LEVERAGING PUBLIC PRIVATE PARTNERSHIP (PPP) APPROACH FOR TECHNOLOGY-DRIVEN TEACHING AND LEARNING OF ENTREPRENEURSHIP IN SOUTHEAST NIGERIAN UNIVERSITIES

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Abstract: *The study examined leveraging Public Private Partnership (PPP) approach for technology-driven teaching and learning of entrepreneurship in Southeast Nigerian Universities. Two research questions were answered while two hypotheses were tested. Multistage sampling technique was used to select 203 respondents for the study. The instrument for data collection for the study was a structured questionnaire and face-validated by three experts. To obtain the reliability of the instrument, Cronbach Alpha reliability technique was used which yielded a reliability coefficient of 0.934, indicating that the instrument was about 93% reliable for data collection for the study. Out of the 203 copies of the questionnaire administered, 194 copies were completely responded to, returned and considered suitable for the study. Data were analysed using mean and t-test statistics. From the data analysed, the results identified 12 Public Private Partnership (PPP) approaches for technology-driven teaching and learning of entrepreneurship studies and 15 potentials of well-coordinated Public Private Partnership (PPP) for technology-driven teaching and learning of entrepreneurship studies in southeast Nigerian Universities. The results on the hypotheses tested showed that no significant ($p<0.05$) difference existed in the mean ratings of the responses of Entrepreneurship Studies*

Lecturers and Administrators. Based on these findings, the study recommended improved collaborations of public institutions with private investors for adequate funding and management of entrepreneurship programmes to actualize technology-driven instruction for quality education in Nigeria.

Keywords: *public private partnership; technology-driven instruction; entrepreneurship*.

Introduction

Entrepreneurship activities are key drivers of national growth. Entrepreneurship is the willingness and ability of individuals to seek out investment opportunities in an environment, be able to establish it as well as run such enterprise successfully based on the identifiable opportunities (Agboola, 2015). Entrepreneurship deals with the effort to equip trainees with the willingness and ability to invest in opportunities, to establish and to run an enterprise successfully. Aja, Onoh, and Igwe (2018), argued that entrepreneurship is regarded as the engine room for every country's economic development because it is a sure way of generating employment opportunities, providing needed manpower for industrial development, marketing and market factor growth, capacity building on the citizenry and resource distribution which are necessary paraphernalia for national development.

The significance of entrepreneurship activities cannot be overemphasized. Madichie, Nkamnebe, and Ekanem (2020), for instance noted that entrepreneurial activities across the globe have been reported to contribute as much as 60% of global economic output. In the specific case of Nigeria, the International Monetary Fund indicates that Nigerian entrepreneurial sector of the economy grew at the rate of 8.5% between 2015 and 2017. It accounted for about 65% of GDP which has helped to absorb unemployment in the labour market (Madichie, Gbadamosi, and Rwelamila, 2021). In affirmation, Omeje, et al (2020) observed that job creation and self-reliance of youths could be enhanced through deliberate government policies geared toward functional entrepreneurial education and training programmes in the country. This is because, Nigerian education is faced with myriad of challenges ranging from under funding, infrastructural decay, gross brain-drain to inadequate provision of needed instructional materials and facilities which can be salvaged through functional Public Private Partnership (PPP) approach in the education sector.

Public Private Partnership is an agreement between governments and actors in the private sector for the supply of public infrastructure, facilities and services through contractual arrangement such that

partners' efforts are complementary (Aja, 2020). According to Izuwah (2017), Public Private Partnership is a contractual agreement between a public agency (Federal, State or Local) and a private sector entity. Through this agreement, the skills and assets of each sector (public and private) are shared in delivering a service or facility for the use of the general public. Manuel (2012) emphasized that public private partnership approach when effectively coordinated has the capacity to prudently harness the needed expertise from pools of qualified labour. It also deals with prerequisite resources in both the public and private sectors, utilizing the combined resources for optimal service delivery, thereby making it easy for the government to focus mainly on its assigned regulatory functions.

