



## ASSESSMENT OF THE AREAS PRIVATE SECTOR CONTRIBUTE TO THE DEVELOPMENT OF ACADEMIC PROGRAMMES IN UNIVERSITIES IN RIVERS STATE

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### ABSTRACT

This study reviewed private sector contributes to the development of academic programmes in universities in Rivers State. Two research questions and two hypotheses were used for the study. The population drawn from the three universities consists of 343. A test re-test method was used and the scores obtained from the exercises were correlated using Pearson Product Moment Correlation Coefficient to determine the reliability of 0.76. The mean and standard deviation was used to answer the research questions while the z-test statistics was employed to test the research hypotheses at 0.05 level of significance. The result amongst others revealed that private sectors have contributed massively to the development of university education in the areas of awarding of scholarship to students, purchase textbooks/sponsoring of students extracurricular activities, provision of financial resources to run university education and funds for the procurement of instructional materials. Meanwhile, the impact private sector financial contribution make on the quality of university education is that their contribution help in the facilitation of skills development in students by providing internship opportunities and also supporting student active participation in the internship programme with financial benefits, facilitates positive transformation of universities institutions for relevant skills development, promoting research and development in universities through funding, providing financial support for infrastructural development in the areas of building of students hostel, classrooms blocks and administrative offices for school teaching and non-teaching staff and adequately implementing government funding for the provision of teaching resources for workshops etc. It was recommended that a clear cut legislation to guide private sector participation should be enacted to make the system more accessible.

**Keywords:** Private Sector, Funding, University Education, Academic, Programme, and Development.

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## **INTRODUCTION**

University education serve as a channels where suitable research are carried out that can lead to suitable discoveries and inventions, while the Federal Government is the main source of fund of researches carried out in the universities. In spite of the different means of funding university gets for research purposes, the responsibility of the Federal government should be well recognized and appreciated, even when difficult decisions are made regarding funding priorities and research processes, as they maintain a high level of basic research. Nevertheless, research performance has taken a great turn in this present age as individuals that will never meet can communicate and collaborate on a particular research in real-time. These open collaborations or open innovation systems can be utilized to serve as supplement for existing internal research and development of infrastructure as well as university collaborations which could solve the problems faced by universities.

The dire need in addressing acute shortage of infrastructure, non-payment of salaries to teaching and non-teaching staff and the need to provide quality education in a secured environment may have necessitated the call for adequate funding of education, from early childhood to the highest level of education (the university education). According to Babalola (2007) the statutory duty of the higher education sector in Nigeria includes grooming the required human capital through appropriate human resource development and training and fostering student abilities, skills and knowledge. Nevertheless, for the institution to function properly there must be adequate funding to overhaul every aspect of the system in terms of administrative work, payment of salaries, purchase of equipment and the day to day running and sundry expenses in the system.

In this respect, government alone is not mandated to fund education, so there is need for the private sector to participate in funding university education to pleasure its smooth operations and management. To be precise, the Nigerian Government cannot solve the problems of the universities alone, hence, university institutions must create conducive conditions that allows the private sector to participate in funding the university education system to place them on a right position on the education map by providing required infrastructure and providing the right atmosphere and environment for learning.

### **The Various Areas Private Sector through Funding Contribute to Academic Development of University Education**

Regarding the various areas private sector can contribute to funding higher education, Nwosu (2014) stressed that many participants underlined as non-governmental organization's involvement in education should not supplement public provision of education. Thus, non-governmental organizations are important and vital in enhancing and improving the efficiency and effectiveness of public provision of education. Ezekwesili (2007) stated that the private sector is in a key position to help the government improve the educational sector to a competitive one. This can be done by helping the educational sector with infrastructure and facilities needed by the sector, as well as providing favorable and conducive environment for both teachers and students. Therefore, the private sector should accept the responsibility to provide all that is needed to help improve the educational sector.

