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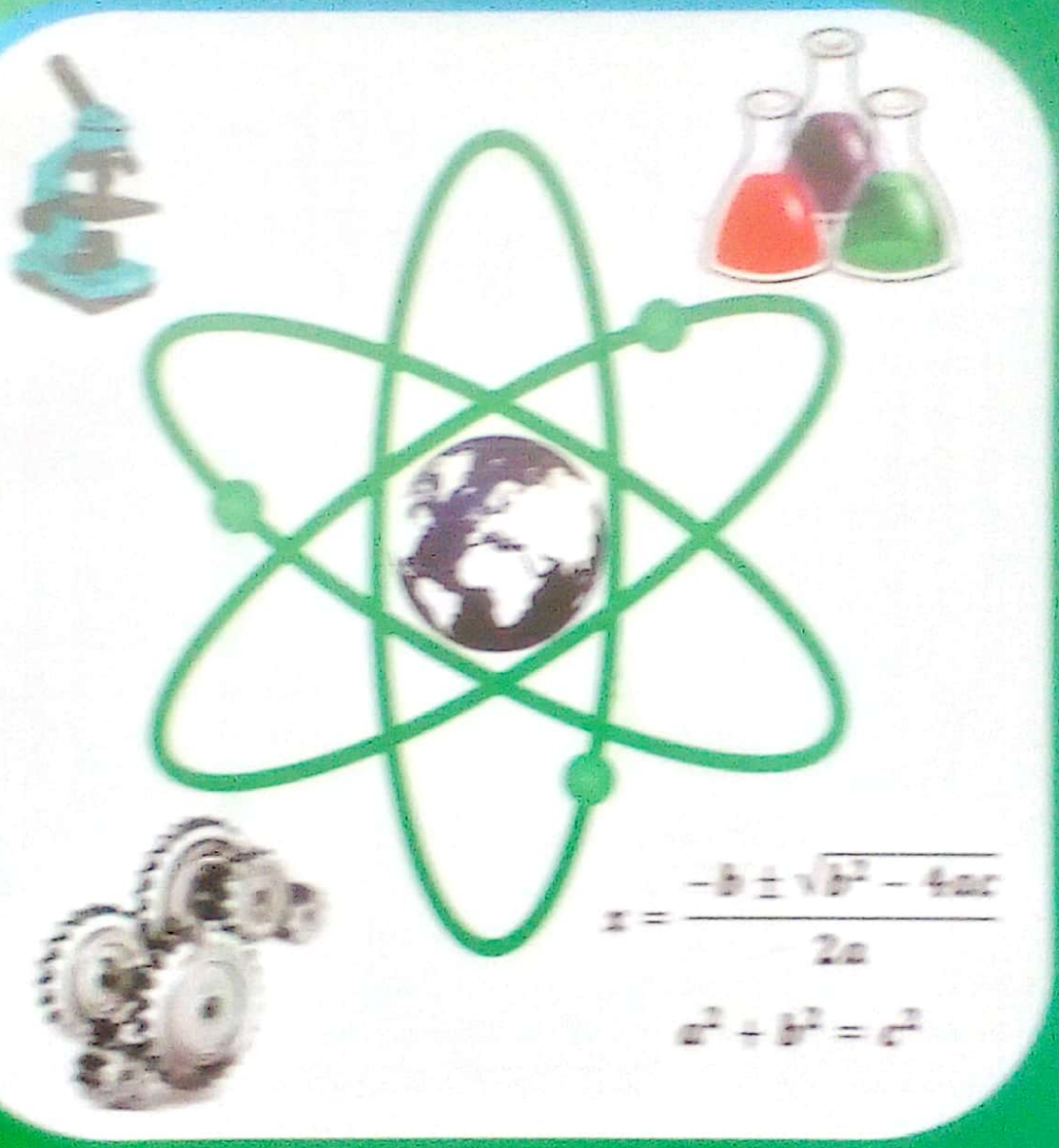

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IMPLEMENTATION OF PUBLIC PRIVATE PARTNERSHIP FOR EFFECTIVE TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) PROGRAMMES IN A DEPRESSED ECONOMY.

