



PUBLIC AND PRIVATE COLLABORATIVE EDUCATION FUNDING: A NECESSITY FOR SUSTAINABLE UNIVERSITY EDUCATION IN SOUTH-SOUTH NIGERIA

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ABSTRACT

The study examined public-private collaborative education funding: A necessity for sustainable university education in South-South Nigeria. The study design was descriptive, the population was 2000 heads of institutions, deans and heads of departments in public universities in south-south Nigeria and the sample consists of 220 respondents representing 11% of the population. A 20-item self-structured questionnaire was used for data collection. The instrument was duly validated by experts and 0.84 reliability index was established using Cronbach alpha. A criterion mean of 2.50 was used as a cut-off mark while mean and standard deviation were used to answer the research questions. A t-test inferential statistics was used to test all null hypotheses at 0.05 level significance. Statistical analysis was done using the statistical package for social science, SPSS version 23. Findings of the study revealed that the respondents agreed that international bodies, donor agencies etc are entities for public-private collaborative funding while increase funding, improved infrastructure, learning processes etc are the impacts of public-private collaborative funding, and the challenges of public-private collaborative fundings includes; lack of fund, lack of accountability, resource imbalance etc. The study recommended among others that government and heads of higher institutions should identify corporate individuals and organizations who are willing to participate in public-private collaborative funding and that synergy between public and private entities should be encouraged in our university system so that the short-falls experienced by higher institutions as a result of government not meeting up to expectations due to intense demands of the educational sector can be reduced.

Keywords: Collaborative Funding, Private-Partnership, sustainable, University Education



INTRODUCTION

Education is the live wire through which development can be noticed in any giving country. It can also be seen as the machinery through which growth can be achieved or realized in every country. As important as education is, its landscape in Nigeria, faces so many challenges which are significant in nature. These challenges could range from dilapidated structures, dearth of infrastructure, insufficient funding in the system and other vices. It is on these premise that Idialu and Idialu (2011) aver that most public institutions like universities in Nigeria today befuddled with so many challenges which has commensurate influences on the outcome of its students. Studies has it that the sustainability of any school system such as higher institutions in any country hinges on efficient and effective financial mechanism in the school system in providing quality education to the persons concerned so that the goals and objectives of the system can be actualized.

University education denotes those advanced level of education that can be offered at institutions of higher learning, known as universities or colleges. It encompasses organized, systematic and rigorous program of study that goes beyond secondary education (such as high school) and often leads to the attainment of undergraduate, graduate, or professional degrees. For Okah and Worlu (2013) stated that it is a municipal of researchers and scholars who engage in a multifaceted task to which individuals look up for development and progress. From the above definition, one can say that university education is the highest form of education which ensures that individuals are well equipped for the world of work.

Conventionally, public funding has been the primary source of funding public higher institutions however, it experiences short-falls of meeting the needs of these institutions as a result of the intense demands of the educational sector. Funding of education in Nigeria can be influenced and affected by so many factors and these factors has impacted a lot on the academic performance of students as well as on teachers' efficiency and effectiveness in the classroom. No wonder Ugochukwu et al (2021) opined that the factors that affects funding of education in Nigeria were multifactorial in nature. These factors according to them include; inappropriate preparation, lack of inspection and supervision by those in authority, increase in student's enrollment, non-qualified and committed educators, futile supervision and monitoring by the government, appointment or selection of institutional heads, increase in corruption and educators being obsolete. In view of this, Akindele (2012) affirmed that inadequate funding of education in Nigeria has made most schools owned by the government to be under furnished with the necessary school plant that are supposed to enhance teaching and learning. As a result of lack of fund, heads of institutions resort to meeting stake holders of education for assistance in the area that they can help out with. These growing demands in higher institutions prompted to the emergence of private-public funding as a vital supplement which involves collaborative efforts between public and private sectors in addressing the funding gap.

