

**PUBLIC-PRIVATE PARTNERSHIP AND PROVISION OF BASIC EDUCATION IN
BENUE STATE, NIGERIA**

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ABSTRACT

This study examined Public-private-partnership (PPP) and Provision of Basic Education in Benue State, Nigeria adopted the descriptive design, three research questions guided the study and three hypotheses were formulated and tested at 0.05 level of significance. Descriptive survey was adopted with the population of 2,755, with the sample size of 276. Data was collected via questionnaires and checklist. The data collected was analyzed using Chi-Square Test at 0.05 level of significance. The researcher found that; a significant number of infrastructural projects are largely funded by private companies or entities under public-private - partnerships agreements; public-private-partnerships lead to an increase in employment generation due to the creation of

job vacancies which spring up as a result of several and big projects embarked upon by private companies; there is significant effect of public-private -partnerships on education as a unit increase in public-private- partnerships will lead to a significant increase in education, the instrument for data collection was designed by the researchers and validated by three experts one from Educational Management and another from Test and Measurement to ascertain the face and content validity of the instrument.

The study concluded that the creation of public - private - partnerships significantly affects specific development goals which have far reaching influence on basic education. The study recommends that; implementing public-private-partnerships (PPPs) in Benue State's basic education sector can significantly improve access, quality, and infrastructure

development. In addition, PPP policy framework should be established where clear guidelines and regulations for PPPs in education is stated focusing on underserved schools with inadequate infrastructure, with low literacy rates, the government should partner with reputable private providers engage with all stakeholders to ensure their involvement and support for PPP which aligns with Benue State's educational goals and policies.

Key words: Public- Private- Partnership, Provision, Basic Education.

Introduction

Education is a major key for development that is globally accepted as a most veritable instrument for achieving economic, social as well as technological transformation in the society. It is a tool used to attain economic and technological growth and advancement for many nations. Education starts at the basic level, the foundation on which other levels of education are built on. With basic education one is declared a literate as it is expected that at the end of basic education one is able to read and count numbers. The provision of basic education is a fundamental right and a cornerstone of human development. However, many developing countries, including Nigeria, continue to grapple with challenges in delivering quality

education to their citizens. One innovative approach that has gained traction in recent years is public-private- partnership (PPPs).

No amount of effort or resources put into basic education can be seen as too much if compared with the numerous advantages derived from it. A nation where basic education is not given the pride of place in the scheme of things can never develop because at the basic level education provision could be seen as comprising of all the series of instructions and disciplines which are intended to enlighten the understanding, correct the temper and develop the manner and habit of individuals there by preparing such persons for advance level and to be useful in future endeavours and it is at the basic level that, instruction at the first or foundational level, on which subsequent learning can be built, encompassing early childhood or elementary education for children, as well as education in literacy, general knowledge, and life skills for youth and adults.

Basic education refers to formal activities done in an educational setting intended to meet the important learning needs of learners of all ages. According to the Universal Basic Education Act (UBE Act 2014) which is an educational law enacted in Nigeria to provide free, compulsory, and quality basic education for every Nigerian child so that, no school aged child should be left out of school. The Act is aimed at ensuring

that every child should have access to education, irrespective of their socio-economic background, and to improve the overall quality of basic education in the country.

It is worthy to note that, education can only be easily funded where there is partnership hence the need for PPP. Public-Private -Partnership (PPP) as a collaboration of the public and private sectors in the financing and development of public goods and services such as education, agriculture, communication and infrastructure among others. This phenomenon is been globally seen by many as a new economic paradigm. India is one country that has benefitted a lot in infrastructure provision by the private sector through the PPP (Prashat, 2020).

The Public - Private - Partnership (PPP) is a process of joint action or collaboration between the public and private sector aimed at achieving a specific objective of the intended project. It involves collaboration between the public and private sectors for the purpose of financing, designing, implementing, and operating projects and services that were traditionally provided by the public sector. The Public- Private- Partnership (PPP) has been identified as an option that could aid educational investments and management of schools towards better school outcomes (Taiwo, 2015).

