

**ASSESSMENT OF PUBLIC-PRIVATE PARTNERSHIP ON THE MANAGEMENT
OF INNOVATION ENTERPRISE INSTITUTIONS IN EDO STATE**

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Abstract

Today, lack of capacity to accommodate the increasing number of applicants; low participation of private sector; and mismatch between the training provided and needs of employers of labour has remained a problem of Technical and Vocational Education and Training programmes in Nigeria. However, one of the innovative strategies employed by the Federal Government of Nigeria to address the aforementioned obstacles is the adoption of Public-Private Partnership initiative through the establishment of private sector driven-Innovation Enterprise Institutions (IEIs). Despite this outstanding effort, studies have continued to point out that most graduates are deficient of the requisite skills for gainful employment. It is based on this back-drop that the author decided to embark on this study. A survey design was adopted for the study. The total population comprised of 44 management staff of IEIs in Edo State. There was no need to adopt any sampling technique, nor select any sample size since the total population is manageable. The instrument for data collection was a structured questionnaire, validated by two experts, one from the Department of Vocational and Technical Education, University of Benin, Benin City and the other from Complete Computers Technology Institutes, Benin City. In order to determine the reliability, the instrument was administered to 20 management staff of Izisco Obos Institute of Technology and Maritime in Warri, Delta State. The data was analyzed using Cronbach Alpha statistical formula which yielded a reliability coefficient of 0.84. 44 copies of the questionnaire were administered to the respondents with the help of two trained research assistants to facilitate quick retrieval. The data collected was analyzed using t-test, Mean (\bar{x}) and Standard Deviation (SD) statistics. The findings of the study revealed that government have not been yielding to her responsibilities as regards the management of IEIs. Based on this finding, the author concluded that the effective provision of resources can influence the effective management of IEIs. It was recommended, among others, that government should strengthen her relationship with IEIs so as to ensure the optimization of human and material resources for the effective management of IEIs in Nigeria.

Key Words: PPP, IEIs, Innovative approach, Technology, Management.

Introduction

Private sector participation in the management of education is not an evolution of recent development. During the early 19th century, the educational system of most countries relied on private sources, mostly faith-based organizations. It is on record that between 1842 and 1882, the missionaries single handedly managed their schools without any support from the colonial government. It was until the later part of the 19th century that some moves were made by the governments to establish dual control of education (Adeyanju, Odekunle & Osifila, 2007). As governments got gradually committed to the management of education in the 20th century, social demand for education rose drastically as a result of the corresponding increase in the school age population as well as public awareness and expectations. Paradoxically, most governments which had promised the financial supports to education have also found themselves funding other sectors of the national economy. Under this condition, the funds required for the effective management of education have not been totally provided by the governments. This situation has critically affected the Technical and Vocational Education and Training (TVET) sector due to its capital-intensive nature.

Technical and Vocational Education and Training is one of the skill-oriented programmes that requires sufficient amount of funds to employ requisite manpower and constantly develop their skills, upgrade infrastructures, procure modern equipment, and develop curricula. In fact, It is in the interest of the nation that human and material as well as instructional capacity are developed on a sustainable basis for enhanced productivity as well as to create an enabling environment for sustainable development through learning (Odekunle & Babalola, 2009). According to Ekpenyong and Edokpolor (2015a), resource mobilization for the effective TVET delivery will consequently help to inculcate solid and lasting marketable skills on students so that they can be able to secure employment after the programme; start and operate their own business as well as pursue further education. They

further added that working as self-employed or paid employed persons would help to generate high income capacities for poverty alleviation and high standard of living. All these enormous demand cannot be totally achieved under the public management of TVET only. Finding a way of alleviating this crisis would require a spread of managerial responsibility among major stakeholders of TVET within and outside the country.

