



Leveraging Public-Private Partnerships (PPPs) for effective administration: A case study of Abubakar Tatari Ali Polytechnic, Bauchi, Bauchi, Nigeria

Othman Ahmed Alkaleri

Department of Public Administration, School of Management Studies, Abubakar Tatari Ali Polytechnic, Bauchi, Bauchi State, Nigeria.

Abstract

This research examines how Public-Private Partnerships (PPPs) contribute to effective management in government-supported higher education institutions, specifically focusing on Abubakar Tatari Ali Polytechnic (ATAPOLY), Bauchi. The study employs a qualitative case study approach, primarily relying on secondary data sources such as institutional policy documents, national guidelines, and academic literature. The analysis follows thematic methods, organizing findings into potential benefits and obstacles of PPP implementation. The results indicate that PPPs offer considerable advantages for ATAPOLY, including the development of infrastructure, diversification of funding sources, enhanced quality and efficiency in educational delivery, and strengthened connections between the Polytechnic and the industry. These results are crucial in tackling ongoing funding shortages and infrastructural challenges that Nigerian state-owned polytechnics encounter. Nonetheless, the findings also reveal significant challenges, including policy and regulatory hurdles, inadequate institutional capacity for managing contracts, risks of unequal cost-sharing, weak mechanisms for transparency and accountability, and political interference in administrative matters. The study concludes that although PPPs cannot replace public funding, they can act as an additional strategy to reinforce institutional sustainability and improve educational outcomes. It suggests enhancing legal frameworks, building institutional capacity, promoting transparency, and encouraging industry partnerships through initial PPP projects. For ATAPOLY to effectively utilize PPPs, it is essential to find a balance between the efficiency of the private sector and public accountability and affordability to ensure equitable access to higher education.

Keywords: Public-Private Partnerships, effective administration, state-owned higher education, ATAPOLY, Bauchi, Nigeria

Introduction

Higher education is crucial for national development, particularly in developing nations where educational institutions act as drivers of human capital development, innovation, and socio-economic progress (Okebukola, 2021)^[21]. In Nigeria, polytechnics are vital in preparing mid-level professionals in science, technology, engineering, and vocational skills essential for industrial advancement and competitiveness (Federal Ministry of Education, 2020)^[10]. Nevertheless, state-owned polytechnics, including Abubakar Tatari Ali Polytechnic (ATAPOLY) in Bauchi, continue to grapple with longstanding administrative and developmental issues that hinder their effectiveness.

A significant challenge that these institutions face is a lack of adequate funding. The higher education sector in Nigeria relies heavily on government funding, which tends to be insufficient, irregular, and unable to satisfy the increasing demands for infrastructure, teaching resources, and research finances (Saint *et al.*, 2018)^[26]. As a result, numerous state-owned institutions function in environments marked by deteriorating facilities, overcrowded classrooms, outdated curricula, and inadequate student support services (Hassan, 2024)^[12]. These circumstances have diminished educational quality and compromised institutional management and credibility among stakeholders.

To address these challenges, both policymakers and scholars have increasingly championed Public-Private Partnerships (PPPs) as a viable funding and management alternative. PPPs are collaborative arrangements where the private sector contributes resources, expertise, and innovation in return for a portion of risks and rewards, while the public

sector maintains oversight and regulatory authority (Patrinos *et al.*, 2009; World Bank, 2022)^[23, 30]. Worldwide, PPPs have been utilized in the higher education domain to provide affordable student accommodation, state-of-the-art laboratories, ICT services, renewable energy solutions, and even research collaborations (Kusumasari, 2023)^[17].

The Nigerian government has also initiated steps to formalize PPPs via the Infrastructure Concession Regulatory Commission (ICRC) Act of 2005 and related state-level initiatives. However, the implementation within the education sector has been inconsistent, with successes hindered by political meddling, limited institutional capability, and skepticism from stakeholders (Ibem & Aduwo, 2022)^[15]. Regarding ATAPOLY, there is considerable potential to harness PPPs for better infrastructure, improved service delivery, and enhanced administration. Nevertheless, achieving this potential necessitates overcoming structural, legal, and cultural obstacles that complicate the adoption of PPPs in state-run higher education institutions.