The question has Benue State government been able to achieve Public-

private- partnership in the area of Provision of Basic Education? The state's education sector is plagued by shortage of qualified teachers, inadequate funding, and inadequate infrastructural facilities. (Nigerian Educational Research and Development Council, 2023). This research explored the potential of PPPs in addressing these challenges and improving the provision of basic education in Benue State, Nigeria.

Although efforts seem to have been made by the Benue State government, basic education still works on a shaky ground as it is galloping in inadequate qualified teachers, inadequate funding and inadequate infrastructural facilities. Therefore, understanding how public-private-partnership operate in the provision of qualified teachers, adequate funding and adequate infrastructural facilities is crucial for informed decision making on the successful operations of public-private- partnership in basic education.

Partnerships are complex organizations and each involves different levels and types of conflict of interest and different ethical responsibilities. According to Delmon, J. (2015), There can be several different types of public-private-partnerships, PPPs is the relation between the public (government) and private (NGOs, individuals, communities, PTAs,) who come together to achieve a common goal sharing gains and risks. Public-private- partnerships can be

arranged in several ways. Here are just a few: i. Design-Build (DB), ii. Operation and Maintenance Contract (O&M), iii. Design-Build-Finance-Operate (DBFO), iv. Design Build Operate and Transfer (DBOT), Build-Own-Operate-Transfer (BOOT), Build-Own-Operate (BOO), Buy-Build-Operate (BBO), Build-Lease-Operate-Transfer (BLOT).. Operation License, Finance Only, Joint Ventures, Build Lease Transfer (BLT), Build/Operate/Transfer (BOT) or Build/Transfer/Operate (BTO).

The place of human resource in the partnership between the public and private sectors in the provision and utilization of other educational resources such as, funds, and infrastructural facilities cannot be ignored. For instance, in the school setting, both the teaching and non-teaching staff are the ones who are the implementers of the basic education programmes, while the teaching staff takes care of academic aspects of the students, the non-teaching staffs on the other hand ensure that the learners have relaxed environment to study. How then has the partnership between the public and private sectors failed to ensure the provision of qualified teachers, adequate funding and adequate infrastructural facilities to implement the Basic Education programme in Benue State?

This is a great burden to many education stakeholders, it is said that, if the

foundation is not clearly set the building is likely to collapse, and it is also true that, when the foundation is solidly set, the building is definitely going to stand and survive storms. It is apparent that a little appears to have been achieved. Therefore, this study was carried out with the aim to offer possible solutions for the provision of qualified teachers, adequate funding and adequate infrastructural facilities. The present demand for education has outstripped government's ability and capacity to provide qualified teachers, funds, and infrastructural facilities. (classrooms, fence, laboratories, and libraries etc.). In most schools in Benue State Nigeria there are appears to be no sufficient equipped classrooms with chairs, tables, and no science laboratories, whereby some laboratories are without chemicals, and some libraries without books. This situation is worrisome not just to researchers but, also to other education stakeholders such as teachers, school administrators, government and policy makers, educational NGOs and advocacy group, parent and guardians. Hence, this study to investigate the partnership between the Public and the Private sector in the Provision of Basic Education in Benue State and offer possible solutions if followed to achieve basic educational set goals and objectives.

The Purpose of the Study

The purpose of the study is to examine the extent to which Public-private- partnership

(PPP) contribute in the provision of Basic Education in Benue State, Nigeria. In terms of contribution in the provision of qualified teachers for the basic education programme, involvement in the provision of funds in the basic education programme and in the provision of infrastructural facilities for the basic education programme in Benue State.