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Abstract

The study assessed the level of implementation of Public Private Partnership for effective Technical and Vocational Education and Training (TVET) programmes in depressed economy. Two research questions and two null hypotheses were formulated to guide the study and the hypotheses were tested at 0.05 level of significance. A survey design was employed for the study. The accessible population for this study consist of 239 respondents which were made up of 161 instructors and 78 management staff from TVET institutions and industries of Kano State. A structured questionnaire consisting of 30 items was developed and used for the study. The reliability coefficient of the instrument was 0.87 using Cronbanch Alpha coefficient. Mean and standard deviation were used to answer the research questions while z-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed some strategies for promotion and sustenance of partnership between TVET institutions and industries. The findings of the study further revealed that partnership between TVET institutions and industries is faced with numerous challenges. The study recommended that industries should be consulted and involved during the accreditation process of a course curriculum to identify the training needs that be addressed in accordance with the skills and workforce development needs.

Keywords: Public Private Partnership (PPP), Technical Vocational Education and Training (TVET) and Depressed Economy

Introduction

The significance of technical vocational education and training for human, material, socio-economic and technological development has long been noticed worldwide. Technical Vocational Education and Training (TVET) is a type of education intended to prepare individuals with competencies in an occupational trade for the technological and economic development of a nation. The Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education described TVET as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. The policy further stated the objectives of TVET to include: providing training for manpower development in applied sciences, technology and business particularly at craft, advanced craft and technical levels; providing technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and give training and impart the necessary skills to individual who shall be self-reliant economically. In contrast with general education, TVET is skill-oriented and trains both the head and the hands (Oranu, 2009). Ogwu and Oranu (2006) described TVET as an aspect of education that leads to the acquisition of practical skills as well as applied scientific knowledge. In addition, Uwaifo (2009) viewed TVET as the training of technically oriented personnel who are to be the

initiators, facilitators and implementers of technological development of a nation. This type of training is based on the need to be technologically literate in order to be self reliant economically. Therefore, TVET, more than any other profession has direct impact on national welfare and development. Consequently, TVET serves as an agent of social change. The practical nature of technical education makes it unique in content and approach, thereby requiring special care and attention.

TVET requires funds for implementation, but the fear of abandonment, commitment in achieving its objectives and goals cannot be left to the government alone especially in the present depressed economy because TVET programmes are capital intensive. Therefore, it suffices to demand for collaboration with the private sectors that are business oriented and whose support can effectively and efficiently lead to the attainment of the stated objectives of TVET programme. The appropriate collaboration could be a Public Private Partnerships (PPP) between TVET institutions and Industries.

The concept of PPP hinges on the involvement of the private sector in the delivery of public social services of which education is a critical sector. The PPP is generally defined as a system in which a government service or private business venture is funded and operates through a partnership for the purpose of delivering a project or service that was traditionally provided by public sector (Diech 2001). Partnerships through PPP in Nigeria began several years in various sectors: health, housing, roads, water supply and other sectors of the economy. According to the Bureau of Public Service Reforms (BPSR) (2006), the PPP initiative began in Nigeria as a part of the general public service reform agenda of the Obasanjo's administration, and was driven in part by the Federal Ministry of Works to promote skills acquisition and development of technical staff. BPSR (2006) revealed that recently PPP has a legal backing through the enactment of the infrastructure concession bill. A report by the Infrastructure Concession Regulatory Commission (ICRC, 2013) stated that the local wing of the Murtala Mohammed International Airport, Lagos is one of the recently constructed projects through Built Operate Transfer (BOT) arrangement between the Federal Government and a private company.

PPP in education were introduced in United States of America (USA) in 1990s, and the developing countries like Nigeria could embark on these ventures to improve on educational access and quality in their school sector (Patrinos, 2005). Furthermore, partnerships permit governments to improve on their services and programmes by offering complementary services, such as vocational training, occupational and career education, workplace training/education, technical assistance, and public programmes to encourage public support.