Private - Public collaborative funding is a collaboration between government agencies and private corporations, private agencies, humanitarian organizations, academic institutions to finance the various aspects of education such as university education. These collaborations could take the form of research grants, scholarships, infrastructure development projects, and



endowments. In the context of sustainable university education in Nigeria, such collaborations play crucial roles in extenuating financial constraints and promoting long-term viability. Collaborative funding between public and private sector usually fosters innovation and knowledge exchange between academia and industry. Through partnerships with private companies, universities can align their research agenda with industry needs, leading to the development of practical solutions to societal challenges. These collaborations do not only enhance the relevance of academic research but also contribute to economic growth and industrial development.

It is so disheartening to state that though the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommended that 26% of the national budget to be allocated to education for underdeveloped countries of which Nigeria is inclusive, yet this recommendation is not strictly followed. The table below shows details of how these allocations are distributed to the educational sector.

Table 1 Percentage Distribution of Budget Allocated to Educational Sector from 2016-2024

Year	% Distributed to Education
2016	7.9%
2017	6.1%
2018	7.1%
2019	8.4%
2020	6.5%
2021	5.7%
2022	5.4%
2023	8.2%
2024	8%

Source: Ojo (2023)

Table 1, shows the distribution of national budget to education from 2016 – 2023. The table depicts that from 2016 to 2024, that 8.4% which was allocated in 2019 is the highest percentage of share to education as against recommended 26% by the United Nations Educational Scientific and Cultural Education (UNESCO). The data also confirms that the federal government has not been consistent on allocating fund to education. This inconsistency could be one of the key issues that hinders the growth of education in Nigeria. No wonder there was a recent strike action by the Academic Union of Nigerian Universities (ASUU). The reason for the strike action was for increment of budget allocation to education so that such increment will help in improving the facilities in the school system that will enhance the teaching-learning procedures. Ojo (2023) mentioned that Nigeria currently has 109 public universities of which 50 and 59 are for federal and state respectively, however, these universities are in very bad shape where students live in unhealthy facilities, learn in an abnormal condition, teachers' welfare are poor due to poor funding of education and this has led to poor learning outcome.

From the above, one can vividly say that there is need to explore alternative ways that educational sectors can fund the various institutions so that the school system will be effective. Effectiveness can only be achieved if the system has enough fund to finance it project but it is so painful to state that most public higher institution in Nigeria has lost its glory as a result of not



meeting up to equip the school system with the relevant plants and machineries needed in the system that is supposed to improve teaching and learning due to insufficient fund. No wonder Ochuba (2011) avows that the state of tertiary institutions in Nigeria is very worrisome reason being that all the plants, materials and facilities in higher institution of learning are either in a deplorable state or at the verge of decaying. Ochuba (2011) further mentioned that all the plant needed for enhanced teaching and learning are either short-supplied or inadequate. It should be of noted that although the government (federal and state) still remain the main body that finances public institutions, however, private agents and establishments can also come in to assist in areas that they can. The areas they can assist could be in collaborative funding of education. From the above assertion, one can say that private – public collaborative education funding is a necessity for sustainable university education in south-south Nigeria and that is what this paper intends to investigate.

