



PUBLIC-PRIVATE-PARTNERSHIP FOR EFFECTIVE ADMINISTRATION OF SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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Abstract: *This study investigated public-private-partnership for effective administration of senior secondary schools in Rivers State. Three research questions guided the study. The design of the study was descriptive survey design. The population of the study was 310 respondents comprising of all 310 principals public senior secondary schools in Rivers State. The sample of the study was all 310 respondents comprising the 225 male and 85 females. A census sampling technique was adopted for the study. The instrument for data collection was a questionnaire titled: "Private Public Partnership for Effective Administration of Senior Secondary Schools Questionnaire (PPPEASSSQ)". It was face and content validated by two experts in the Department of Educational Management and Guidance and Counseling of Ignatius Ajuru University of Education. Cronbach Alpha method of reliability determination was used to ascertain the internal consistency index of 0.78. The research questions were answered using mean and standard deviation scores with 2.50 as the criterion mean. The hypotheses were tested using independent t-test at 0.05 level of significance. The findings of the study revealed that the areas of public-private-partnership in the administration of senior secondary school in Rivers State are infrastructure development, and funding and collaboration in the provision of school security. It was also revealed that to a high extent public private partnership in infrastructure development and funding influenced the effective administration of senior secondary school in Rivers State. Collaboration in the provision of school security to a low extent influenced the administration of senior secondary school in Rivers State. The test of hypotheses showed significant difference between male and female principals. On account of these findings it was recommended among others that public private partnership should be continually encouraged in the area of infrastructure development, funding, and collaboration in the provision of school security in the administration of senior secondary schools in Rivers State.*

Key words: *Public, Private, Partnership, Senior Secondary Schools, Effective, Administration.*

Introduction

Senior secondary education is the second level (upper) secondary education in the 9-3-4 educational system of Nigeria before tertiary education. Taiwo, (1985) described secondary education as an institution where people are admitted after the satisfactory completion of their basic education course and providing a career of full-time instruction based on a syllabus approved by the government. Senior secondary education is received by children between 14 plus to 17 years of age (Liu & Wilkinson, 2014). This is the stage when a child makes a foundation of what he or she will become in life. It is this period when a child reaches puberty, an age when as a social being he/she gradually develops into adulthood, it is a period the young ones experience emotional, psychological changes. All these experiences makes this period a very important one in the process of education. That is why Obanya (2002) stated that so much attention should be paid to the senior secondary

school period to give the learner the needed guidance and mentorship to attain a sustained preparation for tertiary education not only in successful growth of the child but for the stability and progress of the society where the child belongs and where he/she is expected to live a functional life. This is undoubtedly so because, the overall education system of a country from early childhood education until upper secondary, influences the selection, the knowledge and the attitude of individuals who effectively enter higher education that is typically the university.

Generally, the selection of those entering the university is conditional on successful upper (senior) secondary attainment, which is in turn conditional on successful lower secondary attainment and so forth. This implies that a country with low levels of secondary or even primary completion will have a considerable reduced pool of students available for higher education in the first place, which will stand as a huge disadvantage to the society or nation at large (Onuorah, Eziamaka & Eziechi, 2021). However, senior secondary education in Nigeria is faced with formidable challenges ranging from poor funding, poor supervision, and inadequate facilities and exploding technologies to myriads demands to act accountably towards student's parents, communities and tax payers (Babalola, 2019). This has been confirmed by many individual researchers and stakeholders in secondary education in nearly in all countries in Africa, not only in Nigeria that people are clamoring for proper funding of secondary education amongst others.

Constitutionally, the provision of secondary education in Nigeria is a responsibility of the public sector (Federal and State government). This includes funding, provision of human resource and infrastructure. Dating back to history, the onset of secondary education in Nigeria is credited to the private participation of the Christian missionaries. They were the first to establish, own, finance and control the administration of education in Nigeria. According to Ugwulashi (2012), the institutionalization of formal primary and secondary schools in Nigeria resulted to the use for the first time the concept of private participation. This implies that private participation is basically a situation where private individuals or organizations are solely responsible for the establishment, ownership, funding and administrative control of schools without any direct intervention or input from government. At this period the Christian missionaries dominated school administration in Nigeria. They were solely responsible for the determination of educational goals and curriculum, fund management as well as the distribution and access to education.