This study aims to thoroughly investigate how PPPs can be utilized for effective administration in state-owned higher education, taking Abubakar Tatari Ali Polytechnic, Bauchi, as a case study. By analyzing both the prospects and challenges, the paper adds to the ongoing discussion on innovative methods for financing and managing higher education in Nigeria while providing practical recommendations for institutional leaders, policymakers, and private investors.

Objectives

1. To conceptualize PPPs and their relevance to higher education administration.
2. To identify opportunities PPPs present for ATAPOLY's administration.
3. To examine challenges associated with PPP adoption at ATAPOLY.
4. To provide recommendations for leveraging PPPs effectively at ATAPOLY.

Literature Review

1. Conceptualization of Public-Private Partnerships (PPPs)

Public-Private Partnerships (PPPs) are agreements made between public sector organizations and private companies to provide infrastructure and services that have traditionally been offered by the government. As noted by the World Bank (2022) ^[30], PPPs enable governments to tap into private sector resources, technology, and expertise while ensuring public oversight. These partnerships generally involve a division of responsibilities, risks, and benefits between the involved parties. In the education sector, PPPs can encompass physical infrastructure like dormitories, laboratories, and ICT centers, as well as service-oriented initiatives such as e-learning systems and skill development programs (Patrinos *et al.*, 2009) ^[23].

For state-owned polytechnics like Abubakar Tatari Ali Polytechnic (ATAPOLY), PPPs serve as a way to augment government funding and alleviate infrastructural and administrative issues. This approach aligns with Resource Dependence Theory, which suggests that organizations collaborate to obtain resources they cannot produce on their own (Pfeffer & Salancik, 1978) ^[25].

Globally, PPPs have emerged as a significant strategy for funding higher education infrastructure. In nations like India, the Philippines, and South Africa, PPPs have been effectively utilized to increase access to affordable student accommodation, improve digital learning resources, and construct modern educational facilities (Kusumasari, 2023) ^[17]. In contrast, Nigeria has not fully harnessed the potential of PPPs in higher education, despite the urgent demands of the sector.

The Infrastructure Concession Regulatory Commission (ICRC) has recorded several pilot initiatives, including the establishment of student hostels at the University of Abuja and upgrades to ICT facilities at various federal universities (ICRC, 2021). Nonetheless, many of these initiatives encounter delays in implementation due to bureaucratic obstacles and insufficiencies in capacity. According to Idumange and Nwaeke (2018) ^[16], ineffective contract management and insufficient stakeholder involvement have curtailed the efficacy of PPPs in Nigerian tertiary education. Successful administration in higher education involves the effective allocation of resources, transparent governance, responsive service delivery, and ongoing quality enhancement (Okebukola, 2021) ^[21]. Institutions that practice effective administration are more likely to secure funding, retain personnel, and provide enriching academic experiences for students.

PPPs can enhance effective administration by introducing management expertise, fostering accountability based on performance, and alleviating financial pressures. Ibem and Aduwo (2022) ^[15] indicate that PPPs can assist Nigerian institutions in reducing their dependence on government

funding by diversifying income sources. However, without strong institutional capacity and regulatory frameworks, PPPs may also lead to administrative inefficiencies and issues related to equity.

2. PPPs offer a variety of advantages for institutions such as ATAPOLY:

1. **Infrastructure Development:** PPPs facilitate the building of student accommodations, classrooms, ICT centers, and renewable energy projects without exerting immediate pressure on public budgets (World Bank, 2022) ^[30].
2. **Innovation and Efficiency:** Private collaborators frequently introduce advanced technologies and management strategies that can improve teaching, research, and service provision (Kusumasari, 2023) ^[17].
3. **Revenue Diversification:** Commercial initiatives through PPPs, such as staff housing, conference venues, or training facilities, can create additional income sources (Idumange & Nwaeke, 2018) ^[16].
4. **Capacity Building:** Collaborative ventures provide institutional administrators with exposure to contemporary project management and financial methodologies, enhancing governance frameworks (Patrinos *et al.*, 2009) ^[23].