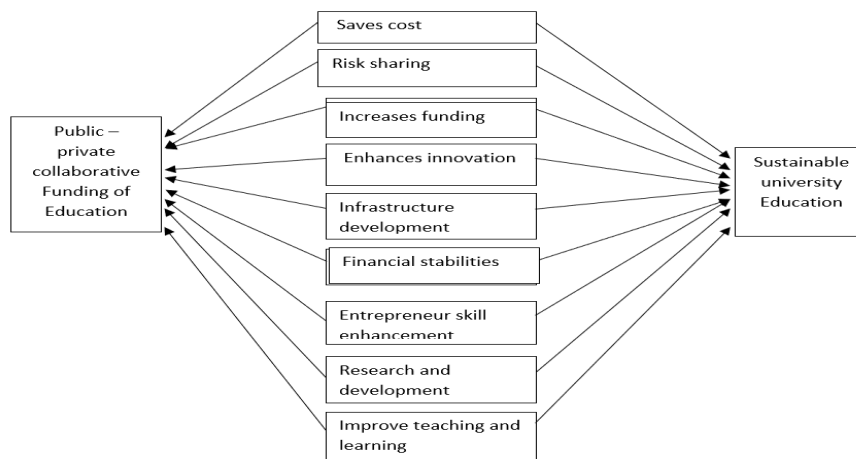
Theoretical Framework

Resource Dependency Theory

Resource Dependency Theory (RDT) was propounded by Pfeffer and Salancik (1978). This theory posits that organizations depend on external resources to survive and thrive. In educational context, institutions of higher learning that are mostly owned by the government whether state or federal has the tendency to strongly rely on private funding sources to complement limited public resources provided by the government, leading to alliances that strengthens the institutions capacity as well as its sustainability. It should be of note that the Resource Dependence Theory gives intuitions into how establishments such as the educational institutions, depend on external resources to survive and thrive. When applied to the context of public-private funding of education, resource dependency theory helps to irradiate the dynamics of dependence and power between public - private sector.

Generally, one can say that RTD affords a notional framework through which understanding the multipart associations and dependances involved in public-private funding of education. By knowing the interchange of power, dependencies, and strategic interactions, stakeholders can better navigate collaborations and partnerships to support educational goals and outcomes.

Conceptual Framework



Source: Researcher (2024)



The diagram above shows the impact of public-private collaborative funding of education on the university system. From the above diagram, one can deduce that public-private collaborative funding has the tendency to improve teaching- learning processes, saves time, increases funding, leads to financial stability of the system, improves infrastructural development, brings about novelty in teaching and learning thereby making education a worthwhile. It is on this note that Ulayi,et. al.. (2022) affirmed that the benefit of public-private collaborative education funding includes; saves costs, shares risks, enhances echelons of services, improves revenue generation, lead to well organized enactments and has economic benefits. So, for sustainability university education public-private collaborative funding is of paramount importance.

Sustainable University Education

These could be defined as those approaches to university education that integrates the principles of sustainability into the innumerable facets of programs, campus operations, and community engagement in academic processes. It has to do with ensuring that sustainability is integrated into the school research and curriculum as well as indorsing ecologically practices that are friendly in the school premises and its environment thereby promotion social responsibility and equity, also making scholars handle international contests that is associated to sustainability the near future.

Meaning of private-public collaborative funding of Education

Private-public collaborative funding of education is partnership between private bodies or entities like individuals, corporate bodies foundations or establishment and public establishments such as the governments and agencies to fund educational projects. This model of funding uses resources from both private and public domine to assist various aspects of education especially in areas like teacher training, scholarship for students, developments of infrastructure, curriculum improvement, research and developments, innovations in education and other activities of education. In line with this, Alshaerb et.al.. (2017) defined public-private collaborative funding of education as that type of partnership that exist between government and private entities for financial contributions, educational expertise and for school plant developments.

Similarly, Ulayi et.al; (2022) affirmed that public-private could be seen as covenant between government and private individuals or establishment. Ulayi et al (2022) opined that public-private collaborative funding is usually characterized with private entities financing government capital projects especially in the school system such as building school plants, providing equipment's and facilities needed to enhance teaching and learning etc.

Advantages of using public-private collaborative model in funding university Education

Ulayi, et.al; (2022) affirmed that the benefit of public-private collaborative education funding include;

1. Saves Cost: Private-Public collaborative funding of education could lead to cost reduction for effective and efficient service delivery in the school system. This could be done through the use of scale of preference in the provision and maintenance of school plant, the introduction of modern technologies, adopting new models as well as reward measures dipping cost overhead in the system.
2. Sharing of Risks: Risk can be shared by both private and public enterprise.
3. Enhanced echelons of services: it could lead to the introduction of novel and innovative tactics that can improve quality and quantity in the school system.



4.Improvement of revenue generation: Aside from setting fees for its users, PPP also has the tendency to introduce new opportunities for innovations that could help in fund generating.

