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## Public-Private Sector Collaboration in the Administration of Public Senior Secondary Schools in Rivers State

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### ABSTRACT

The research examined relationships between the public and private sectors in the management of public senior secondary schools in Rivers State, Nigeria. The investigation was directed by three research topics and their respective hypotheses. A descriptive survey methodology was employed. The population consisted of 270 principals from public senior high schools in the state, comprising 184 males and 86 females; 228 were from rural areas, while 42 were from urban schools. A stratified random selection method was utilised to pick 162 principals (110 men and 52 females) from 137 rural and 25 urban schools. Data collection was performed utilising a self-constructed instrument named the Public-Private Sector Collaboration in the Administration of Public Senior (PPSCSAQ). The instrument's face and content validity were confirmed, and reliability was assessed using the Cronbach Alpha technique, resulting in coefficients of 0.71, 0.84, and 0.81 for the three clusters. Research concerns were addressed through the calculation of mean and standard deviation, while hypotheses were evaluated using the z-test at a significance level of 0.05. The findings revealed a notable disparity in the average scores of male and female principals about public-private partnerships in human resource management. No notable variations were detected in their attitudes about public-private sector partnership in curriculum creation and the management of physical facilities. The findings advised that the business sector be permitted to participate in curriculum development and implementation to enhance students' preparedness for future employment.

**Keywords:** Public-Private Sector, Collaborations, Administration, Public Senior Secondary Schools, Rivers State

### Introduction

The realization of Nigeria's educational goals is heavily reliant on the efficient administration of public senior secondary schools. The administration of these schools pertains to the methodical organization, coordination, and utilization of educational resources, policies, and programs to attain the objectives of public education. Edem (2006) asserts that the administration of public senior secondary schools entails the management and optimization of available resources to guarantee the efficient and effective execution of secondary school programs. Administration is pivotal in the efficient allocation of resources to achieve institutional objectives. Abraham (2003) characterizes school administration as the comprehensive actions executed to achieve established educational objectives by optimizing the utilization of available resources. An educational institution cannot function efficiently without a well-organized administrative framework.

Ikenna (2017) underscores multiple reasons for the significance of administrative practices in educational environments. This encompasses the fluidity of society and time, the progression of institutional capabilities, the imperative of promoting ethical growth, and the optimal allocation of resources. Consequently, administration offers a strategic framework for tackling present and prospective educational objectives and obstacles (Egbo & Okeke, 2006). The school administration process includes resource mobilization, allocation, monitoring, and utilization. The government serves as the principal custodian of public senior secondary schools in Nigeria; yet, the significant resource requirements for operating these institutions highlight the necessity for a collaborative approach. Considering the constraints of public financing and infrastructure, the public sector needs to foster a conducive climate for private sector participation in school management. This public-private collaboration is crucial for maintaining the sustainability, relevance, and quality of education at the senior high school level.

Collaboration between the public and private sectors in school administration denotes a synergistic partnership between governmental bodies and private organisations focused on the planning, design, implementation, monitoring, and evaluation of diverse policies and programs in public senior secondary schools (Ekpeyong, 2016). This collaborative method is based on a mutually accepted framework of shared responsibility and risk-sharing aimed at achieving public service objectives, particularly in the education sector. A public-private partnership (PPP), as articulated by Mathonsi (2016), entails agreements wherein the private sector undertakes the provision of infrastructure and services that improve access to quality public goods, such as education, typically offered by the government. These collaborations are generally regulated by long-term yet adaptable contractual agreements that delineate the terms of involvement, finance, and service delivery objectives.

Akintoye et al. (2003) identify public-private collaboration as a contractual partnership marked by the active involvement of both public and private entities in the governance and provision of educational services. These collaborations typically rely on market-driven principles, seeking to harness the advantages of public sector regulation and private sector efficiency to enhance educational results. Moreover, Mathonsi (2016) underscores that these collaborations function on a mutual comprehension that both sectors will collectively assume the related expenses and enjoy the prospective advantages, including risks and rewards. These collaborative initiatives may occur in multiple areas, including research and development, facilities management, curriculum design, and human resource management (Verger & Moschetti, 2017).

This study especially examines public-private sector collaboration in the management of public senior secondary schools in Rivers State. The objective is to analyze how these partnerships can enhance curriculum development, physical infrastructure management, and human resource administration, therefore augmenting the overall efficacy and quality of secondary education in the state.

