



Private Sector Participation and Institutional Leadership in the Management of Tertiary Education in Rivers State, Nigeria

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Abstract

This article examined private sector participation and institutional leadership in the management of tertiary education in Rivers State. Descriptive survey research was adopted this study. The population of the study was 4,145, which comprised senior professional management staff of the selected universities, companies and community. The sample of the study comprised 400 respondents. The research instrument used for data collection was the Private Sector Participation Questionnaire and Institutional Leadership Questionnaire of the Management of Tertiary Education Questionnaire (PSPILMTEQ). Section 'A' of the questionnaire seeks to elicit the demographic data of respondents. Section 'B' question items arranges from provision of funds, infrastructural development, and Information and Communication Technology (ICT) facilities. Respondents responded to a 4 point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree. The reliability of the instrument was determined using Cronbach Alpha. The data were analyzed using the Statistical Package for Social Sciences (SPSS) version 23, and the research questions were answered using mean and standard deviations scores at 2.5 criterion mean at a calculation of $4+3+2+1=10/4=2.5$. The study gathered that private sector participation promote institutional leadership and the management of tertiary education in Rivers State, hence, a strong relationship exists between private sector participation and institutional leadership in the management of Tertiary Education in Rivers State, Nigeria, and recommended that funding of provision of infrastructure in tertiary education should be a joint responsibility of the federal, state and local governments and the private sectors. Private sectors should support the provision and utilization of Information and communication technology (ICT) in tertiary institution for compliance for international best practice to meet global demands.

Keywords: Private Sector, Participation, Institutional Leadership, Management, Tertiary Education, Rivers State.

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INTRODUCTION

The management of tertiary education in Rivers State has received public outcry in recent times, due to the dilapidated infrastructure and incompetence of graduates produced by some of the institutions which to some extent has made them unemployable. It is expected that tertiary institutions should contribute to national development through high level manpower needed to cater for the various man power and socio-economic needs in our economy as stated in the National Policy on Education (FRN, 2014). Unfortunately, this expectation has received a foul-cry to some extent, because most graduates cannot write or make simple sentence. The society requires men and material resources that are globally competent and competitive in global market especially in this era of technology. The causes for this decrepitude and incompetency that have led to the public outcry may perhaps be related to private sector participation and institutional leadership in the management of tertiary education.

It is presumed that private sector participation and institution leadership will influence the management of tertiary education in Rivers State to achieve the expected goals of tertiary education as outlined in the National Policy on Education (FRN, 2014). The policy document specified that the Nigeria's philosophy of education is based on the following: Education is an instrument for national development and social change, Education maximizes the creative potentials and skills of the individuals for self-fulfillment and general development of the society, Education is to be qualitative, comprehensive functional and relevant to the needs of the society, Education is compulsory and a right of every Nigerian irrespective of gender, social status, religion, colour, ethnic background and any peculiar individual challenges, Education is vital for the promotion of a progressive and united Nigeria (Ololube, 2018).

Tertiary education is that education given to students after post Basic Education in institutions such as universities and inter-university centres such as the Nigeria French language village, Nigeria Arabic language village, national institute of Nigeria language, institutions such as Innovation Enterprise Institutions (IELS) and colleges of Education, Monotechnic, polytechnics and other specialized institutions such as colleges of Agriculture, schools of Health and Technology and the National Teachers' Institutes (NTI). The goals of tertiary education include; Contribute to national development through high level manpower training, reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market, promote accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians, promote and encourage scholarship, entrepreneurship and community service, provide high quality career counseling and lifelong learning programs that prepare students with the knowledge and skills for self-reliance and the world. It is the going concern in Rivers State that Private Sector, well-meaning individuals, Host Community Development Committee (CDC) has assisted in funding and provision of facilities such as classrooms, libraries, hostel, laboratories etc. This is imperative because education has been considered as a vital tool by all in the society as a dynamic and useful instrument of change, thus countries that are already developed and those developing have adopted it to be an instrument par excellence for effecting national development (FRN, 2014).

