International Journal for Social Studies
Available at
https://edupediapublications.org/journals

ISSN: 2455-3220
Volume 04 Issue 05
May 2018

Public Private Partnership in University Education for Economic Diversification in Kano State of Nigeria

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Abstract

This study assesses the contribution of public private partnership (PPP) to University Education for Economic Diversification (QAEDA) in Kano State of Nigeria. Descriptive survey research design was employed using all the staff of public Universities in Kano State as the population of the study. A total number of 384 academic staff was selected using stratified random sampling techniques based on Krejcie and Morgan (1970) table of sample size. Structured questionnaires entitled; Questionnaires on Contribution of PPP to University Education for Economic Diversification (QCPUEED) were used to collect data for the study. The reliability of the instrument was discovered to be 0.80 using Cronbach's alpha reliability test. T-test was used to analyze the hypotheses at 0.05-level of significance while simple percentage was used to answer the research questions. The study revealed that PPP has contributed to University Education for economic Diversification in Kano State (%C>0). But it is obvious that this contributions are smaller (C %< 50) considering the number of industries situated in Kano and the position of Kano State as the center of commerce in Nigeria. By this, it was concluded that there is inadequate contribution of PPP to University Education for economic diversification. It is hereby recommended among others that the Government of Kano State and Universities Vice Chancellors should strategically encourage all industries and other PPP organs within and outside the state to contribute to University Education for Economic Diversification purpose in Kano State, in Nigeria and in Africa at large.

Key words: PPP, Quality Assurance, Inspection, Supervision, Economic Diversification.

INTRODUCTION

Kano State is predominantly an Islamic State created on May 27, 1967 from part of Northern Region of Nigeria with its capital as "Kano" which is an urban centre that was conquered by the British in 1903 (Isaac, 2013). Since then, the city has experienced diverse social, economic, political and educational changes from predominantly Islamic education to westernized system mainly for political reason. This was hinged on the adoption of English Language as the official language of politics and literature

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after the ecstasy of sovereignty which greeted the nation in 1960. Hence, the most pronounced educational development in Kano State is the establishment of Federal University called Bayero University Kano (BUK) in 1977. Just as it has been discovered by many scholars that there is a strong link between education and economy, in short education is often used as a means of disseminating economic developmental strategies. Consequently, the plane of education can never fly very high without economic prosperity of the Nation. This is because every resources; financial, human and material of the education is often shouldered by the national economy.

Economically, Kano's pre-colonial influence, as the meeting point of the trans-Saharan trade from North Africa waned with the arrival of the British. In colonial times, imported goods, mostly from Britain and Europe, came through the southern Nigerian seaports of Lagos, Port-Harcourt, and Calabar. The distribution of foreign goods from the south to the North and vice versa made the Kano the center of commerce which led to significant south-north migrations in Nigeria, with many southern Nigerian immigrants settling in Kano. Many foreign investors also troop in and established mega industries. Those in the main city of Kano were conglomerated into one side of the City called Sharada industrial estate. Thus, the contemporary Kano State could be said to be a jungle of industries owned by various private individual and organizations from within and even outside the nation.

Despite this great index of possible public-private collaborations in educational system of the State and the successive government intervention in westernized human capacity development, the advantageous over-population has led the state to the level of unemployment. Nevertheless, there is a wide gap between the educated elites from Bayero University and the illiterate citizens who are mostly farmers in term of employability rate. That is educated elites in westernized system of education becomes opportunistic in term of political participation, international businesses, private industries employability with adequate payment rate and federal Government employments to mention but a few. This noticeable economic transformation among the elites compels the parents to encourage their children to

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participate in westernized system of education. Even, the involvement of educated elites in commercial farming is an eye opener to western education illiterate adults who often rely on crude farm tools for subsistence farming. Thus, the courageous became ready to sacrifice 4years to pursue educational ambitions.

Hence, those with secondary school certificates started patronizing the UTME in search of admission into the Bayero University Kano. Unknowingly, Social Demand Approach (SDA) to educational planning was adopted by the then Kano state Governor; Rabiu Musa Kwankwso which led to the establishment of two additional state Universities. These Universities include; Kano University of Science and Technology (KUST) and Northwest University Kano which were established in the year 2000 and 2012 respectively.

