

Original Research

Strategic Public-Private Partnership as Catalyst for Quality Reforms in Vocational and Technical Education Training in Nigeria

Charity Uche Eziechine^{ID}, Donald Aijene Onoyovwi^{ID}, Bridget Agwazie^{ID}
Faculty of Education, University of Delta, Agbor, Nigeria

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ABSTRACT

The study examined strategic public-private partnerships (PPPs) as catalysts for quality reforms in Vocational and Technical Education Training (VTET) in Nigeria. A descriptive survey design was employed for the study. Three research questions and two null hypotheses guided the study. The study population comprised 1200 PPPs' trainees drawn from centres across the South-South geopolitical zone in Nigeria. A multiple-stage sampling technique was used to select a sample size of 200 participants (120males and 80females). A structured questionnaire graded on a four-point rating scale of SA, A, D, and SD was used for data collection. This was validated by three research experts, and the reliability was determined using Cronbach's alpha. It yielded a coefficient of 0.76. The research questions were answered using Mean and Standard Deviation, while an independent-samples t-test was used to test the null hypotheses at a 0.05 alpha level. Findings revealed that proper implementation of PPPs brings about quality reforms in VTET programmes. Barriers of Policy fragmentation, infrastructural deficiency, inadequate training of instructors, curriculum gap, among others, were revealed as obstacles to the effective implementation of PPPs. On this note, the following recommendations were made: PPPs policy specification, curriculum co-design, constant evaluation of the implementation process, optimal capacity building, adequate funding, among others.

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Corresponding Author:

Eziechine, Charity Uche

Faculty of Education, University of Delta, Agbor, Nigeria

Email: charity.eziechine@unidel.edu.ng

1. INTRODUCTION

Over the past decades, Public-Private Partnerships (PPPs) have evolved into a critical mechanism for sustainable development across the globe. Public-Private Partnerships originated prominently in the late 20th century. Their policy framework has gained momentum and has been institutionalized by governments, especially in developed countries like the United Kingdom, Australia, and Canada, among others. The partnerships have moved beyond mere infrastructure financing and have evolved into collaborative models of governance where the public and private sectors share ideas, responsibilities, risks, and rewards, generally in education and particularly in vocational and technical education training. The model has remained a critical instrument in bridging the gap between school-based training and industry requirements, as evidenced in Germany, China, Singapore, and South Korea. Public-Private Partnership (PPP) is a long-term contractual arrangement between the government and a private partner. The arrangement is characterized by risk, role, and responsibility sharing, injection of expertise, knowledge, resources, teamwork, and a bundle of long-term services. The World Bank (2024) regards PPP as a long-term contract between a private partner and a

government entity for providing a public asset in which the latter bears significant risk and manages the general responsibilities, depending on the contractual arrangement. Globally, the model has earned traction in aligning educational outcomes with the labour market demands.

Through curriculum co-design, industrial Internships, knowledge and technology sharing, PPPs have enhanced relevance and quality in vocational and technical education training, which is central to the national pursuit of a skilled and productive workforce. According to Olabiyi et al. (2022), PPP facilitates access to industry-grade equipment and modern workshops, which directly improves vocational training quality, reducing the technological gap between institutions and workplaces. Olabiyi et al. (2022) further stressed that PPP, as a promising mechanism, enhances quality reforms in vocational and technical education training. The private sector, as a key consumer of skilled labour, plays a significant role in shaping vocational training by ensuring that graduates are equipped with the relevant skills required for workplace performance and the ability to adapt to the global market environment.

However, in the case of Nigeria, the institutionalization process of Public-Private Partnerships (PPPs) has been comparatively insignificant as regards adequate structural establishment and maximum implementation of the scheme. Historically, the provision of vocational and technical education in Nigeria has been government-based with minimal private sector involvement. Though in recent years, there seems to have been a substantial shift in policy and practice. The Nigerian government has begun to understand the crucial role of PPPs and, as a result, is promoting the model as a vehicle for vocational training transformation. The recent reforms, however, reflect a paradigm shift with growing awareness of the critical importance of skill development in youth empowerment and national growth. Agencies such as the National Board for Technical Education (NBTE) have initiated collaboration with industries in areas like co-designing of curriculum, apprenticeship schemes, and capacity building for instructors. The Tertiary Education Trust Fund (TET-Fund) has also introduced strategic methods for industry-academic linkages.