According to Oduleye (2002), government should align with private sector and give them the opportunity to support university education financially. Apart from financial support, the private sector can provide facilities for both academics and extra-curriculum activities that are

required to develop the intellectual capabilities of students. This support can be achieved by making the private sector a major stakeholder in the university. Thus, they will be fully involved in the management of public education programmes. Some areas the private sector could participate in the development of University education are as follows:

**Provision of Financial Resources to run University education:** Financial resources refer to money or fund that is made available to the education sector. Ebong (2006) stated that monetary input into a system which forms its financial resources. They are lubricant of any programme. The adequate provision of fund to the education sector will help in achieving its goals and objectives. When the educational sector is not properly funded it will have a negative effect on the system. Ekundayo in Babalola and Ayeni (2009) stated that educational resources refer to every input necessary for smooth running of the system. These include human, physical / material and financial resources.

Similarly, Maduagwu and Nwogu (2006) stressed that sufficient money is needed to acquired science equipment's and maintained other services, purchase textbooks, pay teachers' salaries, sponsoring of students extracurricular activities such as excursion, granting of scholarships, provision of electricity supply, organizing seminars/workshops to mention but a few.

**Funds for the procurement of instructional materials:** Instructional materials are those tangible material elements that aid the process of teaching and learning and make the pupils to learn fast. They include charts, models, maps, pictures, computer sets, radio and television, potable. All kinds and forms of Engineering equipment, Agriculture (fertilizer, seeds, farm tools, soil samples, feed samples etc.), health sciences and colleges and other practical fields of studies that can be brought to the class). Arogundade as cited in Babalola and Ayeni (2009) noted that teaching without instructional materials is like tea without sugar. Effective teaching- learning process cannot be guaranteed where there are no instructional materials to be use. The need for the provision of adequate good quality learning material to ensure that teaching and learning is effective cannot be overstressed. Students learn fast through observation and imitation. Therefore, international agencies and private sector can be involved in funding and providing instructional materials as related to the subjects being taught at this level of education.

**Awarding of Scholarship to Students:** Scholarships and grants are gift in aids that are given to students. Scholarships are monies given to support student education as reward for academic merit. Most times, scholarship comes in form of bursary, which is money that is given to students by the state government to support their education. International agencies can also fund such programmes in university education by offering of scholarships and granting of educational aids to students. This is because low-income families find it difficult to provide the necessary materials that their children needed in school, such as payment of school fees and other related fees, reading and writing materials, money for research works.

**Provision of Funds for Academic Staff Capacity Building Programmes:** Professional development implies building an individual in line with his or her professional role. Edem (2003) posited that training makes workers realize better what they have to do to acquire necessary skills for proficient performance. This is so because after acquiring the necessary know-how, a teacher needs to always improve on his standard to prevent the quality of his teaching from diminishing. Therefore, the private sector can participate in funding to organize workshops, lectures, seminars and conferences for both the students and staff (Mamona & Gankar, 2008).

**Provision of fund for Student's Excursion activities:** International agencies can also participate in the funding or sponsoring of students excursion programme. The experiences, knowledge, attitude and skilled gained during a field trip excursion should be relevant to their learning objectives.

### **Impact of Private Sector Financial Contribution on the Quality of University Education**

Private expenditure is a key element of education financing in many countries of the world. Meanwhile it may not have been measured perfectly or sum together the estimates of what private sector have contributed towards the development of the education system. Notwithstanding, widening participation at higher levels of education as well as maintaining equity and education quality have important implications for education spending. Private sector has provided support to the extent of impacting on the physical facilities and equipment in schools. Sophisticated equipment such as computers, laboratory equipment, home science materials, projectors and impacting generally on internal efficiency of universities cannot be overestimated. Ebong and Afangideh (2009) revealed in their work that private individuals or sector have impacted in the universities in the areas of payment of salaries, building of hostel accommodation, classrooms, administrative offices, among others and also enhanced and improved capacity building that is significant to the growth of the economy.