Despite their potential advantages, PPPs encounter several challenges within Nigeria's higher education landscape:

1. **Regulatory Weaknesses:** Numerous states, including Bauchi, lack comprehensive frameworks for PPPs designed specifically for the education sector (World Bank, 2021) ^[30].
2. **Institutional Capacity Deficits:** Many institutions do not possess the technical expertise necessary for negotiating, monitoring, and enforcing PPP contracts (Ibem & Aduwo, 2022) ^[15].
3. **Financial Risks:** Delays in governmental payments and unstable revenue sources may diminish private sector confidence (Hassan, 2024) ^[12].
4. **Stakeholder Resistance:** Students and staff frequently perceive PPPs as a means of commercialization and increased fees, resulting in protests and skepticism (Okebukola, 2021) ^[21].
5. **Political Interference:** Changes in governance and fluctuating policy priorities can disrupt long-term agreements (Saint *et al.*, 2018) ^[26].

2.1 Leveraging PPPs for Effective Administration at ATAPOLY

Abubakar Tatari Ali Polytechnic (ATAPOLY), characterized by its multi-campus setup and extensive student body, presents a strong case for the implementation of Public-Private Partnerships (PPPs). As a publicly funded institution, it grapples with issues such as insufficient funding, deteriorating infrastructure, and increasing student

enrollment. PPPs can be utilized to develop modern student accommodations, enhance ICT infrastructure, and initiate renewable energy projects, thereby decreasing dependence on inconsistent power supply.

Nevertheless, the institution will encounter various obstacles in its pursuit of PPPs. Firstly, ATAPOLY must enhance its administrative capabilities regarding project design and contract management. Secondly, robust regulatory support from the Bauchi State government is essential to instill confidence in private partners. Lastly, engaging stakeholders, including students, staff, and local communities, is critical to alleviate opposition and promote inclusivity in project results (ATAPOLY, n.d.; Hassan, 2024)^[12].

2.2 Theoretical Framework

The exploration of Public-Private Partnerships (PPPs) in higher education can be enriched through theoretical perspectives that elucidate how institutions mobilize resources, govern, and uphold accountability. Two pertinent theories that provide a foundation for this investigation are Resource Dependence Theory (RDT) and Principal-Agent Theory (PAT).

2.3 Resource Dependence Theory (RDT)

Resource Dependence Theory, proposed by Pfeffer and Salancik (1978)^[25], asserts that organizations cannot thrive independently; they depend on external entities to access vital resources such as funding, technology, and expertise. Within this framework, organizations aim to minimize uncertainty and manage their reliance on external sources by forming collaborations, partnerships, or networks.

In the realm of higher education, RDT suggests that state-owned institutions like ATAPOLY must collaborate with outside stakeholders, including private sector participants, to acquire funding and expertise that government sources alone may not provide consistently. Persistent underfunding and deteriorating infrastructure render ATAPOLY highly reliant on state aid, which introduces vulnerabilities that hinder effective management (Saint *et al.*, 2018)^[26]. Through PPPs, ATAPOLY can lessen its financial dependence on government allocations and widen its resource pool. This approach aligns with RDT's assertion that organizations establish partnerships to address external limitations and ensure long-term sustainability (Hillman *et al.*, 2009)^[11].

For example, if ATAPOLY collaborates with private investors for hostel construction, the institution can alleviate its financial strain while retaining oversight. This collaboration enhances the stability of student accommodation services, thus improving administrative effectiveness and student welfare. However, RDT also points out the potential risk of shifting dependency from government to private partners, highlighting the necessity for strong governance and regulatory frameworks.

2.4 Principal-Agent Theory (PAT)

Principal-Agent Theory offers another valuable perspective for examining PPP structures. This theory investigates scenarios where one party (the principal) entrusts another (the agent) with authority to execute tasks on its behalf, but disparities in interests and information imbalances can lead to issues of opportunism, moral risks, or inefficiency (Eisenhardt, 1989)^[9].

Concerning PPPs in higher education, the public institution (ATAPOLY or the Bauchi State Government) serves as the principal, while the private entity assumes the role of the agent tasked with delivering services or infrastructure. The primary challenge is ensuring that the agent prioritizes public aims, such as affordability, inclusivity, and quality, rather than focusing exclusively on profit. Poorly structured contracts or ineffective oversight may lead the agent to compromise standards, inflate student costs, or neglect service quality (Ibem & Aduwo, 2022)^[15].