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### **Human Resource Management and Public-Private Sector Collaboration in School Administration**

Human resource management is vital to public senior secondary school administration, and it is often said that this domain offers great potential for public-private partnerships. Human resources are the most important and active educational assets since they implement curricular and co-curricular programs and activities. Human resources refer to instructional and non-instructional workers who implement educational programs and achieve institutional goals. Organisational human resources are defined by Egbo and Okeke (2006). This includes all school staff, academic and administrative.

In education, Abraham (2003) defines human resources as the group of people who help the school achieve its goals. The quality and efficacy of school administration depend on these staff who implement instructional plans. Due to the complexity and importance of educational staff supervision, public-private partnership may take several forms. This includes collaborative recruitment, staff training and professional development, performance evaluation, welfare and motivation, and workforce management policy design and execution. Using the private sector's experience, innovation, and resources while retaining the public sector's regulatory supervision and strategic advice can improve public school human resource practices.

Effective public senior high school administration requires human resource management. Stoner, Freeman, and Gilbert (2011) define human resources as an organization's workforce quantity and quality. Quality refers to school staff's abilities, experiences, qualifications, knowledge, and competences that let them perform well in the educational system. The quantitative component includes workforce size, composition, and allocation to meet institutional goals (Stoner et al., 2011). Public secondary education must optimize human capital like other educational resources to provide high-quality services (Ebong, 2006). HRM strategies improve employee competence, commitment, morale, and productivity. It also requires balancing organizational goals with employee needs. Thus, HRM includes control, empowerment, and development.

Effective management is crucial to human resource effectiveness, according to Stoner et al. (2011). Abraham (2003) agrees, noting that all educational resources, including human capital, must be handled well. Staff must be adequately trained, not overwhelmed or underutilised, and supported to perform at their best.

Many Nigerian educational institutions overuse and mismanage human resources. Edem (2006) says that schools' human resource capacity is poor and requires prompt administrative assistance. Achimulgu (2002) also notes that minimal staff and managerial support overburden educators. Given these issues, public-private partnerships can improve human resource management in public senior secondary schools. School principals are responsible for human resources, but the private sector can help the government by funding teacher capacity-building programs, professional development seminars, and workforce planning (Ukoh, 2015). Since the government cannot train all educational staff, the private sector can fill capacity gaps. Thus, public-private human resource management collaboration can increase teaching and learning, teacher motivation, and school performance.

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### **Physical Facilities Management in Public Senior Secondary School Administration**

Facilities management is a key area where public-private partnership can strengthen senior secondary school governance. It involves providing, maintaining, and efficiently using physical resources in educational institutions to achieve academic goals. These facilities include buildings, equipment, schools, classrooms, labs, libraries, parking spaces, entertainment areas, and teaching materials (Igbinedion, 2014).

Effective management of these physical assets is essential for education and instruction. Students and workers need physical facilities for academic and extracurricular involvement and efficient service delivery. Curriculum and co-curricular programs are nearly impossible without them. Physical facility management includes provision, planning, decision-making, school plant design and distribution, installation, maintenance, and use. Safety, security, equipment training, and facility management policy formulation are included.

Public-private collaborations improve educational facilities. These partnerships may include:

- i. Collaborative planning and policy formulation for facility provision,
- ii. Implementation and oversight of construction and renovation initiatives,
- iii. Maintenance and security of educational infrastructure,
- iv. Training staff on equipment and facility use, and

v. Resource mobilisation, where private entities contribute laboratories, ICT resources, or specialized learning environments as part of corporate social responsibility.

Such partnerships enhance learning, lengthen school asset life, and ensure education sector growth when properly organised.

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### **Curriculum Development in Public Senior Secondary School Administration**

Curriculum development is an essential element in the efficient administration of public senior secondary schools. The term "curriculum" refers to the entirety of students' educational experiences, encompassing both academic and extracurricular activities aimed at fostering intellectual progress and holistic development. Curriculum development encompasses the design, adoption, implementation, and evaluation of new or existing curriculum modifications to guarantee their relevance, coherence, and efficacy. The administration of public senior secondary schools necessitates strategic collaboration to fulfill educational standards and societal requirements.