According to Uruakpa (2015, p. 30) Public-Private partnership has impacted in building university-industry relationships by:

The extent of technological development, qualitative research and development, level of research contractors to upgrade technological competencies of small and medium-sized companies and provide expert advice development of technical standards, standard for reputation, affiliation requirements, international accreditation/international standards, foreign higher education institution affiliations and programme-based accreditation.

In 2003, Total established The Institute of Petroleum Studies (IPS) at the University of Port Harcourt, Nigeria. This institution was established as an international collaboration between the University of Port Harcourt and the prestigious French Petroleum Institute, Francais du Petrol (IFP), for development of critical skills and specialized manpower for the hydrocarbon industry. The IFP School provides 40% of lecturers that make up the IPS faculty and is responsible for 50% of taught courses and the coordination of its remarkable MSc. programme. From the general over view of Vries and Yehoue (2013) the mission of the Institute is to meet the needs of the petroleum sector through a commitment to excellence in training, applied research, continuing education and capacity building. Over the years, the Institute has produced not only world class manpower for the oil and gas industry but also milestones towards sustainable development. The IPS academic programmes have recently been enriched to include amongst others, a PhD in Petroleum Engineering & Project Development, an Msc in Environmental Technology & Management and M.Sc. in Petroleum Geosciences and Reservoir Engineering.

The school also offers a Post Graduate Diploma in Petroleum Technology which has given opportunities to students from Total's oil producing communities. The Post Graduate degrees of the IPS are jointly awarded by the University of Port Harcourt and the IFP School.

According to Nwaozuzu (2017) apart from developing capacities, IPS has built a strong partnership between the industry and social development institutions like research institutes and agencies, which links the petroleum industry with a variety of sectors. Another benefit of the IPS initiative is knowledge sharing and skills transfer. Total is sharing its industry experience with the University of Port Harcourt. As of date, more than 12 Total Nigeria employees are engaged in teaching and providing hands-on training at the IPS. Other Agencies also involved in building capacity at the IPS, include the National Registry of Environmental Practitioners, Society for Underwater Technology and the Oil and Gas Trainers Association.

Obviously, the University of Port Harcourt (UNIPORT) is a typical example where endowments and sound CSR practices has helped transform the University into an entrepreneurial academic institution. Some of these endowments are: Emerald Energy Institute (for Petroleum & Energy Economics, Policy and Strategic Studies) endowed by Emerald Energy Resources Limited (EERL), under the chairmanship of Dr. Emmanuel Egbogah, the former Presidential Adviser on Petroleum and Energy. Bioenergy Research Laboratory equally endowed by EERL. ARET ADAMS Chair in Petroleum Engineering endowed by Shell Petroleum Development Company (SPDC). Dr. Emmanuel Egbogah Chair in Petroleum Engineering – endowed by the Chairman, EERL. Centre for Gas Engineering endowed by the Petroleum Technology Development Fund (PTDF) and the Nigerian Content Development & Monitoring Board (NCDMB) Chair in Oil Field Chemicals.

Some of the oil and gas industry CSR efforts that have benefitted UNIPORT are as listed:

- Creation of the Institute of Petroleum Studies (IPS) a partnership between Total/NNPC joint venture; Institute of Petroleum, France; and UNIPORT.
- Establishment of the Center for Petroleum Geosciences (CPG) by Mobil Petroleum / McArthur Foundation, USA; and UNIPORT.
- Creation of the Center for Gas, Refining, and Petrochemicals (CGRP) a partnership between the Nigerian Liquefied Natural Gas (NLNG) Ltd, and UNIPORT.
- Creation of the Offshore Technology Center (OTI) a partnership between FMC Technologies and UNIPORT.
- Establishment of the African Center for Excellence in Oil Field Chemicals a partnership between World Bank and UNIPORT.