For instance, if ATAPOLY enters into a PPP for ICT infrastructure without adequate performance evaluation criteria, the private partner might emphasize profit generation over student accessibility. Principal-Agent Theory underscores the significance of well-defined contracts, specific performance metrics, and monitoring processes to align the agent's motivations with the principal's objectives (Lane, 2013)^[19]. This alignment is crucial to ensure that PPPs benefit both the public interest and the investor's profit requirements.

2.5 Integrating the Two Theories

RDT and PAT, when considered together, offer a thorough perspective on Public-Private Partnerships (PPPs) within the administration of ATAPOLY. RDT clarifies ATAPOLY's motivation for forming partnerships to mitigate financial and infrastructural reliance on the government, while PAT details the necessary structure of these partnerships to prevent misaligned incentives and maintain accountability. The combination of both theories highlights that although PPPs can alleviate resource limitations, their effectiveness relies on strong governance frameworks that address principal-agent risks and reconcile conflicting interests. Therefore, the theoretical framework emphasizes two key priorities for ATAPOLY: (1) strategically utilizing PPPs to tackle resource shortages, as indicated by RDT, and (2) creating and overseeing contracts that protect the institution's mission, as proposegovernance

Methodology

This research employs a qualitative case study approach, which is particularly suitable for examining intricate social and administrative dynamics within specific institutional environments. According to Yin (2018), case study research is ideal for conducting in-depth examinations of real-world situations where the lines between the phenomenon and its context are not clearly defined. In this instance, the study explores how Public-Private Partnerships (PPPs) can be utilized to improve administrative effectiveness in a publicly funded higher education institution, specifically Abubakar Tafari Ali Polytechnic (ATAPOLY), in Bauchi.

The selection of a qualitative method arises from the necessity to gather nuanced insights into institutional realities, policy frameworks, and contextual challenges that quantitative methods may fail to capture effectively (Creswell & Poth, 2018)^[8]. By concentrating on ATAPOLY, the research offers a context-specific perspective on the opportunities and challenges involved in implementing PPPs within Nigeria's polytechnic system.

ATAPOLY was chosen as the primary institution due to its pivotal role in delivering technical and vocational education in Bauchi State and the broader North-East region of Nigeria. Founded in 1988, the institution confronts ongoing funding and infrastructure difficulties, making it a pertinent

case for evaluating the impact of PPPs in state-owned higher education (Abubakar Tatar Ali Polytechnic [ATAPOLY], n.d.). The case study method enables the investigation of how PPPs can be incorporated into ATAPOLY's administrative structure while taking into account the institutional, political, and economic contexts.

The research mostly relies on secondary data, which includes:

Institutional documents such as ATAPOLY's strategic plans, budget reports, and policy documents.

National policy documents and frameworks, including guidelines from the Infrastructure Concession Regulatory Commission (ICRC) and educational policies from Bauchi State.

Academic literature on PPPs in higher education, encompassing peer-reviewed journal articles, books, and conference proceedings.

Reports from international organizations like the World Bank and UNESCO on the application of PPPs in education. Utilizing secondary data allows access to rich, contextualized information while bypassing the resource and time constraints linked to collecting primary data (Bowen, 2009)^[6].

The data were examined through thematic analysis, a method that entails identifying, coding, and interpreting recurring themes within qualitative data (Braun & Clarke, 2006)^[7]. Thematic categories were constructed around key elements of the study, specifically:

1. Understanding of PPPs in higher education.
2. Advantages that PPPs offer for ATAPOLY.
3. Challenges related to the adoption of PPPs.
4. Approaches for utilizing PPPs to enhance administration.

Themes were contrasted across various sources to confirm triangulation and validity. The incorporation of multiple data sources improves reliability and mitigates potential bias (Patton, 2015)^[24].

While the case study approach provides in-depth understanding of ATAPOLY's environment, it may restrict the applicability of its findings to other state-run institutions in Nigeria. However, the insights acquired can contribute to wider conversations about the adoption of PPPs in higher education throughout the nation.