The efforts of the missionaries and other private operators of schools towards the growth and development of the education industry in Nigeria were commended, Usman (2016) noted that there were also attractive criticisms. Amongst these criticisms was the inability of the colonial educational system to tailor their educational curriculum towards the cherished backgrounds of Nigerians, of acquisition of skills and technological development. It was further identified as not complementing the needs and aspirations of the society, uneven distribution of schools and education opportunities, disharmony in curriculum and imbalances in manpower and human capital development.

These developments according to Obanya (2002) led to the takeover of schools by government. Hence, government became the owner of schools and was solely responsible for the establishment, ownership, financing and administrative control of the schools. This brought about the concept of public participation in Nigeria education (Osundina, 2015). Public participation implies therefore that the government is responsible for setting educational goals and curriculum, financial management of educational change, innovation, and establishment, distribution of schools materials and provision of access to school. Public participation became imperative since only government can mobilize more resources for education than any private participant and since been a social trustee, is required to direct all her programs towards the needs and aspirations of individuals and society at large. In spite of all these benefits of public participation, there are some short comings that have become a source of concern to educationists. Government revenue has continued to dwindle in the face of increasing rate of demands for educational opportunities (Fafunwa, 2004). Little wonder government approved private participation in educational provision in Nigeria (FRN, 2014), and further re-emphasized the need for public-private participation in the funding of education as an expensive social service which the government cannot bear alone.

National Policy on Education stated that education is an expensive social service and encourages individuals to partner with government to provide needed educational facilities in the nation. The understanding that education is a major correlate of socio economic, cultural, political

and technological development of a nation, makes it necessary for the provision of essential needs for the education sector for the implementation of educational goals. The relationship between education and development is well established that it has become the key index in development and construction of knowledge economy and society in all nations. The education sector is of great importance in the development of a country and this explains why much resource is expended on it from the global perspective and some economic and social developments are increasingly driven by advancement and application of knowledge (Twinomuhwezi & Herman, 2020). Therefore, education in general, secondary education in particular has a high public value in terms of its contribution to economic growth and social development. A well-developed public private partnership framework necessary to provide quality education that is comparable to the western world in this digital era (Ginsburg, 2012).

Public-Private-Partnership (PPP) is an attractive proposition for involving the private sector in international development corporation from national players. Krimi (2020) explained that PPP includes a wide variety of arrangements and are not always uniformly defined. They are often categorized according to a set of criteria related to the degree of cooperation in terms of shared goals, joint funding, and resource /activity sharing and risk distribution. PPP's are defined as a form of cooperation between government and business agents- sometimes also involving voluntary organizations (NGO's, trade unions) – that agree to work together to reach common goals or carry specific task, jointly assuming the risks and responsibilities and sharing resources and competences (MFA, 2010). While there are many conceptual studies available that provide insights into PPP in international development cooperation, empirical evidence that justifies actual outcomes for stakeholders in minimal. According to Marin (2009), “there is no single definition of PPP. It covers a wide range of transactions where the private sector is assigned of some responsibility, including investment in education. It ranges from management contracts with no investment obligations to concessions contracts with significant investment obligations in addition to operational and management obligations” (Marin, 2009). Public-Private Partnerships (PPP) are increasingly perceived as an appropriate policy approach to provide education for all in many different contexts, key education stakeholders suggest that, by partnering with the private sector, governments can expand their education systems in a more efficient and effective way.

Public-Private Partnership is dominant in policy debates on development strategies. Public-private partnership (PPP) is key to sustainable development with a slogan or development strategies, particularly during the last couple of decades in many developing as well as advanced countries. Though, the practice of PPP is not altogether a new phenomenon, it has become popular in the neoliberal era, assuming high magnitude on the one hand, entering sectors that have had hitherto been reserved for public monopoly, and on the other hand, taking different forms which were until recently unknown (MFA,2010). Even those countries which prohibited any role of the private sector are now receptive to the idea of PPP and are even championing the cause of the private sector and PPP in most development activities. The public can partner with the private sector in several areas of school administration some of which are considered in this study like provision of infrastructure, funding, and collaboration in the provision of security.