In the same face, Ignatius Ajuru University of Education in 2015 tendered invitation for pre-qualification and notice of tender for special presidential intervention projects (Phase II) on Needs Assessment of Nigerian Public Universities Signed by Barrister Ikem Adiele, the Registrar/Secretary to Council for the following:

- Construction of 1-Storey Hostel Block
- Renovation of 1 -Storey Hostel Block (H)
- Supply/Installation of Laboratory Equipment;
- Supply/Installation of Classroom Furniture/Equipment;
- Procurement/Installation of Municipal Services (Electricity/Water);
- Furnishing of Staff Offices;
- Construction of Recreational Facilities.

On the other hand, immediately this was made known, a private partnership existed that brought development to the institution through the provision of these project accept for the fact that some of this buildings are still under construction. In recognition of private sector contribution to education, six federal tertiary hospitals were upgraded to oncology centers of excellence by collaborative efforts between the Federal Ministry of Health, the Cancer Education and Advocacy Foundation of Nigeria (CEAFON), and Roche Products Limited. The upgraded hospitals include the university teaching hospitals of Sokoto, Maiduguri, Lagos, Benin, Nsukka Enugu and Zaria. Similarly, the collaboration between the Lagos State University Teaching Hospital Laboratory and Pathcare Laboratory boost the achievements of LUTH laboratory as they became the first hospital in the history of PPP to be ISO 15189 accredited. In imaging, LUTH has 128 slice CT scanners. However, in 2004, the government availed policies that approved PPP projects such as the Open Heart Surgeries at the University of Nigeria Teaching Hospital (UNTH) Enugu and University College Hospital Ibadan. For Geriatrics, Geriatrics ward in UCH Ibadan Dialysis was almost perfected.

The sickle cell foundation operates a PPP with the Federal Government of Nigeria in collaboration with Lagos State University Teaching Hospital (LUTH) and the Mediterranean institute of Haematology in Italy to provide free bone marrow (stem cell) transplant given to sickle cell children with age range from two to fifteen years. Rabwoni and Neema-Abooki (2003) also carried out a research work in Makerere University, Kampala, in their finding they discovered that the Faculties of Agriculture, Technology and the Faculty of Computing and Information Communications Technology, there is a lot of improvement in terms of buildings, internet connection, teaching and learning facilities, and equipment among others; all attributed to the involvement of the private sectors.

The study discovered that donors also do give scholarships to PhD students who happen to be the university staff and this has improved on the quality of the lecturers in terms of scholarship. On the other hand, the Faculty of Social Sciences got a donation of a CISCO Program which has helped the Department of Gender to raise some money to help in the running of the Department. The university also gets research grants from the private sector and most of the research that is being done in the university. The private sector and mainly the donor community have funded research up to a tune of 100% as revealed by one respondent from the Planning and Development Department during interviews. In the same face, Egim (2003); Edem (2003); Udoh (2004); Arikewuyo and Adegbesan (2008) found in their different works that private sector have contributed immensely in the provision of physical facilities, construction of new infrastructural facilities, renovation of dilapidated facilities, funding the building of hostels, provision of funds for academic staff training and development. They have also funded workshops, lectures, seminars and conferences for both the students and staff of the universities (Mamona & Gankar, 2008).

### **Statement of the Problem**

Universities are largely established to achieve the development of high level man power for industrial growth and development of the entire society. Over the years, there had been challenges in funding university education in Nigeria. The resultant effect of the insufficient funding of universities has led to deteriorating quality of infrastructures and quality of the products of the university system. The situation has become so alarming that no Nigeria

universities are rated among the best five hundred universities in world. This situation has given serious concern to stake holders in education and has attracted a lot of research interest on alternative means of funding university education. In the light of this problem, the researcher is bothered about how private sectors can be directly involved in the funding of universities. The problem element of this study bothers on the various areas private sector can contribute to academic programme and the impact the private sector contribution can make on the quality of university education in Rivers State.