As a matter of urgency, Nigeria as a nation need education for all its citizens in the advancement of technology to enhance development, which should not be left in the hands of government alone but need collective and collaborative efforts of all meaning citizens who show concern to drastically reduce the level of illiteracy because it is dangerous and bring no development when no quick actions is taken. Furthermore, Mbakwem (2000) sees education as a factor that bring change in behaviour of the learner. This change in behaviour can be seen in a positive or negative way which can be dependent on the learning culture and

experiences the learners come in contact with. In the view of Shama (2008) who defines education as a long-life social process which directs learning for the enablement of individual and society to adequately make use of past treasure of the cultural inheritance to operate effectively in our institutions of higher learning in the present while planning for the future. Private sectors boost tertiary education with the provision of funds, which enhances the productivity level of institutions of learning thereby ensuring the set goals of education is achieved. It is worthy to note that one of the problems facing the management of tertiary education in Nigeria is the lack of adequate funding.

Private sector participation is the partnership and coming together in mutual agreement for public and private bodies or agencies to promote and drive smooth and efficient service delivery in much needed areas of concern and urgent attention. Chief among them are health, sport, transportation, education and agriculture. In Western countries the collaborations Public Private Partnerships (PPPs) have received greater attention, acceptance and has become systematic. Conversely, for most sub-Saharan African countries it is new while for others the concept is unpopular and not practiced.

Although, the Nigeria government has a formal legal framework for the participation in PPPs under the infrastructure concession template but has the bulk of operation focused on health, tourism, public transportation and ICT. To strengthen this assertion Ohia (2011) retreated that the legal framework for the operation of infrastructure Concession Regulatory Commission Establishment Act 2005 and the public procurement Act 2000. The enactment of these laws is to allow for the competition of private sector participation in all public institution as well provide laid down requirement in specifying requisite approvals for all PPP contracts. Sequel to this, institutions of learning in Nigeria are faced with huge infrastructure challenge particularly the tertiary education owing to the fact that the government alone do not have the capacity to finance and meet the needed provisions to run the educational activities but should involve the private sector participation which is not just expedient but imperative. Thus, the educational goals and objectives of running the tertiary education is constantly hinged on a number of factors responsible for the slow pace of educational development in Rivers State which include: Provision of funds, Infrastructural development (School plants), decision making, school community relation, security and employment to mention just a few.

Provision of fund is essential to carter for the day to day needs of any organization. According to Longman dictionary of English language define fund as a supply or sum of money set apart for a special purpose. Considering private sector participation and institutional leadership in the management of tertiary education has suffered various set back in the area of adequate funds. Hence, education in general and tertiary education in particular need to be adequately funded but since the military regime, most sub-Saharan Africa from the 1960s has been under funded. Funds and finance in this context will be used inter changeably but are the same. Tertiary education as an institution of learning requires adequate funding for proper management and effective teaching and learning to take place. Finance can be best described as the management, creation, study of money, the study of applicable financial instruments (Investopedia, 2018). Kurt (2017) define finance as a going concern that unveils the essence of managing money and the means of getting needed funds to execute projects.

Infrastructures (Buildings) are those physical structure on ground found in school (tertiary) to enhance effective teaching and learning. They are also regarded as school facilities, which includes school building, such as library, laboratory, hostels, classroom etc. Infrastructure when adequately provided to add value which enhances students' performance and bring up to speed the desired learning ability required to get utmost satisfaction in education. Again, this will transform the lecturers service delivery at its peak and create an enabling environment for effective teaching to thrive. In another perspective, it can be

referred to school plant that assist the lecturers to deliver lectures in a better way which includes classroom building, tables seats, chalk boards that enhance the smooth teaching and learning, process to achieve educational goals and objectives. School plant refers to all the materials easily accessible for the realization of educational set goals and objective, such as toilet facilities, school building assembly hall, white maker board, equipment's for sick bay etc. School plant as described by Alimi, Ehinola and Alabi (2012) are made up of indispensable systems and structures put in place by any educational sector to function in the most efficient way in order to achieve maximal objectives.

Information and communication Technology (ICT) have been defined in different ways by different stakeholders depending on the area of interest and discussion, instrument. The use of Information and Communication Technology (ICT) cannot be over stated, considering its importance for the smooth and quick administrative activities which will enhance teaching and learning process. To this end the introduction of ICT in tertiary education is essential to be compliant for international best practice to meet global demand. Teaching and learning in the contemporary times are powered by information and communication technology ICT because the world is a global village, where everything is going digital to ensure that communication is done in a quick and information stored with sensitive materials can be retrieved from the net fast than is expected. Nnabuo and Asodike (2008), stated that ICT used in modern day technological devices commonly known as computers and relevant software packages are used to store and retrieve information directly or remotely through scientific means for example the internet which is needed in institutions of higher education and other organizations to up load and down load information for teaching and learning. ICT is used by various educational stakeholders and its meaning can be determined based on the relevance and how important ICT is good for their activities.