Research evidence by UNESCO (2004) revealed that Nigeria suffers from a mismatch between employment opportunities and the skills possess by job seekers. The educational system produces graduates into the labour market with capacities that do not match the requirements of the productive sectors of the economy. Maigida (2014) revealed that over the past few decades, the ratio of unskilled workers has increased in Nigeria, when the global demand for skilled workers has risen. This reveals that Nigeria is either lacking mechanisms to identify which skills are in demand or not training potential job seekers accordingly. Complaint from the public and private sector of entrants into new jobs not having the requisite skills can be addressed through TVET. Upon this background, this study is poised to assess level of implementation of PPP for effective TVET programmes in a depressed economy.

Statement of the Problem

One of the responsibilities common to government and the private sectors is provision of employment to citizens and foreigners. Government need to provide adequate training at different capacities for youths through technical and vocational schools for growing industries and skill development for self-reliance. But technical and vocational education is capital intensive than other general education. Therefore, it requires a lot of funds to achieve the desired objectives. However, in Nigeria, experiences have shown that the best jobs require high level of expertise and technical skills, but sad to report is that, most of the securable jobs are low paying even in the informal sectors because applicants lack requisite skills and employers are not willing to train on the job. This is blamed on the theoretical basis that graduates are squarely trained without adequate practical application. Schools whether formal or informal in Nigeria are plagued by insufficient funds and fast deteriorating facilities without replacement or refurbishments making laboratories and technical centres handicapped either by obsolete facilities, lack of trained instructors to improve the quality of the centres and trainees who can adequately handle practical activities on engagement by some companies or on self-reliance (Habibu, 2009).

Apart from the fact that government alone cannot provide paid jobs to the teaming Nigerian youths, it cannot also keep pace with the number of youths leaving schools (secondary and tertiary institutions) lacking skills to fill existing vacancies (Elebe, 2011). Resolutions to the challenges require that all hands must be on deck to attract enough and give cognizance to the external environment which comprise of local community, local councils, state, the industrial community and world of work at large. Collaboration therefore becomes relevant to the needs and interest of the learners, interest of the society and specifically to ensure competence and possessing the needed experience in the work environment.

At present the government cannot afford adequate fund for effective training of the youths to be adequately engaged in the industries or self-employed without partnering with other organisations such as UNESCO, UNDP, World Bank, AFDB, or even NGOs, CBOs and individuals at various level for support. Puyate (2005) stressed that in an ideal situation, as obtainable in developed societies of the world, the training and education of nation's citizenry is a collective effort of both governmental and Non-governmental organizations, private firms, and private individuals or philanthropist. Consequently, this inadequate practical training as a result of inadequate facilities, instructors, electricity, funds, among others as lamented by some research evidence requires the intervention of PPP for support. This is what prompted the researchers to assess level of implementation of PPP for effective TVET programmes in depressed economy.

Objectives of the Study

The aim of this study was to assess the level of implementation of Public Private Partnership for effective Technical and Vocational Education and Training (TVET) programmes in a depressed economy. Specifically, this study intended to identify the:

1. Strategies for promotion and sustenance of PPP for effective TVET programmes in a depressed economy.

2. Challenges militating against PPP intervention for effective TVET programmes in a depressed economy

3. **Research Questions**

This study was designed to provide answers to the following research questions:

1. What are the strategies for promotion and sustenance of PPP for effective TVET programmes in a depressed economy?

2. What are the challenges militating against PPP intervention for effective TVET programmes in a depressed economy?

Hypotheses

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

H_{01} There is no significant difference between the mean responses of instructors and management staff with regards to their opinions on the strategies for promotion and sustenance of PPP for effective TVET programmes in a depressed economy.

H_{02} There is no significant difference between the mean responses of instructors and management staff with regards to their opinions on the challenges militating against the PPP intervention for effective TVET programmes in a depressed economy.

Research Methodology

A survey design was employed for the study. The study was conducted in six technical colleges, three vocational training centres, and 10 industries in Kano State, Nigeria. The accessible population for this study consist of 258 respondents which were made up of 174 instructors and 84 management staff from TVET institutions and industries of Kano State. A structured questionnaire consisting of 30 items was developed and used for data collection. The questionnaire was divided into three sections (sections A – C). Section "A" was designed to elicit personal information of the respondents. Section B and C, covers research questions 1 and 2 respectively. Four point rating scale of measurement was used for sections B and C with response options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The weight values assigned to the response options were 4, 3, 2 and 1 respectively. The instrument was validated by three experts from department of Industrial and Technology Education, Federal University of Technology, Minna Niger State. The reliability coefficient of the instrument was 0.87 using Cronbanch Alpha coefficient. The data collected was analysed using mean, standard deviation and Z-test. Mean and standard deviation were used to answer the two research questions, while Z-test was used to test the two null hypotheses at 0.05 level of significance.

