient of 0.85. The questionnaire was administered on 294 respondents with the aid of two research assistants who were chosen from the two colleges of education.

The data generated were analyzed using mean scores and standard deviation to answer the research question. The response was dichotomously scored which means high and low; 2.50 and above is equal to very high extent and high extent, while 2.49 and below is equal to very low extent and low extent.

Presentation of results

Research question 1: To what extent is provosts’ public-private partnership management technique a perceived determinant of staff job performance in the state-owned colleges of education?

Table 1: Mean scores and standard deviation of respondents on the extent of provosts’ public-private partnership management technique as perceived determinant of staff job performance in state owned colleges of education.

S/N	Item Description	N	VHE	HE	LE	VLE	\bar{x}	σ	Decision
1	Non-governmental organizations provide funds for provision of tables and chairs which enable staff to sit comfortably and attend to students.	294	98	123	45	28	2.99	0.93	HE
2	Old students (Alumni) sponsor projects such as building of staff offices which provide shelter for staff to execute their duties.	294	114	136	29	15	3.19	0.81	HE

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3	Philanthropists provide textbooks in our college library and this enables us to carry out our research work.	294	71	185	18	20	3.04	0.76	HE
4	TETfund has built a power supply station in the college through provost's collaborative efforts and this enables staff to have access to internet facilities and help them to update their knowledge.	294	59	135	70	30	2.76	0.89	HE
5	TETfund has sponsored staff for advanced training and this has enabled them to acquire new skills for effective delivery of tasks.	294	105	130	22	37	3.03	0.97	HE
Cluster Mean/SD							3.00	0.87	HE

Table 1 shows the mean ratings of items 1-5 as 2.99, 3.19, 3.04, 2.76 and 3.03 with corresponding standard deviations of 0.93, 0.81, 0.76, 0.89 and 0.97 respectively. All the items are above the criterion mean of 2.50. This shows that respondents agreed that, to a high extent, non-governmental organizations provide funds for provision of tables and chairs which enable staff to sit comfortably and attend to students; and that old students (Alumni), to a high extent, sponsor projects such as building of staff offices which provides shelter for staff to execute their duties. The respondents affirmed that, to a high extent, philanthropists provide textbooks in their college libraries and this enables them to carry out research works. They also reported that, to a high extent, TETfund has built a power supply station in the colleges through provost's collaborative efforts and this enables staff to have access to internet facilities and helps them to update their knowledge. The respondents, to a high extent, agreed that TETfund has sponsored staff for advanced training and this has enabled them to acquire new skills for effective delivery of tasks. The cluster mean of 3.00 with corresponding standard deviation of 0.89 is above the criterion mean of 2.50. This means that, to a high extent, public-private partnership management technique is a determinant of staff job performance in state owned Colleges of Education.

Discussion of the findings

The finding reveals that public-private partnership management technique is a determinant of staff job performance in state owned colleges of education. The study found that non-governmental organizations provide funds for provision of tables and chairs which enable staff to sit comfortably and attend to students. Old students (alumni) sponsor projects such as building of staff offices which provides shelter for staff to execute their duties. Philanthropists provide textbooks in the college libraries and this enables staff to carry out their research work. TETFund has provided power supply station in the colleges through provost's collaborative efforts and this enables staff to have access to internet facilities and helps them to update their knowledge. This study discovered that TETFund has sponsored staff for advanced training and this has enabled them to acquire new skills for effective delivery of tasks.

This finding is in line with the finding of Bayo (2019) who reported that Parent Teacher Association (PTA) has been employing private teachers for schools with shortage of teachers. This result agrees with the finding of Sola (2018) who found that in the perception of male and female headmasters, Parent Teacher Association (PTA) contributed to school plant to a little extent but made great contributions to the promotions and contributions to raising the moral tone of the school. This study agrees with the findings of Umar and Tubosun (2016) who reported that the failure of the federal government to implement 26% of the national budget recommended for education internationally is responsible for underfunding problem being experienced in Nigerian educational system, and this has made many colleges of education to partner with other community agencies to improve the condition of the colleges. The implication is that when provosts partner with private organisations, it enhances the growth and development of the colleges.

Conclusion

The success of any educational institution depends on the management techniques employed by the authorities. When good techniques are employed in the management of institutions, staff of such institutions put in their best. Management techniques provide the basic tenets that lead to the achievement of the educational aims and objectives. Management techniques also stimulate and reinforce staff for higher performance. Based on the findings of the study, it is apt to conclude that provosts' public-private partnership management technique is a determinant of staff job performance in the colleges of education.

Recommendations

Management of colleges of education should partner with organized bodies such as TETFund, Alumni, banks, philanthropists and companies to provide supports to colleges of education in the state, for the provision of school facilities such as buildings, college buses, drilling of boreholes, provision of hostels and provision of residential accommodation for staff in order to enhance their job performance.

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