In order to address the above and many other challenges, Federal Government of Nigeria has approved the establishment of Innovation Enterprise Institutions (IEIs) that goes beyond the public sector-led, public sector-driven, thereby expanding the scope of TVET for empowering her youths with skills for gainful employment and creating access to skilled-oriented institutions. Some of these IEIs include: Innovation Institute of Technology, Kaduna State; Bonny Vocational Centre, Rivers States; Environmental Sustainability Thinking and Action Centre, Enugu State; Pan-African Institute of Paralegal Studies, Abuja; to list just a few accredited institutions. These institutions according Arenyeka (2013) were established to implement the Federal Government's concept of Public-Private Partnership (PPP) into the TVET sector, 'as an important management strategy to meet the increasing demand for technical and skilled manpower of various sectors of the economy'. Lending credence to this fact, the NBTE (2014) stipulated that the introduction of IEIs into the TVET sector will bring on board the training providers with relevant labour market expertise, resources and diversity of perspectives to skills development. The NBTE (2014) added that these institutions will offer competency based-skills in vocational, technical or professional education and training at post-secondary level to equip the youths as well as working adults with vocational skills and knowledge to meet the increasing demand for skilled manpower in various sectors of the nation's economy. The broad goals of IEIs as stipulated by the NBTE shall be to:

1. Increase access to education at post-secondary level thus addressing ‘JAMB bottleneck’ by increasing options and absorbing more youths into higher education, who may have otherwise been unable to secure admissions.
2. Be principally private sector-driven, and readily responsive to labour market demands.
3. Provide the necessary linkage between education, science, technology, innovation and the labour market.
4. Use the 21st Century technology to deliver up-to-date curricula and skills that are relevant to the needs of employers in the labour market.
5. Develop learners’ capacity to think creatively, critically and transform knowledge and skills into wealth and a broader economic base.
6. Ensure that students understand how their expertise fits into a framework for improving the society and fulfilling the national goals.
7. Economically empower the individual and community by increasing employability.
8. Set new standards in design and delivery of competency and skills-based education and training.
9. Contribute technology, capital, and industrial expertise through training, network, and access to production equipment and know-how.
10. Provide job opportunities through established linkages to industries and recruitment agencies (NBTE, 2007b; NBTE, 2014).

Based on these objectives, it is quite clear that IETs are skill-oriented programme established to bring private sector technology, standards and practices into TVET sector; increase the access to TVET institutions; improve the quality of TVET programme; serve the needs of industries, and empower the nation’s youths with the requisite skills and competences for gainful employment.

The IEs are special vocational centres empowered to award the National Innovation Diploma (NID) in contemporary programmes and courses in different areas. Some of these areas are presently not covered by the universities and polytechnics (Areyenka, 2013). Commercial courses are popular, including information and telecommunication technology programmes such as: Computer Hardware Engineering Technology, Computer Networking and System Security, Computer Software Engineering Technology, Multimedia Engineering Technology, and Banking Operations. Other soft skills courses include: Block Laying and Concreting, Welding and Fabrication, Petroleum Geosciences, Innovative Agriculture, Early Child Care Management, Paralegal Studies, Cosmetology and Beauty Therapy, Hospitality and Tourism, Refrigeration and Air-Conditioning, and lots more (NBTE, 2014). This further implies that IEs focuses on skills development that are relevant but not restricted to the following specific industries: Information and Communication Technology (ICT), Film and TV Production, Construction and Engineering, Oil and Gas technology, Agriculture, Welding and Fabrication, Banking and Finance, Hospitality and Tourism, Telecommunications, Manufacturing, Professional Development (NBTE, 2014).

