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Prospects of Public Private Partnership and Service Delivery in Taraba State University Jalingo

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Abstract

This study explores the prospects of Public-Private Partnership (PPP) and service delivery in Taraba State University, Jalingo. Given the growing global interest in PPP as a viable strategy for addressing infrastructure deficits and improving service delivery, this research seeks to determine the extent to which such partnerships have contributed to enhanced institutional performance within the Nigerian university context. Adopting a descriptive survey design, data were obtained from academic and non-academic staff using structured questionnaires. A sample size was determined using Taro Yamane's formula, and data were analyzed using descriptive statistics, regression analysis, and reliability testing via Cronbach's Alpha. The study revealed a weak and statistically insignificant relationship between PPP initiatives and effective service delivery in the university. Despite a high internal consistency of the research instrument, results showed that existing PPPs have not significantly improved service delivery in areas such as infrastructure development, administrative efficiency, or academic support services. The findings suggest that lack of regulatory clarity, inadequate stakeholder engagement, and limited private sector interest hinder the success of PPP in the university setting. The study concludes that a more structured, transparent, and policy-driven approach to PPP implementation is needed to unlock its potential. Recommendations include improved policy frameworks, capacity building, and institutional reforms to foster effective PPP models tailored to the needs of higher institutions in Nigeria.

Keywords: Public-Private Partnership, Service Delivery, Higher Education, Institutional Performance, Policy Reform.

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Introduction

Public-Private Partnership (PPP) has emerged as a strategic framework for enhancing service delivery in public institutions, particularly within the education sector of developing countries. The evolving dynamics of governance and the pressing demand for efficient public services have compelled governments to explore collaborative mechanisms involving private sector expertise, efficiency, and innovation. Taraba State University Jalingo, like many public tertiary institutions in Nigeria, faces challenges associated with underfunding, infrastructural decay, and inadequate service delivery mechanisms. These constraints necessitate alternative approaches to governance and financing, with PPP providing a viable solution for bridging the gap between rising demand and dwindling public resources (Adewumi & Akinyemi, 2021; Nwokolo & Uche, 2020).

In Nigeria, the adoption of PPPs in the education sector is relatively nascent but gradually gaining momentum as policymakers recognize their potential to mobilize private sector resources, reduce fiscal burdens, and ensure value-for-money outcomes (Ojo & Akinola, 2022). PPPs enable universities to leverage private sector capital, technology, and managerial expertise to improve infrastructure, enhance academic delivery, and support research initiatives. This is particularly relevant in the context of Taraba State University, where government subventions alone are insufficient to meet the ever-increasing demands for qualitative education and institutional development (Yakubu & Salihu, 2023).

However, the success of PPPs in enhancing service delivery is contingent on several factors, including institutional readiness, legal frameworks, stakeholder engagement, and transparent governance structures. The absence of clear policy guidelines and weak regulatory mechanisms often hampers the effective implementation of PPPs in public universities (Musa & Ibrahim, 2020). Moreover, concerns about accountability, profit motives, and equitable access remain central in debates surrounding PPPs in education (Okafor & Umeh, 2021). Despite these concerns, empirical evidence suggests that when properly structured, PPPs can significantly improve the quality and efficiency of service delivery in higher education (Bello & Lawal, 2022; Eze & Ogbonna, 2021).

The current study explores the prospects of Public-Private Partnership in enhancing service delivery at Taraba State University Jalingo. It assesses the institutional mechanisms, stakeholder perceptions, and existing PPP practices, with the aim of determining their effectiveness in addressing the service delivery gaps in the university. Understanding these dynamics is essential to recommending context-specific policy actions that can promote sustainable and inclusive development in Nigeria's tertiary education sector (Adeleke & Olatunji, 2020; Umar & Garba, 2021).

Statement of the Problem

Globally, the growing demand for efficient public service delivery has compelled many governments to adopt innovative strategies such as Public-Private Partnerships (PPP) to address infrastructural deficits, funding constraints, and quality inefficiencies. In both developed and developing nations, PPPs have proven effective in mobilizing private sector resources to complement public investment, particularly in sectors like education, health, and transportation. Despite the successes recorded in various parts of the world, the implementation and outcomes

of PPPs vary significantly depending on regional contexts, institutional capacities, and governance structures.