Notably, in March 2025, the Federal Government launched a nationwide TVET programme requiring vocational centres to register with NBTE, meet National Skills Qualification Standards, and employ qualified quality assurance assessors who can design ways to elevate quality and standardization across both public and private training centres. Bakare & Maashin (2023) noted that PPPs are of crucial importance for quality reforms in vocational and technical skills for employability and national development. The authors outlined the following as the benefits of PPPs:

- Industry-aligned curriculum and employability
- Improved resource provision (tools, facilities, digital content)
- Stronger accountability, governance, and transparency
- Broadened access to internship and mentor networks, inspiring entrepreneurship.

The recent efforts of the government on PPP reforms suggest a rapid recognition that sustainable improvement in vocational and technical training requires collaborative models that leverage the strength of both the public and the private sectors. These reforms come in several aspects, from low private-sector involvement to high private-sector investment and risk transfer. Commonly used models which are relevant to vocational and technical education training in Nigeria include: Operation and Management Contracts (O&M), Build-Operate-Transfer (BOT), Public-Private Joint Venture, Service Contracts/Operation and Maintenance, among others.

Operation and management contracts involve a system of operation where private operators manage a public vocational and technical education training centre for a fixed period, adopting performance targets and managerial expertise. Build-Operate-Transfer (BOT) involves a delivery structure where a private entity designs, finances, builds, and operates a project for a specific time, after which ownership is transferred back to the public sector. BOT is also an arrangement where a private entity builds training structures and operates them to recover their investment and then transfers them back to a public entity. Waziri (2018) asserted that build-operate-transfer is the integration of the full project lifecycle and transfer of substantial risks and operations to the private partner.

Public-Private Joint Venture is a collaborative mechanism where ownership of created entities is shared between the government and private firms to operate academic industries or training centers. In the other hand, Operation and maintenance (O&M) is an operation process where private firms provide specific services like equipment maintenance and training of instructors while the asset remains publicly owned. Operation and maintenance is a model where a private party operates a publicly-owned asset under contract for a particular period while ownership remains. As was documented in the Organization for Economic Co-operation and Development (OECD) (2025) report, the private entity handles operations while its involvement is limited to service delivery.

Despite these models, vocational and technical education training (VTET) has continued to experience diverse forms of setbacks, characterized by training inconsistencies, substandard training procedures, lack of accountability, and transparency in service delivery processes. Most of the public

vocational training institutions battle with obsolete curricula, inadequate infrastructure, limited funding, under-trained instructors, and weak alignment of the programme with industry needs. According to Edokpolor and Imafidon (2019), the Nigerian context of PPPs in vocational and technical training provides a clear impetus for skills mismatch and underutilized private sector competencies. Most often, students spend most of their school hours on foundational theory, while a few hours are devoted to practical illustrations and experiences. Consequently, the existing high rates of unemployment among youths are increased. Edokpolor and Imafidon further asserted that inadequate funding and irrelevant curriculum content pose a strong barrier to effective VTET delivery in the country. Public-Private Partnership models in Nigeria are bedeviled with challenges, especially in the aspect of program implementation in vocational and technical education. Babatunde et al. (2015) posited that barriers in PPPs' implementations are major setbacks in VTET quality reforms. These authors identified that the hindrance in PPPs implementations has created the gaps between the skills that are acquired and the labour market demands, thus adding to the skill mismatch syndrome and an underdeveloped economy. Among other notable obstacles in PPPs quality implementation in vocational and technical education training include:

- Policy misalignment and inconsistent PPP frameworks: Lack of policy clarity, ambiguity, and inconsistency in PPP regulations in the education sector disrupt continuity of partnerships
- Weak institutional frameworks where most of the TVET bodies lack autonomy and a coordination mechanism
- Private sector distrust: The private entities are often skeptical about the government's commitment or accountability, which has slowed down the rate of private sector commitment to the contract of collaboration.
- Inefficient monitoring and evaluation mechanisms, among others.

In order to significantly tackle these potential barriers to effectiveness in PPP implementation, it is important that the multiple regulatory bodies (NBTE, ITF, and ICRC) institute a total monitoring and coordination team with regular system evaluation across the VTET institutions. Quality monitoring and evaluation mechanisms are crucial for profitable PPP quality reforms in Nigeria. Odugbemi et al. (2024) affirmed the need for public-private collaboration and resource support for effective teaching and service delivery. The adoption of PPP best practices is essential in addressing these core challenges associated with vocational and technical education training effectiveness for sustainable national growth (Tumba & Ibanga, 2025). The authors stressed the critical importance of matching the public-private partnership intervention training programme with clear governance, institutional capacities, and linkages to national quality assurance. In the same vein, Olabiyi et al. (2014) highlighted some of the critical roles of PPP intervention as the provision of necessary infrastructure, which includes modern workshops, ICT facilities and instructional tools that enhance foundational and technical competencies among students. The model reinforces quality assurance, ensuring that assessments and outcomes are validated by industry partners. Imperatively, when these dual-mode approaches are optimally utilized, the contending gap between skill relevance and industry requirement would be profitably bridged.

