

The role of public private partnership (PPP) in funding technology education in tertiary institutions in Niger state

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Abstract

The study set out to determine the role of public private partnership (PPP) in funding technology education in tertiary institutions in Niger State. The study adopted a descriptive survey research design. Three (3) research questions and two (2) hypothesis tested at 0.05 level of significance guided the study. The population for the study consisted of 11 tertiary institution and 241 private sectors. A sample of 412 respondents made up to 242 management staff from the tertiary institution and 170 managers from the private sectors was used for the study. Multistage sampling techniques were adopted in selecting the sample size. Structured questionnaire was used to get the required information from the respondents. Four point rating scale was provided for each cluster for the respondents to make their response to the question. The draft copy questionnaire were face validated by four experts all in the department of Science Education, Federal University of Technology Minna. The whole questionnaire has a reliability of 0.91. Direct delivery techniques (DDT) was adopted to administer the questionnaire to the respondents. Mean and standard deviation was used to answer the research questions while, t-test was used to test the hypotheses that guided the study at 0.05 level of probability. Recommendations were made which called for active partnership between government and private sector to realize the objectives of the technology education.

Keywords: Technology Education, Tertiary Institutions, Public Private Partnership, Funding, Collaboration

Introduction

Technology Education is the process and methods developed by the people dealing with the physical and biological environment. It includes a body of knowledge, skills and procedure to produce for the needs of people such as shelter, food, clothing, communication, transportation and security. Technology Education is the use of

products and creativity, invention and scientific research in the service of man. Okoro (2012) noted that the policy of education advising board stressed on the need for technology education and this led to the establishment of trade centers and technical institutes. These trade centers and technical institutions were purely aimed at training people for professional middle manpower in technical trade fields only with no teacher education attached. Proper funding of Technology Education need not be over emphasized if Nigeria is to provide for adequate training of persons who can proffer solution to our industrial apathy and technological backwardness. The importance of proper funding of Technology Education has been acknowledged by many educationists like Okojie (2007). They all agreed that since the programme is capital intensive, proper implementation and actualization of its set goals will not be achieved without adequate funding.

The demand for Tertiary Institution education in recent times has resulted in phenomenal increase in enrolment into technology education in tertiary institutions in Niger State. Although a number of private companies especially the oil producing companies, either as part of their social responsibility activities or deriving from intense criticism from the host communities, have awarded several scholarships to students, provided learning and teaching materials, their overall contributions to the Tertiary Institution education constitute only a very small proportion to the total resources spent or even required (Nonoil, 2013). Okebukola (2013) states that the private sector support constitutes only 10% of the Tertiary Institution fund generation. Generally, it is perceived that the private sector in Nigeria is grossly externalized in the sense that only the multinational corporations are mostly visibly identified in the market economy. Indigenous companies have remained either not well incorporated or lack the bureaucratic structure which makes it difficult for them to be appropriately taxed. NEEDS (2012) adds that most private companies in Nigeria are operating on very weak base and need to be boosted. This is possibly, why most of them hardly declare profit.

In the same situation, public-private partnership is likened to Tertiary Institution-private sector interface. In this regard, Okogie (2007) articulates that Tertiary Institution-Industry-Government partnership is aimed at getting the industries to assist the Government in providing social infrastructures within the Tertiary Institution; commission and fund specific research projects in Nigerian Tertiary Institution to enhance the development of their products and services; partner with Tertiary Institution for graduate retraining and quality enhancement; allowing academics into the industry knowledge exchange for specific projects and involve in voluntary corporate fund raising to support research and development. In this tripartite business relationship, the Government and Tertiary Institution also have their respective roles in order to foster the partnership. The Government is expected to provide the enabling infrastructures like power, water, good roads to

facilitate the operations of Tertiary Institution and Tertiary Institution on the other hand make available the operational framework that will guide the partnership towards realization of their expectation sand mandates to the people; ensure adequate funding for the Tertiary Institution established by it so that they can fulfill their obligations effectively without stress and develop agenda for research for national development (Okojie,2007). On the other hand, Tertiary Institution are required to focus on demand-driven research and development to attract patronage by the industries and Government, ensure capacity building programs to further scholarship and relevance in the community, collaborate in manpower planning with inputs from the industry in curriculum reviews and expertise and alliances in specific areas through collaboration with other institutions (NEEDS, 2012).