It is imperative to state that sustainable access to socio-economic products and services can be accomplished through public private partnerships, where the government delivers the minimum standard of services, products and/or care; with the private sector bringing skills and core competencies, while donors and businesses bring funding and other resources (Adirieje, 2023). Hence, Umar and Babalola (2016), recognized the need for government clamour for improved public private partnership in the nation's educational management; most especially in the area of technology-driven instruction in the contemporary global village. Roland (2015), submitted that modern technology is an important tool in achieving success in educational programmes.

Technology-driven instruction is a critical component at all levels of education from kindergarten to middle school through high school, college, and beyond. When integrated seamlessly and thoughtfully both inside the classroom and at home, technology not only makes the lives of educators easier, but also engages and motivates students to learn while preparing them for the future (Intel Corporation, 2022). Similarly, Ganimian, Vegas, and Hess (2023), highlighted the comparative advantages of technology-driven instruction to include scaling up standardized instruction, facilitating differentiated instruction, increase learners' engagement in learning and expand opportunities to practice. Palia (2021), on the other hand stated that the transition from traditional classroom learning to electronic-based instruction has presented great opportunity to sustain learning engagement of students.

Technology provides ways for students to learn anywhere and at any time, and affords the possibility of providing learning at a pace that is comfortable for students using modern teaching and learning tools. Ganimian, Vegas and Hess (2023), further noted that while technology has positively affected most sectors of the economy and changed how

we communicate, access information, work and interact; its impact in education sector of developing countries has been limited to a great extent. The limited impact of technologies in teaching and learning in developing countries is primarily due to poor funding and commitment of the government on one hand, and weak public private partnership on the other. It is thought that when schools engage modern technologies to drive teaching and learning of entrepreneurship education through public private partnership approach, there will be significant improvement in learning and entrepreneurial engagement of learners on graduation from their training institutions. Hence, this study examined the leveraging of public private partnership (PPP) approach for technology-driven teaching and learning of entrepreneurship in Southeast Nigerian Universities.

Purpose of the Study

This study broadly investigated leveraging public private partnership (PPP) approach for technology-driven teaching and learning of entrepreneurship in Southeast Nigerian Universities. Specifically, the study identified:

1. Public Private Partnership (PPP) approaches for technology-driven teaching and learning of entrepreneurship studies in Southeast Nigerian Universities.
2. The potentials of well-coordinated Public Private Partnership (PPP) for technology-driven teaching and learning of entrepreneurship studies in Southeast Nigerian Universities.

Research Questions

In line with the two specific purposes for the study, the following two research questions were answered

1. What are the Public Private Partnership (PPP) approaches for technology-driven teaching and learning of entrepreneurship studies in Southeast Nigerian Universities?
2. What are the potentials of well-coordinated Public Private Partnership (PPP) for technology-driven teaching and learning of entrepreneurship studies in Southeast Nigerian Universities?

Research Hypotheses

$H0_1$: There is no significant difference in the mean ratings of Entrepreneurship Lecturers and Administrators on Public Private Partnership (PPP) approaches for technology-driven teaching and learning of entrepreneurship studies.

$H0_2$: There is no significant difference in the mean ratings of Entrepreneurship Lecturers and Administrators on the potentials of well-coordinated Public Private Partnership (PPP) for

technology-driven teaching and learning of entrepreneurship studies.

METHODS

Two research questions and tested two hypotheses were developed to guide the study using descriptive survey research design. The study was carried out in South Eastern Nigeria comprising of five States of Abia, Anambra, Ebonyi, Enugu and Imo States. Multistage sampling technique was used to select 203 respondents for the study. The first stage was random sampling of two states (Anambra and Enugu) out of the five existing states in South Eastern Nigeria. The second stage of the sampling was purposive selection of the four public Universities in the two states which are: (i) Chukwuemeka Odumegbu Ojukwu University, Uli Anambra State, (ii) Nnamdi Azikiwe University, Awka, Anambra State, (iii) University of Nigeria, Nsukka, Enugu State and (iv) Enugu State University of Science and Technology, Enugu. The third stage involved, all the 120 administrators (4 Registrars and 4 Deputy Registrars, 52 Deans and 52 Deputy Deans of Faculties/Colleges, 4 Directors and 4 Deputy Directors of Entrepreneurship Centres) and 83 Lecturers of Entrepreneurship in the four selected Universities making a total of 173 respondents. Hence, the 203 respondents (120 Administrators and 83 Entrepreneurship Lecturers) constituted the sample from which data were collected for the study.