In Nigeria, the challenges of poor infrastructure, inadequate funding, and declining quality of services continue to undermine the objectives of public tertiary education. While PPP has been introduced as a policy tool to mitigate these issues, its adoption in the university system remains uneven and underexplored, especially in recently established institutions such as Taraba State University Jalingo. Although studies have examined PPPs in Nigerian public universities, most focus on older and more established institutions, often neglecting the peculiarities of emerging universities in less urbanized settings. This has left a gap in understanding the prospects, limitations, and contextual applicability of PPPs in institutions like Taraba State University, which operates under different economic, political, and socio-cultural dynamics.

Moreover, existing studies tend to concentrate on infrastructural development, leaving out broader dimensions of service delivery such as academic support services, research partnerships, and institutional governance. This study fills this gap by taking a holistic approach to assess how PPP can improve overall service delivery in a relatively young public university. Additionally, there is a theory gap as prior research often relies on general development or governance theories without critically applying or testing partnership-specific models within the university context. This study addresses that gap by aligning its analysis with partnership and institutional theories tailored to educational service delivery. By focusing on Taraba State University, the study provides a unique contribution to the literature and policy discourse, offering insights that are both context-specific and scalable for similar institutions across Nigeria and Sub-Saharan Africa.

Research Objectives

The broad objective of this study is to examine the prospects of Public-Private Partnership (PPP) in enhancing service delivery in Taraba State University, Jalingo.

i. To assess the existing PPP arrangements and their influence on service delivery in Taraba State University.

ii. To examine the perceptions of key stakeholders on the effectiveness and sustainability of PPP in improving educational services.

iii. To identify the institutional, policy, and operational gaps affecting the successful implementation of PPPs in the university.

Research Questions

i. What are the existing Public-Private Partnership arrangements in Taraba State University, and how have they influenced service delivery?

ii. How do key stakeholders perceive the effectiveness and sustainability of PPPs in enhancing educational service delivery in the university?

iii. What institutional, policy, and operational gaps affect the successful implementation of PPP initiatives in Taraba State University?

Research Hypotheses

H_{01}: There is no significant relationship between existing Public-Private Partnership arrangements and service delivery in Taraba State University.

H_{02}: Stakeholders' perceptions of Public-Private Partnership have no significant effect on the effectiveness and sustainability of service delivery in the university.

H_{03}: Institutional, policy, and operational gaps have no significant impact on the implementation of PPP initiatives in Taraba State University.

Literature Review

Public-Private Partnership (PPP): Conceptual and Theoretical Perspectives

Public-Private Partnership (PPP) has evolved as a strategic mechanism aimed at bridging the capacity and resource gaps in public service delivery, particularly in contexts where government resources are insufficient to meet rising public demands. The concept of PPP is grounded in collaborative governance, where public institutions and private entities enter into formal agreements to deliver public goods or services. These partnerships often involve shared responsibilities, mutual benefits, and risk-sharing mechanisms that are structured through legal and institutional frameworks (Okoye & Eze, 2021; Bello & Lawal, 2020). PPPs are increasingly seen not just as funding mechanisms but also as strategic tools for leveraging private sector innovation and efficiency in service delivery (Yakubu & Salihu, 2023; Musa & Ibrahim, 2020).

Globally, countries like the United Kingdom, Canada, and India have successfully implemented PPPs in education, yielding significant improvements in infrastructure, ICT services, and student support systems (Ojo & Akinola, 2022). In sub-Saharan Africa, however, the implementation of PPPs has been more challenging due to weak legal frameworks, limited institutional capacity, and governance inefficiencies (Adewumi & Akinyemi, 2021). Nigeria, in particular, has introduced several policies to promote PPPs, including the National Policy on PPP and the establishment of the Infrastructure Concession Regulatory Commission. However, these efforts are still evolving, and their effectiveness varies significantly across sectors and institutions (Eze & Ogbonna, 2021; Nwokolo & Uche, 2020).

Theoretically, the PPP model aligns with institutional theory and partnership theory. Institutional theory suggests that organizational behaviors are shaped by rules, norms, and formal structures, which in the case of PPPs are critical to determining their success or failure (Adeleke & Olatunji, 2020). On the other hand, partnership theory emphasizes collaborative relationships based on trust, mutual objectives, and resource sharing. The intersection of these theories provides a robust analytical framework for examining how PPPs operate in public universities like Taraba State University.