### **Purpose of the Study**

Generally, the purpose of this study is to assess the areas private sector contributes to the development of academic programmes in universities in Rivers State. Specifically, the study seeks to:

- Examine the various areas private sector through funding contributes to the development of academic programmes in universities in Rivers State.
- Determine the impact of private sector financial contribution to education on the quality of university education in Rivers State.

### **Research Questions**

- What are the areas private sectors through funding contributes to the development of academic programmes in universities in Rivers State?
- What impact does private sector financial contribution make on the quality of university education in Rivers State?

### **Hypotheses**

- There is no significant difference between the mean ratings of university staff and human resource development personnel on the areas private sector through funding contribute to the development of academic programmes in universities in Rivers State.
- There is no significant difference between the mean ratings of university staff and human resource development personnel on the impact private sector financial contribution make on the quality of university education in Rivers State.

### **METHODS**

The research design for this study is a descriptive survey. The population drawn from the three universities consists of 3 Bursar and 3 Registrar from the three universities; 74 HODs and 15 Deans of faculties from the University of Port Harcourt; 44 HODs and 7 Deans of faculties from Rivers State University; and 41 HODs and 7 Deans of faculties from Ignatius Ajuru University of Education, which amounted to 194 university staff. The population drawn from the companies consists of 52 staff of Human Resource Development Department from Shell; 44 from Total; 33 from Agip; and 20 from Chevron; which amounted to 149 personnel from the four registered industries in Rivers State. This gave a total population of 343.

The sample for the study comprised of 343 members of staff of the three universities and four registered industries in Rivers State. That is, 194 staff of the three universities, which consists 194 HODs, Deans, Bursar and Registrar representing 100% of the population and the 149 personnel of the various departments of the four registered industries in Rivers State, representing 100% of the population served as respondents. Census sampling technique was used for the study. In this case, every member(s) of the population were completely used as respondents of the study. The instrument that was used for data collection in this study was a self-designed questionnaire titled: Assessment of the Areas Private Sector Contribute to the Development of Academic Programmes in University Questionnaire (AAPSCDAPUQ). The questionnaire was divided into two sections: section A was for collection of demographic data on the respondents. While section B was based on the questionnaire items using the 4- Points modified likert rating scale of (Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point) respectively.

A test –retest method was used to obtain the reliability of the instrument. Applying this method, the instrument was re-administered after two weeks to 20 HODs and Deans and human resource development personnel selected among those that were not part of the sample respondents. One week later, the same instrument was re- administered to the same respondents. It was also retrieved after one day. The scores obtained from the exercises were correlated using Pearson Product Moment Correlation Coefficient to determine the reliability of 0.76.

The 343 copies of the questionnaire were administered personally to the respondents by the researcher with the help of three research assistants. The respondents were given 2 days to respond to the questions after which all retrieved copies of questionnaire were used for data analysis. The data gathered from the AAPSCDAPUQ was collated and analyzed. The mean scores and standard deviation was used to answer the research questions while the z-test statistics was used to test the research hypotheses at 0.05 level of significance. A criterion mean of 2.50 or above was accepted while any mean below 2.50 was rejected.

## RESULTS AND DISCUSSION

### Data Analysis

**Research Question 1:** What are the areas private sector through funding contributes to the development of academic programmes in universities in Rivers State?

Table 1: Mean Responses of University staff and Human resource development personnel on the areas private sector through funding contribute to the development of academic programmes in universities in Rivers State

S/N	Areas private sector through funding contribute to the development of academic programmes in universities	University Staff (178)		Human Resource Development Personnel (122)		$\bar{X}_1, \bar{X}_2$	Remark
		$\bar{X}$	SD	$\bar{X}$	SD		
1	Provision of financial resources to run university education	3.01	1.23	2.80	1.14	2.91	Agreed
2	Purchase textbooks/sponsoring of students extracurricular activities	3.39	1.429	3.29	1.369	3.34	Agreed
3	Provision of funds for academic staff capacity	2.01	1.221	2.29	1.202	2.15	Disagreed