Statement of the Problem

Tertiary education in Rivers State has suffered negligence over the years in several areas such as provision of fund, Infrastructural facilities, ICT facilities, which are needed for the realization of educational goals among graduates of tertiary education. The failure of the aforementioned factors has necessitated the involvement of private sector participation and the partnering with the institutional leadership for the realization of set educational goals and objectives of tertiary education in Nigeria.

Hence, the primary roles of tertiary education should be to transmit knowledge and skills by giving adequate training through teaching and indebt research to render community service in the educational sector. In addition to the above assertion, an economy without educated citizens will be handicap in the area of providing high level skills necessary and adequate for every opportunity available at their disposal. Regrettable, the ripple effects from the above is obviously seen on Nigeria graduates who cannot be a match with their counter parts globally. It is on the premise of the enumerated problems that the researcher has the conviction which necessitated this study.

Aim and Objectives of the Study

The aim of the study is to examine the relationship between Private Sector Participation and institutional leadership in the management of Tertiary Education in Rivers State. Specifically, the study sought to:

- Determine the extent private sectors and institutional leadership participate to enhance the provision of funds in the management of tertiary education in Rivers State.

- Determine the extent private sectors and institutional leadership participate to enhance the provision of infrastructures (buildings) in the management of tertiary education in Rivers State.
- Determine the extent private sectors and institutional leadership participate in providing ICT facilities to enhance the management of tertiary education in Rivers State.

Research Questions

The following research questions were posed to guide the study:

- How does the private sector participate in providing funding for the management of tertiary education in Rivers State?
- How does the private sector participate in providing infrastructural facilities in the management of tertiary education in Rivers State?
- How does the private sector participate in the provision of ICT facilities in the management of tertiary education in Rivers State?

REVIEW OF RELATED LITERATURE

Theoretical Framework (Triple Helix Theory)

Triple Helix theory was propounded by Henry Etzkowitz and Loet Leydesdorff in the 1990s. The theory talked about university-industry-Government Relations: It involves collaborations between these three bodies particularly the university to achieve effective management of tertiary education through the instrumentality of participation and collaboration in joint partnership between the private sectors, institutional leadership and the government. Regrettably, there has not been much seen in this regard which is the reason most tertiary education are in a deplorably state. Relating this theory to this work, the researcher was moved by the negligence suffered by the tertiary education in Rivers State over the years in the following areas: provision of fund, infrastructure (building), providing ICT facilities, scholarship/donations, decision making, employment and instructional facilities. Hence, this has made the Nigerian students not be a match with their counterparts in the global arena. This is the reason which promotes the researcher to embark on this study in order to help proffer solutions and suggestions on the best possible ways to mitigate the problems presently faced by tertiary education in Rivers State and effectively manage them in our contemporary times.

This theory is relevant to the study among other objective is to examine private sector participation in relation to institutional leadership in the management of tertiary in Rivers State. The researcher finally states the application of Triple Helix Theory to this study will be of importance because it has to do by looking at first, the main actors having specific roles to play in ensuring tertiary education in Rivers State is effectively managed. This is centered on problems tertiary education in Rivers State is facing and the roles institutional leadership employ in mitigating in terms of effective management. Second point the researcher is trying to examine the three institutions involved in management of tertiary education they are the university, the industry and the government which have relationship in interactive concerted action built in siting projects in that will enhance teaching and learning process and how the private sectors can assist by providing adequate funding to the tertiary education in Rivers State. Third, there is need for the private sectors and institutional leadership to collaborate in the effective management of tertiary education in Rivers State.

Concept of Private Sector

Private Sector Participation means the various roles the private sector play and engage in the management of tertiary education in Rivers State. This means they collaborate with institutional leadership to close the gap and provide needed resources to ensure educational goals are attained where the government has failed. According to Webster dictionary, private sector is a part of any economy of a country where its activities are not controlled or owned by the government. The provision of school amenities is largely provided and financed by government at all levels hence limiting access for funds to be released by government for education purpose are inadequate to cater for educational needs of tertiary education in River State. Therefore, private sector comprises all well-meaning private ventures, companies, individuals, non-governmental organization in full control than the government (Obanya, 2002).