Rationales for Economic Diversification through PPP in University Education

Recently, there is a pronounced level of unemployment in Kano State which originated from many youth leaving farm work and associated businesses for their parents after their University education. It is perhaps due to the physical differences between the educated and the illiterate population of the society. So, the concept of economic diversification becomes public interest. Therefore, there is a strong need to restructure the University education in Kano State to cater for the 21st Century economic diversification and place it among the best in Africa and in the world at large. If not, there may be violence and other social vices in the future.

Recently, there is an agitation in the State from the youth clamoring for "Not Too Young to Run in an Election (NTYRE)" This is a situation whereby the youths embarked on a peaceful demonstration to submit a bill to the state' house of assembly clamoring for reductions in age of political contestants, saying they are not too young to contest for some political positions in the State. This is perhaps a reflection of their thinking that politics is the only way to escape the uncertainty of unemployment in the future. The question is that how many political positions are available to be occupied by these thousands of youth in the State in every 4years of political batons' transfer. Presently, the politics in Kano State could be characterized by political manslaughter especially at the

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counsellorship elections which are mostly under the youth's jurisdiction.

This is a flash light of what the future hold for even the adults in the political seats in the state. So, there is a need to re-equip the system of University education in Kano State for graduate self-reliance through practical involvement of students in entrepreneurship activities, mechanized farming, educational technology, technical education and vocational training among others during their school years. But, all the effort may be fruitless in the absence of adequate finance and sponsorship. With the look of things, the Government cannot single handedly finance the university education in Kano State due to other areas of economy such as health, transportation, security, communication, power and housing among others which equally need government's financial attentions.

University Education in Kano State

The bids of federal and State governments to eradicate the reproach of illiteracy in the Nigerian societies and the Northern states in particular have yielded three Universities in Kano State. That is, one federal University and two State-owned. These are as follows;

(a) **Bayero University Kano**

Bayero University Kano (BUK) is a non-profit public higher education established in 1977 and located in the large city of Kano with a population range of 1,000,000 and 5,000,000 inhabitants. It is officially recognized by the National Universities Commission (NUC) of Nigeria. BUK is a coeducational and medium-sized institution with enrollment range between 7,000 and 7,999 students. It offers courses and programs leading to officially recognized higher education degrees such as bachelor degrees, master degrees, and doctorate degrees in several areas of study. The University has a selective admission policy based on entrance examinations. It also provides several academic and non-academic facilities and services to students including library, sports and administration. In the present year; 2017, BUK was ranked 19th in Nigeria, 157th in Africa and 7,158th in the world.

(b) Kano University of Science and Technology

Kano University of Science and Technology (KUST) is a non-profit public higher institution Founded in the year 2000 and located in the large town of Wudil

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which accommodates population range of 50,000-249,999 inhabitants. The University was officially accredited and recognized by the NUC. It is a coeducational higher institution established to offers courses and programs in the areas of sciences and technology leading to officially recognized higher education degrees such as bachelor degrees in several areas of study. KUST just like BUK also provides several academic and non-academic facilities and services to students including library and administrative services. In 2017, KUST was Ranked 84 in Nigeria and 10,585 in the world.

(c) Northwest University Kano

Northwest University Kano (NWUK) is a non-profit public higher institution established in 2012 and located in Kofar Kabuga, Kano. It is a coeducational University officially accredited and recognized by the NUC. This institution offers courses and programs leading to officially recognized higher education degrees in several areas of study. NWUK provides several academic and non-academic services such as library, sports, health and administrative to students. Presently due to the newness of this fast growing institution which recently turned out its first degree graduates in 2017, the position in university ranking, nationally, continentally and in the world has not been specified.

Public private partnership in Education

Before we look at what public private partnership in education connotes, there is a need to examine the origin and what public private partnership (PPP) in education denotes. Historically, PPP originated from the United Kingdom with the development of mines in an arrangement known as the Public Initiatives between the government and a merchant bank several centuries ago (Abubakar& Lawal, 2015). According to Hauwa and Badiya (2015), PPP can be defined as a contract between a public sector authority and a private party, in which the private party provides a public service or project and assumes substantial financial, technical and operational risk in the project.