Infrastructural provision is one area expected for public private partnership in the administration of secondary schools in Nigeria. Infrastructures are the physical facilities in the school which facilitate teaching and learning Krimi (2020). He noted that infrastructures should be provided in the right quality and quantity in the educational system for the well-being of staff and students. Infrastructures according to Mahammed in Walson (2006) are structures and teaching materials or equipment that are necessary for the effective running of schools towards the attainment of educational goals. He pointed out that the required infrastructures in schools have to be appropriate in quantity, quality and size to meet the minimum standards for promoting any meaningful teaching and learning. The availability of infrastructural facilities will help to provide a conducive atmosphere for both teachers and learners; make teachers to be innovative in their teaching; make teaching of subject to be empirical in nature rather than the mere lecture method that is very common in our schools; motivate the child with interest or enthusiasm towards learning; develop creative ability in both teachers and learners and encourage initiative ability and independence in the child. In the words of Nwankwo in Walson (2006) availability of the right

infrastructure facilities makes teaching and learning more vivid and effective because, they make the learner remember 10% of what they read; 20% of what they hear; 30% of what they see; 50 % of what they see; 70% of what they hear, see, and say; and 80% of what they see, hear, and do. The provision of infrastructure may depend on available funds in the schools funded by the public and private partnership. Another area of PPP is fundings.

Funding is the sourcing of funds to harness the implementation of educational goals. Effective funding through various means in the educational system is necessary to provide necessary resources to make education thrive in Nigeria. The availability of financial resources according to Akamkpa, Kazeem & Ige (2010), is necessary for the effective implementation of any programme, which the senior secondary education in the new educational policy 9-3-4 is inclusive. Funding of any educational programme has always been the pivot on which all other factors revolves. Issues like supply of teachers (training and retraining), prompt payment of teachers' salaries, provision of facilities like classrooms, desks, tables, books, and laboratories etc as well as establishment of more schools and provision of other school equipment depends on availability of funds. Peretomode (2001) noted that an intractable problem in the education sector is funding because of uncontrolled increase in school age population that has led to the expansion of education, which in turn push the cost of education constantly upwards without a corresponding budgetary provision of at least 26% by UNESCO recommendation. The inadequacy of funds in the education system may limit the attainment of set goal and the provision of other enablers like security gadgets especially at a time when there is security surge in the nation.

Nigerian schools in recent times has been under siege of violent attacks that ranges from kidnapping staff and students as well as destruction of facilities to outright booming which usually claim lives and properties. For instance, the operation of the Boko haram sect in North Eastern Nigeria has left many scars of woes. In April 2014, 276 girls of Government Secondary School Chibok, Bornu State were abducted in their hostel, and kidnapping of five lecturers at the University of Abuja staff quarters on 2nd November, 2021 (Onyiri & Walson, 2021). This internationally well-published cases of school kidnapping brought a new dimension to Nigeria's insecurity challenge as many secondary schools and higher institutions attacks have been recorded thereafter. There are several cases of kidnapping and killing of students and teachers. It was reported that on February 17th 2020, 42 people including students, teachers and their families from Government Secondary School Jangebe, Zamfara State, were abducted (Eons, 2020); The Global Coalition to Protect Education from Attack (GCPEA, 2020) reported that on March 11th and 14th 2013, unidentified attackers set ablaze and burnt down Gwange I and III Primary School in Maiduguri City, Bornu State respectively; GCPEA (2020) also reported that on 23rd March, 2013, persons believed to be Boko Haram, burnt down three private schools in Biu town, Bornu State at night, while Iheamnachor (2015) reported that five secondary schools teachers were kidnapped in a school in Rivers State leaving the students and the people in the area in total fear and tension. These are serious threat instance in Nigerian schools. Perhaps effective public-private partnership could facilitate the provision of technological devices to mitigate the insecurity challenges in our schools which is yet to be verified.

The roles of the private sectors in educational development has produced mixed feelings, more often negative effects on quality, equity and other dimensions of education, jeopardizing the well-established goals on human development (Draxler, 2012). While some see PPP as an innovative strategy of development in education, others (Robertson and Antoni, 2012) questioned the legitimacy of PPP as a tool of governance and effective educational development. Ginsburg (2012) posited that PPP is a tool of neo globalization, which undermines democratic forms of politics.