In the IEs, a product of Computer Software Engineering, for instance, can be equipped with the skills to develop and maintain software; detect technical faults in computer installation; design and test software to optimize its production; design and run efficient programmes in a wide spectrum of fields, and in various languages; install a computer system; produce large, high quality software systems; advise on the installation of Computer facilities; carry out routine (preventive) maintenance of Computer facilities; work with a team on a project; become an employer of labour in a self-owned enterprise (NBTE, 2007a). The relevance of these skills to the Nigerian youths and modern day industrial sector has indeed contributed to the dramatic and sustained expansion of IEs in Nigeria. In addition, particularly in recent years, the IEs have greatly increased in specific technical fields

especially in ICT and telecommunication technology sector as pointed out above. Between 2007 and 2015, a number of IEIs were approved by the FME, while many were given operational licenses. Presently, there are about 96 IEIs, approved by the FME and also accredited by the NBTE and have been listed by JAMB since 2007. Indeed, 4 of these institutions are currently in operation in Edo State, while 92 are established across the country (JAMB, 2015). They are owned by individuals or group of individuals, though regulated by the government. The managerial roles of the government is majorly to (1) accredit innovation enterprise institutions; (2) set minimum standards in regards to management and governance, institutional organization, facilities and equipment, industry link, leadership and best practice benchmarking, among others; (3) provide a one-off grant; and (4) regulate, monitor, and evaluate instructional activities (NBTE, 2010; 2011). If these operational guidelines and procedures are adequately implemented, it will help to improve the effective management of IEIs in Nigeria. The goals and objectives as well as the guidelines and procedures for the establishment of IEIs in Nigeria are in accordance with those listed in the national philosophy and objectives of the Post- Secondary Technical and Vocational Education in the National Policy on Education Minimum Standards and Establishment of Institutions (Amendment) CAP E3 LFN 2004 (NBTE, 2014).

According to Daft (2012), management means the attainment of organization goals in an effective and efficient manner through planning, organizing, leading, and controlling resources. Therefore, management of IEIs involves planning, organizing, leading, and controlling human and non-human resources needed to operate IEIs effectively and efficiently. These definitions is an indication that the IEIs with a poor management strategy may negatively produce results such as half-baked graduates, low level of productivity, poor services, and programme inefficiency. In 2013, GESCI an international non-government organization founded by the United Nations ICT Taskforce Headquartered in Nairobi, Kenya

conducted a study to determine the views on approaches to skills development sector. There were many different views on the most effective approach to skills development sector. On a broad level, it was proposed that a PPP approach be adopted so as to provide a sense of ownership of projects, which would make people accountable for developing skills. Additionally, PPP could assist in generating policy to guide government on the effective management of TVET. Yet a recent literature has identified improper management as one of the major problem facing TVET programmes in Nigeria (Aworanti, 2015a). However, much of the studies that have been conducted both in recent time and in the past were narrowly debated and discussed within the domain of public TVET programme. To the best of the researcher's knowledge, issues related to the management of private TVET programme, or simply put, Innovation Enterprise Institutions have not yet been studied empirically. This paper, therefore, offers the first empirical discourse on the influence of PPP on the management of IEIs.

To ensure the effective provision of human and material resources, government need to cooperate closely with IEIs. Jackson (2009) has made it known that stakeholders' collaboration is about exploring partnership with another organization or group owing to lack of resources or competencies. This implies that collaboration will trigger the effective management of IEIs. Such collaborative strategy could be achieved through IEIs establishing a close link or relationship with industries and other external stakeholders, or by utilization of technologies and expertise from the environment to perform activities that staffs are not competent in performing. Collaboration between government agencies and actors of IEIs can be referred to as PPP or Private Finance Initiative (PFI). In this study, the public sector can be seen as government-owned sector, ranging from education, transportation, power, agriculture, health, et cetera. The private sector on the other hand covers the non-government establishments such as the NGOs, faith-based organizations, and corporate entities (Fennell,