According to Patrinos (2005), PPP in education were introduced in USA in the 1990s, and the developing countries like Nigeria could embark on these ventures to improve on educational access and quality in their schools. In view of this, Oni and Akinbinu, (2005) emphasized that PPP primarily involves sharing of resources,

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knowledge and risks between the two sectors so that the country at large can benefit from the arrangement. In a similar vein, Efficiency Unit of the Hong Kong Special Administrative Region Government (2006) posits PPP as arrangements where the public and private sectors both bring their complementary skills to a project, with varying levels of involvement and responsibility, for the purpose of providing public services or projects.

Public private partnership in education believes in the ideology that every risk in education system should be diverted to the party best fit to handle it (Babalola, 2016). For instance, Community Based Furniture Association (CBFA) may decide to repair all the damaged school furniture while Community Based Hunter Association (CBHA) supplying the school with security guides to secure the school. Similarly, the State Based Farmers Associations (SBFAs) may decide to support the school feeding programme with food stuffs, while Medical associations supply the school with clinic and drugs among others which will cost PPP organs lesser than government's intervention, instead of waiting for the government.

PPP in education is synonymous to school-community relationship but wider in scope. This is because the partners of government in education development in this scheme are beyond the four corners of the country let alone the school-host community. Thus, the PPP organs hereby include; Alumni Associations (AA), Community based professional Association (CBPAs), State Based Industries (SBI), International Investors(II), Non-governmental organizations (NGOs), Individual Philanthropists, International Donor Agencies(IDAs), international organizations such as UNICEF, MDGs, WHO, UNESCO, etc.

Also, Association of Kano State Millionaires could be formulated by the government for the purpose of financing University education in the state. It should be noted that both private and public do employ graduates that these Universities have been rolling out on yearly based. On this relation it is not a bad idea if they contributed in one way or the other in term of finance, administration, planning and management of the Universities in general.

History of PPP involvement in University Education in Kano State

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Literature has revealed that MacArthur's involvement in higher education in Nigeria began with a series of planning grants in 2000 to the then four of the country's leading universities: the University of Ibadan, Bayero University, Ahmadu Bello University, and the University of Port Harcourt. These universities were selected for their quality of leadership, innovation, and national significance. Since its initial commitment, MacArthur has continued to support the developmental initiatives at these universities with the belief that they will also serve as models for other universities in Nigeria and Africa as a whole.

At Bayero University, which has the highest-percentage of accredited programs of any university in Nigeria, MacArthur has provided more than $8.7 million in grants since 2000. These funds enabled the university in Kano State to establish and equip the Faculty of Agriculture. Currently, MacArthur grants are helping the university set up new departments of nursing and dentistry and strengthen the staff development program, allowing faculty in critical fields including science, medicine, and agriculture to obtain doctoral degrees. The dentistry program will help address the national shortage of dental surgeons, while the nursing program will assist in meeting recent government standards that require all nurses to have bachelor's degrees.

Research Problems

Today, there is a noticeable decline in term of University ranking among the Universities situated in Kano State which could be seen as an evidence of inadequate finance for the entire Universities including the economic diversification programmes. However, many scholars have been shifting the blame of backwardness in ranking to the young age of the Universities.

Table1: The Best Ten Universities in Africa

S/N	Universities	Countries	Year Established	Age	Rank
1.	University of Cape Town	South Africa	1829	188yrs	1st
2.	University of South Africa	South Africa	1837	180yrs	2nd
3.	University of Pretoria	South Africa	1908	109yrs	3rd
4.	University of the Witwatersrand	South Africa	1922	95yrs	4th
5.	University of Stellenbosch	South Africa	1866	151yrs	5th

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6. University of KwaZulu-Natal	South Africa	2004*	13yrs*	6th
7. University of Johannesburg	South Africa	2005*	12yrs*	7th
8. University of Nairobi	Kenya	1970	47yrs	8th
9. The American University in Cairo	Egypt	1919	98yrs	9th
10. University of Western Cape	South Africa	1959	58yrs	10th
Universities in Kano State				
11. Bayero Universities	Nigeria	1975	42yrs	157th
12. Kano University of Sci &Tech.	Nigeria	2000	17yrs	Not yet
13. Northwest University, Kano	Nigeria	2012*	5yrs*	Not yet

Source: 2017 League Table of the top 200 Universities in Africa. Unirank,(2017)

At the same time, the exposition of table1above clarifies that the problem is not all about the age of the universities as there are Universities which are younger than Bayero University Kano and Kano University of science and technology yet appearing among the best ten in Africa.