5 Well-organized enactments: Private-public collaborative education funding can provide a more and efficient way for project implementation.

6.Economic benefits: it can arouse the generation of employment as well as the proficiency transfer and the growth of the economy

Generally, public-private collaborative funding of university education offers pathway to address funding gaps, improve educational quality, foster innovation and contribute to sustainable education. Harnessing the strengths of both sectors, universities can create sustainable models of funding that support their mission of providing high-quality education that is accessible to future generations.

Challenges of collaborative funding of education

Collaborative education funding though is an important tool to address funding gap in education especially as it has to do with promoting quality education and ensuring that students get the best as regards teaching and learning. Yet, successful path to collaborative agreement is often pierced with contests. These can challenge could include: misalignment of goals, discrepancies in resource allocation, issues of accountability, sustainability concerns, potential for privatization, conflicts of interest, challenges to access and equity. It is on this note that Obikwele (2023) affirmed that collaborative funding faces so many challenges which include; latent misalignment of interest amongst stake holders, lack of accountability and transparency, resource imbalance, reduction on the quality of education and its resources, sustainability and dependency, public perception of trust, inadequate finance, regulatory complexity. For Nwachuhwu (2014), the challenges of collaborative funding could include; incompetent supervision and management, leakages and wastages, policy and strategy instability and inconsistency etc

Statement of the Problem

Research have shown an unstable decline in the academic performance of students in universities in south-south Nigeria. Most individuals believes that the decline could be as a result of insufficient fund in the system even when the demand is high in the system. These growing demands in higher institutions prompted to the emergence of private-public funding as a vital supplement which involves collaborative efforts between public and private sectors in addressing the funding gap. Could this be the case of universities in south-south Nigeria? Could public-private collaborative funding of university education be a necessity for sustainable university education? Could it be that when private and corporate entities collaborate with the government in terms of funding of university education, the system will strive higher in terms of efficiency and effectiveness? These and other issues prompted the researcher to investigate public-private Collaborative Education Funding as a necessity for Sustainable University Education in South-South Nigeria.

Purpose of the Study

The main aim of this study was to investigate public- private collaborative education funding as a predicator of sustainable university education in South-South Nigeria. Specifically, the study sought to identify:



1. The various types of private entities for collaborative educational funding for sustainable university education in south-south Nigeria
2. The impact of public-private collaborative education funding as a necessity for sustainable university education in south-south Nigeria
3. The challenges of public- private collaborative education funding as a necessity for sustainable university education in south-south Nigeria

Research Questions

The following research questions guided the study:

1. What are the types of private entities for collaborative educational funding for sustainable university education in south-south Nigeria?
2. What is the impact of public-private collaborative education funding as a necessity for sustainable university education in south-south Nigeria?
3. What are the challenges of public- private collaborative education funding as a necessity for sustainable university education in south-south Nigeria?

Hypotheses

The following Hypotheses were tested at 0.05 level of significant

1. There is no significant difference in the mean rating of male and female respondents on the various types of private entities for collaborative educational funding for sustainable university education in south-south Nigeria.
2. There is no significant difference in the mean ratings of male and female respondents on the impact of public-private collaborative education funding as a necessity for sustainable university education in south-south Nigeria.
3. There is no significant difference in the mean rating of male and female respondents on challenges of public- private collaborative education funding as a necessity for sustainable university education in south-south Nigeria.

Methodology

The design adopted for the study was descriptive survey design and the population of the study comprised of 2000 heads of institutions and heads of departments in public universities in south-south Nigeria. The sample consists of 220 respondents (heads of institutions and heads of departments) of public universities in south-south Nigeria representing 11% of the entire population. A self -structured questionnaire titled “Public and Private Collaborative Education Funding as a necessity for Sustainable University Education in South-South Nigeria questionnaire “(PPCEFNSUEQ) with 20 items was used for data collection. The questionnaire adopted a 4- point Likert rating scale of Strongly Agreed (SA-4 points), Agreed (A-3 points), Disagreed (D -2 points) and Strongly Disagreed (SD-1). The instrument was duly validated by two experts from measurement and evaluation and a reliability index of 0.84 was established using Cronbach alpha. For the purpose of data analysis, a criterion Mean of 2.50 was used as a cut-off mark while mean and standard deviation were used to answer the research questions. A t-test inferential statistics was used in testing all null hypotheses at 0.05 level significance. Statistical analysis was done using the statistical package for social science, SPSS version 23.