2007). The term ‘partnership’ is taken to imply that more than one sector, that is, government and a non-profit or for-profit collaboration, to provide a service (Fennell, 2010). It is also described as a relationship between two or more parties at lists one from public and another from private (Aworanti, 2015b). The Merriam-Webster Dictionary (2012) defines partnership as ‘a relationship resembling a legal partnership and usually involving close cooperation between parties having specified and joint rights and responsibilities’. Elaborating on this definition, Abdullah (2012) explains that the key words in the aforementioned definition are ‘cooperation’ and ‘joint rights and responsibilities’. He added that for a partnership to be successful both parties have to cooperate with one another and they have to share the successes and the challenges that occur over the course of partnership. By implication, PPP can be seen as a contractual arrangement between the public sector and private sector to achieve well-defined and shared objectives in a cost effective, efficient and sustainable manner. This strategic alliance always specifies targets, responsibilities, priorities and feedback processes. It primarily involves the sharing of resources, knowledge and risks between the two sectors so that the country at large can benefit from the arrangement (Oni & Akinbinu, 2005).

Based on the above clarification, one would agree that PPP represents a powerful strategy of pooling core complementary resources, capabilities and competencies for achieving the goals and objectives of IEs on the bases of mutually agreed division of labour. It involves a situation where federal government agencies enter a long-term contractual or voluntary relationship with a private institution for effective management of IEs. Both parties take responsibility for building infrastructure, financing the investment and then managing and maintaining the facility. PPP can enable the delivery of services or products, and within the partnership there is a sharing of resources and expertise to add value to those products or services for suppliers and customers. It is basically described as a voluntary or

contractual arrangement between the public and private sectors that allow the private sector to participate in the delivery of public services of a defined quality and quantity at agreed price for a specified period of time (World Bank, 2009). From the foregoing, one would agree that both innovation enterprise managers and government agencies depend on each other strength to effectively provide quality products and services to customers. This implies that PPP involves pooling and combination of resources and expertise from both government and private sectors to achieve outputs that add value beyond what either sector could achieve acting alone. Hence, PPP is akin on the idea that two or more actors at list one of which is from the public and another from the private. The potential core complementary resources and expertise possessed by both sectors therefore can be harnessed to help optimize finance, mobilize manpower, procure facilities, and develop curriculum in order to empower graduates of IEs with relevant skills for gainful employment, as well as increase alternative route to higher institutions.

Statement of the Problem

Technical and Vocational Education and Training (TVET) is a practical-oriented field of study that prepares recipients for the world of work as well as increase their opportunities for productive empowerment and socio-economic development in knowledge economies and rapidly changing work environment. Despite the important role of TVET on economic development and in spite of government's efforts on TVET, it has been observed that TVET in Nigeria is currently constrained by several challenges. Prominent among these challenges are the lack of capacity to accommodate increasing number of applicants; low participation of private sector; and mismatch between training provided and needs of employers of labour (NBTE, 2014). This situation has consequently posed serious threats to the realization of Vision 20:2020 agenda. As a result, the Federal Government of Nigeria decided to introduce the PPP strategy through the establishment of Innovation Enterprise Institutions (IEIs). The

main aim of this initiative is to widen access to TVET, serve the needs of industries and empower the nation citizens. Despite the introduction of IEIs into the TVET sector, studies have continued to reveal that most graduates are deficient of relevant skills required for gainful employment. In fact, the National Bureau of Statistics (2011) pointed out that the rate of unemployment among graduates has increased from 25.6 percent in 2003 to 42.7 percent in 2011. It is however based on this backdrop that the author decided to embark on this study to assess the influence of PPP on the management of IEIs in Edo State.

Purpose of the Study

The main purpose of the study is to assess the influence of PPP in the management of IEIs in Edo State. The specific purpose of the study was:

1. To determine the managerial responsibilities of government agencies towards IEIs.
2. To find out whether government agencies are responding to their responsibilities as regards the management of IEIs.

Research Questions

Based on the specific purpose of the study, the following research questions are raised:

1. What are the managerial responsibilities of government agencies towards IEIs?
2. Are government agencies responding to their responsibilities as regards the management of IEIs?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

H₀₁: There is no significant difference between the mean responses of the management staff of Benson Idahosa School of Basic and Applied Studies and Complete Computers and Technology Institute as regards the managerial responsibilities of government agencies towards IEIs.