The instrument for data collection for the study was a structured questionnaire. The questionnaire was structured into three sections A, B and C. Section A of the questionnaire was made to collect data on personal characteristics of the respondents such as their status as Registrars/Deputy Registrars, Deans/Deputy Deans, Directors/Deputy Directors and Lecturers. Section B was structured to obtain data on Public Private Partnership (PPP) approaches for technology-driven teaching and learning of entrepreneurship studies while Section C was made to elicit data on the potentials of well-coordinated Public Private Partnership (PPP) for technology-driven teaching and learning of entrepreneurship studies. The response option for sections B and C of the questionnaire was 4-point rating scale of Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2 and Strongly Disagree (SD) = 1. The instrument was face-validated by three experts. These include two Senior Lecturers in Entrepreneurship Centre and one Expert in Measurement and Evaluation in Michael Okpara University of Agriculture, Umudike, Abia State. To obtain the reliability of the instrument, 10 copies of the instrument was administered to 10 Lecturers in Entrepreneurship Centre in Michael Okpara University of

Agriculture, Umudike, Abia State, which is out of the coverage of the study. Data collected from the trial testing was analysed using Cronbach Alpha reliability technique which yielded a reliability coefficient of 0.934 indicating that the instrument was about 93% reliable for data collection for the study.

Data for the study were collected by the researchers with the help of four research assistants. Each of the four research assistants handled data collection from one of the four universities involved in the study. Out of the 203 copies of the questionnaire administered, 194 copies were completely responded to, returned and considered suitable for use. Data extracted from the returned questionnaire were analysed using mean, standard deviation and t-test statistics at 0.05 level of significance. The 4-point response options were assigned values as follows:

Response Category	***Value***	***Boundary Limit***
Strongly Agree	(SA)	4 3.50 – 4.00
Agreed	(A)	3 2.50 – 3.49
Disagree	(D)	2 2.00 – 2.49
Strongly Disagree	(SD)	1 1.00 – 1.99

Based on this computation, any item whose mean value fell within 3.50 – 4.00 was interpreted as "Strongly Agree"; those with mean values within 2.50 – 3.49 were interpreted as "Agree"; while items with mean values within 2.00 – 2.49 and 1.00 – 1.99 were interpreted as "Disagree" and "Strongly Disagree" respectively. The hypothesis of no significant difference was rejected when the t-cal (t-calculated) value was greater than t-tab (t-table) value of 1.96 while the hypothesis of no significant difference was accepted when the t-cal (t-calculated) value was less than t-tab (t-table) value of 1.96 at obtained degree of freedom.

RESULTS

Research Question One

What are the Public Private Partnership (PPP) approaches for technology-driven teaching and learning of entrepreneurship studies in southeast Nigerian Universities?

The data for answering research question one are presented in Table 1 below.

SN	**PPP for technology-driven instruction include:**	**X**	**SD**	**Rmks**
1	Old Students Association of entrepreneurship studies graduates'	3.47	0.48	**A**

	involvement in provision of modern instructional facilities.			
2	Involvement of community-based professional association in providing modern technologies for teaching entrepreneurship.	3.66	0.53	**SA**
3	Political parties' involvement in financing technologies for teaching entrepreneurship studies in Nigerian schools.	2.47	0.47	**D**
4	Finance of entrepreneurship studies programme by community-based philanthropists.	3.61	0.54	**SA**
5	Tasking students in fund raising for procurement of ICT gadgets for teaching entrepreneurship studies.	2.32	0.72	**D**
6	Involvement of Nigerian in Diaspora in supplies of modern teaching facilities in entrepreneurship studies programme.	3.59	0.74	**SA**
7	Non-governmental Organizations (NGOs) corporation in financing technology-driven instruction in entrepreneurship.	3.65	0.52	**SA**
8	Setting up Entrepreneurship Studies Trust Fund (ESTF) for improved financing of entrepreneurship studies programme.	3.75	0.62	**SA**
9	Parents-School Management Association for improved provision of ICT facilities for entrepreneurship study programme.	2.44	0.78	**D**
10	Involvement of religious organizations in provision of ICT-facilities in entrepreneurship studies programmes.	3.57	0.53	**SA**
11	Build Operate and Transfer (BOT) arrangement of ICT-based entrepreneurship laboratories between private & public institutions.	3.80	0.60	**SA**
12	Facility Operations, Maintenance, and Management arrangement between private and public institutions.	3.64	0.53	**SA**
13	Sale/Leaseback arrangement between private and public institutions.	3.48	0.61	**A**
14	Supplies of ICT facilities for teaching and learning in Entrepreneurship centres by ICT-based companies.	3.71	0.48	**SA**
15	Organized skill training for lecturers on technology-driven instruction by ICT-	3.76	0.63	**SA**