In view of the delay in non-availability to provide educational needs and the continuous reduction of budgetary allocation in education, government now develop mutual and innovative partnership with the private sector to boost the educational sector. In pursuance to this, it has become necessary for private sector participation to come in because there is a gap already created that still exists in most tertiary institutions in Rivers State. This is evident because it is in dire need of infrastructures like lecture halls for students to learn, lack of offices for faculties (lecturers), inadequate hostel accommodation for students, Information and Communication Technology (ICT) facilities, supplies for teaching and learning aids, lack of portable drinking water, poor research facilities, poor power supply. However, the lack of funds compounds the problem faced by tertiary education, to resolve this issue the private sector can collaborate with institutional leadership in training the staff and students in areas the school administrator lack competent hands to ensure that teaching and learning take place to produce skilled and qualified graduates from reputable tertiary institution to enhance the economy for profitable development.

Provision of Funds

Funding education should be a joint responsibility of the federal, state and local governments and the private sector. In view of this, government encourages participation of well-meaning individuals, corporate organizations, private oil companies, banks, local communities to join force in ensuring that basic needs of tertiary education are supplied and provided for in order to accomplish educational set goals. To support this assertion Amuseghan (2010) notes that adequate funding of tertiary education will improve productivity in the educational sector. Regrettably, poor management of little school funds provided to run the day to day activities is alarming. According to Guthrie and Schuermann (2017) sees school finance to be governmental and organizational processes by which revenue is sourced via taxation, tuition, fees, and philanthropy provided for the support of funding school needs. Regrettably, poor management of little school funds provided to run the day to day activities is alarming. However, higher institution like the tertiary education is expected to compliment government efforts by generating funds internally which specifies the statutory 10%.

Akinsanya (2007) laments that universities in Nigeria are not willing to part with the aforementioned 10% of revenue generated. Sadly, this has affected most projects because there are insufficient funds thereby rendering academic activities on a stand still point. Emunenu (2008) agrees that government alone cannot meet all the demands requested by tertiary education. Therefore, it behooves on private sectors to participate in the provision of adequate funds to manage tertiary education in Rivers State. This means that private sectors participation cannot be over stated in the management, of tertiary education in Rivers State.

Funds are the pillar that support education to develop by acquiring needed resources to carry out programs and activities efficiently. This means no organization with no exception to tertiary education can operate effectively and monthly without funds. The tertiary education can access funds via sources such as:

Fund from Alumni: It is funds received from graduates of tertiary education as a way of making donations and meaningful contributions to the growth of education as part of providing the needs institution where they were trained.

Endowment fund: This is gotten when wealthy individuals make endowments by taking specific projects for instance infrastructural or setting aside any amount of money for the needs of institution for a number of years. Also, foreign aids can be of assistant to tertiary education by for countries. In addition, international aids render assistance to universities (tertiary education) and their students. The aiding agents include the World Bank, United States Agency for International Development (USAID), United Nations Development Organization (UNDO), United Nations Educational Scientific and Cultural Organization (UNICEF), United National Development Program (UNDP), Non-governmental Organization (NGO's), etc.

Intervention fund: This is another source where the tertiary education receives funds for its operations. They are funds generated through tax levied on corporate companies, which are used to establish a funding scheme for the tertiary education, Tertiary Education Trust Fund (TETF), formally Education Tax fund (ETF) was established for the purpose of raising funds for the education sector. It is believed that the reasons for the involvement of Public Private Partnership (PPP) in tertiary education service delivery is for expanding access to quality education and ensuring learning outcomes are improved ultimately. To buttress this notion, Odekunle and Babalola (2009) in their submission stated that supply demand gap in education is as a result of the failure of the public sector to meet up education requirements of its citizens. Their assertion further explains that the overall needs of the labour market are met from the total output of the supply system. Thus, there is an urgent need for the private sector to become a key player because they are in high demand of human work force would greatly improve tertiary education for easy access which would lower costs. Hence, Public Private Partnership (PPP) program will enhance the advocacy for quality control mechanism and true accountability that is purposeful for the entire profit of educational sector.