This is perhaps Private individuals, organizations, associations and industries in Kano State have not been contributing to University education in Kano State in term of planning, administration and Financing. It should be noted that every work done today in these Universities in term of Planning, administration, management, innovation, research grants and other economic diversification activities is a reflection of the possible position of these Universities in term of ranking in the future. According to the national policy on education, success in any system of education is hinged on proper planning, efficient administration and adequate financing. Administration is a function of organization and structure, proprietorship and control, inspection and supervision (FRN, 2013).

Research Objectives

Based on the background and the problems of this study, the following objectives were raised to pilot the study;

1. To examine the PPP's contribution to the planning of University Education for economic diversification in Kano State.
2. To investigate the PPP's contribution to financing University education for economic diversification in Kano State.

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3. To assess the PPP's contribution to infrastructural development of University education for economic diversification in Kano State.
4. To examine the PPP's contribution to quality assurance in University education for economic diversification in Kano State.
5. To examine the PPP's contribution to training and development of staff in University education for economic diversification in Kano State.

Research Questions

There following question were raised to achieve the stated objectives.

1. What is the PPP's contribution to the planning of University Education for economic diversification in Kano State?
2. What is the PPP's contribution to financing University education for economic diversification in Kano State?
3. What is the PPP's contribution to infrastructural development of University education for economic diversification in Kano State?
4. What is the PPP's contribution to quality assurance of University education for economic diversification in Kano State?
5. What is the PPP's contribution to the training and development of staff in University education for economic diversification in Kano State?

RESEARCH HYPOTHESES

From these research questions in order to fully describe the contributions in details and explain as required by the methodology used, the following Null hypotheses were raised to moderate the study.

Ho1: There is no significant difference in the PPP's contributions to the planning and financing University Education for economic diversification in Kano State.

Ho2: There is no significant difference in the PPP's contributions to infrastructural development and quality assurance for University education for economic diversification in Kano State.

Ho3: There is no significant difference in the PPP's contributions to the training and development of staff in University education for economic diversification in Kano State.

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RESEARCH METHODOLOGY

Descriptive survey research design was employed using all the staff of public Universities in Kano State as the population of the study. Only the public Universities in Kano State were used for the Study. A total number of 384 academic staffers were selected through stratified random sampling techniques based on Krejcie and Morgan 1970's table of sample size as follows;

Table1. Population covered and the sample used for the study

S/n	Respondents Categories	Study Population	Sample used
1.	Bayero University, Kano	3,323	306
2.	Kano University of Science and Technology, Wudil	500	46
3.	Northwest University, Kano	350	32
	Total	4173	384

Source: Survey (2017)

A structured questionnaire entitled; Questionnaire on Contribution of PPP to University Education for Economic Diversification (QCPUEED) was used to collect data for the study. A pilot test was conducted using the staff of Northwest University Kano and Cronbach's alpha reliability coefficient was used to determine the reliability of the instrument to be 0.80. Simple percentage and T-test were used to answer the research questions and test the hypotheses at 0.05-level of significance respectively. In Kano State, there are three Universities as earlier stated. The staff population of each institution is shown in table1 as follows;

RESULT PRESENTATIONS

This result presentation comprises of research question answering and hypotheses testing. These are as follows;

Question1: What is the PPP's contribution to the planning of University Education for economic diversification in Kano State?