4	building programmes Funds for the procurement of instructional materials	3.29	1.369	2.5	1.820	2.90	Agreed
5	Awarding of scholarship to students	3.42	1.448	3.61	1.575	3.52	Agreed
6	Provision of fund for student's excursion activities	1.99	1.229	2.08	1.194	2.04	Disagreed
<b>Grand mean and standard deviation</b>		<b>2.85</b>	<b>1.93</b>	<b>2.76</b>	<b>1.38</b>		

Table 1 indicated that item number 5 had the highest mean scores of 3.52 followed by item 2 with 3.34, item 1 with 2.91 and item 4 with 2.90 respectively. In the analysis, the score are all above 2.50 which is the criterion mean. It simply implies that the areas private sector through funding contribute to academic development of academic programme in universities is the area of awarding of scholarship to students, purchase textbooks/sponsoring of students extracurricular activities, provision of financial resources to run university education and funds for the procurement of instructional materials.

On the other hand, item 3 had mean score of 2.15 while item 6 had mean score of 2.04 which is below the criterion mean, indicating that both university staff and human resource development personnel consented to the fact that private sector do not fully participate in funding university education by providing funds for academic staff capacity building programmes and provision of fund for student's excursion activities.

**Research Question 2:** What impact does private sector financial contribution make on the quality of university education in Rivers State?

Table 2: Mean Responses of University staff and Human resource development personnel on the impact private sector financial contribution make on the quality of university education in Rivers State

S/N	Impact private sector financial contribution make on the quality of university education	University Staff (178)		Human Resource Development Personnel (122)		$\bar{X}_1\bar{X}_2$	Remark
		$\bar{X}$	SD	$\bar{X}$	SD		
7	Adequately implementing government funding for the provision of teaching resources for workshops, seminars and conferences for teachers and students.	3.3.8	1.426	1.92	1.260	2.65	Agreed
8	Facilitates positive transformation of universities institutions for relevant skills development.	2.99	1.24	3.57	1.553	3.28	Agreed
9	Providing financial support for infrastructural development in the areas of building of students hostel, classrooms blocks and administrative offices for school teaching and non-teaching staff	3.09	1.264	3.09	1.264	3.09	Agreed
10	Providing financial support for staff	1.89	1.274	2.12	1.181	2.01	Disagreed

	salaries and benefits						
11	Facilitating skills development in students by providing internship opportunities and also supporting student active participation in the internship programme with financial benefits	3.11	1.274	3.13	1.283	3.12	Agreed
12	Promoting research and development in universities through funding	3.21	1.324	2.84	1.366	3.01	Agreed
<b>Grand mean and standard deviation</b>		2.95	1.30	2.98	1.32		

Table 2 indicated that item number 8 had the highest mean scores of 3.28 followed by item 11 with 3.12, item 12 with 3.01, item 9 with 3.09 and item 7 with 3.26 respectively. The scores were above 2.50 which is the criterion mean. This simply implies that the impact private sector financial contribution make on the quality of university education is that their participation help in the facilitation of skills development in students by providing internship opportunities and also supporting student active participation in the internship programme with financial benefits, facilitates positive transformation of universities institutions for relevant skills development, promoting research and development in universities through funding, providing financial support for infrastructural development in the areas of building of students hostel, classrooms blocks and administrative offices for school teaching and non-teaching staff and adequately implementing government funding for the provision of teaching resources for workshops, seminars and conferences for teachers and students.

Meanwhile item 10 had mean score of 2.01 which is below the criterion mean of 2.50 indicating that both university staff and human resource development personnel consented to the fact that private sector do not fully participate in funding university education by providing financial support for staff salaries and benefits. On the other hand, item 7 had an aggregate mean score of 2.65 which is only supported by university staff by having a mean score of 3.38 from their cumulative responses, owing to the fact that private sector adequately implementing government funding for the provision of teaching resources for workshops, seminars and conferences for teachers and students since the fund generated from them are used to run some of these programmes to complement government effort.