One major literature gap is the scarcity of studies focusing on PPPs in relatively new universities located in less-developed regions such as Taraba State. Most Nigerian studies emphasize established federal universities in urban centers, often overlooking the challenges and opportunities in emerging institutions (Umar & Garba, 2021). Furthermore, while the bulk of existing literature addresses PPP in infrastructural terms, little is said about its role in academic

services, student welfare, and institutional governance. This narrow focus limits a comprehensive understanding of PPP's potential and constraints in the Nigerian tertiary education sector.

The effectiveness of PPPs also depends heavily on stakeholder perceptions, especially those of university administrators, students, private partners, and government agencies. Stakeholders' trust and willingness to engage in partnerships can influence the scope and sustainability of PPPs (Okafor & Umeh, 2021). Nonetheless, literature on stakeholder engagement in educational PPPs in Nigeria remains underdeveloped. Additionally, few studies have examined how policy and regulatory frameworks either facilitate or inhibit effective PPP implementation in universities.

Finally, PPP success stories in other regions cannot be blindly adopted without a clear understanding of local contexts. A tailored approach that takes into account local needs, socio-economic conditions, and institutional capacities is essential. Therefore, this study addresses a clear gap by focusing on a unique institutional and geographic context Taraba State University offering empirical evidence that may help improve the formulation of education-based PPP policies in Nigeria.

Service Delivery in Tertiary Institutions: Dimensions and Challenges

Service delivery in tertiary institutions encompasses a wide range of activities and functions, including teaching and learning, research facilitation, student support services, infrastructure provision, and institutional administration. The quality of these services directly affects students' academic performance, staff productivity, and the overall effectiveness of the institution. In the context of public universities in Nigeria, service delivery has been plagued by numerous challenges such as underfunding, poor infrastructure, limited research output, and weak administrative capacity (Musa & Ibrahim, 2020; Bello & Lawal, 2022).

Over the years, the Nigerian government has made several efforts to improve the standard of service delivery in universities through funding agencies like the Tertiary Education Trust Fund (TETFund) and policy reforms. However, these measures have not sufficiently addressed the growing demand for quality education and service improvements due to population growth and economic constraints (Yakubu & Salihu, 2023). The gap between available resources and service needs continues to widen, calling for alternative mechanisms like PPPs to fill the void (Adewumi & Akinyemi, 2021).

Effective service delivery in tertiary institutions requires functional physical infrastructure, qualified human resources, reliable academic support systems, and efficient governance structures. Many universities in Nigeria, including Taraba State University, struggle with dilapidated lecture halls, inadequate laboratory equipment, insufficient accommodation, and unreliable internet services—all of which hinder learning and research (Ojo & Akinola, 2022). Service delivery also extends to administrative efficiency, where issues like delayed examination results, poor records management, and slow response to student grievances erode confidence in institutional effectiveness (Eze & Ogbonna, 2021).

Incorporating PPP into university management has been proposed as a way to address these service delivery challenges. Through PPP, universities can attract investments to build and maintain hostels, ICT infrastructure, libraries, and laboratories, thereby improving the quality and accessibility of services. However, the literature indicates that such partnerships are not

widespread in Nigerian universities, and where they exist, they often lack sustainability and transparency due to poor monitoring and accountability systems (Okafor & Umeh, 2021; Nwokolo & Uche, 2020).

The role of stakeholders in service delivery is also critical. University staff, students, government regulators, and private sector partners each have a role to play in ensuring that services are delivered efficiently and equitably. Yet, there is limited empirical research on how these stakeholders interact within the framework of PPP to influence service outcomes in Nigerian universities. Existing studies do not adequately address how stakeholder alignment affects the planning, execution, and evaluation of service delivery projects in higher institutions (Adeleke & Olatunji, 2020; Umar & Garba, 2021).

Furthermore, the relationship between PPP and non-infrastructural aspects of service delivery—such as curriculum development, research collaborations, and academic staff development—remains poorly understood. Most research focuses narrowly on physical development projects without considering the broader educational services that PPP could potentially enhance. This gap necessitates a more integrative analysis of how PPPs can be employed not only for buildings and utilities but also for academic and support services.

In light of these gaps, this study explores how PPPs can be harnessed to improve various facets of service delivery in Taraba State University. It extends existing literature by investigating institutional readiness, stakeholder perceptions, and regulatory environments that either promote or hinder effective PPPs in the context of service delivery. By doing so, the research offers a comprehensive understanding of how PPP can serve as a strategic tool to enhance the performance and quality of higher education services in less-researched institutional settings.

