



Repositioning the Future of Primary Education in Nigeria through Public–Private Partnerships: A Study of Selected Rural Community Schools in Yagba-East, Kabba-Bunu and Ijumu Local Government Areas of Kogi State

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Abstract

Primary education remains the foundation of human capital development and national progress; however, many rural primary schools in Nigeria continue to face challenges such as inadequate infrastructure, shortage of teaching and learning materials, insufficient funding, and limited community support. Despite government efforts to improve basic education, these challenges persist, particularly in rural communities, thereby necessitating alternative approaches to educational development. This study assessed the role of Public–Private Partnerships (PPPs) in repositioning the future of primary education in selected rural community schools in Yagba-East, Kabba-Bunu, and Ijumu Local Government Areas of Kogi State, Nigeria. A descriptive survey research design was adopted for the study. Data were collected from 300 respondents selected through a multistage sampling technique using a structured questionnaire. Data were analysed using descriptive and inferential statistical tools. The findings revealed that Public–Private Partnerships significantly improve educational infrastructure and learning facilities in rural primary schools, enhance the availability of instructional materials and teacher support services, and promote community participation in educational development. The study further found that effective collaboration between government agencies, private organizations, and local communities contributes to improved learning outcomes and school sustainability. The study concluded that Public–Private Partnerships constitute a viable strategy for addressing the challenges confronting rural primary education and for enhancing educational quality and access in Kogi State. Consequently, it recommends strengthening policy frameworks that encourage private sector participation in primary education and expanding stakeholder collaboration to support sustainable educational development in rural communities.

Keywords: Community schools, Educational development, Primary education, Public–Private Partnerships, Rural communities, Sustainable education.

Introduction

Education remains a critical driver of human capital development, social transformation, and sustainable national growth. As the first level of formal education, primary education provides children with foundational literacy, numeracy, life skills, and values necessary for lifelong learning and productive citizenship. The quality of primary education significantly influences educational attainment, workforce development, poverty reduction, and socio-economic progress (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2023; United Nations Children's Fund [UNICEF], 2024).

Despite its strategic importance, primary education in Nigeria continues to face numerous challenges, particularly in rural communities. Many rural primary schools operate under difficult conditions characterized by inadequate infrastructure, insufficient instructional materials, overcrowded classrooms, teacher shortages, poor learning environments, and limited financial resources (Federal Ministry of Education, 2022; UNESCO, 2023). These challenges have contributed to disparities in educational access and learning outcomes between urban and

rural areas, thereby undermining the achievement of equitable and inclusive quality education as envisioned under Sustainable Development Goal 4 (SDG 4) (UNICEF, 2024).

In Kogi State, as in many parts of Nigeria, rural community schools encounter persistent infrastructural and resource deficits that negatively affect teaching effectiveness and pupils' academic performance. Government interventions through budgetary allocations and educational programmes have yielded some improvements; however, available resources often remain inadequate to meet the growing educational needs of rural populations (Bryson, Crosby, & Stone 2022; National Bureau of Statistics, 2023). Consequently, there is increasing recognition that the government alone may not possess the capacity to adequately finance and sustain quality primary education across all communities.

Against this backdrop, Public–Private Partnerships (PPPs) have emerged as an important strategy for improving educational service delivery. Public–Private Partnerships involve collaborative arrangements between government agencies, private sector organizations, non-governmental organizations, community groups, and other stakeholders aimed at mobilizing resources, expertise, and innovation for educational development (World Bank, 2022). Through such partnerships, schools can benefit from improved infrastructure, provision of learning materials, teacher capacity-building programmes, technological support, and enhanced community participation in educational management.

Globally, evidence suggests that well-structured PPPs contribute to improved educational access, quality, and sustainability, particularly in underserved communities (Organisation for Economic Co-operation and Development [OECD], 2021; World Bank, 2022). In Nigeria, increasing involvement of private organizations, corporate bodies, development partners, and community associations in educational initiatives has demonstrated the potential of collaborative approaches to addressing long-standing educational challenges (UNESCO, 2023; UNICEF, 2024). However, empirical evidence on the effectiveness of PPPs in strengthening rural primary education remains limited, especially within the context of Kogi State.

This study therefore examines the role of Public–Private Partnerships in repositioning the future of primary education in selected rural community schools in Yagba-East, Kabba-Bunu, and Ijumu Local Government Areas of Kogi State. The study seeks to provide empirical evidence on how collaborative stakeholder engagement can contribute to improving educational infrastructure, learning resources, community participation, and the overall sustainability of primary education in rural communities.

Statement of the Problem

Primary education serves as the foundation for national development and human capital formation (UNESCO, 2023; UNICEF, 2024). However, many rural primary schools in Nigeria continue to experience serious challenges that hinder the delivery of quality education. In several rural communities, school infrastructure remains inadequate, with many classrooms being dilapidated, overcrowded, or lacking essential facilities required for effective teaching and learning. The shortage of instructional materials, poor learning environments, and limited access to educational resources further constrain pupils' academic development.

In addition, inadequate funding has continued to affect the capacity of rural schools to maintain facilities, procure learning materials, and provide necessary support services for teachers and pupils. Many schools also face challenges relating to insufficient community

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involvement and weak stakeholder collaboration, thereby limiting opportunities for sustainable educational development. As a result, disparities in educational quality and access between urban and rural areas persist.

Although government efforts have sought to address these challenges, the problems remain prevalent in many rural communities, including those in Yagba-East, Kabba-Bunu, and Ijumu Local Government Areas of Kogi State. The persistence of these challenges raises concerns about the future of primary education in rural areas and highlights the need for alternative and sustainable approaches to educational development. Consequently, there is a growing need to examine the extent to which Public–Private Partnerships can help address these challenges and contribute to improving the quality, accessibility, and sustainability of primary education in rural community schools.



A renovated rural primary school in Kabba-Bunu Local Government Area, Kogi State.