Public private participation (PPP) therefore refers to a situation where there is a conscious and organized joint effort between government and private individuals or organizations in ensuring adequate delivery of educational service implying that the government and private persons jointly establish, finance, and manage schools for effective administration. In this kind of collaboration, government may be responsible for educational goals and curriculum formulation, minimum standards determination and policy formulation that would ensure even distribution and equal access to quality education. The private sector on its part collaborates with government in terms of establishment, funding and financing of schools. This collaboration ensures that the shortcomings of

just one of them is curbed and the advantage of each are merged and maximized. The provisions of section 13 of the National Policy of Education (NPE, 2014) that education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the education programmes is apt. That the financing of education is a joint responsibility of the federal, state and local government and the private sector in this connection, government welcomes and encourages the participation of local communities, individuals and other organizations. However, the extent the public partner with the private sector in the administration of senior secondary schools in Rivers State in the provision of infrastructure, funding and collaborative security support is yet to be verified. This study tends to fill the gap.

Statement of the Problem

Education plays a major role in national development. It may have accounted for the enviable developmental strides of developed countries in the world. In an effort to achieve similar developmental feat, Nigeria and other developing countries have continued to seek ways to review the education sector to improve service delivery and contribute to national development. Failure of education may have contributed to the failure of nations to achieve national aspirations. Although several policies and programs have been initiated by the Nigerian government, they have not yielded satisfactory outcomes, hence, the worrisome trends of continued decline in quality education in the country. This may not be unconnected with media reports of recurring incidents of student's indulgence in examination malpractice, cultism, drug addiction, gang-sterism and criminalism as well as high failure rates, poor infrastructures, academic degradation among students and schools and security challenges etc. Meanwhile, stakeholders have continued to point out inadequacies in performance of the public collaborations. Effective school administration requires a holistic approach as no school can exist without adequate provisions and management of physical facilities, personnel resources, financial resources, students/staff personnel and instructional materials. These indices give the school its definite feature of a formal learning environment. The researcher is therefore bothered about the extent the public and private sector can collaborate for effective school administration in the areas of provision of infrastructural facilities, funding and providing the needed security for effective administration of senior secondary schools in Rivers State. The problem of the study therefore is: to what extent does public private partnership influence effective administration of senior secondary schools in River State.

Aim and Objectives of the Study

The main aim of the study is to examine public private partnership for effective administration of senior secondary schools in River State. Specifically, the study sought to:

- (i) Examine the extent of public-private partnership in the provision of infrastructure influence effective administration of senior secondary schools in in Rivers State.
- (ii) Examine the extent of public-private partnership in funding influence effective administration of senior secondary schools in in Rivers State.
- (iii) Determine the extent of public-private partnership in providing security influence effective administration of secondary schools in in Rivers State.

Research Questions

The following research questions guided the study:

- (i) To what extent does public private partnership in the provision of infrastructure influences the effective administration of senior secondary schools in Rivers State?
- (ii) To what extent does public private partnership in funding influences the administration of senior secondary school in Rivers State?
- (iii) To what extent does public private partnership provision of security influences the administration of senior secondary school in Obio/Akpor Rivers State?

Research Hypotheses

The following null hypotheses were tested at 0.05% level of significance.

H₀₁: There is no significant difference between the mean ratings of male and female principal's on the extent public private partnership on provision of infrastructure influence effective administration of senior secondary schools in Rivers State.

Ho₂: There is no significant difference between the mean ratings of male and female principal's on the extent public private partnership on funding influence effective administration of senior secondary schools in Rivers State.

Ho₃: There is no significant difference between the mean ratings of male and female principal's on the extent public private partnership on provision of security influence effective administration of senior secondary schools in Rivers State.

Methodology

This study adopted the descriptive survey design. The population of the study was 310 respondents comprising of all 310 principals public senior secondary schools in Rivers State. The sample of the study was all 310 respondents comprising the 225 male and 85 female principals. A census sampling technique was adopted for the study. The instrument for data collection was a researcher's self-designed questionnaire titled: "Public Private Partnership for Effective Administration of Senior Secondary Schools Questionnaire (PPPEASSSQ)". It was face and content validated by two experts in the Department of Educational Management and Guidance and Counseling of Ignatius Ajuru University of Education. Cronbach Alpha method of reliability determination was used to ascertain the internal consistency index of 0.78. Data were collected through direct delivery method by the researcher and two research assistants. The research questions were answered using mean and standard deviation scores with 2.50 as the criterion mean or benchmark. The means were classified using real limits of numbers. 0.5-1.49 for Very Low Extent (VLE); 1.50-2.49 for Low Extent (LE); 2.50-3.49 for High Extent (HE); and 3.50-4.49 for Very High Extent (VGE); The hypotheses were tested using independent t-test at 0.05 level of significance.