Several measures that could facilitate the enhancement of the successful implementation of PPP exist; these include, but are not limited to, the following:

- 1) Establish Clear Legal/Policy Frameworks and use the Infrastructure Concession Regulatory Commission (ICRC) style to monitor and regulate public-private partnership (PPP) guidelines in vocational training education by assigning oversight roles to NBTE, ITF and other relevant ministries for quality and standardization.
- 2) Institutionalizing school-industry liaisons by adopting the Dual Mode Training Models through a paired approach across VTET cities in the country
- 3) Employing Quality Assurance Assessor (QAA) and Internal Quality Assurance Manager (IQAM) to monitor standards and compliance
- 4) Leveraging private sector contributions to online libraries, e-learning content, and remote instruction, especially in blended modes
- 5) Using employer contributions through ITF channels or foundation grants to ensure long-term facility support and system resilience.

1.1. Statement of the problem

Despite the growing recognition of the potential roles of PPPs in system revitalization, total quality reforms have yet to record the utmost significance in the vocational and technical education training landscape. The persistent resistances that border in obsolete curricula, poor infrastructure, weak industry linkage, and policy misalignment have undermined its effectiveness in VTET institutions. These have

resulted in a disconnect between training outputs and industry expectations, weakening confidence in PPPs and their roles in a viable VTET. Previous research and observations have shown that strategic public-private partnerships (PPPs) have emerged as powerful means to address these gaps by integrating private sector insight into training design, delivery for global standardization, and a robust economy. This evolving landscape presents a timely opportunity to re-examine the public-private partnership, not just as a policy framework, but as strategic levers for quality reforms in manpower development. Without this coherency, national development stands the risk of a continued fragmentation. In view of the aforementioned, it is imperative that a critical assessment of the link between PPP and quality educational reforms be carried out. It is based on this that this paper examined strategic PPPs as catalysts for quality reforms in vocational and technical education training in Nigeria, looking at the global practices as guides for critical analysis of the local context.

1.2. Purpose of the study

The purpose of this study is to examine how strategic public-private partnerships serve as catalysts for quality reforms in vocational and technical education training in Nigeria. Specifically the study examined:

- 1) Impact of strategic PPPs on quality reforms in vocational and technical education training in South-South Nigeria.
- 2) How PPP interventions influence graduates' employability and skills relevance to industry linkages in VTET delivery in South-South Nigeria.
- 3) the challenges and best practices that influence effective implementation of PPPs in VTET in South-South Nigeria.

1.3. Research questions

- 1) What impact do strategic PPPs have on quality reforms in vocational and technical education training in South-South Nigeria?
- 2) How do PPP interventions influence graduates' employability and skills relevance to industry linkages in VTET delivery in South-South Nigeria?
- 3) What are the challenges and best practices that influence effective implementing of PPPs in VTET in South-South Nigeria?

1.4 Null hypotheses

H₀₁: There is no significant difference between male and female trainees in their perception of PPPs on quality reforms in VTET in South-South Nigeria.

H₀₂: There is no significant difference between male and female trainees in their perception of challenges and best practices influencing the effective implementation of PPPs in VTET in South-South Nigeria.