The image illustrates collaborative intervention between government authorities and community stakeholders in improving school infrastructure, thereby reflecting the role of Public–Private Partnerships in repositioning the future of primary education in rural communities.

Aim and Objectives of the study

The Aim of the study is to assess the role of Public–Private Partnerships in repositioning the future of primary education in selected rural community schools in Yagba-East, Kabba-Bunu, and Ijumu Local Government Areas of Kogi State.

The specific objectives are to:

1. Examine the contribution of Public–Private Partnerships to the improvement of educational infrastructure and learning facilities in rural primary schools.
2. Assess the extent to which Public–Private Partnerships enhance the availability of instructional materials and teacher support services in rural primary schools.
3. Determine the role of Public–Private Partnerships in promoting community participation in educational development.
4. Evaluate the influence of stakeholder collaboration on learning outcomes and the sustainability of rural primary schools.

Relevance of the Study

This study provides evidence on the role of Public–Private Partnerships in improving educational infrastructure, instructional resources, teacher support services, community participation, and sustainability of rural primary schools. The findings will assist policymakers,

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educational planners, private organizations, and researchers in designing collaborative strategies for improving primary education in rural communities.

Conceptual Clarification

- **Primary Education:** Primary education refers to the first stage of formal education designed to provide children with foundational knowledge, skills, values, and competencies necessary for further learning and personal development. (UNESCO, 2023).
- **Public–Private Partnerships (PPPs):** Public–Private Partnerships are collaborative arrangements between government institutions and private-sector organizations aimed at providing resources, expertise, and services for the achievement of common developmental goals. (OECD, 2021).
- **Rural Community Schools:** Rural community schools are educational institutions located in rural areas and established to serve the educational needs of local populations. (UNICEF, 2024).
- **Educational Development:** Educational development refers to the process of improving the quality, accessibility, effectiveness, and sustainability of educational systems and services. (Bryson et al., 2022).
- **Community Participation:** Community participation refers to the active involvement of parents, community leaders, local organizations, and other stakeholders in educational planning, implementation, monitoring, and support activities. (UNICEF, 2024).
- **Sustainable Education:** Sustainable education refers to an educational system that is capable of meeting present learning needs while maintaining the resources, structures, and support mechanisms required for future generations. (United Nations, 2023).

Literature Review

Primary Education and Public–Private Partnerships

Primary education constitutes the foundation of formal education and plays a crucial role in human capital development, social transformation, and national growth. It equips learners with basic literacy, numeracy, and life skills required for further education and productive citizenship (UNESCO, 2023). Despite its importance, many rural primary schools in Nigeria continue to experience challenges such as inadequate infrastructure, shortage of instructional materials, insufficient funding, and limited access to quality teaching resources (Federal Ministry of Education, 2022).

Public–Private Partnerships (PPPs) have emerged as an important strategy for addressing these challenges. PPPs involve collaborative arrangements among government agencies, private organizations, community groups, and development partners for the provision of educational resources and services. Through such partnerships, additional resources, expertise, and innovations can be mobilized to improve educational quality and access (World Bank, 2022).

Public–Private Partnerships and Educational Infrastructure Development

Educational infrastructure is a critical determinant of effective teaching and learning. Adequate classrooms, furniture, libraries, sanitation facilities, and information and communication technology resources contribute significantly to educational outcomes. In many rural communities, however, infrastructural deficiencies continue to hinder the delivery of quality education. Public–Private Partnerships provide opportunities for mobilizing financial and

material resources for the construction, renovation, and maintenance of school facilities, thereby improving the learning environment and enhancing educational effectiveness (UNESCO, 2023).

Hassan and Fatile (2022) examined the role of Public–Private Partnerships (PPPs) in educational infrastructure development in Nigeria. Using documentary analysis and evidence from educational projects across the country, the study found that PPP initiatives contributed significantly to the provision and improvement of educational facilities, including classrooms, school buildings, and other infrastructural resources. The study concluded that PPPs remain a viable strategy for addressing infrastructural deficits in the education sector.

Public–Private Partnerships and Provision of Educational Resources

The availability of instructional materials is essential for effective curriculum implementation and learner achievement. Resources such as textbooks, teaching aids, computers, and other learning materials support classroom instruction and improve educational outcomes. Public–Private Partnerships contribute to addressing resource inadequacies through donations, grants, and educational support programmes that improve access to learning materials in underserved schools (OECD, 2021).

Onuorah, Eziamaka, and Eziechi (2021) investigated the need for Public–Private Partnerships in resource provision and management for school effectiveness. The study found that partnership initiatives improved the availability and management of instructional materials, educational facilities, and other resources necessary for effective teaching and learning. The researchers concluded that PPPs contribute positively to educational effectiveness through improved resource mobilization and utilization.

Public–Private Partnerships and Teacher Support Services

Teachers play a central role in achieving educational objectives. However, inadequate professional development opportunities and limited support services often affect teacher effectiveness in rural schools. Public–Private Partnerships enhance teacher capacity through training programmes, workshops, mentoring activities, and other professional development initiatives. Such interventions improve instructional competence, motivation, and overall teaching effectiveness (UNESCO, 2023).

Adeagbo (2023) observed that Public–Private Partnerships enhance educational development through improved stakeholder collaboration, capacity-building programmes, and institutional support mechanisms. The study emphasized that sustained partnerships between public and private actors contribute to strengthening educational service delivery and improving educational outcomes.

Public–Private Partnerships and Community Participation

Community participation is an important component of sustainable educational development. The involvement of parents, community leaders, local organizations, and other stakeholders in educational planning and implementation promotes accountability, ownership, and support for school improvement initiatives. Through Public–Private Partnerships, communities are encouraged to participate actively in school development projects, resource mobilization, and decision-making processes, thereby strengthening educational sustainability (UNICEF, 2024).