Results

The results were presented in line with the research questions and null hypotheses that guided the study as presented in the tables below:

Research question One: To what extent does public private partnership on provision of infrastructure influence effective administration of senior secondary school in Rivers State?

Table 1: Mean ratings of male and female principals on the extent public private partnership on provision of infrastructure influence effective administration of senior secondary school in Rivers State.

S/N	(Extent public private partnership influences the provision of infrastructure)	Male N=225		Female N=85		Mean Set		Decision
		Mean	STD	Mean	STD	Mean	STD	
1	Public-private partnership contribute to the development of infrastructure in senior secondary schools	3.07	1.75	3.16	1.77	3.11	1.76	High Extent
2	Public-private partnership help in funding the construction or renovation of school buildings in senior secondary schools	3.01	1.73	2.99	1.72	3.00	1.73	High Extent
3	Public-private partnership support the provision of modern educational facilities, such as libraries and laboratories, in senior secondary schools	3.07	1.75	3.16	1.77	3.11	1.76	High Extent
4	Public-private partnership lead to the installation of technology and digital infrastructure in senior secondary schools	2.30	1.51	2.21	1.48	2.65	1.50	Low Extent
N=310 Grand Mean Set & STD		2.86	1.86	2.88	1.69	2.97	1.68	High Extent

Table 1 shows the mean set and standard deviations of male and female principals on the extent public private partnership on provision of infrastructure influence effective administration of senior secondary school in Rivers State. All the items from 1-4 had high mean scores above the criterion mean of 250. Item 1 had a mean and standard deviation of 3.11 and standard deviation of 1.76. This implies that the respondents to a high extent agreed that public-private partnership contribute to the development of infrastructure in senior secondary schools. Item 2 had a mean and standard deviation of 3.00 and standard deviation of 1.73, which implies that the respondents to a high extent agree that public-private partnership help in funding the construction or renovation of school buildings in senior secondary schools. Item 3 had a mean and standard deviation of 3.11 and standard deviation of 1.73, which implies that to a high extent, public-private partnership support the provision of modern educational facilities, such as libraries and laboratories, in senior secondary schools. Item 4 had a mean and standard deviation of 2.25 and standard deviation of 1.50. This implies that the respondents to a high extent agree that public-private-partnership lead to the installation of technology and digital infrastructure in senior secondary schools. The cluster mean and standard deviations of 2.97 and 1.68 showed that the respondents to a high extent agree that public private partnership on provision of infrastructure influences effective administration of senior secondary schools in Rivers State.

Research Question Two: To what extent does public private partnership influences the funding of senior secondary school in Rivers State?

Table 2: Mean ratings of male and female principals on the extent public private partnership on funding influence effective administration of senior secondary school in Rivers State

S/N	(Extent public private partnership influences funding)	Male N=225		Females N=85		Mean Set		Decision
		Mean	STD	Mean	STD	Mean	STD	
5	Public-private partnership contribute to additional funding in senior secondary schools	3.09	1.75	3.11	1.76	3.10	1.76	High Extent
6	Public-private partnership help in funding teacher training programs in senior secondary schools	2.41	1.55	3.01	1.73	2.71	1.64	High Extent
7	Public-private partnership result in increased investment in school infrastructure in senior secondary schools	3.09	1.75	3.11	1.76	3.10	1.76	High Extent
8	Public-private partnership enhances funding for extracurricular activities and school events in senior secondary schools	2.65	1.62	2.52	1.58	2.59	1.60	High Extent
N=310	Grand Mean Set & STD	2.81	1.67	2.94	1.71	2.88	1.69	High Extent

Table 2 shows the mean set and standard deviations of male and female principals on the extent public private partnership on funding influence effective administration of senior secondary school in Rivers State. All the items from 5-8 had high mean scores above the criterion mean of 2.50. Item 5 had a mean and standard deviation of 3.10 and standard deviation of 1.76. This implies that the respondents agree that public-private-partnership enhances to additional funding in senior secondary schools. Item 6 had a mean and standard deviation of 2.71 and standard deviation of 1.64, which

implies that the respondents agree that public-private partnership help in funding teacher training programs in senior secondary schools. Item 7 had a mean and standard deviation of 3.10 and standard deviation of 1.76, which implies that Public-private partnership result in increased investment in school infrastructure in senior secondary schools. Item 8 had a mean and standard deviation of 2.59 and standard deviation of 1.60. This implies that the respondents agree that computers are managed for online programme in public senior secondary schools in Rivers State. The cluster mean and standard deviations of 2.88 and 1.69 showed that the respondents to a high extent are of the view that public private partnership on funding influences effective administration of senior secondary schools in Rivers State

Research Question 3: To what extent does public private partnership on provision of security influences effective administration of senior secondary schools in Rivers State?