Results

The results were presented in line with research questions and null hypotheses that guided the study as shown in the table below;

Answers to Research Questions

Research question1: What are various types of private entities for collaborative education funding for sustainable university education in south-south Nigeria?

Table2: Types of private entities for collaborative educational funding for sustainable university education in south-south Nigeria

S/N	Variable	Male =50		Female =170		\bar{X} of \bar{X} s	Remark
		\bar{X}	SD	\bar{X}	SD		
1	International bodies	2.51	0.38	2.99	0.04	2.75	Agreed
2	Donor agencies	2.58	0.62	2.69	0.42	2.63	Agreed
3	Individuals	2.66	0.42	3.55	0.32	3.10	Agreed
4	Corporate organizations	2.94	0.29	2.65	0.45	2.79	Agreed
5	Religious bodies	2.77	0.32	2.99	1.22	2.88	Agreed
6	NGO	2.90	1.49	3.45	0.55	3.10	Agreed
	Grand Mean	2.72	0.59	3.05	0.50	2.88	Agreed

SOURCE: Survey Data, 2024

Data in table 2 show the mean rating and standard deviation on various entities that collaborate funding of universities for sustainable universities in south-south Nigeria. From the table above, it was revealed that both respondents agreed that the items listed in table 1-6 above are the various entities for collaborative educational funding for sustainable university in south-south Nigeria since they had means that were higher than 2.50. These includes international bodies, donor agencies, individuals, corporate organization, religious bodies and NGOs with means of 2.72, 2.63, 3.10, 2.79, 2.88 and 3.10 respectively. With a grand mean of 2.88, it shows that the respondents agreed that all items in table 2 above are the entities that could be involved in public-private collative funding of education.

Research Question 2: What impact does public-private collaborative education funding have as a necessity for sustainable university education in south-south Nigeria?

Table 3: Impact of public-private collaborative funding of education for sustainable university education in Nigeria.

S/N	Variable	Male= 50		Female=170		\bar{X} of \bar{X} s	Remark
		\bar{X}	SD	\bar{X}	SD		
7	Increase funding	3.01	0.01	3.33	0.11	3.17	Agreed
8	Saves cost	3.82	0.62	3.68	0.21	3.60	Agreed
9	Enhances innovation	3.33	0.38	3.49	0.34	3.41	Agreed
10	Improves revenue generation	3.41	0.41	3.84	0.62	3.62	Agreed
11	Risks are shared	3.49	0.09	3.69	0.34	3.59	Agreed



12	Improvement of infrastructures	3.02	0.14	3.01	1.01	3.01	Agreed
13	Improves teaching-learning process	3.68	0.10	3.98	0.04	3.83	Agreed
	Grand mean	3.35	0.25	3.57	0.38	3.46	Agreed

SOURCE: Survey Data, 2024

Results from table 3 reveals the mean rating and standard deviation of the impact of public-private collaborative funding of education for sustainable university education in south-south Nigeria. From the table, items 7-13 all had mean scores that were above the criteria mean of 2-50. This is in; increase funding, saves cost, enhances innovation, improves revenue, risk are shared, improved infrastructure and improves teaching learning process with means of 3.17, 3.60, 3.41, 3.62, 3.59, 3.01, 3.83 respectively with a grand mean of 3.46, it shows that the respondents agreed that item 7-13 are the impact of public-private collaborative funding of education for sustainable university educator.

Research Question3: What are the challenges of public-private collaborative education funding as a predictor of sustainable university education in south-south Nigeria

Table 4: Challenges of public-private collaborative education funding.