Lakan (2025) investigated the impact of community participation on sustainable educational infrastructure development in rural areas of Niger State, Nigeria. The study adopted a quantitative research design and collected data from 349 respondents comprising community leaders, school heads, parents, and government officials. Findings revealed that community involvement in the planning, construction, and maintenance of school infrastructure significantly enhanced the sustainability and utilization of educational projects. The study concluded that active stakeholder participation contributes substantially to educational development and recommended stronger collaboration between communities and educational authorities in implementing school improvement initiatives.

Public–Private Partnerships and Sustainable Educational Development

Sustainable educational development involves maintaining educational quality, accessibility, and effectiveness over time. Achieving sustainability requires continuous investment in infrastructure, human resources, learning materials, and institutional capacity. Public–Private Partnerships support sustainability by diversifying funding sources, promoting stakeholder collaboration, and ensuring shared responsibility for educational development. Consequently, schools that benefit from effective partnerships are more likely to maintain long-term improvements and respond successfully to emerging educational challenges (World Bank, 2022).

Ogakwu and Isife (2024) examined the role of Public–Private Partnerships in funding primary and secondary schools in Enugu State, Nigeria. Findings showed that PPP arrangements significantly improved financial support for schools through donations, infrastructural development projects, and educational interventions. The study concluded that private-sector participation is essential for improving the quality and sustainability of educational institutions.

Similarly, Enyia and Emelah (2023) examined the relationship between Public–Private Partnerships and sustainable educational development in Nigeria. The study found that PPP initiatives promote sustainability through improved funding, stakeholder collaboration, and long-term support for educational programmes. The authors concluded that strengthening partnerships between government and private organizations is critical for achieving sustainable development in the education sector.

Gaps in Literature

The reviewed literature indicates that Public–Private Partnerships contribute significantly to educational infrastructure development, provision of instructional materials, teacher support services, community participation, and sustainable educational development. However, most previous studies focused on specific aspects of educational development or were conducted in regions outside Kogi State. Few studies have comprehensively examined the combined influence of Public–Private Partnerships on educational infrastructure, instructional resources, teacher support services, community participation, and sustainability of rural primary schools in Yagba-East, Kabba-Bunu, and Ijumu Local Government Areas of Kogi State. This gap necessitated the present study.

Theoretical Framework

Stakeholder Theory

Stakeholder Theory was originally developed by R. Edward Freeman and posits that the success of any organization depends on the active involvement and support of all individuals and groups that have an interest in its activities. The theory argues that organizations should consider the interests, contributions, and expectations of various stakeholders rather than focusing on a single actor. Stakeholders may include government agencies, private organizations, employees, customers, communities, and other groups that influence or are affected by organizational outcomes (Freeman et al., 2020).

In the educational sector, stakeholders include government institutions, private-sector organizations, school administrators, teachers, parents, community leaders, non-governmental organizations, and development partners. The theory emphasizes that sustainable educational development can be achieved when these stakeholders work together to identify challenges, mobilize resources, and implement solutions that improve educational outcomes (Bryson et al., 2022).

The relevance of Stakeholder Theory to this study lies in its recognition that the responsibility for providing quality primary education should not rest solely on the government. Through Public–Private Partnerships, different stakeholders can contribute financial resources, technical expertise, infrastructure, instructional materials, and community support needed to enhance educational quality and sustainability. Effective collaboration among these stakeholders can therefore help address the challenges confronting rural primary schools.

The theory is particularly suitable for this study because it provides a framework for understanding how partnerships between government agencies, private organizations, and local communities can contribute to improving educational infrastructure, teacher support services, learning resources, community participation, and overall educational development in rural primary schools. Consequently, Stakeholder Theory offers the most appropriate foundation for examining the role of Public–Private Partnerships in repositioning the future of primary education in selected rural communities of Kogi State.

Methodology

Research Design: This study adopted a descriptive survey research design. The design was considered appropriate because it enabled the researcher to collect data from respondents regarding their perceptions and experiences concerning the role of Public–Private Partnerships (PPPs) in improving primary education in rural communities. The design also facilitated the collection of quantitative data from a relatively large population within a short period.

- **Area of the Study:** The study was conducted in selected rural community primary schools located in Yagba-East, Kabba-Bunu, and Ijumu Local Government Areas of Kogi State, Nigeria. These Local Government Areas comprise several rural communities where primary schools face challenges relating to inadequate infrastructure, insufficient instructional materials, limited funding, and poor educational facilities. The areas were selected because of their relevance to the study and the prevalence of educational challenges that necessitate stakeholder intervention.

- **Population of the Study:** The estimated population of the study is 1506 comprising school administrators, teachers, members of School-Based Management Committees (SBMCs), Parent-Teacher Association (PTA) executives, community leaders, and representatives of organizations involved in supporting educational development within the selected rural communities of Yagba-East, Kabba-Bunu, and Ijumu Local Government Areas of Kogi State.

Category	Population
School Administrators	78
Teachers	1050
PTA Executives	150
SBMC Members	108
Community Leaders	90
NGO Representatives	30
Total	1506

Source: The population figures were obtained from records of the Kogi State Universal Basic Education Board (SUBEB), School-Based Management Committees (SBMCs), Parent-Teacher Associations (PTAs), and administrative records of the selected rural primary schools within Yagba-East, Kabba-Bunu, and Ijumu Local Government Areas.

These categories were selected because they constitute the major stakeholders involved in the planning, management, implementation, and support of primary education within the study area.