experts in informal sector.			
Pooled Mean	**3.39**	**0.58**	**A**

Note: ***X*** **=** *Mean;* ***SD*** *= Standard Deviation;* ***SA****= Strongly Agreed;* ***A*** *= Agreed;* ***D*** *= Disagreed;* ***n*** *= number of respondents.*

Table 1: Public Private Partnership (PPP) Approaches for Technology-driven Teaching and Learning of Entrepreneurship Studies (n= 194).

The data presented in Table 1 above revealed that the mean ratings of the respondents on 10 of the 15 items ranged from 3.57 to 3.80 which all fell within the boundary limit of 3.50 – 4.00. This indicates that respondents "Strongly Agreed" that the identified 10 items are Public Private Partnership (PPP) approaches for technology-driven teaching and learning of entrepreneurship studies. The mean values of items 1 and 13 are 3.47 and 3.48 respectively which fell within the boundary limit of 2.50 – 3.49. This indicates that the respondents "Agreed" that items 1 and 13 are Public Private Partnership (PPP) approaches for technology-driven teaching and learning of entrepreneurship studies. On the other hand, the mean values on items 3, 5 and 9 are 2.47, 2.32 and 2.44 respectively which fell within the boundary limit of 2.00 – 2.49. This implies that respondents "Disagreed" with the three items as being part of Public Private Partnership (PPP) approaches for technology-driven teaching and learning of entrepreneurship studies in southeast Nigerian Universities.

Hypothesis One

$H0_1$: There is no significant difference in the mean ratings of Entrepreneurship Lecturers and Administrators on Public Private Partnership (PPP) approaches for technology-driven teaching and learning of entrepreneurship studies.

The data for testing hypothesis one are presented in Table 2 below.

Variables	N	X	SD	DF	Std. Error	t-Cal	t- tab	p-value	Decision
Entrepr Lecturers	76	3.37	0.54						
				192	0.022	0.35	1.96	0.53	**NS**

Administrators	117	3.40	0.48

Note: NS = Not Significant at 0.05.

Table 2: Test of significant difference in the mean ratings of Entrepreneurship Lecturers and Administrators on Public Private Partnership (PPP) approaches for technology-driven teaching and learning of entrepreneurship studies

The data presented on t-test statistics in Table 2 revealed that the t-calculated (t-cal) value of 0.53 is less than the t-table (t-tab) value of 1.95 at 192 degree of freedom. This indicates that there was no significant ($p<0.05$) difference in the mean ratings of the responses of Entrepreneurship Studies Lecturers and Administrators on Public Private Partnership (PPP) approaches for technology-driven teaching and learning of entrepreneurship studies in South Eastern Nigerian Universities. Consequently, the null hypothesis of no significant ($p<0.05$) difference in the mean ratings of the responses of the lecturers and administrators is accepted on hypothesis one.

Research Question Two

What are the potentials of well-coordinated Public Private Partnership (PPP) for technology-driven teaching and learning of entrepreneurship studies in South Eastern Nigerian Universities?

The data for answering research question two are presented in Table 3 below.