While the government usually spearheads the development and execution of secondary school curricula, the participation of the private sector has become progressively vital. Dienye (1995) asserts that the private sector can facilitate curriculum development by suggesting new modifications, engaging in policy discussions, or aiding in the execution of government-designed curricula. Collaboration between the public and private sectors can augment curricular relevance, elevate educational quality, and synchronize learning outcomes with job market requirements. When properly organized, such partnerships facilitate seamless, adaptive, and outcome-oriented curriculum creation in public senior secondary schools.

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### **Statement of the Problem**

There is increasing apprehension regarding the deteriorating quality of output and service provision in the management of public secondary schools in Rivers State, Nigeria. A critical concern is the declining physical infrastructure in numerous schools, a circumstance that persistently disheartens and frustrates essential education stakeholders. Alongside infrastructure deficiencies, there are pervasive accounts of instructor absenteeism and tardiness, as indicated by school attendance records, along with a concerning rise in student participation in examination malpractice and other deviant behaviors. Notwithstanding observable endeavors by the public sector to enhance school administration, these difficulties indicate that governmental intervention alone is inadequate. Considering the myriad competing demands on the Nigerian and Rivers State governments in sectors such as health, security, and infrastructure, the necessity for collaborative assistance from the private sector in the management of public secondary schools is becoming imperative. The private sector globally plays a crucial role in improving education delivery through smart collaborations with governments. Nonetheless, in Rivers State, the scope and efficacy of public-private sector collaboration in the administration of public secondary schools remain ambiguous. The prevailing uncertainty, along with ongoing difficulties in school management, insufficient funding, deteriorating facilities, lackluster teacher commitment, and rising student misconduct, compelled the researcher to examine the nature and extent of public-private collaboration in the administration of public senior secondary schools in the state.

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### **Aim and Objectives of the Study**

The study examined public-private sector collaborations in administration of public senior secondary schools in Rivers State. The study specifically aimed to accomplish the following objectives:

1. Find out the extent to which public-private sectors collaborate in human resource management of public senior secondary schools in Rivers State.
2. Ascertain the extent to which public-private sectors participates in physical facilities management of public senior- secondary schools in Rivers State.
3. Determine the extent to which public-private sectors partners in curriculum development of public senior secondary schools in Rivers State.

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### **Research Questions**

The following research questions guided the study;

1. To what extent do public-private sectors collaborate in the human resource management of public senior secondary schools in Rivers State?
2. To what extent does public-private sector participates in the physical facilities management of public senior secondary schools in Rivers State?
3. To what extent does public-private sector partners in curriculum development in the of public senior secondary schools in Rivers State?

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### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance guided the study:

1. There is no significant difference between the mean scores of male and female principals on the extent to which public-private sectors collaborates in the human resource management of public senior secondary schools in Rivers State.
2. There is no significant difference between the mean scores of urban and rural principals on the extent to which public-private sectors participates in physical facilities management of public senior secondary schools in Rivers State.
3. There is no significant difference between the mean scores of male and female principals on the extent to which public-private sectors partners in the curriculum development of public senior secondary schools in Rivers State

## Methodology

This research employed a descriptive survey methodology to investigate the collaboration between the public and private sectors in the management of public senior secondary schools in Rivers State, Nigeria. The study population included all 270 public secondary schools in the state, with 270 principals: 184 males and 86 females, with 42 urban and 228 rural principals.

A sample size of 162 principals, constituting 60% of the overall population, was calculated utilising Taro Yamane's formula. The sample comprised 110 male and 52 female principals, including 25 from urban schools and 137 from rural schools. A stratified random sample technique was utilised to guarantee representativeness, focusing on geography (urban/rural) and gender. Data were gathered via a researcher-created tool named the Public-Private Sector Collaboration in School Administration Questionnaire (PPSCSAQ). The survey was partitioned into two segments: Section A: Gathered biographical information of the respondents, while Section B was composed of 20 items categorised into three theme clusters aligned with the study's variables: Curriculum Development, Physical Facilities Management, and Human Resource Management. Responses were evaluated using a four-point Likert scale: Very High Extent, High Extent, Low Extent, and Very Low Extent. The instrument's validity was established by expert evaluation for both face and content validity. The dependability was determined using the Cronbach Alpha technique, resulting in the following coefficients for the instrument clusters: Curriculum Development: 0.71; Physical Facilities Management: 0.84; Human Resource Management: 0.81. Data analysis employed the weighted mean, weighted criterion mean, and standard deviation to address the study issues. The z-test statistic was utilized to evaluate the hypotheses at a significance level of 0.05.