2. METHODOLOGY

The study adopted a descriptive survey design. This design was adopted in order to enable the researchers to collect quantitative data from respondents. According to Shinija (2024), descriptive research design is used to systematically describe and document the characteristics of a population or phenomenon without manipulating variables. Three research questions guided the study. The population of the study comprised 1200 participants enrolled in vocational training centres implementing PPP initiatives across the six States in the south-south region of Nigeria. A multi-stage sampling technique was adopted to select a sample size of 200 participants from four randomly selected States. 50 participants were further selected randomly from twelve training centres in the States (three centres from each State). A 30-item structured questionnaire titled "Public-Private Partnership as Catalysts for Quality Reforms in Vocational and Technical Education Training Questionnaire" (PPPCFQRTETQ) was used for data collection. The instrument was divided into four sections; Section A consisted of the demographic information of the participant. Sections B, C, and D contained the 30-item statements, 10 statements each from the three research questions. It was graded on a four-point rating scale of SA = 4, A = 3, D = 2, and SD = 1 point. The instrument was face and content validated by three research experts, two from vocational and technical education and one from measurement and evaluation, all from the Faculty of Education, University of Delta, Agbor, Delta State, Nigeria. The reliability was determined using Cronbach's alpha statistics, which yielded a reliability coefficient of 0.76, 0.78, and 0.75 for sections B, C, and D, respectively, with an overall coefficient of 0.76. This value was accepted as suitable for the study according to Hulin et al. (2001), who state that a generally accepted rule is that alpha (α) of 0.6 - 0.7 indicates an acceptable level of reliability. Descriptive statistics (Mean and Standard Deviation) were used to answer the research questions with a criterion mean of 2.50.

Items with a mean of 2.50 or higher were accepted, while items with a mean of less than 2.50 were not accepted. Inferential statistics (Independent sample t-test) was used to test the null hypotheses at a significant level of 0.05.

3. RESULTS

3.1 Results for each research question

Research Question 1: What impact do strategic PPPs have on quality reforms in vocational and technical education training in South-South Nigeria?

Table 1. Mean and Standard Deviation responses on the impact of strategic PPPs on quality reforms in vocational and technical education training

S/N	PPPs Quality Reforms on VTET	(x)	SD	Remark
1	The tools and machines in my centre are modern	3.29	0.74	Agreed
2	The classrooms and laboratories in my centre are in good condition	3.85	0.65	Agreed
3	Our centre has benefited from new infrastructural funding through PPP arrangements	2.42	0.72	Disagreed
4	Instructors in my centre always receive industry-based training	3.65	0.48	Agreed
5	PPP arrangements have improved quality maintenance of training facilities in my centre	3.83	0.85	Agreed
6	There is enough ICT equipment to support technical training	3.23	0.43	Agreed
7	PPPs have enhanced the safety standards of our workshop	3.75	0.45	Agreed
8	My centre has a stable power supply	2.37	0.74	Disagreed
9	Damaged teaching materials are regularly replaced	3.23	0.46	Agreed
10	Persons with disability do access training in my centre	3.65	0.78	Agreed
Grand Mean		3.35	0.63	Agreed

X = Mean, SD = Standard Deviation

The data analysis in Table 1 reveals that the mean values of items 1,2,4,5, 6,7,9 and 10 fall within and above the criterion mean of 2.50, while the values of items 3 and 8 fall below the limit of 2.50. However, with a grand mean value of 3.35, it indicates that respondents generally agree that strategic PPPs influence quality reforms in vocational and technical education training. The Standard Deviation score of 0.63 shows that opinions among respondents were reasonably consistent, with few variations in perception. This suggests that the majority of PPP trainees share similar views about the positive impact of the interventions on quality reforms in VTET.

Research Question 2: How do PPP interventions influence graduates' employability and skills relevance to industry linkages in VTET delivery in South-South Nigeria?

Table 2. Mean and Standard Deviation of respondents on how PPP interventions influence graduates' employability skills, relevant to industry linkages in VTET delivery

S/N	PPP interventions and the relevance of employability skills	(x)	SD	Remark
11	The skills I have acquired in training match current industry demand	3.65	0.74	Agreed
12	Industry partners give instant feedback on trainees' performance	2.75	0.67	Agreed
13	The curriculum used in my programme is always updated with industry input	2.42	0.56	Disagreed
14	Employers are involved in the trainees' assessment	3.86	0.53	Agreed
15	PPP arrangements have exposed trainees to modern workplace practices	3.58	0.84	Agreed
16	Industry visits are organized regularly through PPPs	2.63	0.47	Agreed
17	PPP trainees are more valuable than others to employers of labour	3.97	0.78	Agreed
18	The PPP-supported training improved my confidence as a job seeker	3.42	0.66	Agreed
19	Collaboration in PPP training helped my communication skills	3.56	0.68	Agreed
20	PPP partners provide mentoring for trainees	2.58	0.56	Agreed
Grand Mean		3.24	0.65	Agreed

X = Mean, SD = Standard Deviation

Data analysis in Table 2 reveals that the responses were all in agreement with the statement, except statement number 13, where the mean (2.42) was below the criterion mean of 2.50 on a four-point rating scale. This suggests a generally positive perception of respondents on PPP interventions' influence on employability skills relevance to industry needs. The grade mean score of 3.24 above the benchmark average also indicates that respondents generally view PPP interventions as a bridging instrument between acquired skills and employability relevance linkage to industry and labour market. With a standard Deviation of 0.65, the analysis reflects moderate variability, as most opinions cluster around the mean score limit.