Results

The outcomes of this research indicate that although Public-Private Partnerships (PPPs) have considerable potential to enhance effective administration at Abubakar Tatar Ali Polytechnic (ATAPOLY) in Bauchi, their execution is hampered by systemic, institutional, and contextual obstacles. The findings are grouped into two main thematic areas: opportunities and challenges.

1. Opportunities of PPPs for ATAPOLY

1. Infrastructure Development

A vital opportunity that PPPs provide for ATAPOLY lies in the realm of infrastructure development. As a government-funded institution, ATAPOLY confronts limitations in funding from the Bauchi State government, which regularly contends with conflicting priorities. PPPs present a means to attract private sector investment for the building and upgrading of lecture halls, laboratories, student accommodations, and ICT facilities (Akintoye &

Kumaraswamy, 2016)^[5]. This is in line with Nigeria's national PPP framework, which highlights the importance of partnerships in addressing infrastructure deficiencies in education (Infrastructure Concession Regulatory Commission [ICRC], 2020)^[13].

2. Quality Enhancement and Efficiency

By leveraging PPPs, ATAPOLY can gain access to managerial skills, innovation, and efficiencies offered by the private sector. Collaborations might bring in advanced teaching materials, digital learning platforms, and research partnerships that enrich the quality of technical and vocational education (Patrinos *et al.*, 2009)^[23]. For instance, private sector involvement in ICT infrastructure could facilitate blended learning and digital skills development, which are increasingly significant in today's job market.

3. Revenue Diversification

PPP structures such as build-operate-transfer (BOT) models, concession-based services, or joint ventures in commercial projects can provide alternative sources of revenue for ATAPOLY. This decreases reliance on governmental funding, fostering financial sustainability (Kwami, 2019)^[18]. The diversification of funding sources also enables the institution to plan for long-term initiatives without being hindered by the variability of state budgets.

4. Industry Linkages and Graduate Employability

PPPs promote cooperation between polytechnics and industries, ensuring that curricula remain relevant to labor market needs. By partnering with private entities, ATAPOLY can improve internship opportunities, vocational training, and entrepreneurship initiatives, ultimately enhancing the employability of its graduates (World Bank, 2017)^[28]. This collaboration also helps to close the gap between theoretical knowledge and practical application in technical education.

2. Challenges of PPPs for ATAPOLY

1. Policy and Regulatory Bottlenecks

Even with national PPP policies in place, the actual implementation in state-owned institutions frequently encounters challenges due to unclear regulatory frameworks and bureaucratic obstacles. Situated under the Bauchi State government, ATAPOLY deals with difficulties in maneuvering through approval procedures and ensuring adherence to ICRC standards (Akinyemi, 2013)^[4]. The lack of institutional independence further restricts the Polytechnic's capacity to independently negotiate and manage PPP agreements.

2. Limited Institutional Capacity

The administration at ATAPOLY lacks sufficient technical knowledge in areas such as PPP contract design, financial modeling, and risk-sharing mechanisms. According to Oyedele (2019)^[22], numerous higher education institutions in Nigeria find it challenging to build internal capabilities for managing intricate PPP contracts, resulting in potential inefficiencies and risks of unfavorable agreements.

3. Financial Risks and Affordability

Although PPPs offer new financial opportunities, there are concerns regarding the affordability of services for students. For example, private sector investments in accommodation

or utilities might lead to increased student fees, potentially limiting access to education for low-income individuals (Obadare, 2020) ^[10]. Finding a balance between financial sustainability and equity continues to be a significant challenge.

4. Trust Deficit and Transparency Issues

For PPPs to succeed, transparency, accountability, and mutual trust between public and private entities are essential. However, corruption, weak oversight, and lack of accountability in Nigeria's public sector often undermine confidence in PPP initiatives (Transparency International, 2021) ^[27]. This trust deficiency discourages reputable private partners from collaborating with institutions like ATAPOLY.

5. Political Interference

The results also reveal that political influence in decision-making continues to hinder sustainable Public-Private Partnerships (PPPs). Regular shifts in government, inconsistent policies, and meddling in institutional governance can disrupt long-lasting partnerships, causing hesitation among private investors regarding involvement in state-owned higher education projects (Akinwale, 2020) ^[3].