Ho2: There is no significant difference between the mean responses of the academic and non-academic staff of IEs as regards the managerial responsibilities of government agencies in IEs.

Scope of the Study

The study intends to assess the influence of PPP on the management of IEs in Edo State. The study specifically seeks to determine the managerial responsibilities of government agencies towards IEs; and to find out whether government agencies are responding to their managerial responsibilities in IEs. The study covers two institutions, which include Benson Idahosa School of Basic and Applied Studies; and Complete Computers and Technology Institute, both in Edo State.

Methods of the Study

A descriptive survey design was adopted for the study. This design according to Kothari and Garg (2014) is the method of securing information concerning a phenomenon under study from all or a selected number of respondents of the concerned universe. The population for the study comprised of management staff (Rectors, Registrars, HODs, Bursars and Senior Lecturers) of Benson Idahosa School of Basic and Applied Studies and Complete Computers and Technology Institute in Edo State. The total population comprised of 45 management staff; 16 from Benson Idahosa School of Basic and Applied Studies and 29 from Complete Computers and Technology Institute. This category of staff were used for the study because they are directly involved in the managerial affairs of IEs. The instrument for data collection was a structured questionnaire titled: “Questionnaire on PPP and the Management of IEs (QPPMIEs)”. The instrument had a 4-point rating scale coded as: 4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree. In order to determine the validity, the

instrument was given to two experts, one from the Department of Vocational and Technical Education, University of Benin and the other from Complete Computers and Technology Institute, Benin City. The items that were structurally and grammatically defective were corrected and effected into the final instrument. In order to determine the reliability, the instrument was administered to 20 management staff of Izisco Obos Institute of Technology and Maritime in Warri, Delta State. The questionnaire consists of 25 items. The data were analyzed using Cronbach alpha formula to determine the co-efficient for the scale. The alpha value obtained was 0.84. The instrument for data collection was administered to the respondents by the researcher with the help of a trained research assistant to facilitate quick retrieval. The t-test, mean (\bar{x}) and Standard Deviation (SD) statistics was used to analyze the data. The mean (\bar{x}) and Standard Deviation (SD) was used to analyze the research questions, while the t-test was used to analyze the hypotheses. The decision rule was based on any calculated mean (\bar{x}) equal to or greater than 2.50 was regarded as agreed while any calculated mean less than 2.50 was regarded as disagreed. The probability value (p) was used to take decision as regards the hypotheses. If the p-value is less than or equal to 0.05 the null hypotheses will not be retained, but if p-value is greater than 0.05 the null hypotheses will be retained.

Data Presentation and Analysis

The data collected from the respondents was analyzed using the Mean (\bar{x}) and Standard Deviation (SD) and the results are presented in Tables 1 and 2.

RQ 1: What are the managerial responsibilities of government agencies towards IEIs?

Table 1:
Respondents' Mean Scores and Standard Deviation on the managerial responsibilities of government agencies towards IEIs

S/N	Item Statements	\bar{x}	SD	Remarks
1.	Accrediting innovation enterprise institutions	3.47	.588	Agree
2.	Setting minimum standards through laws and regulations	3.44	.546	Agree
3.	Maintaining minimum standards through laws and regulations	3.49	.506	Agree
4.	Providing a one-off grant	3.49	.549	Agree
5.	Regulating, monitoring and evaluating institutional activities.	3.22	.636	Agree

Source: Field Work (2016).

Table 1 shows that 5 items with serial number (1, 2, 3, 4, and 5) had mean scores that range from 3.22 – 3.49 and standard deviation that range from 0.50 – 0.63, which indicates that accreditation of innovation enterprise institutions; setting of minimum standards; maintenance of minimum standards through laws and regulations; provision of a one-off grant; and regulation, monitoring and evaluation of institutional activities are the managerial responsibilities of government agencies towards IEs in Nigeria.