Stakeholder Perception and Institutional Readiness in PPP Implementation

One of the most crucial yet underexplored determinants of successful PPP implementation in tertiary education is stakeholder perception. Stakeholders including university administrators, academic staff, students, government officials, and private investors play central roles in both initiating and sustaining PPP arrangements. Their perceptions influence acceptance, cooperation, and the overall effectiveness of the partnership. In many cases, PPPs fail not due to poor design but because of stakeholder mistrust, poor communication, or a lack of clarity in roles and expectations (Okoye & Eze, 2021; Bello & Lawal, 2022).

Stakeholders' perceptions are shaped by their past experiences, institutional culture, and the existing policy environment. For instance, if previous PPP attempts in a university were marred by corruption, delays, or exclusion of key actors, future engagements are likely to face resistance. Moreover, a common perception in public universities is that PPPs serve profit motives and may compromise access, equity, or academic independence. These fears are often heightened in institutions located in less urbanized areas, such as Taraba State University, where exposure to structured PPP models is limited (Yakubu & Salihu, 2023).

Institutional readiness also plays a pivotal role in determining the success of PPP frameworks. Readiness refers to the extent to which a university possesses the structures, policies, leadership, and human resources necessary to plan, negotiate, implement, and monitor PPP projects effectively. According to Musa and Ibrahim (2020), many public universities in Nigeria lack

dedicated PPP units or legal expertise to engage private partners on equal footing. As a result, agreements are sometimes lopsided or not executed according to plan, further deepening stakeholder mistrust and skepticism. In addition to managerial competence, institutional readiness is also about the existence of a conducive regulatory and policy environment. A university that lacks internal procurement guidelines, quality assurance frameworks, or financial accountability systems is unlikely to attract credible private investors. Eze and Ogbonna (2021) note that private partners assess institutional risks before committing resources, and institutions with weak systems are viewed as high-risk, thereby limiting the inflow of private sector investments. Unfortunately, most literature on PPPs in education focuses on national-level policies, neglecting the internal governance mechanisms within universities that directly influence PPP outcomes.

An equally important aspect is the participatory nature of decision-making in PPPs. When stakeholders especially staff and students are excluded from discussions on PPP projects that affect their welfare, the resulting outcomes often generate conflict, resistance, or poor maintenance culture. Okafor and Umeh (2021) emphasize that transparent communication and inclusive planning are essential for building stakeholder ownership and support. Without this, even well-funded and technically sound PPP projects may underperform or be rejected outright.

Despite its significance, the body of literature on stakeholder engagement and institutional preparedness in PPP initiatives in Nigeria remains sparse. Existing studies tend to analyze outcomes without examining the foundational inputs particularly how perceptions and readiness shape those outcomes. More so, research often generalizes findings across institutions, ignoring contextual factors such as location, university age, and state government support, all of which influence readiness and perceptions in nuanced ways.

Theoretical Framework

This study is anchored on the Institutional Theory, which provides a comprehensive lens for understanding how public institutions such as universities adopt, implement, and sustain Public-Private Partnership (PPP) arrangements. Institutional Theory was initially developed by John W. Meyer and Brian Rowan in 1977, and later expanded by scholars such as Paul J. Di Maggio and Walter W. Powell in their seminal 1983 work on institutional isomorphism. The theory posits that institutions are influenced not only by rational goals and efficiency but also by social expectations, norms, and the need for legitimacy within their external environments.

The main assumptions of Institutional Theory include the idea that organizations tend to conform to rules, norms, and expectations of their institutional environments in order to gain legitimacy, access resources, and survive over time. This process leads to the adoption of structures, practices, and policies that may not necessarily improve performance but signal compliance with prevailing standards. The theory further explains that institutional change occurs through coercive, mimetic, or normative pressures, which drive organizations to adopt similar practices and become more homogeneous over time. These pressures often stem from legal mandates, industry standards, or professional norms.

Strengths of Institutional Theory

i. **Contextual Sensitivity:** It emphasizes the importance of understanding the social, cultural, and regulatory environment in which institutions operate.

ii. **Explains Conformity:** The theory effectively explains why organizations adopt similar practices across different sectors and regions due to legitimacy pressures.

iii. **Highlights Legitimacy:** It underscores that gaining legitimacy is as important as efficiency in organizational survival and strategic choices.

iv. **Useful for Policy Analysis:** It is particularly useful in analyzing how external forces like government policies and donor agendas shape institutional behavior.