The principle for collaboration between Nigerian Tertiary Institution and the private sector is based on the fact that the products of the Tertiary Institution are utilized by the industries/private sector. Johnston (2012) and Moja (2010) believe that there is a symbolic relationship existing between the private sector and Nigerian Tertiary Institution, in which the private sector seeks to access scientific knowledge that it does not possess in order to remain competitive. On the other hand, the Tertiary Institution desires to diffuse their knowledge in ways that result in social and economic benefits to them. It is obviously based on this principle that the (NPE 2010) encouraged the participation of the private sector in the development of the educational sector. It is therefore hoped that the collaboration between the private sector and Nigerian Tertiary Institution will foster this symbolic relationship that is naturally existing and a virile link established between them NEEDS (2012) states that partnership between the private sector and the tertiary institutions will monitor the human and material development of the collaborators and generate innovations for accelerating the Nigerian economy. The realization that the Federal Government of Nigeria cannot solely fund Tertiary Institution education in this crucial time of global economic upheaval also makes the involvement of private sector quite imperative. The benefits that will accrue from the envisaged collaboration would hopefully, improve the educational service delivery and boost the profitability of the private sector. It is also hoped that identified common interests in areas and modes of collaboration between the Tertiary Institution and private sector would provide ground for strong partnership in the same vein, knowledge of possible constraints and facilitating structures to partnership could robe off positively in collaborative activities. The above components are therefore expected to serve as guide to providing the collaboration for effective private sector collaboration in the development and management of Tertiary institutions in Niger State. The Public Private Partnership will regulate collaboration between Tertiary Institution and the private sector in order to maximally achieve the goals of Tertiary Institution education and much desired economic development of the country. This is what the study addressed.

Purpose of the study

1. Determining the principles for collaboration between technology education in Tertiary Institution and the private sector.
2. Determining the rationale for private sector collaboration with the technology education in Tertiary Institution
3. Ascertaining the benefits of private sector collaboration in the development and management of The Niger State Technology education in tertiary institution system.

Research questions

1. What are the principles for the private sector collaboration with the Technology education in Tertiary Institution?
2. What is the rationale for private sector collaboration in the development and management of The Niger State Technology education in tertiary institution?
3. What are the benefits of private sector collaboration in the development and management of The Niger State Technology education in tertiary institution?

Hypotheses

- H₀₁: There is no significant difference between the mean ratings of respondents from the Technology education in Tertiary Institution and those from private sector on the principles for private sector collaboration with Tertiary Institution.
- H₀₂: There is no significant difference between the mean ratings of the respondents from Technology education in Tertiary Institution and those from private sectors on the rationale for private sector collaboration with Tertiary Institution.

Methodology

The study adopted a descriptive survey research design. Population of the study consisted of all the Principal Officers, of the 2 Tertiary Institutions within Niger State and the managers of the 6 quoted companies in Niger State. A sample of 412 respondents made up of 242 management staff from the Tertiary Institution and 170 managers from the private sector was used for the study. Multi-stage sampling technique was adopted in selecting the sample size. Through disproportionate stratified random sampling technique, two Tertiary Institutions were selected from the study and 2 companies. Structured questionnaire was used for this study. The data generated were analyzed using Cronbach Alpha Reliability Coefficient. The whole questionnaire has a reliability of 0.91. Therefore, the instrument is considered reliable. Direct Delivery Technique (DDT) was adopted to administer the questionnaires to the respondents. The data collected was analyzed using mean and standard deviation to answer the research questions while t-test was used to test the hypotheses.