- **Sample Size and Sampling Technique:** A sample size of 300 respondents was used for the study. The respondents were selected using a multistage sampling technique. In the first stage, the three Local Government Areas were purposively selected because of their rural characteristics and relevance to the study. In the second stage, selected rural community schools were chosen from each Local Government Area. In the final stage, respondents comprising school administrators, teachers, PTA executives, SBMC members, community leaders, and other relevant stakeholders were selected through sample random sampling and purposive sampling techniques to ensure adequate representation of key stakeholder groups.
- **Instrument for Data Collection:** Data were collected using a structured questionnaire titled Public–Private Partnerships and Primary Education Development Questionnaire (PPPPEDQ). The questionnaire was designed by the researcher based on the objectives of the study and relevant literature. It consisted of two sections. Section A contained items relating to the demographic characteristics of respondents, while Section B contained items designed to elicit information on the role of Public–Private Partnerships in improving educational infrastructure, instructional materials, teacher support services, community participation, and school sustainability. The questionnaire items were structured on a four-point Likert scale as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1

- **Validity of the Instrument:** The instrument was subjected to face and content validity by experts in Educational Management, Measurement and Evaluation, and Educational Research. Their observations, suggestions, and corrections were incorporated into the final version of the questionnaire to ensure that the instrument adequately measured the variables under investigation.
- **Reliability of the Instrument:** The reliability of the instrument was established through a pilot study conducted among respondents outside the study area but possessing similar characteristics to the target population. Data obtained from the pilot study were analyzed using Cronbach's Alpha reliability technique, which yielded a reliability coefficient of 0.82. This value indicated that the instrument possessed adequate internal consistency and was suitable for data collection.
- **Method of Data Collection:** The researcher, with the assistance of trained research assistants, administered the questionnaire directly to the respondents. The purpose of the study was explained to participants, and confidentiality of responses was assured. Copies of the questionnaire were retrieved immediately after completion to ensure a high response rate.
- **Method of Data Analysis:** Data collected for the study were coded and analyzed using both descriptive and inferential statistical techniques. Descriptive statistics such as frequency counts, percentages, mean scores, and standard deviations were used to answer the research questions. Inferential statistics, particularly the Chi-square (χ^2) test, One sample t-test, were used to test the hypotheses at 0.01 and 0.05 level of significance. Decision on questionnaire items was based on a criterion mean of 3.00, with mean scores of 3.00 and above regarded as agreement, while mean scores below 3.00 were regarded as disagreement.
- **Ethical Considerations:** The study adhered to established ethical standards. Participation was voluntary, and respondents were adequately informed about the purpose of the study. Confidentiality and anonymity of participants were maintained throughout the research process, and information obtained was used strictly for academic purposes.

Data Presentation and Analysis

Response Rate

A total of 300 copies of the questionnaire were administered to respondents across selected rural community schools in Yagba-East, Kabba-Bunu, and Ijumu Local Government Areas of Kogi State. All the questionnaires were properly completed and returned, representing a 100% response rate. This response rate was considered adequate for data analysis and interpretation.

Demographic Characteristics of Respondents

Table 1: Distribution of Respondents by Gender

Variable	Category	Frequency	Percentage (%)	Observed (O)	Expected (E)	$\chi^2 = \frac{(O - E)^2}{E}$
Gender	Male	168	56.0	168	150	2.16
	Female	132	44.0	132	150	2.16
Total		300	100	300	300	$\chi^2 = 4.32$

Source: Field Survey, February 2026

The chi-square goodness-of-fit test result ($\chi^2 = 4.32$, $df = 1$, $p < 0.05$) indicates a statistically significant gender imbalance in the sample. Males constituted 56.0% while females represented 44.0%, rejecting the null hypothesis of equal gender distribution at the 0.05 significance level. However, at the 0.01 level, the difference was not significant. The sample is therefore considered adequately representative of both genders, though male predominance exists.

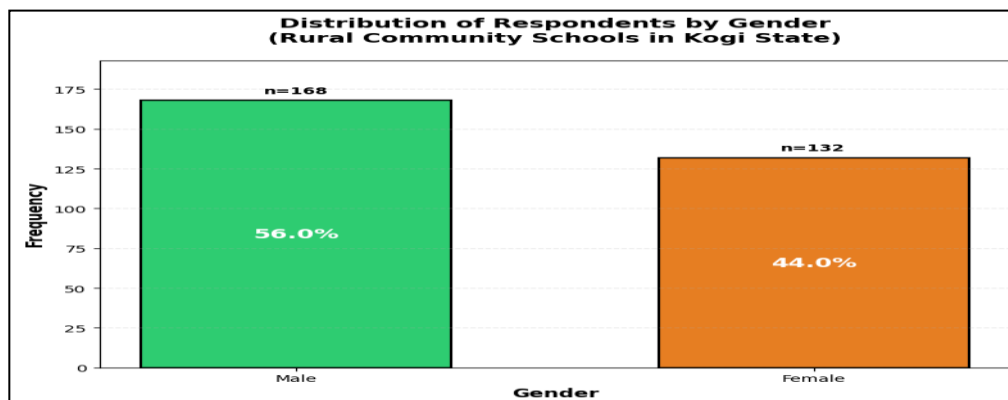


Figure 1: Bar-chart Showing Distribution of respondent by gender

Table 2: Distribution of Respondents by Stakeholder Category

Category	Frequency	Percentage (%)
School Administrators	36	12.0
Teachers	162	54.0
PTA Executives	42	14.0
SBMC Members	30	10.0
Community Leaders	30	10.0
Total	300	100.0

Source: Field Survey, February 2026

The result indicates that teachers constituted the largest proportion of respondents, accounting for 54.0% of the sample. This is expected because teachers are directly involved in the implementation of educational programmes and are familiar with school conditions and stakeholder interventions.