SN	Potentials of PPP approach to technology driven instruction include:	X	SD	Rmks
1	PPP approach to technology driven instruction is a means of enhancing entrepreneurship studies	3.55	0.57	**SA**
2	Well-designed public-private partnership will improve efficiency in teaching and learning entrepreneurship studies.	3.78	0.45	**SA**
3	Resources are more efficiently managed under public private partnership arrangement.	3.23	0.51	**A**
4	PPP approach to technology driven instruction will stimulate entrepreneurial capacity of Nigerian graduates.	3.55	0.66	**SA**
5	Sharing burdens between public and private sectors lessens the risks of both partners.	3.64	0.52	**SA**
6	PPP approach to technology driven instruction gives room for innovation in	3.54	0.58	**SA**

	public education system.			
7	It stimulates partnership between private and public actors in technology-driven curriculum development and implementation.	3.49	0.47	**A**
8	Promote funding of entrepreneurship studies by private organizations and individuals.	3.77	0.49	**SA**
9	Public-private partnership helps boost welfare and motivational packages of human resources in public education sector.	3.43	0.61	**A**
10	Public-private partnership will enhance the absorption of entrepreneurship graduates for gainful employment on graduation.	3.75	0.57	**SA**
11	Public-private partnership will encourage scholarship to outstanding entrepreneurship students for further studies.	3.45	0.53	**A**
12	PPP approach to technology driven instruction will increase capacity building in public education sector of a nation.	3.51	0.48	**SA**
13	Quality assurance of entrepreneurship studies will be guaranteed through effective public-private partnership arrangement.	3.34	0.56	**A**
14	PPP approach to technology driven instruction will give room for more inclusiveness in entrepreneurship studies in particular	3.63	0.71	**SA**
15	PPP approach to technology driven instruction will promote higher academic achievement of entrepreneurship students	3.48	0.57	**A**
	Pooled Mean	**3.54**	**0.55**	**SA**

Note: ***X*** **=** *Mean;* ***SD*** *= Standard Deviation;* ***SA****= Strongly Agreed;* ***A*** *= Agreed;* ***n*** *= number of respondents.*

Table 3: Potentials of well-coordinated Public Private Partnership (PPP) for technology-driven teaching and learning of entrepreneurship studies (n= 194).

The data presented in Table 3 above showed that the mean ratings of the respondents on 9 of the 15 items ranged from 3.51 to 3.78 which all fell within the boundary limit of 3.50 – 4.00. This implies that respondents "Strongly Agreed" that the identified nine (9) items are potentials of well-coordinated Public Private Partnership (PPP) for

technology-driven teaching and learning of entrepreneurship studies. The mean values of the remaining 6 items specifically items 3, 7, 9, 11, 13 and 15 are 3.23, 3.49, 3.43, 3.45, 3.34 and 3.48 respectively which fell within the boundary limit of 2.50 – 3.49. This implies that respondents "Agreed" that the remaining 6 items are the potentials of well-coordinated Public Private Partnership (PPP) for technology-driven teaching and learning of entrepreneurship studies in southeast Nigerian Universities.

Hypothesis Two

$H0_2$: There is no significant difference in the mean ratings of Entrepreneurship Lecturers and Administrators on the potentials of well-coordinated Public Private Partnership (PPP) for technology-driven teaching and learning of entrepreneurship studies.

The data for testing hypothesis two are presented in Table 4 below.

Variables	N	X	SD	DF	Std. Error	t-Cal	t- tab	p-value	Decision
Entrepr Lecturers	76	3.55	0.47						
				301	0.016	0.25	1.96	0.36	**NS**
Administrators	117	3.53	0.50						

Note: NS = Not Significant at 0.05.

Table 4: Test of significant difference in the mean ratings of Entrepreneurship Lecturers and Administrators on the potentials of Public Private Partnership (PPP) for technology-driven teaching and learning of entrepreneurship studies.

The data presented on t-test statistics in Table 4 showed that the t-calculated (t-cal) value of 0.36 is less than the t-table (t-tab) value of 1.95 at 192 degree of freedom. This indicates that there was no significant ($p<0.05$) difference in the mean ratings of the responses of Entrepreneurship Studies Lecturers and Administrators on the potentials of well-coordinated Public Private Partnership (PPP) for technology-driven teaching and learning of entrepreneurship studies in southeast Nigerian Universities. Consequently, the null hypothesis of no significant ($p<0.05$) difference in the mean ratings of the responses of the lecturers and administrators on hypothesis two is accepted.