## Results

**Research Question One:** To what extent do public-private sectors collaborate in the human resource management of public senior secondary schools in Rivers State?

**Table 1: Mean (x) and Standard Deviation (SD) on the Responses of Male and Female Principals on the extent public-private sector collaborate in human resource management in administration of public senior secondary schools in Rivers State**

S/N	Items	Male	Mean	Female	Weighted	
Principals	Principals					
	Human Resource Mgt Variables	x	SD	x	SD	
1	Offers a training program for government employees who want to work in public secondary schools.	3.23	0.93	2.56	0.96	2.90
2	Provides rewards to encourage government employees to work in public secondary schools.	2.44	0.86	2.48	0.98	2.46
3	Seeks employees to work in secondary public schools.	3.08	0.93	2.67	0.79	2.88
4	Takes part in keeping an eye on the performance of government employees working in public secondary schools.	3.24	0.75	2.92	0.88	3.08
5	Handles hiring staff for distribution to public secondary schools.	3.06	0.84	3.10	0.85	3.08
6	Serves as a resource for the school's service delivery.	3.16	0.83	2.73	0.91	2.95
<b>Average</b>		<b>3.04</b>	<b>0.86</b>	<b>2.74</b>	<b>0.90</b>	<b>2.89</b>

**Scale:**    **1.00 – 1.79: Very Low Extent**  
                  **1.80 – 2.49: Low Extent**  
                  **2.50 – 3.19: High Extent**  
                  **3.20 – 4.00: Very High Extent**

The data in Table 1 indicate that the average ratings of male and female principals for item 2 varied between 1.80 and 2.49, implying a minimal degree of collaboration between the public and private sectors in the human resource management of public senior secondary schools in Rivers State. Items 1, 3, 4, 5, and 6 achieved mean scores of 2.90, 2.88, 3.08, 3.08, and 2.95, respectively, all situated within the 2.50 to 3.19 range, signifying a comparatively elevated degree of collaboration in this domain. In summary, with a collective mean score of 2.89, both male and female principals indicated that public-private sector partnership in human resource management is markedly evident in the administration of public senior secondary schools in Rivers State.

**Research Question Two:** To what extent does public-private sectors participate in the physical facilities management of public senior secondary schools in Rivers State?

**Table 2: Mean (  $\bar{x}$  ) and Standard Deviation (SD) on the Responses of Urban and Rural Principals on the extent to which public-private sectors participates in the physical facilities management of public senior secondary schools in Rivers State.**

S/N	Items	Urban Principals		Rural Principals		Weighted Mean
		$\bar{x}$	SD	$\bar{x}$	SD	
	<b>Physical Facilities Mgt Variables</b>					
7	Gives the school physical facilities as a donation.	3.00	0.76	3.08	0.80	3.04
8	Use the school's resources for personal gain.	2.36	0.98	2.44	0.82	2.40
9	Ensures the physical facilities in schools are secure.	2.68	0.79	2.97	0.79	2.83
10	Performs routine maintenance of the school's physical infrastructure.	3.20	0.88	3.07	0.88	3.14
11	Keeps an eye on how the schools' physical facilities are being used.	3.00	0.85	2.99	0.84	3.00
	<b>Average</b>	<b>2.85</b>	<b>0.85</b>	<b>2.91</b>	<b>0.83</b>	<b>2.88</b>

**The scale for Table 1 applies**

Table 2 illustrates that the average rating of urban and rural principals for item 8 varied from 1.80 to 2.49, signifying a minimal degree of public-private sector engagement in the administration of physical facilities in public senior secondary schools in Rivers State. Conversely, the average scores for items 7, 9, 10, and 11 were 3.04, 2.83, 3.14, and 3.00, respectively, all falling within the 2.50 to 3.19 range, indicating a comparatively elevated degree of collaboration between the public and private sectors in this domain. Principals from both urban and rural schools reported an average mean score of 2.88, indicating that the public-private sector is actively engaged in the administration and management of physical facilities in public senior secondary schools throughout the state.

**Research Question Three:** To what extent does public-private sectors partners in curriculum development of public senior secondary schools in Rivers State?