S/N	Variables	Male =50		Female=170		\bar{X} of \bar{X} s	Remarks
		\bar{X}	SD	\bar{X}	SD		
14	Lack of accountability	3.10	0.14	3.33	0.23	3.21	Agreed
15	Wastages	3.33	0.38	3.21	0.24	3.27	Agreed
16	Resource imbalance	2.98	0.39	3.01	0.81	2.99	Agreed
17	Latent misalignment	3.14	0.14	3.41	0.74	3.28	Agreed
18	Incompetent supervision	3.22	0.67	3.66	0.38	3.44	Agreed
19	Lack of trans piracy	2.94	0.66	3.48	0.41	3.21	Agreed
20	Lack of finance	2.67	0.45	3.60	0.88	3.13	Agreed
	Grand mean	3.05	0.40	3.38	0.52	3.21	Agreed

SOURCE: Survey Data, 2024

Table 4 above shows the mean rating and standard deviation on the challenges of public-private collaborative education funding as a predictor for sustainable university education. From the table, the respondent agreed that items 14-20 on the table are challenges of public-private collaborative funding. These are in lack of continuity, wastages, resource imbalance, latent misalignment, incompetent supervision, lack of trans piracy and lack of finance with corresponding means of 3.21, 3.27, 2.99, 3.28, 3.44, 3.21 and 3.13 respectively. With a grand



mean of 3.21, it shows that the respondents agreed that items 14-20 are challenges of public-private collaborative education funding as a predictor of sustainable education in south-south Nigeria.

Test of Hypotheses

HO1: There is no significant difference in the mean rating of male and female respondents on the various types of public-private entities for collaborative education funding for sustainable university education in South-South Nigeria.

Table 5: Independent sample t-test in the mean rating of male and female respondent on types of public-private entities collaborative education funding for sustainable university education in South-South Nigeria.

Gender	N	Mean	SD	DF	T. Value	P. Value	Remark
Male	50	2.72	0.50	218	1.204	0.072	Accept
Female	170	3.05					

Alpha level= 0.05

From the result of the hypothesis testing in table 5 on the various types of public-private entities for collaborative education funding for sustainable university education in south-south Nigeria, it was revealed that the independent sample t-test yielded a t-value of 1.204 with a corresponding p-value of 0.072 at 0.05 level of significance. From the reported results, it is seen that the p-value obtained (0.072) was greater than the chosen alpha 0.05, thus the null hypothesis is accepted. The results therefore suggests that there is no significant difference in the mean rating of the respondents on the various types of public-private entities for collaborative education funding as a necessity for sustainable university education in South-South Nigeria.

HO2: There is no significant difference in the mean rating of male and female respondents on the impact of public-private collaborative education funding as a necessity for sustainable university education in South-South Nigeria.

Table 6 – Independent sample t-test on the impact of public-private collaborative education funding as a necessity for sustainable university education in South-South Nigeria.

Gender	N	Mean	SD	DF	T. Value	P. Value	Remark
Male	50	3.35	0.31	218	1.368	0.089	Accept
Female	170	3.57					

Alpha level= 0.05

From the result of the hypothesis testing in Table 6 on the impact of public-private collaborative education funding as a necessity for sustainable university education in South-South Nigeria, it was revealed that the independent sample t-test yielded a t-value of 1.368 with a corresponding p-value of 0.089 at 0.05 level of significance. From the reported results, it is seen that the p-value obtained (0.089) was greater than the chosen alpha of 0.05, thus the null hypothesis was accepted. The results therefore suggest that there is no significant difference on the mean rating



of male and female respondents on the impact of public-private collaborative education funding as a necessity for sustainable university education in south-south Nigeria.

HO3: There is no significant difference in the mean rating of male and female respondents on the challenges of public-private collaborative education funding as a necessity for sustainable university education in South-South Nigeria.

Table 7: Independent sample t-test on the challenges of public-private collaborative funding as a necessity for sustainable university education in South-South Nigeria.