Results

Table 1: Mean rating and Standard Deviation Scores on the Principles for Collaboration

S/N	Items	SD	SD	μ	SD	SD	Dec
1	Fostering the symbiotic relationship between the Tertiary Institution and the Sector	4.01	.45	3.71	.21	3.71	.41 SA
2	Establishing a virile link between Tertiary Institution and the private sector.	3.61	.61	3.60	.41	4.11	.48 SA
3	Encouraging the private sector to partner with Tertiary Institution within a time frame.	3.24	.73	3.30	.52	3.20	.63 A
4	Compelling the private sector to partner closely in the management of Nigerian Tertiary Institution	2.43	.66	2.60	.61	2.51	.69 A
5	Monitoring both the human and material development of the collaborators	3.34	.54	3.51	.36	3.44	.55 A
6	Generating innovations for accelerating the Nigerian economic development	3.71	.41	3.70	.44	3.71	.47 SA
Cluster Mean		4.01	.45	3.34	.63	3.47	.55 A

Key: 1 □□ = Tertiary Institution Mean, 2 □□ = Private Sector Mean, SD = Standard Deviation, μ = General Mean, Dec. = Decision, SA = Strongly Agree, A = Agree

The data on Table 1 show that from the responses of the Tertiary Institution's management staff and the management staff of the private firm, all the mean scores are greater than the benchmark of 2.50. The six items (1-6) are rated between 2.50 and 3.69 by the management staff of the Tertiary Institution and 2.61 to 3.71 by the management staff of the private firms respectively. The cluster means and standard deviations are 3.36, .39; and 3.39, .33; for the management staffs of the Tertiary Institution and private firms respectively and the overall mean and standard deviation are 3.37 and 0.37. Since the overall mean is above the cut-off mark of 2.50 on a four-point rating scale, it therefore follows that there are principles for collaboration between the private sector and the Tertiary Institution. The six listed items constitute the principles for private sector collaboration in the development and management of Nigerian Federal Tertiary Institution. The respondents strongly agreed to item 6 (generating innovations for accelerating the Nigerian economic development), item 1 (fostering the symbiotic relationship between the Tertiary Institution and

the private sector) and item 2 (establishing virile link between Tertiary Institution and the private sector) as the principles for collaboration. They agreed to the other items as principles such as monitoring both the human and material development of the collaborations; encouraging the private sector to partner with Tertiary Institution within a set time frame; and compelling the private sector to partner closely in the development and management of Tertiary institutions in Niger State.

Table 2: Mean Ratings and Standard Deviation Scores on the Rationale for Collaboration

S/N	Items	\bar{x}	SD	μ	SD	Dec
1	Over dependence on the Federal Government for Fund	4.01	.46	3.8	.37	3.81 .53 VHE
2	Inadequate opportunities for Tertiary Institution education in the country.	3.54	.77	3.31	.83	2.96 .71 HE
3	Inefficiency of the Nigerian education system	2.77	.74	3.31	.83	2.96 .61 HE
4	Obsolete Tertiary Institution education system	2.60	.99	2.98	.55	2.70 .82 VHE
5	The Tertiary Institution and the private sector operate as if they are independent of each other.	3.53	.77	3.97	.50	3.70 .72 HE
6	Low ranking of Tertiary institutions in Niger State.	2.88	.78	3.43	.40	3.18 .78 HE

μ = General Mean, Dec. = Decision, VHE = Very High Extent, HE = High Extent

The data on Table 2 show that the six items on the rationale for involving the private sector in the development and management of Tertiary institutions in Niger State are highly rated by the management of Tertiary Institution and the private firms. The mean ratings by the staff of the Tertiary Institution on items 1 to 12 are 3.51, 3.13, 2.79, 2.66, 3.50 and 2.98 while the mean ratings of the staff of the private sector are 3.75, 3.44, 3.22, 2.92, and 3.51 respectively. The combined mean ratings for both groups of respondents are 3.60, 3.24, 2.94, 2.76, 3.58 and 3.17. The cluster mean is 3.09 for the Tertiary Institution staff and 3.42 for the staff of the private sector while the overall mean for this cluster is 3.21. The overall mean is above the benchmark of 2.50 on a four point rating scale, indicating that there is a rationale for involving private sector in the development and management of Tertiary institutions in Niger State. Therefore, both the respondents from the federal Tertiary Institution and private sector are of the opinion that all the items listed on cluster B constitute the rationale for involving the private sector in the development and management of Tertiary institutions in Niger State.