Literature Review

Over the years reports from researchers and the United Nations Educational, Scientific and Cultural Organization (UNESCO) have helped the government and ministry of education in particular to look deeply into the challenges of education and plan on the right methods to help solve problems affecting the sector. In its recent report UNESCO (2023), has it that the number of out of school children in Nigeria stands at about 20.2 million, while available records show that Benue State is currently grappling with the challenge of over 603,803 out-of-school children (The Vanguard news 21/10/2022). This figure has placed Benue State on the list of states with low basic school enrollment rates. With a constant increase in number of out of school children in Nigeria and Benue State it worrisome on the operation of basic education in Benue State.

The importance of Basic Education cannot be over emphasized but, over the years reports from different quarters have expressed worry over the state of basic education and some of offer possible way out on how these

situations can be handled and the state of the basic education improved upon.

Dalhatu, & Ekoja, (2025), carried out research on Universal Basic Education implementation in Okpokwu Local Government of Benue State. The study investigated the effect of the Universal Basic Education (UBE) programme implementation on the development of basic education in Okpokwu Local Government Area of Benue State. The findings revealed that at the inception of the UBE programme, it has contributed positively to increased school enrollment and awareness of the importance of basic education. The finding reveals that school awareness and enrollment increased to over ninety percent (90%) at inception and subsequently dropped to about forty-five percent (45%) due to some significant challenges. These include inadequate funding, poor infrastructure, insufficient learning materials, shortage of qualified teachers, and weak monitoring mechanisms: and insecurity in the rural areas. Additionally, limited community and parental involvement further hinder the programme's effectiveness.

The study concludes that the success of UBE in Okpokwu LGA depends on stronger government commitment, improved funding, community participation, teacher motivation, and transparent implementation practices. Recommendations include increased government investment, recruitment and

training of qualified teachers, improved supervision, and awareness campaigns to foster community support for basic education.

Moyinoluwa, (2015), on Implementation of the Revised 9-Year Basic Education Curriculum (BEC) In the Northcentral Nigeria: A Monitor of Benue State. According to his findings there is Lack of effective synergy and proper communication between SMOE and SUBEB which is affecting effective distribution and the implementation of the Revised 9-Year BEC. In his recommendation he suggested, The SOME and SUBEB should endeavour to monitor the distribution and implementation of the Revised BEC in the Nigerian Basic Education Schools.

It recommended that the government should set salaries and allowances for teachers to motivate, attract and improve working environment such as housing, electricity and water supply, building library with enough learning materials as well as build laboratories with enough chemicals in order to increase quality education for the children that to large extent from poor families.

Oyedele (2000), carried out a study on Public-private-partnership (PPP) and infrastructure provision in Nigeria. The study investigated public and private sectors in the financing and development of public goods and services (education, agriculture, communication, infrastructure etc.).

Onyedineke (2011) carried out a study

which investigated the appraisals of the role of non-governmental organizations towards funding post-primary institutions in Owerri education zone of Imo state. The need for this study arose because of the noticeable problems especially inadequate provision of money and physical facilities for effective secondary school administration. The study found that community development association. Christian association of Nigeria, rotary club international and alumni association did not make significant contributions towards funding post-primary institutions.

Ahmed and Mohammad (2014), conducted a study on exploring new dimensions in Public- Private Partnership in education. The study conceptualized Public-Private Partnership (PPP) in education and reviewed current research in this area to identify and analyses PPP programmes in global perspective. The primary source of data collection was a uniform opinionnaire for all the respondents while the secondary sources of data included study of office documents, dissertations, internet and library sources and literature review. The analysis of data was given both quantitative and qualitative treatment. The results were validated with the help of statistical measures. The current PPP initiatives in Pakistan were reviewed. The study found a wide range of PPP in education provision the world over, each with different characteristics, design features and country

context. It was discovered that there is a dire need for introducing PPP in education. The study made three dimensional recommendations: firstly, recommendations for improving and reforming the PPP initiatives; secondly, recommendations regarding new dimensions in PPP among others.