Table 3: Mean ratings of male and female principals on the extent public private partnership on provision influence effective administration of senior secondary schools in Rivers State.

S/N	(Extent of security)	public private partnership influence provision	Male N=28		Female N=327		Mean Set		Decision
			Mean	STD	Mean	STD	Mean	STD	
9	Security gadgets like CCTV cameras are provided for security checks		2.88	1.69	3.03	1.74	2.23	1.72	Low Extent
10	Security gadgets like alarm bells are provided for security checks		3.19	1.78	3.10	1.76	2.15	1.77	Low Extent
11	Security gadgets like access identification control system are provided for security checks		2.83	1.68	3.27	1.80	2.05	1.74	Low Extent
12	Security gadgets like metal detectors are provided for security checks		3.05	1.74	3.11	1.76	2.08	1.75	Low Extent
N=310	Grand Mean Set & STD		2.99	1.72	3.13	1.77	2.13	1.75	Low Extent

Table 3: shows the mean set and standard deviations of male and female principals on the extent public private partnership provision of security influence effective administration of senior secondary schools in Rivers State. All the items from 9-12 had high mean score above the criterion mean of 2.50. Item 9 had a mean and standard deviation of 2.23 and standard deviation of 1.72. This implies that the respondents to a Low extent agree that public-private partnership on provision of security gadgets like CCTV cameras are provided for security checks in secondary schools. Item 10 had a mean and standard deviation of 2.15 and standard deviation of 1.77. This implies that the respondents to a low extent agree that public-private partnership on provision of security gadgets like alarm bells are provided for security checks in secondary schools. Item 11 had a mean and standard deviation of 2.05 and standard deviation of 1.74. This implies that the respondents to a low extent agree that public-private partnership on the provision of security gadgets like access control system are provided for security checks in secondary schools. Item 12 had a mean and standard deviation of 2.08 and standard deviation of 1.75. This implies that the respondents to a low extent agree that public-private partnership on provision of security gadgets like metal detectors are provided for security checks in secondary schools. The cluster mean and standard deviations of 2.06 and 1.75 showed that the respondents to a low extent agree that public private partnership on provision of security gadgets influenced effective administration of senior secondary school in Rivers State.

Ho₁: There is no significant difference between the mean ratings of male and female principal's on the extent public private partnership influence provision infrastructure for effective administration of senior secondary schools in Rivers State.

Table 4: independent t-test result of significant difference between the mean ratings of male and female principal's on the extent public private partnership on provision of infrastructure influence effective administration of senior secondary schools in Rivers State.

Gender	N	\bar{X}	SD	df	t	p	Decision
Male	225	2.70	0.47	248	3.105	0.023	Ho₁ Rejected
Female	85	2.60	0.31				P>.05

From the result presented in Table 4, it was revealed that male principals had a mean value of 2.70 (STD = 0.47), while the s had a mean value of 2.60 (SD = 0.31). This result showed that male principals strongly agree that public private partnership influence provision of infrastructure for the effective administration of senior secondary schools in Rivers State over their female counterparts. The independent sample t-test revealed a t-value of 3.105 with a corresponding p-value of 0.023 which was greater than the chosen Alpha value of 0.05. The null hypothesis was therefore rejected since $p > .05$. This result therefore indicates that there is significant difference between the mean ratings of male and female principals on the extent public private partnership on provision of infrastructure influence effective administration of senior secondary schools in Rivers State.

Ho₂: There is no significant difference between the mean ratings of male and female principal's on the extent public private partnership on funding influence effective administration of senior secondary schools in Rivers State.

Table 5: independent t-test result of significant difference between the mean ratings of male and female principal's on the extent public private partnership on funding influence effective administration of senior secondary schools in Rivers State.