RQ 2: Are government agencies responding to their responsibilities as regards the management of IEs?

Table 2:
Respondents’ Mean Scores and Standard Deviation on government agencies responsiveness to managerial responsibilities in IEs

S/N	Item Statements	\bar{x}	SD	Remarks
6.	Organizing initial and full accreditation visit	3.20	.919	Agree
7.	Organizing the accreditation of IEs periodically	3.13	.036	Agree
8.	Liaising with all major stakeholders on how to achieve the goals of IEs	2.07	.654	Disagree
9.	Conducting interview during staff selection and recruitment	2.36	.909	Disagree
10.	Organizing teachers and instructors to visit creative industries for more knowledge and skills of innovations	1.73	.495	Disagree
11.	Sponsoring staff of IEs to participate in manpower development programmes within and outside the country	1.58	.543	Disagree
12.	Assisting teachers and instructors with grants on quality research and development	1.62	.576	Disagree
13.	Giving national award to the IEs that made important discoveries	1.64	.529	Disagree
14.	Organizing students to visit industries for the purpose of equipping them with creative skills and innovative capabilities	1.64	.609	Disagree
15.	Awarding outstanding students and staffs of IEs scholarships	1.53	.588	Disagree
16.	Motivating poor students of IEs with grants and bursary schemes	1.60	.580	Disagree
17.	Providing resource persons to monitor, inspect and evaluate students and staffs activities	1.58	.621	Disagree
18.	Organizing career competition for students	1.56	.624	Disagree
19.	Participating in the formulation of policies that will benefit all stakeholders	1.67	.603	Disagree
20.	Providing state-of-the-art instructional materials for teaching and learning technical courses	1.60	.688	Disagree
21.	Complementing the efforts of IEs in providing well-equipped classrooms and lecture halls for each technical courses	1.56	.693	Disagree
22.	Equipping studios, laboratories and workshops with modern facilities and equipment	1.56	.624	Disagree
23.	Donation of books and other relevant learning materials to students	1.53	.625	Disagree
24.	Maintaining facilities and equipment when the need arise	1.60	.688	Disagree
25.	Reviewing curriculum contents to reflect private sector technology, standards and practices	1.87	.726	Disagree

Source: Field Work (2016).

Table 2 shows the mean scores of the opinion of respondents on the level of government agencies responsiveness to their responsibilities as regards the management of IEs. 18 items had mean scores that range from 1.53 – 2.36, which indicated that government agencies are not responding to their responsibilities as regards the management of IEs. 2

items had mean scores of 3.13 and 3.20, which indicated somewhat responsiveness on the part of government agencies. The standard deviation which range from 0.03 – 0.91, indicated that responses of the respondents were not close to one another.

Data Analysis for Testing the Hypotheses

The data analysis for testing the hypotheses was carried out using the t-test. The results are presented in Tables 3 and 4.

Ho1: There is no significant difference between the mean responses of the management staff of Benson Idahosa School of Basic and Applied Studies and Complete Computers and Technology Institute as regards the managerial responsibilities of government agencies towards IEIs.

Table 3:
The t-test Analysis of the Difference between the Management Staff of CCTI and BISBAS as Regards the Managerial Responsibilities of Government Agencies towards IEIs

Variable	Categories	N	Mean	SD	Df	t-val.	p-val.	Decision
managerial responsibilities of government agencies towards IEIs	CCTI	29	3.46	.364	43	.854	.398	NS
	BISBAS	16	3.35	.515				

Source: Field Study (2016). NS: Not significant (Retain Hypothesis).

The results presented in table 3 revealed that the aggregate mean of CCTI and BISBAS management staff are 3.46 and 3.35 respectively. The corresponding standard deviations are .364 and .515. The table indicates that the t-value is .854 at df of 43, while the p-value is .398. Testing at alpha level of .05, the p-value is not significant, since the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is retained; hence there is no significant difference between the mean responses of the management staff of Benson Idahosa School of Basic and Applied Studies and Complete Computers and Technology Institute as regards the managerial responsibilities of government agencies towards IEIs.