The review above indicates that, not so much have made done in the area of public-private- partnership focus has been on areas that ensure right functioning of basic education, qualified teachers, funding, infrastructural facilities, enrolment among others. Unfortunately, no study to the investigation of the researchers has investigated public-private- partnership and provision of basic education in Benue State, Nigeria. Having identified this gap, the researchers were motivated to investigate public-private- partnership and provision of basic education in Benue State, Nigeria.

The following research questions guided the study:

1. Find out the extent to which Public - Private - Partnership contribute to the provision of qualified teachers for the basic education schools in Benue State, Nigeria.
2. Ascertain the extent to which

Public - Private - Partnership contribute to the provision of funds in the Basic Education schools.

3. Find out the extent to which Public - Private - Partnership enhances the availability of infrastructural facilities in Basic Education schools.

The hypotheses of this research are formulated and tested at 0.05 level of significance.

1. Ho1. Public- Private-Partnership has not significantly influenced the provision of qualified teachers for the basic education programmes in Benue State.
2. Ho2. Public-Private-Partnership has not significantly influenced the provision of funds for basic education programmes in Benue State.
3. Ho3. Public-private-partnership has not significantly influenced the provision of infrastructural facilities for the basic education programmes.

Methods

Since the purpose of the research was to investigate the partnership between the Public and the Private sector in the Provision of Basic Education in Benue, the study utilized the descriptive design. In such instances, information is gathered on a representative sample from which inferences are made on the whole population. The descriptive design was

used for the study. Descriptive design is employed for the purpose of assessing the present state of affairs with regards to variables that change over time, involving questionnaire. It provides accurate description of a particular situation as it currently exists and is used to study a large group of subjects or an entire population. Furthermore, the use of this design will help the researcher in capturing opinions, ideas, and existing conditions related to variables that may change over time, without manipulating those variables or establishing cause- and – effect relationships. It is right because it enables the researcher to gather data for the purpose of answering research questions and testing hypotheses related to the current status of the subject under study. (Emaikwu, 2015)

The population of the study comprised of all the 2,755 Basic schools and their head teachers in all the 2,755 public basic schools in Benue State across all the three senatorial zones in the state. The sample of the study consisted of 276 head teachers of basic schools selected from the 2,755 head teachers of the basic schools in the 23 Local Government Areas of the 3 zones in Benue State, representing 10% of the population.

The researchers developed and utilized two sets of instruments for data collection. The questionnaire and a check list. The questionnaire was developed on four-point rating scale as follows: Very High Extent (VHE) = 4; High Extent (HE)=3; Low Extent (LE)=2 and Very Low Extent (VLE)=1. The criteria mean will be 2.5 which is the mean of the scale. That is;

$$\frac{4+3+2+1 = 10}{4} = 2.5$$

Therefore, since the mean of the scale is 2.5, the decision will be that any item with mean score below 2.5 indicates not agree with the statement and any item with the mean score of 2.5 or greater than 2.5 will mean (A) agreed.

Data was analyzed using frequency counts simple, percentage, descriptive statistics of mean and standard deviation (SD) to answer the research questions. The entire hypothesis was tested using Chi-Square Test, at 0.05 level of significance.

Results

Research Question 1: To what extent has Public - Private - Partnership contributed to the provision of qualified teachers in Basic Education schools?

Table 1:

Mean Ratings and Standard Deviations of the extent Public - Private - Partnership contributed to the provision of qualified teachers in Basic Education schools

S/N	Item Description	VHE	HE	LE	VLE	\bar{x}	Std	Remark
1	Public - Private - Partnership have supported the recruitment of teachers with the required academic qualifications for basic education schools.	75	111	56	34	2.82	.969	HE
2	Private sector partnerships have encouraged teacher registration and licensing with the Teachers Registration Council of Nigeria.	118	99	34	25	3.12	.949	HE
3	Collaboration between government and private organizations has enhanced teachers' ability to use learner-centered teaching strategies.	92	120	41	23	3.02	.904	HE
4	Public - Private - Partnership s provide subject-specific workshops and seminars that strengthen teachers' mastery of content.	100	112	40	24	3.04	.925	HE
5	PPP arrangements have encouraged the retention of experienced teachers through better welfare and working conditions.	105	116	25	30	3.07	.951	HE
Cluster Mean		3.01				HE		

Table 1 above shows that items 1-5 had mean scores of 2.82, 3.12, 3.02, 3.04, and 3.07, with corresponding standard deviations of .969, .949, .904, .925, and .951, respectively.