**Table 3: Mean (x) and Standard Deviation (SD) on the Responses of Male and Female Principals on the extent to which public-private sector partners in the curriculum development of public senior secondary schools in Rivers State.**

S/N	Items	Male Principals		Female Principals		Weighted Mean
		x	SD	x	SD	
12	Before making modifications to the secondary school curriculum, the public and private sectors confer.	2.95	0.96	2.52	0.98	2.74
13	The implementation of curricular revisions in public secondary schools is dependent upon the private sector.	2.46	0.92	2.34	0.91	2.40
14	School staffs are trained by the private sector to successfully implement curricular reforms in secondary schools that have been launched by the public sector.	3.00	0.90	2.85	0.80	2.93
15	Textbooks and teaching aids are among the materials donated by the private sector to help secondary schools implement the curriculum effectively.	2.96	0.89	2.73	0.83	2.85
16	The implementation of the curriculum in secondary public schools is monitored by the public sector.	2.87	0.96	2.73	0.69	2.80
17	The realm of private incorporated co-curricular activities into the curriculum.	2.42	1.04	2.36	0.96	2.39
<b>Average</b>		<b>2.85</b>	<b>0.85</b>	<b>2.91</b>	<b>0.83</b>	<b>2.88</b>

The scale for Table 1 applies

Table 3 indicates that the average ratings of male and female principals for items 13 and 17 varied between 1.80 and 2.49. This signifies a minimal degree of collaboration between the public and private sectors in curriculum development and administration within public senior secondary schools in Rivers State. In contrast, items 12, 14, 15, and 16 had mean scores of 2.74, 2.93, 2.85, and 2.80, respectively, which are within the range of 2.50 to 3.19. The data indicate a moderate degree of collaboration between the public and private sectors in the formulation and management of school curricula. In summary, with an average score of 2.69, both male and female principals recognized a modest level of public-private sector participation in the management of public senior secondary schools in Rivers State.

#### Hypotheses Testing

**Hypothesis One:** There is no significant difference between the mean scores of male and female principals on the extent public-private sector collaborates in the human resource of public senior secondary schools in Rivers State.

**Table 4: Summary of z-test Analysis on the difference between mean scores of male and female principals on the extent to which public-private sector collaborates in human resource management of public senior secondary schools in Rivers State**

Principals	N	X	SD	Level of Sig.	Df	z-cal	z-critical	Decision
Male	110	3.04	0.86	0.05	160	2.00	1.96	
Female	52	2.74	0.90					Rejected

Table 4 presents the subject summaries, mean, standard deviation, and z-test results for the difference in mean scores between male and female principals concerning the extent of collaboration between public and private sectors in human resource management within public senior secondary school administration in Rivers State. At the 0.05 significance level, the calculated z-test statistic for hypothesis testing was 2.00, but the z-critical value, based on 160 degrees of freedom, was 1.96. The calculated z-value of 2.00 exceeds the z-critical value of 1.96 at the 0.05 significance level with 160 degrees of freedom. The respondents' answers vary greatly from one another. The researcher rejected the null hypothesis, concluding that the mean scores of male and female principals significantly differ regarding the degree of collaboration between the public and private sectors in human resource management within the administration of public senior secondary schools in Rivers State.

**Hypothesis Two:** There is no significant difference between the mean scores of urban and rural principals on the extent to which public-private sector participates in physical facilities management of public senior secondary schools in Rivers State.

**Table 5: Summary of z-test analysis on the difference between the mean scores of urban and rural principals on the extent to which public-private sectors participates in physical facilities management of public senior secondary schools in Rivers State.**

Principals of Sig.	N	X	SD	Level of Sig.	Df	z-cal	z-critical	Decision
Urban	25	2.85	0.85					Not Rejected
				0.05	160	0.33	1.96	
Rural	137	2.91	0.83					

Table 5 displays the subject, mean, standard deviation, and z-test outcomes that compare the mean scores of urban and rural principals regarding the extent of public-private sector collaboration in the management of physical facilities in public senior secondary schools in Rivers State. The hypothesis test produced a calculated z-value of 0.33, but the z-critical value at the 0.05 significance level with 160 degrees of freedom was 1.96. The computed z-value (0.33) is inferior than the critical value (1.96), indicating that the result lacks statistical significance. The researcher determined that there is no substantial disparity in the responses of urban and rural principals about the degree of public-private sector collaboration in physical facility management. Consequently, the null hypothesis was not refuted.

**Hypothesis Three:** There is no significant difference between the mean scores of male and female principals on the extent to which public-private sector partners in the curriculum development of public senior secondary schools in Rivers State.