Table 3: Mean Rating and Standard Deviation Scores on the Benefits of Collaborations

S/N	Items	SD	SD	μ	SD	Dec
1	Improve educational service delivery	3.66	.54	3.81	.32	4.00 .43 VHE
2	Expanded Tertiary Institution Admission Opportunities in the country	3.42	.64	3.64	.51	3.44 .72 HE
3	Improved infrastructural physical development in Tertiary Institution	3.78	.43	3.70	.48	3.67 .51 HE
4	Acquisition of ICT skills by students and Staff	3.09	.77	2.86	.71	2.98 .71 VHE
5	Boost in the private sector profitability	4.02	.61	3.14	.51	.43 .62 HE
6	Good visibility of the private sector to the Public	3.09	.72	3.16	.56	.56 .67 HE
7	Business expansion of private sector	4.02	.61	3.43	.51	3.31 .46 HE
8	Tax rebate to the private sectors that are willing to invest in the Nigerian Tertiary	2.86	.66	2.86	.52	2.93 .64 HE
9	Patent to the private sector in research	3.50	.71	3.42	.63	3.44 .71 HE
10	Appointment of the private sector into positions in the Tertiary Institution and	2.73	.34	3.01	.64	2.99 .66 HE

μ = General Mean, Dec. = Decision, VHE = Very High Extent, HE = High Extent

Data in Table 3 show that the ten items on the benefits of private sector collaboration in the development and management of Tertiary institutions in Niger State are highly rated by both the respondents from the Tertiary Institution and the private sector. The combined mean of each of the items 1–10 on this cluster as rated by both group of respondents are 3.60, 3.39, 3.64, 3.29, 2.99, 3.11, 3.12, 2.99, 3.46 and 2.79 respectively. The mean of this cluster, group-wise is 3.21 for the management staff of the Tertiary Institution and 3.31 for the management staff of the private sector, while the overall cluster mean is 3.24 with standard deviation of .46. It is therefore the view of the two categories of respondents that all the listed items are benefits that will accrue to the Tertiary institutions in Niger State and the private sector as a result of collaboration in the development of Tertiary institutions in Niger State.

Table 4: t-test for the Differences in the Mean Rating Scores on the Principles for Collaboration

S/N	Items				Mean			
1	Fostering the symbiotic relationship between the tertiary institution and the private sector	3.71	3.64	1.3	.21	.81	NS	
2	Establishing a virile link between tertiary institution and the private sector	3.64	3.64	.53	.61	.66	NS	
3	Encouraging the private sector to partner with tertiary institution within a set time frame	3.40	4.02	.53	.567	.05	NS	
4	Compelling the private sector to partner closely in the management of Nigerian Tertiary Institution	2.54	2.77	.83	.400	.08	NS	
5	Monitoring both the human and material development of the collaborators	3.51	3.66	1.2	.174	.10	NS	
6	Generating innovations for accelerating the Nigerian economic development	3.73	3.88	.363	.703	.02	NS	
	Cluster t	3.36	3.41	513	.605	.02	NS	

Key: \bar{x}_1 = Tertiary Institution Mean, \bar{x}_2 = Private Sector Mean, DF = Degree of Freedom, t- Cal = t- calculated Sig = Significant level Mean Diff = Mean Difference, Dec = Decision, NS = Not Significant

The results on the Table 4 show the differences in the mean ratings of the management staff of the federal Tertiary Institution in Nigeria and those of the private sector on the principles for collaboration between Tertiary Institution and the private sector. The calculated values for the six items are 1.226, .509, -.574, -.348, -.848 and -.373. These values are significant at .221, .611, .567, .400, .179 and .709 probability levels respectively and therefore not significant at 0.05. The cluster t value which is -.524 is significant at .601. It is also not significant at 0.05. Therefore, the null hypothesis is not rejected in respect of all the items and the cluster. This means that there is no significant difference between the mean ratings of the two groups of respondents as regards the principles for collaboration between Tertiary Institution and private sector.

Table 5: t - test for the Differences in the Mean Rating Scores on the Rationale for Collaboration

S/N	Items	Mean					
1	Over dependence on the for Fund	4.01	3.84	2.1	.002	-	S
2	Inadequate opportunities for education in the country	4.03	4.11	3.16	.002	-.314	S
3	Inefficiency of the Nigerian	2.64	3.28	-4.147	.000	-.342	S
4	Obsolete Tertiary Institution	2.56	2.86	-.162	.029	-.225	S
5	The Tertiary Institution and the private sector operate as if	3.51	3.82	-102	.005	-.221	S
6	Low ranking of Nigerian Tertiary Institution	2.86	3.50	-4.908	.000	-.432	S
	Cluster t	3.34	4.00	-4.944	.000	-.343	S

Key: \bar{x}_1 = Tertiary Institution Mean, \bar{x}_2 = Private Sector Mean, t Cal = t calculated, Sig. = Significant level, Dec. = Decision, Mean Diff = Mean Difference, S= significant.