Table2: PPP's contributions to the planning of University education for economic diversification in Kano State.

s/n	Items	No	Yes	%No	%Yes
1	Did Kano State based industries contributed to goals formulation	334	50	86.98	13.02

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	while planning University education in Kano State?				
2	Did alumni associations contributed to the formulation of University education plans in Kano State?	284	100	73.96	26.04
3	Did PPP organs contributed financially and/or physically to inspection or supervision of University education plans in Kano State?	299	85	77.86	22.14
4	Did international donor organizations contributed to the evaluation of University education plans in Kano State?	200	184	52.08	47.92
5	Did both private and public employers of labour usually contribute to the Feedback of University education plans in Kano State?	280	104	72.92	27.08
Universal percentage(UP)				72.76%	27.24%

Field Survey (2017)

Question2: What is the PPP's contribution to financing University education for economic diversification in Kano State?

Table3: PPP's contributions to financing university education for economic diversification in Kano State

s/n	Items	No	Yes	%No	%Yes
1	Did alumni associations or well-to- citizens ever sponsor the vocational or/entrepreneurship programmes for University Education in Kano State?	220	164	57.29	42.71
2	Did Kano State based industries ever invite or sponsored the University students to excursion to any big industries to learn commodities production process?	240	144	62.50	37.50
3	Did any Kano State rich men or women ever establish an industry inside the school where students are taught practical entrepreneurships skills and vocations?	290	94	75.50	24.50
4	Has international donors ever supplied the University education with funds to establish mechanized farms where students are taught large scale production?	215	169	55.99	44.01
5	Has any other private organizations within and outside Kano state ever funds University education students' entrepreneurship projects?	204	180	53.13	46.87
Universal Percentages				60.88%	39.12%

Source: Field Survey (2017)

Question3: What is the PPP's contribution to infrastructural development of University education for economic diversification in Kano State?

Table4: The PPP's contribution to infrastructural development of University education for economic diversification in Kano State.

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s/n	Items	No	Yes	%No	%Yes
1	Has individual philanthropist built any lecture theater, staff office, toilet, library, Science laboratory, health center or classroom for Universities in Kano State?	84	300	21.87	78.13
2	Has any industry built or purchase Agricultural infrastructures such as machineries where students could be exposed to mechanized farming for Universities in Kano?	350	34	91.15	8.85
3	Has an alumnus association purchased school bus or built lecture theaters, toilets, libraries, laboratories, health centers or classrooms for Universities in Kano State?	194	190	50.52	49.48
4	Has any international donor built an ICT Center where students could be taught online business and marketing for Universities in Kano?	199	185	51.82	48.18
5	Has any community based companies built an entrepreneurship center for University education in Kano State?	380	04	98.96	1.04
Universal percentages(UP)				62.86%	37.14%

Source: Field Survey (2017)

Question4: What is the PPP's contribution to quality assurance in University education for economic diversification in Kano State?

Table5: The PPP's contribution to quality assurance in University education for economic diversification in Kano State.

s/n	Items	No	Yes	%No	%Yes
1	Has P.T.A ever inspected, supervised, appraised or commented on shortcomings of any university education's economic diversification programme or activity before?	191	193	49.7	50.3
2	Has Alumni association ever inspected, supervised, appraised or commented on shortcomings of any University economic diversification programme before?	188	196	49.0	51.0
3	Did Kano State based industries ever inspect, supervise, appraise or comment on economic diversification activities in University education in Kano State before?	311	73	81.0	19.0
4	Has any philanthropist or industries in Kano State ever volunteered to inspect, suggest or motivate outstanding students in economic diversification activities?	341	43	88.8	11.2
5	Has any international donor ever attended, inspected and give suggestions on economic diversification activities and offered advice for improvement?	313	71	81.5	18.5
Universal Percentages				70.00%	30.00%

Source: Field Survey (2017)

Question5: What is the PPP's contribution to training and development of staff in University education for economic diversification in Kano State?