3. Summary of Results

In summary, the results indicate that PPPs offer considerable opportunities for ATAPOLY, particularly in mitigating infrastructural shortcomings, improving quality, broadening revenue sources, and enhancing industry connections. Nonetheless, these opportunities are offset by significant difficulties, including policy hurdles, restricted institutional capacity, concerns around affordability, inadequate transparency measures, and political interference. The findings imply that unless these challenges are thoroughly addressed, the potential of PPPs in advancing administration at ATAPOLY may not be fully realized.

Conclusion

This study explored the potential benefits of utilizing Public-Private Partnerships (PPPs) for efficient administration in public higher education, with a specific focus on Abubakar Tatari Ali Polytechnic (ATAPOLY), Bauchi. The findings indicate that PPPs can be a viable approach to tackling urgent institutional issues such as insufficient infrastructure, financial instability, and weak industry connections. By leveraging resources and expertise from the private sector, PPPs can provide opportunities to enhance infrastructure development, boost the quality of education, diversify income streams, and improve graduate employability (Patrinos *et al.*, 2009; Kwami, 2019) ^[18, 23].

However, the research also highlights significant obstacles that hinder the successful implementation of PPPs. These barriers include policy and regulatory challenges, limited institutional capability to oversee PPP frameworks, financial risks that could impact access and equity, political interference, and issues of transparency and accountability (Oyedele, 2019; Transparency International, 2021) ^[22]. If these challenges are not systematically addressed, PPPs run the risk of becoming ineffective or exploitative, ultimately undermining their goal of enhancing higher education delivery.

For ATAPOLY, effectively utilizing PPPs necessitates a careful balance between potential benefits and challenges by

creating a transparent, accountable, and supportive institutional environment. It also requires strong collaboration among government entities, private sector partners, and the Polytechnic's administration to achieve mutually beneficial outcomes. In the end, while PPPs cannot entirely replace public funding, they can act as a supplementary strategy to bolster the capacity and sustainability of state-owned higher education institutions in Nigeria (Akintoye & Kumaraswamy, 2016) ^[5].

Recommendations

In light of the findings, the following recommendations are made to assist ATAPOLY and other state-owned higher education institutions in successfully leveraging PPPs:

1. The Bauchi State government should align its educational policies with national PPP guidelines established by the Infrastructure Concession Regulatory Commission (ICRC).
2. ATAPOLY's administration should improve its technical abilities in negotiating PPPs, managing contracts, and monitoring developments.
3. To foster trust among stakeholders, PPP agreements should undergo transparent procurement processes and be subject to regular audits.
4. While attracting private investment, precautions must be taken to avoid cost increases that could burden students.
5. ATAPOLY should actively seek partnerships with industries in areas such as information and communication technology, renewable energy, and construction.
6. Government authorities ought to reduce political interference in PPP contracts.
7. Instead of launching large projects right away, ATAPOLY should start with smaller pilot PPP initiatives like ICT centers, hostel management, or solar-powered energy projects. Insights gained from these pilot programs can guide the development of larger partnerships and mitigate risks (Akinyemi, 2013) ^[4].

References

1. Abubakar Tatari Ali Polytechnic. About us. <https://atapoly.edu.ng>
2. Agreen JA, Nwaeke GC. Public-private partnership in tertiary education in Nigeria: The sustainability question. *Nigerian Academic Forum*, 2005;9(1):87–92.
3. Akinwale AA. Political interference and the governance of higher education institutions in Nigeria. *Journal of Higher Education Policy and Management*, 2020;42(3):293–308. <https://doi.org/10.1080/1360080X.2020.1713210>
4. Akinyemi S. Public-private partnership in education: Issues and challenges. *Mediterranean Journal of Social Sciences*, 2013;4(3):47–52. <https://doi.org/10.5901/mjss.2013.v4n3p47>
5. Akintoye A, Kumaraswamy M. Public-private partnerships: A global review. *Built Environment Project and Asset Management*, 2016;6(3):218–231. <https://doi.org/10.1108/BEPAM-02-2016-0012>
6. Bowen GA. Document analysis as a qualitative research method. *Qualitative Research Journal*, 2009;9(2):27–40. <https://doi.org/10.3316/QRJ0902027>