The results on Table 5 show the difference in the mean responses of the management staff of the Tertiary institutions in Niger State and those from the private sector on the rationale for involving the private sector in the development and management of the Tertiary institutions in Niger State through collaboration. The calculated t values on items 1-6 are: -3.117, -3.189, -4.151, -2.196 and -4.908 respectively. These values are significant at probability levels of .002, .002, .000, .029, .005, .000 respectively. The cluster t calculated is -4.994 which is significant at .000. Therefore the various t-values are significant at probability level of 0.05. Thus, the null hypothesis that there is no significant difference in the mean ratings of the respondents from the Tertiary Institution and those from the private sector on the rationale for private sector collaboration with Tertiary Institution in respect of the items and cluster is rejected in favor of the respondents from the private sector. The respondents from the private sectors agree more to the items as constituting the rationale for involving the private sector in the development and management of Tertiary institutions in Niger State.

Discussion of results

Private sector goes further to prove the imperativeness of interface between the two on the ground that the private sector functions effectively and remains relevant based on the knowledge and information generated by the Tertiary Institution, hence, their interdependent and symbiotic relationship. Establishment of a virile link between Tertiary Institution and the private sector becomes necessary in line with the

submissions of FRN (2012) and Nnoli (2013) which recommended joint responsibility of the Federal, State, Local governments and the private sector in the financing of education. Encouraging the private sector to partner with Tertiary Institution within a set time frame, which was rated high from the result of the research question (1) is in consonance with Moja (2010)'s study which suggested that a policy instrument is needed to compel or encourage all companies (indigenous or multinational) to interact with the Tertiary Institution within a set time and hence, play a more significant role in generating innovations for the Nigerian economy. In the same vein, the respondents from the Tertiary Institution and the private sector believe that monitoring of human and material developments and generating innovations for accelerating the Nigerian economic development are aspects of the basic principles for collaboration. This is in line with the observation of Moja (2010) and Mbuko (2009) that partnership between the industrial sector and Tertiary Institution aids in the monitoring of human and material development of collaborators as well as evolve innovations for quickening the Nigerian economic development. Considering the minimal rating of the item, compelling the private sector to partner closely in the management of Tertiary Institutions' by the Tertiary Institution and public sector, it could be deduced that both groups of respondents seem not too comfortable with the item as a principle for collaboration.

The result of the testing of the hypothesis one item by item and cluster wise show that there is no significant difference in the mean ratings of the Management staff of the Tertiary Institution and those of the private sector on the principles for collaboration between Tertiary Institution and private sector. This is an indication that both groups agreed to all the items as principles for collaboration. Findings from research question two showed that the rationale for involving the private sector in the development and management of Tertiary institutions in Niger State include the fact that Tertiary institution in Niger State over- depend on the Federal Government for funds. This is in line with the observation of many authors like Osagie (2001), Okogie (2010), Badalona (2006), Okon (2008) and NEEDS document (2008) that Nigerian government can no longer single-handedly cater effectively for the educational needs of the country. This scenario, according to the authors, resulted in inadequate opportunities for Tertiary Institution education in the country, inefficient Nigerian education system, Obsolete Tertiary Institution education system and low ranking of Tertiary Institutions. These issues which were stated on the questionnaire and rated high by the respondents from the Tertiary Institution and those from the private sector therefore form components of the rationale for private sector collaboration in the development and management of Tertiary institutions in Niger State. The item that the Tertiary Institution and the private sector operate as if they are independent of each other" was rated high by both groups of respondents, which showed that it is part of the rationale for private sector collaboration so that the natural symbiotic relationship that should exist between the Tertiary Institution and the private sector could be harnessed.