Research Question 3: What are the challenges and best practices that influence the effective implementation of PPPs in VTET in South-South Nigeria?

Table 3. Mean and Standard Deviation of respondents on the challenges and best practices that influence the effective implementation of PPPs in VTET

S/N	Challenges and best practices influencing Effective PPP in VTET	(x)	SD	Remark
21	There is a shortage of skilled instructors to deliver PPP programmes	3.39	0.64	Agreed
22	Inadequate monitoring reduces PPP effectiveness	3.68	0.75	Agreed
23	Private sector partners are committed to long-term support	2.42	0.56	Disagreed
24	Lack of trust between partners limits PPP effectiveness	3.63	0.54	Agreed
25	Training schedules are disrupted by inadequate materials	3.53	0.95	Agreed
26	Some PPP sectors fail in their obligation	3.53	0.48	Agreed
27	Obsolete PPP curriculum and a lack of collaboration affect the implementation success	3.45	0.45	Agreed
28	Non- availability of clear policy frameworks hinders PPP effectiveness	3.67	0.84	Agreed
29	There are significant positive results in PPP-supported projects in my centre	2.46	0.47	Disagreed
30	An effective evaluation procedure improves PPP project outcomes	3.87	0.37	Agreed
Grand Mean		3.36	0.61	Agreed

X = Mean, SD = Standard Deviation

Table 3 reveals the mean response range of 2.42– 3.87, with mean values of items 21, 22, 24, 26, 27, 28, and 30 above the criterion mean of 2.50, while the mean values of items 23, 25, and 29 fall below the criterion limit of 2.50. The grand mean of 3.36 suggests that respondents affirmed the existence of PPPs implementation challenges, reflecting that best practices would serve as a way forward. With a Standard Deviation of 0.61, it shows that participants' responses are fairly consistent with little variation. The variability could be a result of individual perception of the subject matter, level of knowledge, or individual experiences.

3.2. Test of hypotheses

H₀₁: There is no significant difference between male and female trainees in their perception of PPPs on quality reforms in VTET in South-South Nigeria.

Table 4. Summary of Independent Sample t-test of male and female trainees' perception of PPP on quality reforms in VTET

Respondents	N	X	SD	t-value	p-val	Df	level of Sig.	Decision
Male	120	3.10	0.55	3.01	0.003	198	0.05	Sig
Female	80	2.85	0.60					

N = Number, X = Mean, SD = Standard Deviation, df = Degree of freedom

From Table 4 above, the *t*-value 3.01 is greater than the *p*-value of 0.003 at the 0.05 level of significance. Therefore, the null hypothesis is rejected. This indicates statistically that there is a significant difference in the perception of PPP on quality reforms in vocational and technical education training between male and female trainees; however, the male trainees reported a more positive perception of PPP on quality reforms in VTET with a mean of 3.10 compared to their female counterparts with a mean of 2.85. This implies that gender significantly influences the perception of PPP effectiveness in VTET reforms in South-South Nigeria.

H₀₂: There is no significant difference between male and female trainees in their perception of challenges and best practices influencing the effective implementation of PPPs in VTET in South-South Nigeria

Table 5. Summary of Independent Sample t-test of male and female trainees' perception of challenges and best practices that influence the effective implementation of PPPs in VTET

Respondents	N	X	SD	t-value	p-val	Df	level of Sig.	Decision
Male	120	3.05	0.50	2.42	0.016	198	0.05	Sig
Female	80	2.90	0.55					

Data in Table 5 above shows that the *t*-value 2.42 is greater than the *p*-value of 0.016 at the 0.05 level of significance. Therefore, the null hypothesis is rejected. This indicates statistically that a significant difference exists between male and female trainees' perception of challenges and best practices that influence the effective implementation of PPPs in VTET in south-south Nigeria. However, the male trainees reported a more positive perception of challenges and best practices that influence the effective implementation of PPPs in VTET, with a mean of 3.05 compared to their female counterparts with a mean of 2.90. This also implies

that gender basically influences the level of perception of PPP effectiveness in VTET reforms in South-South Nigeria.