Gender	N	\bar{X}	SD	DF	t	p	Decision
Male	225	2.55	0.54	248	2.050	0.011	Ho₂ Rejected
Female	85	2.51	0.35				P>.05

From the result presented in Table 5, it was revealed that male principals had a mean value of 2.55 (SD = 0.54), while the females had a mean value of 2.51 (SD = 0.35). This result showed that male principals strongly agree that public private partnership on funding influenced effective administration of senior secondary schools in Rivers State over their female counterparts. The independent sample t-test revealed a t-value of 2.050 with a corresponding p-value of 0.011 which was greater than the chosen alpha value of 0.05. The null hypothesis two was therefore rejected since $p > .05$. This result therefore indicated that there was significant difference between the mean ratings of male and female principals on the extent public private partnership on funding influence effective administration of senior secondary schools in Rivers State.

Ho₃: There is no significant difference between the mean ratings of male and female principal's on the extent public private partnership on provision of security gadgets influence effective administration of senior secondary schools in Rivers State.

Table 6: independent t-test result of significant difference between the mean ratings of male and female principal's on the extent public private partnership on provision of security gadgets for the administration of senior secondary schools in Rivers State.

Gender	N	\bar{X}	SD	DF	t	p	Decision
Male	225	2.93	0.46	248	3.003	0.042	Ho₃ Rejected
Female	85	2.78	0.34				P>.05

From the result presented in Table 6, it was revealed that male principals had a mean value of 2.93(SD = 0.46), while females had a mean value of 2.78(SD = 0.34). This result showed that male principals strongly agree that public private partnership on provision of security gadgets influenced effective administration of senior secondary schools in Rivers State over their female counterparts. The independent sample t-test revealed a t-value of 3.003 with a corresponding p-value of 0.042 which was greater than the chosen alpha value of 0.05. The null hypothesis three was therefore rejected since $p > .05$. This result therefore indicates that there is significant difference between the mean rating of male and female principals on the extent public private partnership on provision of security gadgets influence effective administration of senior secondary schools in Rivers State.

Discussion of Findings

Influence of public private partnership on provision of infrastructure in the administration of senior secondary school in Rivers State.

The findings in this regard showed that to a high extent, respondents agree that public private partnership on provision of infrastructure influenced effective administration of senior secondary school in Rivers State. The test of hypotheses revealed that there was significant difference between the mean ratings of male and female principals on the extent public private partnership in the provision of infrastructure influenced effective administration of senior secondary schools in Rivers State. This means that male and female principals perceive the influence of public private partnership on provision of infrastructure for effective administration of senior secondary schools in Rivers State differently. These findings are in line with the findings of Liu & Wilkinson (2014) in a study on using public-private partnerships for the building and management of school assets and services. Comparative case studies of two school PPP projects based in Australia and New Zealand were adopted as the main research methods. Semi-structured interviews with key stakeholders were used as primary data collection method. It was found that public-private partnerships are also being used to build school infrastructure. Public-private partnerships (PPP) are a useful way to increase the constructing or upgrading of school buildings and often yield better value for money than traditional public sector investments. The partnership between the public and private sector ensures that students and teachers have access to modern, well-equipped facilities in a timely manner for supporting the educational goals of the institution. The findings of this study also agree with that of Joseph (2021) on public-private partnership in managing secondary schools' infrastructural development in North-West and South-West Regions of Cameroon. Using two research questions and adopting a descriptive survey research design, with purposive sample of 310 respondents, it was found that lack of awareness of the need for public-private partnerships, government attitudes, relationships with school, and lack of structures (law, monitoring and mobilization systems) to enforce public-private partnership in education are major limiting factors. The identified strategies for improving public private partnership ranged from information access and communication system, appropriateness and adequacy of sensitization and mobilization, transparency and accountability issues, legal or regulatory frameworks, visions and objectives and decisional improvement of varied stakeholders in public-private partnership projects. Similarly, the findings of this study are in line with those of Aliya, Zahid, Muhammed & Sadaf (2016) on the roles of Public Private Partnership in provision of physical facilities in schools: A Sociological Study of District Bhakkar with the objective of checking the role of public-private partnership in provision of physical facilities in the schools running under Punjab Education Foundation in District Bhakkar. The findings of the study indicated that public-private partnership has an impact on qualification of teachers, infrastructure, facility of library, laboratory, class rooms, playground, safety and security. Therefore, the influence of public-private partnership in the provision of infrastructure is obvious in the educational system.