The report from oral interview on the rationale for collaboration between Tertiary Institution and the private sector reveals that the logical basis for involving the private sector in the development and management of tertiary institutions in Niger State is based on the fact that the products of Tertiary Institution target employment opportunities in the private sectors. It therefore implies that the objectives of Tertiary Institution as well as curriculum and training orientation have to be structured to meet the demands of the private sectors. This also justifies the rationale for private sector collaboration with Tertiary Institution so that the Tertiary Institution system in Nigeria will be propelled to relevance world-wide.

The result of the testing of the hypothesis 2 revealed that the mean ratings of the respondents from the Tertiary Institution and those from the private sector are all significant. The hypothesis that there is no significant difference in the mean difference of the respondents from the Tertiary Institution and those of the private sector on the rationale for involving the private sector in the development and management of the Tertiary institutions in Niger State are rejected. From the results of research question 3, it is found that the benefits that will accrue to both Tertiary Institutions in Niger State and the private sector as a result of collaboration include, improved educational service delivery, expanded Tertiary Institution admission opportunities in the country, improved infrastructural and physical developments in Tertiary Institutions. This is in consonance with the statements of Ezekwesiri (2006) and Osagie (2008) that through private sector partnership, hostel accommodations within and/or outside the Tertiary Institution Campuses could be provided and those students who are qualified but not offered admission due to lack of hostel space could be considered. Obasi (2007) observes that innovative public-private-partnership (PPP) in the country has so far culminated in plans to incorporate the study of Information and Communication Technology (ICT) into the curricular of institutions of higher learning. Doha (2009) stated that emergence of computer -based equipment; communication facilities and self-service windows facilitate handling of an increased volume of work in a shorter period of time with greater accuracy and neatness by users.

It is also discovered that private sector collaboration with Tertiary Institutions will not only be beneficial to the Tertiary Institution, but to the private sector. Ebong (2010) notes that public private partnerships would bring about boost in the private sector's profitability, good visibility and business expansion when he writes that partnerships present business opportunities in areas from which it was previously excluded. The findings also show that the private sector collaboration in the development and management of Tertiary Institutions could result in tax rebate to the private sectors that are willing to invest in tertiary institutions in Niger State as well as patent on inventions by the private sector.

Conclusion

In view of the findings of the study, the following conclusions are drawn: The principle for collaboration between Tertiary Institution and the private sector include; to generate innovations for accelerating the Nigerian economic development, foster the symbiotic relationship between the Tertiary Institution and the private sector, monitor both the human and material development of the collaborators and establish a virile link between Tertiary Institution and the private sector. The rationale for involving the private sector in the development of tertiary institutions in Niger State system include the fact that; Tertiary Institution over-depend on the federal government for funds, Tertiary Institution and the private sector operate as if they are independent of each other, there are inadequate opportunities for Tertiary Institution education in the country, there is low ranking of Tertiary Institutions, and there is obsolete Tertiary Institution education system.

Recommendations

1. The Government should enforce collaborative activities between Tertiary institutions in Niger State and the private sector, so that the symbiotic relationship which naturally exists between the two will be enhanced. Collaborators should be made to centre on ventures that could generate innovations for acceleration of the Nigerian economic development. This could be achieved through the supervisory activities of the ministries and agencies.
2. The rationale for collaboration between Tertiary Institution and private sector, which include over-dependence on the government for funds, Tertiary Institution and private sector operating as if they are independent of each other, inadequate opportunities for Tertiary Institution education, low ranking of Tertiary Institutions etc. should be given priority consideration at the preliminary stage of the collaboration. They should be carefully identified, assessed, articulated and incorporated in the goals and objectives of the collaboration.
3. Parameters upon which ranking of world Tertiary Institution are based should be strongly considered in collaborative activities between Tertiary Institution and the private sector so that collaboration will be focused, purposeful and realizable.
4. In view of the fact that collaborators have different motives based on their organizational goals, mutual benefits and interests of Tertiary Institution and the private sector which include improved educational services and physical development, expanded Tertiary Institution admission opportunities in the country. Boost in the profit making of the private sector, good visibility of the private sector etc., should be identified and spelt out clearly in the terms of agreement. This will guide the collaborators and in the process, serve as a driving force for enhanced and sustained commitment and the pursuit of the agreed goals.

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