Results

Research Question 1

What are the strategies for promotion and sustenance of PPP for effective TVET programmes in a depressed economy?

Table 1: Mean and Standard Deviation of the Responses of Instructors and Management Staff on the Strategies for Promotion and Sustenance of PPP for Effective TVET Programmes in Depressed Economy

N_1 = 161, N_2 = 78 and N_t = 239

S/N	Items	$\bar{X}_1$	SD_1	$\bar{X}_2$	SD_2	$\bar{X}_t$	Decision
1	Formulation of government policies that will encourage industries to partner with TVET institutions	4.27	0.74	4.53	0.79	4.40	Agree
2	Government should award contract to industries that are in partnership with TVET institutions	4.28	0.74	4.59	0.65	4.44	Agree
3	Government should establish special grant scheme for industries to partner TVET institutions	4.16	0.77	4.47	0.59	4.32	Agree
4	NBTE should organize seminars and workshops for industries and TVET institutions on the benefits of partnership	4.35	0.69	4.55	0.64	4.45	Agree
5	Experts from industries should be employed as part-time instructors in the TVET institutions	4.16	0.76	4.60	0.61	4.38	Agree
6	Introduction of intensive practical sessions to students in industries	4.29	0.73	4.33	0.75	4.31	Agree
7	Introduction of formal apprenticeship with the support from industries to give TVET students place of work training and labour experience	4.13	0.79	4.27	0.53	4.20	Agree
8	Introduction of in-service training for instructors using private-public training centres	4.27	0.86	4.40	0.87	4.34	Agree
9	The schools should be affiliated to the industries	3.71	1.03	3.62	0.93	3.67	Agree
10	Establishment of special ministry to manage and supervise partnership between TVET institutions and industries	4.19	0.71	4.42	0.76	4.31	Agree
11	Establishment of TVET institutions and industries partnership intervention fund	4.22	0.73	4.46	0.68	4.34	Agree
12	Giving national award to industries that are in partnership with TVET institutions	4.21	0.81	4.55	0.60	4.38	Agree
13	Government should introduce a training levy reimbursement scheme to industries that are in partnership with TVET institutions	3.89	0.92	3.97	0.91	3.93	Agree

Hypothesis One

H_{O1} There is no significant difference between the mean responses of instructors and management staff with regards to their opinions on strategies for promotion and sustenance of PPP for effective TVET programmes in depressed economy.

Table 3: Z-test Analysis of the Responses of Instructors and Management Staff on the Strategies for Promotion and Sustenance PPP for Effective TVET Programmes

Respondents	Mean	SD	N	df	z-value	Sig(2- tailed)
Instructors	4.05	0.48	161	237	-3.79	0.05
Management Staff	4.29	0.43	78			

The result presented in Table 3 have shown that the mean responses of the instructors and management staff are 4.05 and 4.29 respectively as regards to their opinions on the strategies for promotion and sustenance of PPP for effective TVET programmes. The analysis revealed that the z-value of -3.79 is less than 0.05. This suggests that there is no significant difference between the mean responses of instructors and management staff as regards to strategies for promotion and sustenance of PPP. So, the null hypothesis was retained.

Hypothesis Two

H_{O2} There is no significant difference between the mean responses of instructors and management staff with regards to their opinions on challenges militating against the PPP intervention for effective TVET programmes in depressed economy.

Table 4: Z-test Analysis of the Responses of Instructors and Management Staff on the Challenges Militating Against PPP Interventions for Effective TVET Programmes

Respondents	Mean	SD	N	df	z-value	Sig(2- tailed)
Instructors	3.91	0.47	161	137	0.04	0.05
Management Staff	3.91	0.39	78			

The result presented in Table 4 revealed that the mean responses of the instructors and management staff are 3.91 and 3.91 respectively as regards to their opinions on the challenges militating against PPP interventions for effective TVE programmes. The z-value of 0.04 is less than 0.05. This suggests that there is no significant difference between the mean responses of instructors and management staff on the challenges militating against PPP interventions for effective TVE programmes. Thus, the null hypothesis was retained.