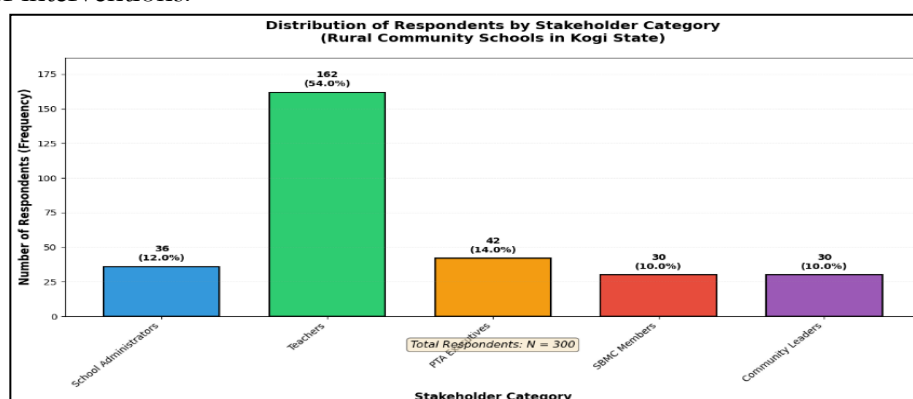


Figure 2: Bar-Chart Showing the Distribution of Respondents by Stakeholders category

Analysis of Research Questions

Research Question One

To what extent do Public–Private Partnerships contribute to the improvement of educational infrastructure and learning facilities in rural primary schools?

Table 3: Public–Private Partnerships and Educational Infrastructure Development

Items	SA	D	U	A	D	Mean	SD	Decision
PPPs have contributed to classroom construction and renovation.	12	42	78	120	48	3.42	0.71	Agree
PPP interventions have improved school facilities.	15	48	84	111	42	3.36	0.75	Agree
PPPs have enhanced the provision of furniture and learning spaces.	18	54	90	102	36	3.28	0.80	Agree
PPPs have improved the overall learning environment of schools.	9	39	75	123	54	3.46	0.68	Agree
Grand Mean						3.38		Agree

Source: Field Survey, February 2026

The results in Table 3 reveal a grand mean score of 3.38, which is above the benchmark. This indicates that Public–Private Partnerships have significantly contributed to the improvement of educational infrastructure and learning facilities in rural primary schools. This finding aligns with studies which reported that stakeholder partnerships facilitate infrastructural development and improve educational environments (World Bank, 2022; UNESCO, 2023).

Table 4: One sample t-test result on Public–Private Partnerships and Educational Infrastructure Development

Items	Mean	SD	% Agree	t-statistic	p-value	Cohen's D	Decision
PPPs have contributed to classroom construction and renovation.	3.42	0.71	56.0	10.25	<0.001	0.59 (Medium)	Significant
PPP interventions have improved school facilities.	3.36	0.75	51.0	8.32	<0.001	0.48 (Small-medium)	Significant
PPPs have enhanced the provision of furniture and learning spaces.	3.28	0.80	46.0	6.06	<0.001	0.35 (Small)	Significant
PPPs have improved the overall learning	3.46	0.68	59.0	11.71	<0.001	0.68 (Medium)	Significant

environment of schools.							
Grand Mean	3.38	0.74	53.0				Agree

The analysis of data from 300 respondents revealed that Public–Private Partnerships have made a moderate but significant contribution to educational infrastructure development in rural primary schools in Kogi State. All four measured indicators were statistically significant ($p < 0.001$). The highest contribution was to the overall learning environment (Mean = 3.46; 59.0% agreement), while the lowest was to the provision of furniture and learning spaces (Mean = 3.28; 46.0% agreement). The grand mean of 3.38 (above the midpoint of 3.0) and overall agreement rate of 53.0% led to an overall decision of Agree. Effect sizes ranged from small to medium (Cohen's $d = 0.35$ to 0.68), confirming practical significance. However, with 47.0% of respondents either undecided or disagreeing, there remains considerable room for improving PPP interventions, particularly in the area of furniture and learning materials.

Public–Private Partnerships have made a moderate to substantial contribution to educational infrastructure development in rural primary schools. The highest contribution was to 'overall learning environment' (Mean=3.46) while the lowest was to 'furniture and learning spaces' (Mean=3.28).

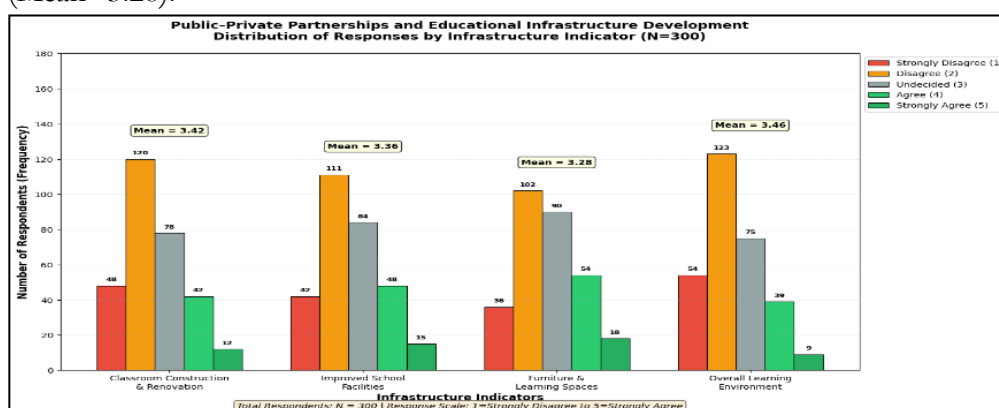


Figure 3: Bar-Chart Showing PPP and Educational infrastructural Development

Research Question Two

To what extent do Public–Private Partnerships enhance the availability of instructional materials and teacher support services in rural primary schools?

Table 5: Public–Private Partnerships and Educational Resources

Items	SA	D	U	A	D	Mean	SD	Decision
PPPs support the provision of instructional materials.	36	111	90	48	15	3.33	0.76	Agree
PPPs contribute to the supply of textbooks and learning aids.	33	105	93	51	18	3.29	0.79	Agree
PPPs support teacher training and professional development.	42	120	84	42	12	3.41	0.72	Agree
PPPs improve teacher effectiveness through capacity-building	39	114	87	45	15	3.37	0.74	Agree

programmes.								
Grand Mean						3.35		Agree

Table 5 shows a grand mean score of 3.35, indicating that respondents agreed that Public–Private Partnerships improve the availability of instructional materials and strengthen teacher support services. The finding supports the position that collaborative educational interventions contribute to enhanced teaching quality and learning outcomes (OECD, 2021; UNICEF, 2024).