Discussion of findings

The study identified Public Private Partnership approaches for technology-driven teaching and learning of entrepreneurship studies to include: Old Students Association of entrepreneurship studies graduates' involvement in the provision of modern instructional facilities, involvement of community-based professional associations in providing modern technologies for teaching entrepreneurship, finance of entrepreneurship studies programme by community-based philanthropists. Other identified approaches are: involvement of Nigerians in Diaspora in supplies of modern teaching facilities in entrepreneurship studies programme, non-governmental organizations (NGOs), corporations in financing technology-driven instruction in entrepreneurship, setting up Entrepreneurship Studies Trust Fund (ESTF) for improved financing of entrepreneurship studies programme.

Additional approaches also include: involvement of religious organizations in provision of ICT-facilities in entrepreneurship studies programmes, build operate and transfer (BOT), arrangement of ICT-based entrepreneurship laboratories between private and public institutions, facility operations, maintenance, and management arrangement between private and public institutions. The findings agreed with the reports of Umar and Babalola (2016), who identified common Public-Private-Partnership approaches as community-based philanthropists, community based professional workers association, parents' teachers' association, NGOs and international organizations, build operate and transfer (BOT) and facility operations, maintenance, and management private and public institutions arrangement among others. In addition, the findings of the study partly agreed with the report of Mobility Investment Priorities (2021), who found that build operate and transfer (BOT), facility operations, maintenance, and management and sale/leaseback are effective private and public arrangements.

The study identified potentials of well-coordinated Public Private Partnership for technology-driven teaching and learning of entrepreneurship studies to include: enhancement of entrepreneurship studies, improvement of efficiency in teaching and learning entrepreneurship studies, resources are more efficiently managed under public private partnership arrangement, stimulating entrepreneurial capacity of Nigerian graduates, sharing burdens between public and private sectors lessens the risks of both partners, PPP approach to technology driven instruction gives room for innovation in public education system, stimulates partnership between private and public actors in technology-driven curriculum development and implementation. It promotes funding of entrepreneurship studies by

private organizations and individuals. PPP helps boost welfare and motivational packages of human resources in public education sector and it enhances the absorption of entrepreneurship graduates for gainful employment on graduation. In agreement with the findings, Manuel (2012), affirmed that public private partnership approach when effectively coordinated has the capacity to prudently harness the needed expertise from pools of qualified labour and the prerequisite resources in both the public and private sectors. This finding conformed with that of Umar and Babalola (2016), who identified the benefits of private public partnership in education system to cover: employment of teachers and payment of their salaries, training and development of teachers, provision of infrastructural facilities, provision of quality assurance, provision of instructional materials, curriculum development and implementation, staff welfare and motivation and students' welfare and motivation. Osundina and Nwokocha (2015), submitted that engaging PPP model structure is effective in solving infrastructural problems that usually affect teaching and learning process in most universities in Nigeria.

Conclusion and recommendations

Public private partnership approach has proven to be effective in building strong and effective education system among other socioeconomic needs of the society. This study examined leveraging Public Private Partnership (PPP) approach for technology-driven teaching and learning of entrepreneurship in Southeast Nigerian Universities. From the data collected and analysed, the study identified 12 Public Private Partnership (PPP) approaches for technology-driven teaching and learning of entrepreneurship studies and 15 potentials of well-coordinated Public Private Partnership (PPP) for technology-driven teaching and learning of entrepreneurship studies in southeast Nigerian Universities. The results on the hypotheses tested showed that no significant ($p<0.05$) difference existed in the mean ratings of the responses of Entrepreneurship Studies Lecturers and Administrators. It is therefore concluded that adoption of well-structured public private partnership approach will help a great deal to actualize technology-driven instruction in the teaching and learning of entrepreneurship in south-eastern Universities and the country in general. Based on these findings, the study recommended:

1. Improved collaborations of public institutions with private investors for adequate funding and management of entrepreneurship programmes to actualize technology-driven instruction for quality education in Nigeria.

2. Better collaborations with foreign bodies and agencies for enhanced provision of required ICT facilities to promote technology-driven instruction in entrepreneurship centers in Nigerian tertiary institutions.

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