Based on the decision-making criteria, all items were rated above the 2.50 cut-off. This means the respondents agreed to a high extent that Public - Private - Partnership s have

supported the recruitment of teachers with the required academic qualifications for basic education schools. They also unanimously agreed to a high extent that private-sector partnerships have encouraged teacher registration and licensing with the Teachers Registration Council of Nigeria. Additionally, the respondents agreed to a high extent that collaboration between government and private organizations has enhanced teachers' ability to use learner-centered teaching strategies. Also, Public - Private - Partnership provide subject-specific workshops and seminars that

strengthen teachers' mastery of content. Moreover, they agreed to a high extent that PPP arrangements have encouraged the retention of experienced teachers through improved welfare and working conditions. The cluster mean of 3.01 was above the cut-off point of 2.50. This implies that Public - Private - Partnership contributed to the provision of qualified teachers in Basic Education schools to a high extent.

Research Question 2: To what extent has Public - Private - Partnership contributed to the provision of funds in Basic Education schools?

Table 2:

Means Ratings and Standard Deviations of the extent Public - Private - Partnership contributed to the provision of funds in Basic Education schools

S/N	Item Description	VHE	HE	LE	VLE	\bar{x}	Std	Remark
6	Public - Private - Partnership contributes funds to the construction of classrooms in basic education schools in my area.	84	120	40	32	2.93	.955	HE
7	Public - Private - Partnership provides funds for the procurement of teaching and learning materials in basic schools in my area.	90	94	53	39	2.85	1.032	HE
8	PPP contributes funds to teachers' welfare through allowances in my area.	82	118	46	30	2.91	.946	HE
9	Community-based organizations and PTAs contribute financially to building toilets in basic education schools in my area.	79	112	52	39	2.86	.968	HE

10	PPP arrangements have introduced mechanisms to monitor how funds are used in basic education schools.	85	99	53	39	2.83	1.020	HE
Cluster Mean						2.88	HE	

Table 2 above shows that items 6-10 had mean scores of 2.93, 2.85, 2.91, 2.86, and 2.83, with corresponding standard deviations of .955, 1.032, .946, .968, and 1.020, respectively. Based on the decision-making criteria, all items were rated above the cut-off point of 2.50. This means the respondents agreed to a high extent that Public - Private - Partnership contributes funds to the construction of classrooms in basic education schools, and that Public - Private - Partnership provides funds for the procurement of teaching and learning materials in basic schools. Furthermore, the respondents agreed to a high extent that PPP contributes funds to teachers' welfare through allowances. Moreover,

Community-based organizations and PTAs contribute financially to the construction of toilets in basic education schools. In addition, the respondents agreed to a high extent that PPP arrangements have introduced mechanisms for monitoring the utilization of funds in basic education schools. The cluster mean of 2.88 was above the cut-off point of 2.50. This implies that Public - Private - Partnership contributed to the provision of funds in Basic Education schools to a high extent.

Research Question 3: To what level do Public - Private - Partnership s enhance the availability of infrastructural facilities in Basic Education schools in Benue State?