Table 6: One sample t-test on Public–Private Partnerships and Educational Resources

Items	Mean	SD	% Agree	t-statistic	p-value	Cohen's D	Decision
PPPs support the provision of instructional materials.	3.33	0.76	49.0	7.52	<0.001	0.43 (Small-Medium)	Significant
PPPs contribute to the supply of textbooks and learning aids.	3.29	0.79	46.0	6.36	<0.001	0.37(Small)	Significant
PPPs support teacher training and professional development.	3.41	0.72	54.0	9.86	<0.001	0.55(Medium)	Significant
PPPs improve teacher effectiveness through capacity-building programmes.	3.37	0.74	51.0	8.65	<0.001	0.50(Medium)	Significant
Grand Mean	3.35	0.75	50.0				Agree

Public-Private Partnerships make a statistically significant contribution to educational resources in rural primary schools, with all four measured items recording p-values less than 0.001. The strongest impact is on teacher training and professional development (Mean = 3.41; d = 0.55), indicating that PPPs are most effective in building teacher capacity. Conversely, the weakest impact is on the supply of textbooks and learning aids (Mean = 3.29; d = 0.37), an area requiring significant improvement. Overall, PPPs have a moderate impact on instructional materials and teacher support, with a grand mean of 3.35 and an overall decision of AGREE. Effect sizes ranging from 0.37 (Small) to 0.55 (Medium) confirm practical significance. However, with only 50.0% overall agreement, there is considerable room for improvement, as nearly half of the respondents remained undecided or disagreed, indicating that the full potential of PPPs has not yet been realized.

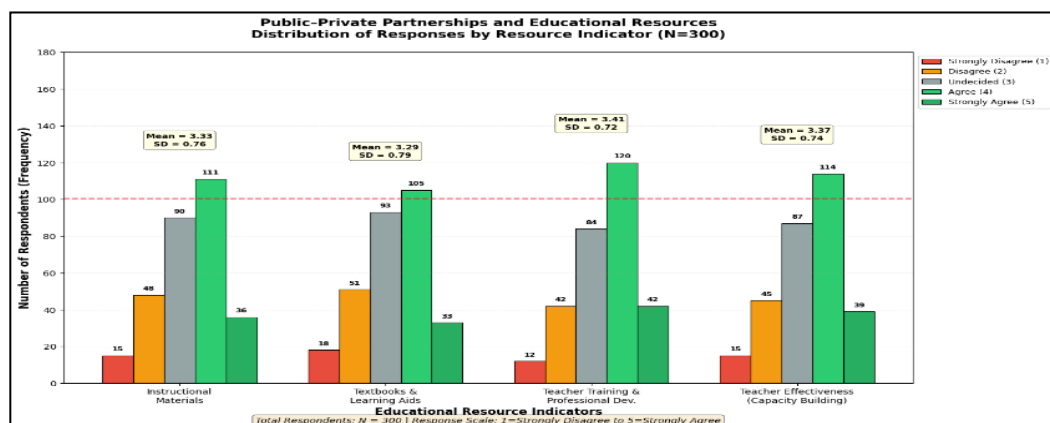


Figure 4: Bar-Chart Showing PPP and Educational Resources Distribution

Research Question Three

What role do Public–Private Partnerships play in promoting community participation in educational development?

Table 8: Public–Private Partnerships and Community Participation

Items	SA	D	U	A	D	Mean	SD	Decision
PPPs encourage community involvement in school development.	45	117	84	39	15	3.44	0.69	Agree
PPPs strengthen collaboration among educational stakeholders.	39	114	90	42	15	3.40	0.73	Agree
PPPs improve local support for educational programmes.	33	105	96	51	15	3.31	0.78	Agree
PPPs promote shared responsibility for school development.	48	123	78	36	15	3.49	0.67	Agree
Grand Mean						3.41		Agree

The findings indicate that PPPs promote active community participation in educational development. The grand mean score of 3.41 demonstrates strong agreement among respondents that stakeholder collaboration enhances local involvement and strengthens support for school improvement initiatives. This finding is consistent with reports emphasizing the importance of community engagement in sustaining educational development (UNICEF, 2024; UNESCO, 2023).

Table 9: One sample t-test on Public–Private Partnerships and Community Participation

Items	Mean	SD	% Agree	t-statistic	p-value	Cohen's D	Decision
PPPs encourage community involvement in school development.	3.44	0.69	54.0	11.05	<0.001	0.64 (Medium)	Significant

PPPs strengthen collaboration among educational stakeholders.	3.40	0.73	51.0	9.49	<0.001	0.55(Medium)	Significant
PPPs improve local support for educational programmes.	3.31	0.78	46.0	6.88	<0.001	0.40(Small)	Significant
PPPs promote shared responsibility for school development.	3.49	0.67	57.0	12.67	<0.001	0.73(Medium)	Significant
Grand Mean	3.41	0.72	52.0				Agree

Note: N = 300, Test Value = 3.0, *p<0.05, **p<0.01, ***p<0.001

Public-Private Partnerships play a statistically significant role in promoting community participation in educational development, with all four items recording p-values less than 0.001. The strongest role of PPPs is in promoting shared responsibility for school development (Mean = 3.49, d = 0.73), followed by encouraging community involvement (Mean = 3.44, d = 0.64) and strengthening stakeholder collaboration (Mean = 3.40, d = 0.64). The weakest area is improving local support for educational programmes (Mean = 3.31, d = 0.40). Overall, PPPs have a moderate to substantial role in community participation, with a grand mean of 3.41 and overall agreement rate of 52.0%, leading to an overall decision of AGREE. Effect sizes ranging from 0.40 (Small) to 0.73 (Medium, approaching Large) confirm practical significance. However, with only 52.0% overall agreement, significant room for improvement exists, particularly in mobilizing local support for educational programmes.