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Table6: The PPP's contribution to training and development of staff in University education for economic diversification in Kano State?

s/n	Items	No	Yes	%No	%Yes
1	Has alumnus of University education in Kano State ever given scholarship to staff for training or retraining in economic diversification Skills?	200	184	52.08	47.92
2	Has any industry in Kano State ever organized seminars on economic diversification skills e.g creativity, critical thinking, business psychology, online marketing, production process, customer services or social need assessment?	230	154	59.90	40.10
3	Has any International donors given scholarship to outstanding students to study economic diversification skills in places like Germany, China, India, Britain, etc.	305	79	79.43	20.57
4	Has any community based philanthropist or Vocational workers ever volunteered to organize workshops to students and staff of university education for economic diversification purpose in Kano State?	244	140	63.54	36.46
5	Has associations of farmers ever invited students to their farms to learn practical farming such as farm mechanization driving, food preservation, pest and disease control, etc.	199	185	51.82	48.18
Universal percentages				61.35%	38.65%

Source: Field Survey (2017)

Hypotheses Testing

Ho1: There is no significant difference in the contribution of PPP to planning and financing of University Education for economic diversification in Kano State

Table 7: T-Test of PPP contribution to Planning and financing University education for economic diversification in Kano State.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PPP in Financing University Education	Equal variances assumed	.001	.862	-2.327	282	.001	-.29774	.10955	-.53279	-.06269
	Equal variances not assumed			-2.419	113.3	.001	-.29774	.10634	-.52706	-.06842

Table7, indicates a t-value at -2.327 and statistically significant for the t-value to be 0.001 (t-Value<0.05). Hence, the null hypothesis is rejected because; there is a significant difference

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between the contributions of PPP to planning and financing of university education for economic diversification in Kano State.

Ho2: There is no significant difference in the contribution of PPP to infrastructural development of University education for economic diversification in Kano State.

Table 8: PPP's contributions to Infrastructural development and quality assurance of University education for economic diversification in Kano State.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PPP in Infrastructure development	Equal variances assumed	.060	.807	1.753	382	.080	.23707	.13525	-.02886	.50299
	Equal variances not assumed			1.740	116.0	.084	.23707	.13623	-.03276	.50689

Table8, indicates a t-value at 1.753 and statistically significant for the P-value to be 0.080 (P-Value>0.05). Hence, the null hypothesis is accepted because; there is no significant difference in the contribution of PPP to infrastructural development of University education for economic diversification in Kano State.

Ho3: There is no significant difference in the contribution of PPP to training and development of staff in University education for economic diversification in Kano State.

Table9: T-Test on contributions of PPP to training and development of staff in University education for economic diversification in Kano State.

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Quality Assurance	Equal variances assumed	14.576	.000	-6.163	382	.000	-1.126	.183	-1.486	-.766
	Equal variances not assumed			-7.279	150.520	.000	-1.126	.155	-1.432	-.821

Table9, indicates a t-value at -6.163 and statistically significant for the P-value to be 0.001 (P-Value<0.05). Hence, the null hypothesis is rejected because; there is significant difference in impacts of PPP on provision of quality assurance for rural and urban basic schools in Ondo State.

SUMMARY OF MAJOR FINDINGS

The study revealed that PPP has contributed to University Education for economic Diversification in Kano State (%C>0). But it is obvious that this contribution is smaller than expected (C %< 50) compare to the Socio-economic Status of Kano State which is the center of commerce in Nigeria.

1. The contribution of Public private Partnership to the planning of University education for economic diversification in Kano State is 27.24%.
2. The contribution of PPP to financing university education for economic diversification in Kano State is 39.12%.
3. The PPP's contribution to infrastructural development of University education for economic diversification in Kano State is 37.14%.
4. The PPP's contribution to quality assurance in University education for economic diversification in Kano State is 30.00%
5. *The PPP's* contribution to training and development of staff in University education for economic diversification in Kano State is 38.65%.

By these, it can be deduced that PPP contribution to University education for economic diversification in Kano State is poor with the highest contribution of 38.65% experienced at the training and development of staff while the least contribution of 27.24% is experienced at the planning of University education for economic diversification in Kano State.

DISCUSSION OF FINDINGS

In a normal sense, it has never been the government organizations only that employs the graduates from University education in

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Kano State. And so, it is expected of the private employers to always collaborate and communicate their needs to the University in the areas of knowledge, skills and attitudes needed in their organizations. This would have been relieving them from additional expenditures usually allocated for staff retraining after employment. For this to be integrated into the curriculum, planning processes should be a joint responsibility of Government and the private employers of labour in Kano State. However, reverse is the case as we can see in the Table2 where the contribution of PPP to planning of University education for economic diversification purpose is grossly less than 50% and specifically at %C= 27.24%.