Gender	N	Mean	SD	DF	T. Value	P. Value	Remark
Male	50	3.05	0.47	218	2.106	0.088	Accept
Female	170	3.38					

Alpha level= 0.05

From the results of the hypothesis testing shown in table 7 on the challenges of public-private collaborative education funding as a necessity for sustainable university education in South-South Nigeria. It was revealed that the independent sample t-test yielded a t-value of 2.106 with a corresponding p-value of 0.088 at 0.05 level of significance, from the reported results, it is seen that the p-value obtained (0.088) was greater than the chosen alpha of 0.05, thus the null hypothesis was accepted. This results therefore suggest that there is no significant difference in the mean rating of male and female respondents on the challenges of public-private collaborative funding as a necessity for sustainable university education in South-South Nigeria.

Discussion of Findings

Types of public-private entities for collaborative education funding.

The finding of this study revealed that the respondents agreed that items 1-6 on table 2 are the types of public-private entities for collaborative funding of education for sustainable university education in Nigeria. The idea of public-private collaboration could be as a result of the inconsistency by the federal government in allocating 26% of allocated budget as recommended by (UNESCO) to education. So, in order to bridge the gap, collaboration between public- private funding of education by international bodies, donor agencies, individuals, corporate organizations, religious bodies NGOs etc becomes a necessity. This finding is in agreement with the findings of Ulayi, et al.. (2022) who aver that for the attainment of meaningful and sustainable development in the educational system, genuine participation of the public, organized sector, donor agencies, individuals and civil societies are needed.

Impact of public-private collaborative education funding as a predictor of sustainable university education in south-south Nigeria.

Findings from this study reveals that the respondents agreed that items 7- 13 are the impacts of public-private collaborative education funding as a necessity for sustainable university education in south- south Nigeria. These collaborations play crucial roles in extenuating financial constraints and promoting long-term viability as well as addressing the funding gap. This finding is in line with the findings of Ulayi, et al.. (2022) affirmed that the benefit of public-private collaborative education funding includes; saves costs, shares risks, enhances echelons of



services, improves revenue generation, lead to well organized enactments and has economic benefits. So, for sustainability university education public-private collaborative funding is of paramount importance.

Challenges of public-private collaborative education funding as a predicator of sustainable university education in south-south Nigeria.

Findings from this study reveals that the respondents agreed that items 14-20 are challenges of public-private collaborative education funding as a necessity for sustainable university education in south-south Nigeria. Though public-private collaborative university education funding is an important tool use in addressing funding gaps in education especially as it has to do with promoting quality education and ensuring that students get the best as regards teaching and learning. However, successful path to collaborative agreement is often pierced with so many issues and contests. These challenges could embrace: misalignment of goals, discrepancies in resource allocation, issues of accountability, sustainability concerns, potential for privatization, conflicts of interest, challenges to access and equity. This is in line with Obikwele (2023) affirmed that collaborative funding faces so many challenges which include; latent misalignment of interest amongst stake holders, lack of accountability and transparency, resource imbalance, reduction on the quality of education and its resources, sustainability and dependency, public perception of trust, inadequate finance, regulatory complexity.

Conclusion

This study has demonstrated that, public-private collaborative university funding offers a pathway to address funding gaps, improve educational quality, foster innovation, and contribute to national development goals. By harnessing the strengths of both sectors, universities can create sustainable models of funding that support their mission of providing accessible, high-quality education to future generations.

Recommendations

Based on the findings of this study and conclusion, the following recommendations are made;

1. Government and heads of higher institutions should identify corporate individuals and organizations who are willing to participate in public-private collaborative funding of education.
2. Synergy between public and private entities should be encouraged in our university system so that the short-falls experienced by higher institutions as a results government not meeting up to expectations due to intense demands of the educational sector can be reduced.
3. Governments and heads of institutions should make concrete efforts on ways that the challenges identified as issues of public-private collaborative funding of education can be handled.

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