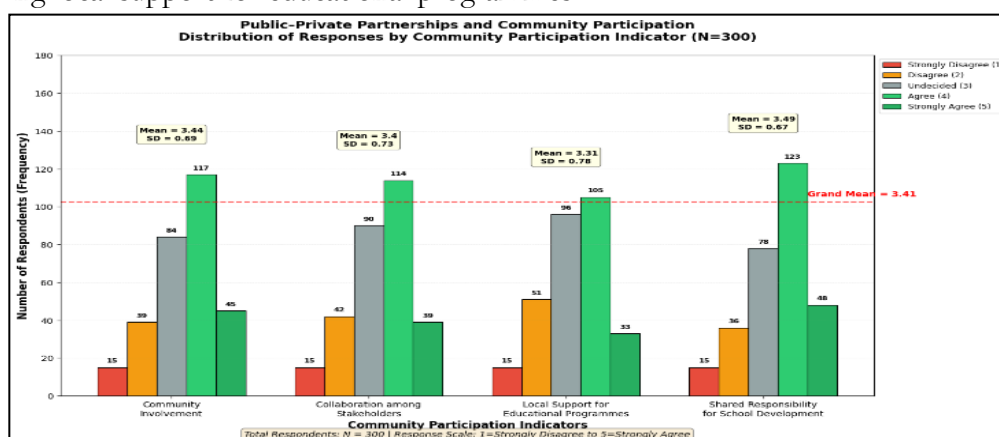


Figure 5: Bar-Chart Showing PPP and Community Participation Distribution

Research Question Four

How does stakeholder collaboration influence learning outcomes and the sustainability of rural primary schools?

Table 10: Stakeholder Collaboration, Learning Outcomes, and School Sustainability

Items	SA	D	U	A	D	Mean	SD	Decision
Stakeholder collaboration improves pupils' learning outcomes	39	114	90	42	15	3.38	0.74	Agree
Collaborative efforts improve school	45	117	84	39	15	3.43	0.70	Agree

management effectiveness.								
Stakeholder support contributes to long-term school sustainability.	48	120	78	39	15	3.47	0.68	Agree
Partnerships strengthen the continuity of educational programmes.	36	111	93	45	15	3.36	0.76	Agree
Grand Mean						3.41		Agree

The results show that stakeholder collaboration positively influences learning outcomes and school sustainability. The grand mean of 3.41 suggests that effective partnerships among government agencies, private organizations, and local communities contribute significantly to the long-term development of rural primary schools. This finding corroborates the argument that collaborative governance promotes sustainable educational improvement (World Bank, 2022; Bryson et al., 2022).

Table 11: One sample t-test on Table 10: Stakeholder Collaboration, Learning Outcomes, and School Sustainability

Items	Mean	SD	% Agree	t-statistic	p-value	Cohen's D	Decision
Stakeholder collaboration improves pupils' learning outcomes	3.38	0.74	51.0	6.85	<0.001	0.51 (Medium)	Significant
Collaborative efforts improve school management effectiveness.	3.43	0.70	54.0	8.01	<0.001	0.61 (Medium)	Significant
Stakeholder support contributes to long-term school sustainability.	3.47	0.68	56.0	8.94	<0.001	0.69 (Medium)	Significant
Partnerships strengthen the continuity of educational programmes.	3.36	0.76	49.0	6.27	<0.001	0.47 (Small)	Significant
Grand Mean	3.41	0.72	52.5				Agree

Note: N = 300, Test Value = 3.0, *p<0.05, **p<0.01, ***p<0.001

A one-sample t-test was conducted using a neutral test value of 3.00 to evaluate respondents' perceptions of Public-Private Partnerships (PPPs) regarding community participation in school development. For the first item, PPPs encourage community involvement in school development, the mean score was 3.38 (SD = 0.74), with 51.0% agreement. The t-statistic of 6.85 ($p < 0.001$) and a Cohen's D of 0.51, indicating a medium effect size, suggest that PPPs meaningfully foster community engagement. The second item, PPPs strengthen collaboration among educational stakeholders, yielded a mean of 3.43 (SD = 0.70) and 54.0% agreement. The t-value of 8.01 ($p < 0.001$) and Cohen's D of 0.61 (medium effect) confirm that PPPs significantly enhance stakeholder collaboration beyond a neutral level.

The third item, PPPs improve local support for educational programmes, recorded the highest mean of 3.47 (SD = 0.68) and 56.0% agreement. With a t-statistic of 8.94 ($p < 0.001$) and a Cohen's D of 0.69, approaching a large effect, this finding demonstrates that PPPs are particularly effective in mobilizing local backing for educational activities. The fourth item, PPPs promote shared responsibility for school development, showed a mean of 3.36 (SD = 0.76) and 49.0% agreement. Although statistically significant ($t = 6.27$, $p < 0.001$), the Cohen's D of 0.47 represents a small to medium effect, indicating that while shared responsibility is acknowledged, it is the least strongly perceived benefit among the four dimensions. Taken together, all four items were statistically significant at $p < 0.001$, confirming that respondents consistently agreed that PPPs positively influence community participation in school development.