Nevertheless, human resource development personnel refused to consent to that considering the 1.92 cumulative responses, because of the fact that they are not consistent in channeling funds in this direction to aid government effort. More so they do not adequately fund the provision of teaching resources for workshops, seminars and conferences for teachers and students.

### **Test of Hypotheses**

**H<sub>01</sub>:** There is no significant difference between the mean ratings of university staff and human resource development personnel on the areas private sector through funding contribute to the development of academic programmes in universities in Rivers State.

Table 3: z-test Analysis of the Difference between the Opinions of university staff and human resource development personnel on the areas private sector through funding contribute to the development of academic programmes in universities in Rivers State

Subject	N	$\bar{X}$	SD	df	z-cal	z-crit	Level of sig.	Remark
University staff	178	2.85	1.93	298	0.28	±1.96	0.05	<b>Ho<sub>1</sub>Accepted</b>
Human Resource Development Personnel	122	2.76	1.38					

The result of table 3 shows that the z-calculated value of 0.28 is less than the z-critical value of 1.96 at degree of freedom of 298 and 0.05 level of significance. We therefore retain the null hypothesis and uphold that: There is no significant difference between the mean ratings of university staff and human resource development personnel on the areas private sector through funding contribute to the development of academic programmes in universities in Rivers State.

**Ho<sub>2</sub>:** There is no significant difference between the mean ratings of university staff and human resource development personnel on the impact private sector financial contribution make on the quality of university education in Rivers State.

Table 4: z-test Analysis of the Difference between the Opinions of university staff and human resource development personnel on the impact private sector financial contribution make on the quality of university education in Rivers State.

Subject	N	$\bar{X}$	SD	df	z-cal	z-crit	Level of sig.	Remark
University staff	178	2.95	1.30	298	2.84	±1.96	0.05	<b>Ho<sub>2</sub> failed to reject</b>
Human Resource Development Personnel	122	2.98	1.32					

The result of table 4 showed that the z-calculated value of 2.84 is less than the z-critical value of 1.96 at degree of freedom of 298 and 0.05 level of significance. Therefore the null hypothesis is rejected and upholds that: There is a significant difference between the mean ratings of university staff and human resource development personnel on the impact private sector financial contribution make on the quality of university education in Rivers State.

### Summary of Findings

It was discovered that the areas private sector through funding contribute to academic development of academic programme in universities is the area of awarding of scholarship to students, purchase textbooks/sponsoring of students extracurricular activities, provision of financial resources to run university education and funds for the procurement of instructional materials. On the other hand, both university staff and human resource development personnel consented to the fact that private sector do not fully participate in funding university education by providing funds for academic staff capacity building programmes and provision of fund for student's excursion activities.

It was also discovered that the impact private sector financial contribution make on the quality of university education is that their contribution help in the facilitation of skills development in students by providing internship opportunities and also supporting student active participation in the internship programme with financial benefits, facilitates positive transformation of universities institutions for relevant skills development, promoting research and development in universities through funding, providing financial support for infrastructural development in the areas of building of students hostel, classrooms blocks and administrative offices for school teaching and non-teaching staff and adequately implementing government funding for the provision of teaching resources for workshops, seminars and conferences for teachers and students.

Meanwhile, that both university staff and human resource development personnel consented to the fact that private sector do not fully participate in funding university education by providing financial support for staff salaries and benefits. On the other hand, university staff responded that private sector adequately implements government funding for the provision of teaching resources for workshops, seminars and conferences for teachers and students human resource development personnel refused to consent to that because of the fact that they are not consistent in channeling funding in this direction to aid government effort.

There is no significant difference between the mean ratings of university staff and human resource development personnel on the areas private sector through funding contribute to academic development in universities in Rivers State.