Table 3:

Means and Standard Deviations of the level of Public - Private - Partnership enhance the availability of infrastructural facilities in Basic Education schools in Benue State

S/N	Item Description	VHE	HE	LE	VLE	\bar{x}	Std	Decision
1	Classroom	58	81	40	47	2.95	1.05	HE
2	Toilet	135	68	39	34	3.10	1.05	VHE
3	School fence	69	83	34	29	3.13	.97	HE
4	Play ground	52	78	56	40	2.89	1.02	HE
5	Water facility	65	46	38	27	2.91	1.09	VHE
6	School canteen	17	21	53	185	1.61	.93	VLE
7	Multipurpose hall	169	42	21	17	3.46	.91	VHE

8	Electricity facility	52	77	50	38	2.88	1.03	HE
9	School bus	11	20	47	198	1.63	.88	VLE
10	Administrative blook	197	41	25	13	3.53	.84	VHE
Cluster mean								2.81

Key (HA: Highly Available; MA: Moderately Available; LA: Lowly Available; NA: Not Available)

Table 3 presents the mean scores and standard deviations for how Public - Private - Partnership improve the availability of infrastructure in Basic Education schools in Benue State. From the table, items 1, 2, 3, 4, 5, 7, 8, and 10 indicate that infrastructural facilities are available, while items 6 and 9 are not available because they are below the cut point of 2.50.

Table 4:

Chi-square test of the Contributions of Public - Private - Partnership to the Provision of Qualified Teachers in Basic Education Schools

Response	O	E	df	Level of sign.	χ^2_{cal}	p-value	Remark
VHE	98	69.0					
HE	112	69.0	3	0.05	77.594	.000	Significant
LE	39	69.0					
VLE	27	69.0					

P<0.05

Table 4 revealed that $\chi^2_{\text{cal.}} = 77.594^a$; P<.05 with 3 degrees of freedom. Thus, the null hypothesis, which states that Public - Private - Partnership has not significantly contributed to the provision of qualified teachers in Basic Education schools, was rejected. This result implies that Public -

Hypotheses Testing

Hypothesis testing is performed using the chi-square (χ^2) test at the 0.05 level of significance.

Hypothesis 4: Public - Private - Partnership has not significantly contributed to the provision of qualified teachers in Basic Education schools.

Private - Partnership has significantly contributed to the provision of qualified teachers in Basic Education schools.

Hypothesis 5: Public - Private - Partnership has not significantly contributed to the provision of funds in Basic Education schools.

Table 5:

Chi-square test of the Contributions of Public - Private - Partnership to the provision of funds in Basic Education schools

Response	O	E	df	Level of sign.	χ^2_{cal}	p-value	Remark
VHE	84	69.0					
HE	109	69.0	3	0.05	50.000	.000	Rejected
LE	49	69.0					
VLE	34	69.0					

P<0.05

Table 5 revealed that $\chi^2_{\text{cal.}} = 50.000^a$; P<.05 with 3 degrees of freedom. Thus, the null hypothesis, which states that Public - Private - Partnership has not significantly contributed to the provision of funds in Basic Education schools, was rejected. This means that Public - Private - Partnership has significantly contributed to the provision of funds in Basic Education schools.

Hypothesis 6: Public - Private - Partnership have not significantly enhanced the availability of infrastructural facilities in Basic Education schools in Benue State.

Table 6:

Chi-square test of how Public - Private - Partnership significantly enhanced the availability of infrastructural facilities in Basic Education schools in Benue State

Response	O	E	df	Level of sign.	χ^2_{cal}	p-value	Remark
HA	58	56.5					
MA	81	56.5	3	0.05	7.815	.000	Significant
LA	40	56.5					
NA	47	56.5					

P<0.05

Table 6 shows that $\chi^2_{\text{cal.}} = 109.290^a$; P<.05 with 3 degrees of freedom. Thus, the null hypothesis, which states that Public - Private - Partnership have not significantly enhanced the availability of infrastructural facilities in Basic Education schools in Benue State was rejected. This result clearly shows that Public - Private - Partnership have significantly enhanced the availability of infrastructural facilities in Basic Education schools in Benue State.