Ho2: There is no significant difference between the mean responses of the academic and non-academic staff of IEIs as regards the managerial responsibilities of government agencies towards IEIs.

Table 4:
The t-test Analysis of the Difference between the Academic and Non-Academic Staff of IEIs as Regards the Managerial Responsibilities of Government Agencies towards IEIs

Variable	Categories	N	Mean	SD	Df	t-val.	p-val.	Decision
managerial responsibilities of government agencies towards IEIs	Academic Staff	33	3.45	.401	43	.874	.387	NS
	Non-Academic Staff	12	3.32	.482				

Source: Field Study (2016). NS: Not significant (Retain Hypothesis).

The results presented in table 4 reveals that the aggregate mean of the academic staff of IEIs and the non-academic staff of IEIs are 3.45 and 3.32 respectively. The corresponding standard deviations are .401 and .482. The table indicates that the t-value is .874 at df of 43, while the p-value is .387. Testing at alpha level of .05, the p-value is not significant, since the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is retained; hence there is no significant difference between the mean responses of the academic and non-academic staff of IEIs as regards the managerial responsibilities of government agencies towards IEIs.

Discussion of Results

The findings from research question one which sought to find out the managerial responsibilities of government agencies towards IEIs, revealed that accreditation of IEIs; setting and maintenance of minimum standards through laws and regulations; provision of a one-off grant; and regulation, monitoring and evaluation of institutional activities are the key managerial responsibilities of government agencies towards IEIs in Nigeria. This finding is in agreement with the NBTE (2010; 2011) who noted that the managerial responsibilities of government and its agencies towards IEIs are majorly to accredit Innovation Enterprise

Institutions; set minimum standards in regards to management and governance, institutional organization, facilities and equipment, industry link, leadership and best practice benchmarking, among others; provide a one-off grant; and regulate, monitor, and evaluate instructional activities.

The findings from research question two which sought to find out whether government agencies are responding to their responsibilities as regards the management of IEs, revealed that two items has somewhat responsive on the level of government agencies responsiveness to their managerial responsibilities towards IEs. Also, eighteen items revealed that government agencies are not responsive to their managerial responsibilities in IEs. This finding is in agreement with Aworanti (2015a) who identified improper management as one of the greatest problem facing TVET programmes in Nigeria.

Conclusion

The findings of the study have indeed revealed the managerial responsibilities of government agencies and somewhat responsiveness of government agencies of their managerial responsibilities towards IEs. The study also found that there was high level of irresponsiveness as regards the management of IEs. Also, there was no significant difference between the mean responses of the management staff of Benson Idahosa School of Basic and Applied Studies and the management staff of Complete Computers and Technology Institute as regards the managerial responsibilities of government agencies towards IEs. Furthermore, there was no significant difference between the mean responses of academic staff and non-academic staff of IEs as regards the managerial responsibilities of government agencies towards IEs. Based on these findings, the researcher concluded that if PPP initiative is adequately implemented it will have great influence on the management of Innovation Enterprise Institutions (IEIs) in Nigeria.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should endeavour to strengthen her relationship with IEs so as to ensure the effective provision of resources and expertise for the effective delivery of IEs in Nigeria.
2. Government and other relevant stakeholders should endeavour to put all hands on deck for the tasks of monitoring and evaluating activities in innovation enterprise institutions.
3. Government and other stakeholders should endeavour to provide grants/scholarships for beneficiaries of IEs so as to enable them embark on further studies in higher institutions offering correspondence courses and programmes.
4. Government agencies should endeavor to devise a strategic means of popularizing IEs in order for secondary school leavers and working adults to be aware of IEs.
5. There should be a concerted effort on the part of training providers as well in promoting innovation enterprise associations so as to open more opportunities for cooperation and reduction of costs, while providing a framework for accreditation and quality assurance.

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