There is no significant difference between the mean ratings of university staff and human resource development personnel on the impact private sector financial contribution make on the quality of university education in Rivers State.

## **DISCUSSION OF FINDINGS AND IMPLICATIONS**

### **The Various Areas Private Sector through Funding Contribute to the Development of Academic Programmes in University Education**

From table 1, it was found that the areas private sector through funding contribute to academic development of academic programme in universities is the area of awarding of scholarship to students, purchase textbooks/sponsoring of students extracurricular activities, provision of financial resources to run university education and funds for the procurement of instructional materials. On the other hand, both university staff and human resource development personnel consented to the fact that private sector do not fully participate in funding university education by providing funds for academic staff capacity building programmes and provision of fund for student's excursion activities.

The findings of Maduagwu and Nwogu (2006) confirmed that sufficient money is needed to acquired science equipment's and maintained other services, purchase textbooks, pay teachers' salaries, sponsoring of students extracurricular activities such as excursion, granting of scholarships, provision of electricity supply, organizing seminars/workshops to mention but a few.

## **Impact of Private Sector Participation in Education Funding on the Quality of University**

From table 2, it was revealed that the impact private sector financial contribution make on the quality of university education is that their participation help in the facilitation of skills development in students by providing internship opportunities and also supporting student active participation in the internship programme with financial benefits, facilitates positive transformation of universities institutions for relevant skills development, promoting research and development in universities through funding, providing financial support for infrastructural development in the areas of building of students hostel, classrooms blocks and administrative offices for school teaching and non-teaching staff and adequately implementing government funding for the provision of teaching resources for workshops, seminars and conferences for teachers and students.

Meanwhile, that both university staff and human resource development personnel consented to the fact that private sector do not fully participate in funding university education by providing financial support for staff salaries and benefits. On the other hand, university staff responded that private sector adequately implements government funding for the provision of teaching resources for workshops, seminars and conferences for teachers and students human resource development personnel refused to consent to that because of the fact that they are not consistent in channeling funding in this direction to aid government effort.

This is in consonance with Ehigiamusoe, (2012) who figured out that private sector has provided support to the extent of impacting on the physical facilities and equipment in schools. Sophisticated equipment such as computers, laboratory equipment, home science materials, projectors and impacting generally on internal efficiency of universities cannot be overestimated. The work of Ebong and Afangideh (2009) also revealed that private sector have impacted in the universities in the areas of payment of salaries, building of hostel accommodation, classrooms, administrative offices, among others and also enhanced capacity building relevant for the needs of the economies.

In the same vein, the IPS Institute has produced not only world class manpower for the oil and gas industry but also milestones towards sustainable development. The IPS academic programmes have recently been enriched to include amongst others, a PhD in Petroleum Engineering & Project Development, an Msc in Environmental Technology & Management and M.Sc. in Petroleum Geosciences and Reservoir Engineering. It was also found that private sector has impacted in the areas of supply/installation of laboratory equipment, renovation of structures and building of hostels, Procurement and furnishing of Staff Offices. Asiegbu and Ezeugbor (2018) also revealed among others that grading of NAU roads, donation of buses, building of hostel blocks are the contributions of various classes of private sectors in the management of education in NAU; that office equipment, library materials, funding researches are the areas the University requires more private sector contributions.

## **CONCLUSION**

From the findings so far, it is clear that for university education to achieve its stated goals and objectives, active participation of private sector in the development of university education in Rivers State is important. It was found out in the study that private sector participation in education development was a means of assisting government in the funding and expansion of education to reach the citizens and reduce inequality of access to education and quality products.

## Recommendations

Based on the findings of the study, the researchers recommended that:

- Obviously, the need for government to formulate policies to incorporate participation of the private sector in funding and resources provision for higher institutions to help achieve the national educational objectives cannot be overemphasized;
- A clear cut legislation to guide private sector participation should be enacted by government and university management to make the system more accessible.

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