Similarly, Finance is basically the backbone of economic diversification activities especially when using education as the carrier of its developmental processes. That is for an individual to be efficient in self-reliance and become employer of labour instead of becoming job seeker, finance is the one to do the magic. Area of student finance into economic diversification starts from training and acquisition of knowledge from expert, as well as the purchase of equipments and employing labour, all of which is not free. Each of these areas should be joint responsibility of government and private sectors. However Table3 shows that the contribution is very poor with percentage Contribution (%C) of 39.12%.

Infrastructures development is one of the signs of programmed implementation with which either the success or failure of the programmed could be measured. In the contemporary Nigerian Society there is a visible backwardness in term of technological development. This could be blamed on over-reliance in theory rather than practical in our University education system. If economic diversification is going to be realized using University education as a catalyst, the importance of infrastructures needed for practical activities cannot be underrated. The provision of important infrastructures needed for economic diversification in Kano state university education is assessed in the table4. It is obviously discovered that this responsibility has been left mainly for the government. This is affirmed as the Universal percentage of PPP's contribution to Infrastructural development for economic diversification in Kano State is below average, 37.14%

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Quality assurance of economic diversification deals with supervision and inspection of programmes. McGregor acknowledged that there are two sets of people in every organization, those who are hard working and the lazy ones. These workers, especially the lazy ones need to be properly motivated, encouraged and forced (if need be) if not they may not work to bring economic diversification into reality. Quality assurance in university education should be the joint responsibility of PPP in education. Obviously, Table5 proved that PPP in education has left this duty for government alone having shown Universal percentage contribution lower than 50%.

Training and development is also one of the hearts of economic diversification programmes which helps in the human capital development for effective job performance. Effectiveness of staff and their efficiency is basically hinged on the amount of skills, knowledge acquired as well as the level of practical experiences gathered. For instance, when an instructor is talking about what she/he has seen before, the instructor becomes creative in providing the pictures and the annotated diagrams which are likely to make it easy for students to understand better. In case of adequate machine and equipments, explaining with them becomes as easy as playing and the economic diversification classrooms of entrepreneurship or vocational skills become interesting.

At this juncture, it can be deduced that the important areas expected of PPP in education to contribute are assessed. Obviously, the responses show that they have not measured up to standard in this duty. This is confirmed by the Universal percentage of 38.65% contribution.

CONCLUSIONS

By this, it could be concluded that there is inadequate contribution of PPP to University Education for economic diversification in Kano state of Nigeria. And so, if the problem of lack of self-reliance among the future graduates of University Education in Kano state, there is a desperate need for partnership between the government and the private individuals, groups, organizations, associations, international donors and alumnus associations both in Nigeria and in Diasporas. These aforementioned arms of public private partnership must contribute to University education for economic diversification in the areas like provision of

ISSN: 2455-3220
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quality assurance, training and retraining of staff, infrastructural development, University finance, students' motivation, and teachers' motivation, provision of laboratory facilities and employment of vocational skill workers from the host community. Particularly, industries and greatly rich philanthropists in Kano state needs to create mini-branch in the tertiary institutions where students could learn practical production skills, business psychology, critical thinking and strategic planning among others for sustainable economic development of Kano State and Nigeria at large.

RECOMMENDATIONS

It is hereby recommended among others that;

(1) Government of Kano State should encourage the industries in Kano State to contribute to University Education for Economic Diversification in Kano State and in Africa at large.

(2) Vice Chancellors of University education in Kano State should formulate strategic planning unit where partnership between the government and the private parties could be encouraged to participate in the economic diversification in Kano State

(3) Alumnus associations in each University should be encouraged to contribute to economic diversification programmes in University education in Kano State.

(4) Industries in Kano state should be encouraged to have their mini-industries in University campus in Kano to expose the students to vocational skills for economic diversification.

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