**Table 6: Summary of z-test analysis on the difference between mean scores of male and female principals on the extent to which public-private sector partners in the curriculum development of public senior secondary schools in Rivers State.**

Principals	N	X	SD	Level of Sig.	Df	z-cal	z-critical	Decision
Male	110	2.78	0.95					Not Rejected
	0.05	160	1.27	1.96				
Female	52	2.59	0.86					

Table 6 displays the subject, mean, standard deviation, and z-test outcomes comparing the mean scores of male and female principals about the degree of public-private sector partnership in curriculum creation and management of public senior secondary schools in Rivers State. With 160 degrees of

freedom and a significance threshold of 0.05, the calculated z-test value was 1.27, but the z-critical value was 1.96. The computed z-value (1.27) is inferior to the critical value (1.96), indicating that the disparity in answers is not statistically significant. Consequently, the researcher did not reject the null hypothesis and determined that there is no substantial disparity between the perceptions of male and female principals regarding public-private sector partnership in curriculum creation and school management.

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## Discussion of Findings

Research Question One showed that Rivers State public secondary school administrators saw a strong public-private cooperation in human resources management. Hypothesis One shows a statistically significant difference in mean ratings of public-private sector partnership in human resource management by male and female principals. Thus, the null hypothesis that male and female principals have similar mean scores was rejected in favour of the alternative hypothesis.

This contradicts Adelowo (2017), who found little public-private sector partnership in pay and human resource development in Lagos State public higher education institutions. Adelowo's findings suggest the private sector's role in government-led HR management at educational institutions is limited. In secondary schools, Egwu (2016) found little public-private partnership to ensure excellence in physical infrastructure and human resource performance.

Research Question Two found that Rivers State public secondary school administrators identified a significant level of public-private partnership in the administration of physical facilities in public senior secondary schools. In testing Hypothesis Two, urban and rural principals had similar mean scores for public-private sector partnership in this domain. Thus, the null hypothesis that urban and rural principals respond similarly was maintained.

Sakari (2013) found strong public-private collaboration in public secondary school physical facility administration. Sakari's study found that the private sector built public school bathrooms, classrooms, dorms, kitchens, and boreholes. Wagura (2016) also found that private sector infrastructure provision improved secondary education for male students in sub-county schools. These studies support the existing research and underline the importance of physical infrastructure in teaching and learning. Improved collaboration through well-defined public-private partnership frameworks could boost public secondary school infrastructure development. Thus, the government should create strategic policy frameworks to encourage business participation in secondary education infrastructure improvements.

Research Question Three found that Rivers State public secondary school administrators generally agreed that the public and private sectors collaborate on the senior secondary school curriculum. Results of testing Hypothesis Three showed no significant difference in mean scores of male and female principals on public-private sector curriculum production and school management collaboration. The null hypothesis—that male and female principals responded similarly—was supported.

This finding supports Ngeri (2017), who found that industry and government collaborate on the universal basic education curriculum. Partnerships included funding, personnel development, monitoring and evaluation, research, and physical infrastructure. Tamunokuro (2015) examined how public-private partnerships affect Rivers State public secondary education. The present study found a strong positive correlation between curriculum implementation quality and public-private sector partnership.

The findings show that public-private collaboration can significantly improve curriculum formulation and implementation, addressing important educational and social issues. Curriculum development has traditionally been a government responsibility, but private businesses' resources, knowledge, and innovation can improve public senior secondary school education.

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## Conclusion

The findings led the study to these conclusions:

1. Curriculum, infrastructure, and human resource management in Rivers State public senior secondary schools are well-coordinated by the public and private sectors.
2. Principals shared similar views on public-private collaboration in curriculum creation and facility management. However, their views on HRM collaboration diverged greatly.

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## Recommendations

In light of the study's findings and conclusions, the following recommendations are proposed:

1. The private sector should be actively involved in the creation and implementation of school curricula. Their participation can help align educational outcomes with labor market demands, thereby enhancing students' preparedness for the workforce.
2. Sector organizations should contribute to the provision of essential educational resources such as science laboratories and equipment as part of their corporate social responsibility initiatives. This will support practical learning experiences for students in public secondary schools.



3. The government should formally recognize and reward individuals and organizations that have made notable contributions to the development and improvement of public secondary education. Such recognition can serve as motivation for broader participation in education-focused public-private partnerships.

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