Discussion

The findings from table 1 on the strategies for promotion and sustenance of PPP for effective TVET programmes revealed some strategies which include: Formulation of government policies that will encourage industries to partner TVET institutions. Government should

award contract to industries that are in partnership with TVET institutions, NBTE should organize seminars and workshops for industries and TVET institutions on the benefits of partnership. Government should introduce special discounts on taxes to industries that are in partnership with any TVET institution among others.

These findings are supported by the recommendations from the report of the meeting on University-Industry Partnership in Africa held in Harare, Zimbabwe. In this report, it was stated that governments' role is to create the enabling policy environment and provide financial support (directly or through the national institutions) to the partnership. One of the recommendations is that government should give tax incentives to industries that support research and development work; this implies that government should give tax relief for a reasonable period to industries that are manufacturing goods from home technologies (Massaquoi, 2002). It is also in agreement with that of Prew (2009) which revealed that the community should be involved in determining the development priorities in the school, supplying voluntary and paid services to the school, help the school raise and manage funds and sitting on and running some committees.

Bester (2004) revealed that industries are supposed to be partners in progress to technical colleges as products from such institutions are employed by them, the findings shown that industries should be sought through cooperation to assist the schools. This is very important because by so doing products (students) are fully prepared to take appointment in the industries.

However, z-test analysis on Table 3 revealed that there was no significant mean difference between the instructors and management staff on strategies for promotion and sustenance of PPP for effective TVET programmes. Therefore, the null hypothesis was retained. This indicates that the respondents have agreed with the strategies stated.

The results in Table 2 revealed that partnership between TVET institutions and industries is faced with numerous challenges such as: lack of interest by TVET institutions and industries to partner; poor government policies on participation in TVET; poor public relations practice by TVET institutions and industries; mismatch between the labour market (demand side) and TVET programmes (supply side) and industries are not consulted during the accreditation process of review course curriculum, to mention a few.

The findings are maintained by Okpor and Hassan (2011) who observed that like many other developing nations, Nigeria also have various systemic weaknesses in its TVET/Skills development system particularly, the weaknesses and challenges relevant to the PPP. In support of these findings, Massaquoi (2002) posited that there are several factors militating against TVET Institution-Industry Partnership in Africa. He further opined that several reasons are responsible why institution-industry partnership or the enabling institutional arrangements for institution-industry partnership have not developed over the years. Consequently, these factors exist as a result of the attitude of stakeholders such as scientists, the industry, the institutions, society, the general macroeconomic environment, and the government. TVET institutions and Research institutions which host the scientists have certain administrative structure and practices which negatively affect their aptitude to promote TVET institution-industry partnership. These include: unfortunate management of resources, the nature of the project administration and institutional politics (Aina & Akintunde, 2013). Atsumbe, Raymond, Owodunni and Bargu (2012) noted that there are a lot

of challenges to the implementation of PPP in TVET in Nigeria. While it is true that PPP transactions are relatively new in Nigeria when compared to some other countries.

However, z-test analysis on Table 4 discovered that there was no significant mean difference between the instructors and management staff on challenges militating against PPP interventions for effective TVET programmes. The null hypothesis was accepted. This revealed that Partnership between TVET institutions and industries is faced with numerous challenges.

Conclusion

Based on the findings from this study, it was concluded that partnership between TVET institutions and industries can be strengthen to ensure the appropriate interface with the world of work. This could be achieved through adoption of some strategies for promoting and sustaining partnership. Furthermore, partnership between TVET institutions and industries is faced with numerous challenges.

Recommendations

Based on the results from this study, the following recommendations were made:

1. Linkages between TVET institutions and industries should be strengthened to ensure the appropriate interface with the world of work. This could be achieved through adoption of some strategies for promoting and sustaining partnership.

2. Industries should be consulted and involved during the accreditation process of a course curriculum to identify the training needs that be addressed in accordance with the skills and workforce development needs.

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