7. Braun V, Clarke V. Using thematic analysis in psychology. *Qualitative Research in Psychology*,2006;3(2):77–101. <https://doi.org/10.1191/1478088706qp063oa>
8. Creswell JW, Poth CN. *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications, 2018.
9. Eisenhardt KM. Agency theory: An assessment and review. *Academy of Management Review*,1989;14(1):57–74. <https://doi.org/10.5465/amr.1989.4279003>
10. Federal Ministry of Education. *Education sector analysis report*. Federal Ministry of Education, 2020.
11. Hillman AJ, Withers MC, Collins BJ. Resource dependence theory: A review. *Journal of Management*,2009;35(6):1404–1427. <https://doi.org/10.1177/0149206309343469>
12. Hassan KI. Public–private partnership and educational infrastructure in Nigeria. *Journal of Public Affairs and Leadership*,2024;6(2):1–15.
13. Infrastructure Concession Regulatory Commission. *National PPP guidelines for infrastructure development in Nigeria*. ICRC, 2020.
14. Infrastructure Concession Regulatory Commission. *Public-private partnerships that work: Creative financing of higher education in Nigeria* [Conference presentation]. ICRC, 2021. <https://www.icrc.gov.ng>
15. Ibem E, Aduwo EB. Challenges and opportunities in public–private partnerships (PPPs): Evidence from Nigeria. *Journal of Infrastructure Policy and Development*,2022;6(2):234–249.
16. Idumange J, Nwaeke G. Contribution of public-private partnership to educational development in Nigeria. *International Journal of Education and Evaluation*,2018;4(3):10–21.
17. Kusumasari B. Critical success factors of public–private partnerships in the education sector. *International Journal of Educational Management*,2023;37(3):309–324. <https://doi.org/10.1108/IJEM-03-2022-0123>
18. Kwami AG. Alternative funding for higher education in Nigeria: The role of PPPs. *International Journal of Educational Development*,2019;68:1–9. <https://doi.org/10.1016/j.ijedudev.2019.05.003>
19. Lane JE. Agency problems in public sector reforms: An institutional economics perspective. *Public Policy and Administration Research*,2013;3(12):45–53.
20. Obadare T. Affordability and equity challenges in higher education PPPs: Evidence from Nigeria. *African Journal of Education and Development Studies*,2020;17(2):89–102.
21. Okebukola P. Higher education in Nigeria: Prospects and challenges. *African Journal of Higher Education Studies and Development*,2021;9(1):15–29.
22. Oyedele LO. Barriers to effective public-private partnerships in Nigeria’s higher education sector. *International Journal of Construction Education and Research*,2019;15(2):123–141. <https://doi.org/10.1080/15578771.2018.1519684>
23. Patrinos HA, Barrera-Osorio F, Guáqueta J. *The role and impact of public-private partnerships in education*. World Bank, 2009.
24. Patton MQ. *Qualitative research and evaluation methods* (4th ed.). Sage Publications, 2015.
25. Pfeffer J, Salancik GR. *The external control of organizations: A resource dependence perspective*. Harper & Row, 1978.
26. Saint W, Hartnett TA, Strassner E. Higher education in Nigeria: A status report. *Higher Education Policy*,2018;31(3):299–320. <https://doi.org/10.1057/s41307-017-0050-6>
27. Transparency International. *Corruption perceptions index 2020*. Transparency International, 2021. <https://www.transparency.org/en/cpi>
28. World Bank. *Education sector strategy 2020: Learning for all*. World Bank, 2017.
29. World Bank. *Nigeria country partnership framework FY21–FY25*. World Bank, 2021. <https://documents.worldbank.org/en/publication/document-detail/526171611619063445>
30. World Bank Public-Private Partnership Group. *Guidance on PPP legal frameworks*. World Bank, 2022. <https://ppp.worldbank.org>
31. Yin RK. *Case study research and applications: Design and methods* (6th ed.). Sage Publications, 2018.