Weaknesses of Institutional Theory

i. **Overemphasis on Stability:** The theory tends to focus more on continuity and conformity rather than change and innovation.

ii. **Neglects Internal Dynamics:** It pays limited attention to the role of individual agency, leadership, and internal resistance within organizations.

iii. **Assumes Passive Adoption:** It often assumes institutions passively adopt norms without considering strategic or competitive motivations.

iv. **Limited Prescriptive Power:** The theory is more descriptive than prescriptive, making it less useful for offering practical solutions to institutional problems.

Relevance of the Theory to the Study

Institutional Theory is particularly relevant to this study because it provides a framework for analyzing how Taraba State University, as a public institution, responds to external pressures in adopting PPP models. The theory helps to explain how government policies, accreditation standards, and societal expectations influence the university's decisions to engage with private actors. In the Nigerian context, where universities operate under strict regulatory regimes and often mimic the practices of more established institutions, Institutional Theory offers insight into the patterns of PPP adoption and service delivery reform.

Furthermore, the theory sheds light on why institutions like Taraba State University might adopt PPP practices not necessarily because they are the most efficient, but because they align with prevailing policy trends, donor expectations, or the practices of peer institutions. It also helps to explore how legitimacy concerns such as being seen as modern, responsive, or globally competitive motivate institutional reforms, including PPP initiatives. By anchoring the study on Institutional Theory, this research captures both the external influences and internal adaptations that shape PPP implementation and its impact on service delivery in the university.

Methodology

This study adopts a descriptive survey research design to investigate the prospects of Public-Private Partnership (PPP) in enhancing service delivery at Taraba State University, Jalingo. The

design is appropriate because it enables the collection of data from a large population to describe existing conditions, opinions, and relationships relevant to the research objectives.

The target population consisted of 2,564 academic and non-academic staff members of the university. To determine a manageable and representative sample size, Taro Yamane's (1967) formula was applied as follows:

$$n = N / (1 + N(e)^2)$$

Where:
n = Sample size
N = Population size = 2,564
e = Margin of error = 0.05 (95% confidence level)

$$n = 2564 / (1 + 2564(0.05)^2)$$
$$= 2564 / (1 + 2564(0.0025))$$
$$= 2564 / (1 + 6.41)$$
$$= 2564 / 7.41$$
$$\approx 346.1$$

Thus, the sample size for the study is 346 respondents.

A stratified random sampling technique was adopted to ensure proportional representation from key stakeholder groups such as university staff, students, and administrators. This approach ensures that the views captured reflect the diversity of the university community.

Primary data were collected using a structured questionnaire designed to obtain responses on the current state, challenges, and potential of PPPs in service delivery within the institution. Secondary data were obtained from institutional reports, official documents, academic publications, and government policy frameworks relevant to PPP and higher education.

For data analysis, descriptive statistics such as frequencies and percentages were used to analyze the biodata of respondents and general questionnaire responses. To test the formulated hypotheses, inferential statistics, specifically the Chi-square test and Multiple Regression Analysis, were employed to examine the relationships between PPP variables and service delivery outcomes. All data were processed using the Statistical Package for Social Sciences (SPSS) version 25 for accuracy and consistency.

Data Analysis Results

Table 1
Descriptive Statistics of Respondents' Bio-Data and Core Variables

Variable	Mean	SD	Min	Max
Age (years)	37.95	12.04	18	59
PPP Infrastructure	3.01	1.19	1	5
PPP Governance	3.05	1.21	1	5
PPP Funding	3.00	1.19	1	5
Service Quality	3.16	1.41	1	5

The mean scores for all PPP-related variables are around 3.00 on a 5-point scale, suggesting a neutral to moderately positive perception of PPP arrangements. The service quality mean (M = 3.16) indicates that respondents believe service delivery is slightly above average, but not strongly positive. The relatively wide standard deviations (≈1.2–1.4) indicate variation in perceptions among the respondents.

Table 2
Chi-Square Test of Independence Between Staff Category and Service Quality

χ^2	Df	p-value
8.16	8	.418

The test reveals no statistically significant association between a respondent's staff category (academic, non-academic, student) and their rating of service quality (p = .418). This suggests that across different categories, perceptions of service delivery remain relatively consistent, implying that PPP-related service changes have been experienced similarly throughout the university.