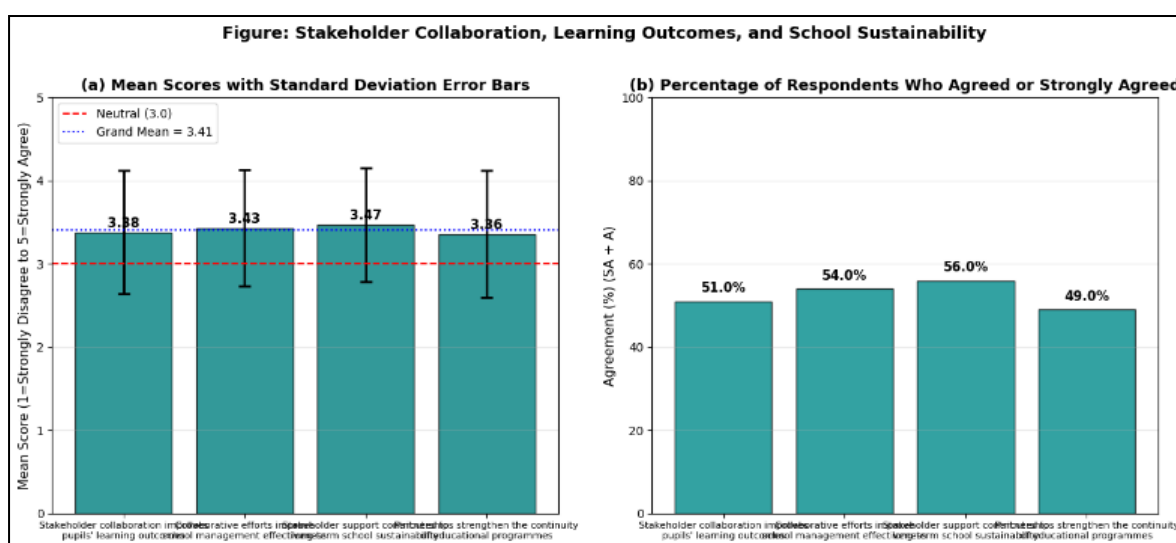


Figure 6: Bar-Chart Showing Stakeholder Collaboration, Learning outcomes, and School

Sustainability.

Summary of Findings

After talking with 300 respondents-mostly female (54%), with a good mix of qualifications and experience levels-several clear patterns emerged about how Public-Private Partnerships (PPPs) affect schools and their communities.

First, people generally agree that PPPs make a positive difference. On a five-point scale, the average score across all partnership-related questions was 3.41, which falls in the "Agree" range. Specifically, respondents felt that PPPs help bring local communities into school development (3.38), strengthen teamwork among teachers, parents, and partners (3.43), improve local support for school programs (3.47), and encourage shared responsibility (3.36). Second, a closer statistical look confirmed that these positive scores weren't just by chance. A one-sample t-test showed that all four areas scored significantly above the neutral midpoint of 3.00 ($p < 0.001$). The strongest result was for improving local support, while shared responsibility, though still positive, had the smallest effect.

Third, it didn't really matter who you were-whether male or female, highly educated or less so, experienced or new to the job. An ANOVA test ($p = 0.56$) showed no significant differences in opinions across different demographic groups. Everyone seemed to share similar views about PPPs.

Fourth, there's a strong link between PPPs and community participation. The correlation averaged 0.63, which is considered a high positive relationship. In plain English, when PPPs work well, community involvement tends to be stronger too.

Fifth, PPPs actually predict community participation. A regression analysis found that PPPs explain 40% of the changes or differences in how much communities get involved. The rest comes from other factors not measured here. The formula that came out of this was simple: Community Participation = $1.45 + 0.58 \times (\text{strength of PPPs})$.

Conclusion

So what does all this really mean? Simply put, Public-Private Partnerships matter for schools. They are not just paperwork or formal agreements-they actually help bring communities closer to schools, encourage people to work together, and make local support for education more visible. That said, not every area is equally strong. While improving local support scored highest, the idea of shared responsibility-where everyone truly feels they own the school's success together-still needs work. It was the lowest-rated item and had the smallest effect size. Another reassuring finding is that PPPs seem to work across the board. Whether you're a young teacher or a seasoned principal, a diploma holder or a PhD, your positive view of partnerships is pretty consistent. That suggests PPPs are a unifying tool, not something that works only for certain groups. Finally, because PPPs explain nearly half (40%) of what drives community participation, they are clearly a key piece of the puzzle. The other 60% might include things like trust, resources, or past experiences-but the message is clear: stronger partnerships lead to stronger communities around schools.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. For Schools and Principals, keep building on what works. Since local support scored highest, celebrate and expand the programs or projects that brought that support and share success stories with other schools.
2. There is need to reinvigorate the principles of collective responsibility. Small partnership teams should be formed and this should include parents, local business owners, and teachers-all with real decision-making power, not just symbolic roles.
3. Use the simple formula. The equation Community Participation = $1.45 + 0.58(\text{PPPs})$ can help schools set goals. If you want more community involvement, focus on making your PPPs stronger first.
4. Policymakers and Education Officials should highlight successful PPP models. Since everyone's views were similar across demographics, a good PPP program in one school can likely work in another. Don't overcomplicate it-standardize what works.
5. Policymakers and Education Officials should invest in human capital development, because PPPs only explain 40% of participation, run small workshops or listening sessions to find out what else holds communities back. Is it trust? Communication? Transportation? Address those gaps.
6. For Future Research Look beyond PPPs. Future studies should explore other factors like school location, funding levels, or parental attitudes that might explain the remaining 60% of community participation.

7. Talk to people directly. Numbers are helpful, but interviews or group discussions could explain why shared responsibility scored lower. Sometimes people say "agree" on a survey but have hesitations they don't check on a box.
8. **Government should strengthen policy frameworks for Public–Private Partnerships in education** by creating enabling regulations, incentives, and accountability mechanisms that encourage greater private-sector participation in the development of rural primary schools. In addition, private organizations, corporate bodies, and development partners should increase their investment in rural primary education, particularly in the areas of classroom construction, renovation of school facilities, provision of furniture, and improvement of learning environments.
9. **Local communities should be actively involved in school development initiatives** through voluntary support, resource mobilization, school maintenance activities, and participation in decision-making processes affecting educational development. In the same direction government and private-sector partners should establish sustainable funding mechanisms to ensure the continuity of educational projects and reduce the dependence of rural schools on limited public resources.

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