Discussions

The study investigated the extent to which Public - Private - Partnership contributed to the provision of Basic Education schools in Benue State, Nigeria. The findings are as follows:

The first finding revealed that Public - Private - Partnership has significantly contributed to the provision of qualified

teachers in Basic Education schools. This finding is justified by the collaboration of private entities in recruiting auxiliary teachers who ensure that learners are taught using age-appropriate teaching methods and materials. In addition, NGOs and private organizations partner with education ministries to organize subject-specific workshops and seminars that strengthen teachers' skills and improve the quality of education offered to learners. This finding supports Osei and Nyarko (2019), who found that PPP initiatives significantly improved the recruitment, training, and retention of qualified teachers in basic education schools. Their study showed that PPPs provided funding for teacher development programmes and supplied teaching materials, which collectively enhanced teacher competence and instructional effectiveness. Similarly, Abubakar (2021) discovered that

PPPs played a vital role in attracting qualified teachers, funding capacity-building programmes, and offering incentives to encourage teachers to stay in rural schools. The study further noted that these initiatives improved instructional delivery and led to better learning outcomes for pupils. The current finding aligns with these earlier results, confirming that PPPs have been key in improving the provision and quality of teachers in Basic Education schools through collaborative efforts in recruitment, professional development, and welfare enhancement.

The second finding also revealed that Public - Private - Partnership has significantly contributed to the provision of funds in Basic Education schools. This finding is justified by the fact that Public - Private - Partnership provide funding for the purchase of teaching and learning materials in basic schools, as organizations like UNICEF and other private entities in Benue State have supplied teaching aids to students in makeshift schools, thereby creating an environment that influences students' performance. Furthermore, community-based organizations and Parents-Teacher Associations (PTAs) contribute financially to building essential facilities, such as toilets, fostering a more conducive and hygienic

learning environment that encourages qualified teachers to stay committed to their duties. This finding supports Owusu and Mensah (2020), who found that PPPs significantly enhanced the availability of funds for infrastructural development, the procurement of instructional materials, and improvements in teacher welfare. Their study further revealed that PPP arrangements contributed to budget efficiency and reduced reliance on government subsidies by providing direct financial support, construction grants, and corporate social responsibility initiatives. Similarly, Adebayo (2021) reported that PPP initiatives significantly improved school funding through donations, infrastructure grants, and collaborative projects, leading to greater financial stability and the adequacy of resources. The study also highlighted that PPP-supported schools were better equipped to sustain their operations compared to non-PPP schools. The present finding aligns with these earlier results, confirming that PPPs play a vital role in strengthening the financial base of Basic Education schools through consistent funding support and resource mobilization. It further underscores the importance of sustained collaboration between the government and the private sector to promote financial sustainability and

ensure equitable access to quality basic education in Nigeria.

The third finding revealed that public-private-partnership has enhanced the availability of infrastructural facilities in Basic Education schools in Benue State. This finding is justified by the growing partnerships among NGOs, private entities, and the government to build essential school infrastructure such as classrooms, toilets, perimeter fences, and water facilities, thereby enhancing the overall learning environment. These collaborations have helped fill infrastructural gaps in many Basic Education schools in Benue State, improving safety, hygiene, and the quality of teaching and learning. This finding supports Akyeampong (2019), who discovered that PPP arrangements significantly increased the supply of classroom blocks, toilets, furniture, and learning facilities in underserved areas, thereby expanding access and enhancing the quality of education. Similarly, Ibrahim (2022) reported that PPP initiatives significantly improved the provision and maintenance of classrooms, toilets, and water systems while reducing the government's financial burden. The study emphasized that PPP interventions improved the physical learning environment and promoted sustainability in school infrastructure

management. The current finding aligns with these earlier results, confirming that PPPs have been crucial in bridging infrastructural gaps and advancing educational development in basic education schools. It also reinforces the idea that collaboration between the government and private stakeholders remains vital to ensuring adequate, sustainable infrastructure in Nigeria's basic education schools.

Conclusion

This paper concludes that Public-Private Partnership and Provision of Basic Education in Benue State can only be sufficient in achieving basic education goals and objectives when there is partnership from all educational stakeholders. This will serve as a motivation for all basic education implementers for the smooth running of basic education in the state.

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