Influence of public private partnership on funding for effective administration of senior secondary school in Rivers State

The findings in this regard showed that to a high extent, respondents agree that public private partnership on funding influenced effective administration of senior secondary schools in Rivers State. The test of hypotheses revealed that there was significant difference between the mean ratings of male and female principals on the extent public private partnership on funding influenced effective administration of senior secondary schools in Rivers State. This means that male and

female principals perceived the influence of public private partnership on provision of infrastructure for effective administration of senior secondary schools in Rivers State differently. These findings corroborates with the provision of Section 13 of the National Policy of Education (NPE, 2014) that education is an expensive social service and requires adequate financial provisions from all tiers of government for successful implementation of the education programmes. That, the financing of education is a joint responsibility of the Federal, State and Local government and the private sector. In this connection, government welcomes and encourage the participation of local communities, individuals and other organizations in the funding of education. According to Tilak (2010), public private partnership arrangements can include private sector investment in education through various financial mechanisms like funding of school projects, offer scholarships or grants to students, or establishment of endowments funds to support specific educational initiatives. In some cases, private partners may also have the authority to generate revenue through fee-based services or commercial activities within the school premises. The public partnership perspective recognizes that public and private entities have complementary strengths and that collaboration can lead to more effective and efficient outcomes. By leveraging shared resources, expertise, and perspectives, public partnerships can address societal challenges, enhance service delivery, and achieve common goals that benefit both the public and private sectors. The public partnership perspective in the funding of education recognizes that public and private entities have complementary strengths and that collaboration can lead to more effective and efficient outcomes. Tilak also noted that public-private partnership (PPP) in school funding ensures a collaborative arrangements between public educational institutions and private entities to secure additional financial resources for schools. It involves leveraging the expertise, resources, and financial capabilities of the private sector to supplement public funding and support educational initiatives. According to Egboka (2007), public-private partnerships (PPPs) can be utilized as a tool for school funding to address the financial challenges faced by educational institutions through the following: access to private capital, cost sharing, and providing Innovative financing models. Therefore, public-private partnership on funding will enhance effective administration of senior secondary schools.

Influence of public private partnership on provision of security for effective administration of senior secondary school in Rivers State

The findings in this regard showed that to a low extent, respondents agree that public private partnership influenced funding for effective administration of senior secondary schools in Rivers State. This was based on the fact that security for gadgets like CCTV cameras, alarm bells, access control system, and metal detectors were to a low extent provided for security checks in the administration of senior secondary schools in Rivers State. The test of hypotheses revealed that there was significant difference between the mean ratings of male and female principals on the extent public private partnership on the provision of security influenced effective administration of senior secondary schools in Rivers State. This means that male and female principals perceive the influence of public private partnership on provision of security for effective administration of senior secondary schools in Rivers State differently. These findings are in line with the assertion of Akintunde & Selzing-Musa (2016) who stated that no matter the extent of efficiency and effectiveness in any administration, the school may not succeed in getting the cooperation of devoted teachers without security. Therefore, high teachers' productivity thrives in the atmosphere of peace, unity and security but in the environment of insecurity, teachers' productivity may be very low. The situation in Nigerian schools of recent is characterized by insecurity where lives and properties are not protected and teachers and students work in fear of being harmed on daily basis. Adesulub (2019) noted that on a daily basis the media has continued to highlight and discuss incessant cases of armed robbery, kidnapping, bombing, abductions, rape, cult activities in school environments which have become regular occurrences and have characterized life in our schools. The administration of education in Nigeria is under threat because of high level of insecurity. This is affecting the social, political and economic aspects of the country. Iheamnochor (2015) noted that the 21st century school administrators face a lot of challenges in executing their administrative tasks due to insecurity. The task of school administrators such as providing leadership for curriculum development and instructional improvement, creating conducive environment for the realization of human potentials,

influencing the behavior of staff, supervising instructional activities and controlling the financial management of the school needs has been severely hampered by insecurity. There is need for a joint collaboration between public and private sectors to provide the needed security in the school environment for teachers and students to live peacefully.

Conclusion

It was concluded from the findings of the study that public private partnership in the area of infrastructure development, funding, and provision of school security influenced effective administration of public senior secondary schools in Rivers State.

Recommendations

Public private partnership is schematically portrayed as cost-effective policy solution to address the access and quality problems faced by many education systems, especially in developing countries like Nigeria. Accordingly, government should:

1. Embrace public-private partnership scheme in the education sector in order to improve financial resources committed to education and provide better value for our education system.
2. Public private partnership should be continually encouraged in the area of infrastructure development, and provision of school security for effective administration of senior secondary schools in Rivers State.

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