4. DISCUSSION OF FINDINGS

The findings of this study, as revealed in Table 1, indicate that Public–Private Partnership plays a significant role in enhancing quality reforms in Vocational and Technical Education and Training (VTET) in South-South Nigeria. This agrees with Olabiyi et al. (2022) assertion that PPP facilitates access to industry-grade equipment and modern workshops, which directly improves practical training quality and reduces the technology gap between schools and workplaces. Male trainees demonstrated a higher mean perception than their female counterparts. This difference may be attributed to individual exposure to vocational and technical training environments, access to industrial experiences, or gender-based participation patterns in vocational training programmes.

The result in Table 2 revealed a generally positive perception of respondents on PPP interventions' influence on employability skills relevance to industry needs. The grade mean of 3.24 above the benchmark average indicates that respondents generally view PPP interventions as a bridging instrument between acquired skills and employability relevance linkage to industry and labour market. In support of this finding, Odugbemi et al. (2024) maintained that there is a need for public-private partnership in technical education to support teaching and learning resources for effective programme delivery.

The independent sample t-test in Table 4 revealed a statistically significant difference in the perception of PPPs on quality reform in vocational and technical education training. The values in the t-test table indicate that male trainees reported a more positive perception of PPPs on quality reforms compared to their female counterparts. The null hypothesis, which states that there is no significant difference between male and female trainees in their perception of PPPs as quality reforms in VTET, was rejected as the t-statistical value was greater than the p-value at the 0.05 level of significance. This implies that there is a significant difference in perceptions of male and female trainees on PPPs as reforms in VTET.

The analysis in Table 5 shows the independent-samples t-test of participants' perceptions of challenges and best practices that influence the effective implementation of PPPs in VTET. The result revealed no significant difference between the trainees' perceptions of challenges and best practices that influence effective PPP implementation. This finding suggests that both male and female participants share similar views on the challenges that affect PPP implementation and the best practices that can tackle the barriers to PPP effectiveness. Since the t-statistical value was less than the p-value, the null hypothesis is rejected. Dumbiri and Nwadiani (2020), in their study, affirmed that challenges in PPP implementation are major barriers against VTET quality reforms and sustainability of the intervention. In agreement with the study findings on best practices as a way forward, Tumba and Ibanga (2025) affirmed that adopting PPP best practices is a relevant and effective strategy for addressing the core challenges confronting vocational and technical education training in Nigeria. The authors advised that PPP interventions should be matched with clear governance, institutional capacities, and linkages to national quality assurance.

5. CONCLUSION

This study established that public-private partnerships serve as a powerful mechanism for driving quality reforms in vocational and technical education training in Nigeria. By leveraging the complementary efforts of the public sector on policy direction, regulatory oversight, and the private sector's technological expertise, innovation, and labour market oversight, PPP interventions have significantly promoted quality reforms in vocational and technical education training and have enhanced employability skill relevance linkage industry and VTET. The study also revealed that optimal implementation of PPPs results in VTET quality reforms. However, challenges that ranged from fragmentation of PPP policy, infrastructural deficiency, lack of training of instructors, and curriculum incoherence, among others, remained persistent as barriers to the success of the scheme. The study concluded that without absolute collaboration of the public sector and the private sector in PPP policy formulation, curriculum co-design, and other global PPPs best practices, the systemic constraints would continue to eat deep into the potential of PPPs' interventions on quality reforms in VTET.

6. RECOMMENDATIONS

The following recommendations were made based on the study findings:

- 1) Developing a clear National PPP framework specifically to ensure uniformity of standards in general education and vocational education in particular.
- 2) The expansion of the Industry-Led curriculum to strengthen capacity building for instructors
- 3) Institutionalizing PPPs in all TVET institutions for proper accountability and transparency of the programme

- 4) Creating joint monitoring and evaluation mechanisms to ensure full implementation
- 5) Enhance infrastructural establishment with maximum maintenance across all the VTET centres in the country

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ETHICAL STATEMENT

Participants in this study were duly briefed on the purpose and procedure of the research, ensuring them of voluntary participation and strict data confidentiality. The data collected was strictly used for the purpose of the study.

AI USE STATEMENT

“The authors declare that the generative artificial intelligence (AI) tool Chat GPT was used exclusively for language editing and grammatical improvement. The use the AI tool did not in any form influence the paper content: study design, data analysis, data interpretation, results, or conclusions of the manuscript. Full responsibility of the contents remain with the authors.

DECLARATION OF INTEREST

The authors declare that there were no conflicts of interest. The authors' ideas were all recognized and included in the research.

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