Table 3

Multiple Regression Analysis Predicting Service Quality from PPP Dimensions

Predictor	B	Std. Error	T	P
(Constant)	2.87	—	—	—
PPP Infrastructure	-0.03	—	—	—
PPP Governance	0.13	—	—	—
PPP Funding	-0.00	—	—	—
R^2	.011			

Although PPP Governance has a slightly positive coefficient (B = 0.13), none of the variables significantly predict service quality. The model's R^2 = .011 indicates that only 1.1% of the variation in service delivery can be explained by PPP Infrastructure, Governance, and Funding. This implies that while PPP activities exist, they may not yet be mature or robust enough to drive significant improvements in service delivery—or that other external factors play a more dominant role.

Table 4

Reliability Statistics: Cronbach's Alpha for PPP Items

PPP Dimension Items	Cronbach's Alpha
Infrastructure, Governance, Funding	0.91

The Cronbach's Alpha value of 0.91 shows excellent internal consistency among the items measuring PPP dimensions. This suggests the questionnaire reliably captures a unified construct of PPP engagement, and the items are suitable for further inferential analysis. High reliability strengthens the credibility of findings drawn from this dataset.

Discussion of Findings

The findings of this study provide insightful revelations into the prospects of Public-Private Partnership (PPP) and their influence on service delivery in Taraba State University, Jalingo. The descriptive statistics reveal that the respondents have a neutral to moderately positive perception of PPP arrangements in the university, as indicated by mean scores around 3.0 for PPP infrastructure, governance, and funding. This suggests that while PPP initiatives are present, their visibility and impact are not yet robustly felt across the university community.

The chi-square test further shows no significant association between staff category and perception of service quality. This lack of variation in perception implies a relatively uniform

experience with service delivery improvements (or lack thereof), regardless of the stakeholders' role within the institution. Such uniformity could indicate either consistent implementation of PPP-driven initiatives or widespread challenges in realizing the full benefits of such partnerships.

The multiple regression analysis reveals that PPP dimensions (infrastructure, governance, and funding) do not significantly predict service quality, with an R^2 of just 1.1%. This minimal explanatory power suggests that other institutional factors such as internal management capacity, bureaucratic inefficiencies, or limited private sector involvement may be influencing service delivery outcomes more strongly than the current PPP frameworks.

Despite the weak statistical significance, the high internal reliability (Cronbach's Alpha = 0.91) validates the consistency of responses across PPP variables, suggesting that the instrument effectively captured stakeholder perceptions. This calls attention to a potential mismatch between the design of PPP initiatives and the actual service delivery needs within the university.

Overall, the study indicates that while PPP remains a promising model, its implementation in Taraba State University may require restructuring, improved stakeholder engagement, and more targeted investment to achieve meaningful service delivery outcomes. These findings align with global concerns on the contextual suitability and operational frameworks of PPP models in higher education.

Conclusion

The study concludes that for PPPs to be effective in the university context, there must be stronger institutional frameworks, clearer policy guidelines, and increased private sector engagement tailored to the specific service delivery needs of the institution.

Recommendations

i. Firstly, there is an urgent need for the university management and relevant state education authorities to design a clear PPP policy framework that aligns with institutional needs and service delivery goals. This framework should clearly outline the roles, responsibilities, and expectations of both public and private partners. It must also incorporate transparent monitoring and evaluation mechanisms to track performance and ensure accountability throughout the partnership lifecycle.

ii. Secondly, private sector involvement should be broadened and deepened through strategic engagement and incentives. Rather than limiting PPPs to infrastructure development alone, the scope should be extended to include service areas such as ICT support, facility management, staff capacity-building, and innovation hubs. To encourage participation, the government should provide attractive investment terms, tax waivers, and legal protections that secure private interests while safeguarding public objectives.

iii. Thirdly, capacity building should be prioritized for university administrators and staff involved in managing PPP projects. Many partnerships fail due to poor implementation knowledge and weak negotiation skills. Therefore, training and exposure to best practices in PPP management, contract administration, and stakeholder engagement are essential. With a better-informed internal team, the university can negotiate more balanced agreements that effectively translate into improved and sustainable service delivery outcomes.

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