From the foregoing and submission made thus far, it is belief and opinion of the researcher that government alone cannot handle the needs of tertiary education in Rivers State but it has become imperative for private sectors to offer their assistance. However, the universities role in the management of tertiary education in Rivers State can be seen from the aspect of regarding the part institutional leadership plays through funding by way of charging rent on hostel accommodation from students, convocation fees, seminar fees, operate book shop, school fees, departmental fees and they should be accountable in ensuring that funds provided by private sectors are properly utilized on projects it is meant for. To support this assertion Amuseghan (2010) notes that adequate funding of tertiary education will improve productivity in the educational sector.

Infrastructure Facilities

Provision of infrastructure is another way the private sectors can participate in the growth and development of tertiary education. School plant is also described as the school state, building, the playground, equipment in laboratories, libraries and other essential materials which provides for effective teaching and learning (Onwurah, 2004). Expressed differently, Amanchukwu and Ololube (2015b) saw it as school seats, all the essential structures both permanent and semi-permanent such as machines, laboratory equipment and chalkboard for

teaching and learning effectiveness. It is therefore important that proper and adequate infrastructure be put in tertiary education to ensure teaching and learning process is enhanced. School plant according to Alimi, Ehinola and Alabi (2012) are those indispensable system and structures that are needed to enhance effectiveness in the educational sector in order to achieve stated objectives. Reiterating the need for school plant and its importance, Walson (2015) emphasized that since school plant is sine qua non to the achievement of school goals, it is the responsibility of government and top management including teaching and non-teaching staff of tertiary education to ensure that school plant are adequately supplied and promptly provided for effective management to avoid wastage of funds. This implies that it is not enough to make available instructional facilities to schools but an urgent need is sought in ensuring that they are regularly maintained so it can serve optimally.

Osawe (2006) stated that school plant involves planning and keeping records of school facilities, supervising and evaluating their availability in encouraging faculties and students to be involved in the participation and regular maintenance of school plant. It is pertinent to note that providing school plant for tertiary education should be sustained by instilling maintenance culture for future use. Presently, the few infrastructures provided by private sectors and government in most tertiary education are mis-managed which give in for wastage. Consequently, infrastructures meant for students' use are either stolen or vandalized in the case of riots or protest. Therefore, it is the responsibility of institutional leadership to provide duty roster and for those managing the school plants and bring strict measures and punishment to offenders.

Olga (2011) and Briggs and Walson (2018) stressed that school plant management as stages of decisions by individual or groups in the school system to ascertain the need to operate and use of school plant the most effective way. In the words of Adelabu (2012), school plant management has to do with adequate planning, organizing, coordinating and budgeting for the building of school plant to ensure better service delivery is enhanced to bring about qualitative education. It is with this view that school plant management is considered very important. Thus, when school plants are not properly maintained and managed could result to wear and tear which make it fast to dilapidate which has no benefit on tertiary education to harness their useful life span. From the negative point of view, the educational facilities acquired will not be useful to the educational sectors thereby which results to waste of resources. Hence, maintenance culture should be emphasized in all tertiary education to reduce cost acquiring school plant that could be channeled to educational programs. Therefore, school plant maintenance should be regular for the up keep of school facilities to put them in good shape and working conditions for the purpose of reusing when needed (Ogundele, 2005; Ogoche, 2011; Uko, 2015).

Amanchukwu and Ololube (2015a) stressed that maintenance culture is a continuous effort of school management to set aside a regular time in checking school plant that are not in use which can be a trait for effective teaching and learning process. Despite few school buildings, there is need to provide for their maintenance which continue to pose a huge challenge in our contemporary time. It is with urgent plea for the private sector and institutional leaders in tertiary education to make it their priority to prepare duties roster in schools to make it mandatory for people whose task is to check all facilities and equipment to do their reports and forwarded to appropriate authority for award attention and approval where necessary. In view of the researcher, school plant is vital for teaching and learning to take place.

This means proper routine checks should be carried out from time to time and maintenance culture strictly followed to keep them in working condition in order to reduce wastage and disrupt teaching and learning activities. In addition, a penalty should be meted to officers whose duties are to check and report on time to avoid total breakdown where it could

be repaired to reduce cost. However, the infrastructure (building) will not be considered safe if there is no security of lives and properties. There is need to provide security for the protection of lives and properties of persons living within the university environment and has to be considered very important and should not be treated with any form of levity. A scenario where the school environment is unsafe for teaching and learning according to Skybrary (2013) will not motivate faculties and other administrative personnel to put in their best in ensuring educational goals are attained but they feel reluctant in discharging their duties and are absent from school.

The problem of insecurity can be traced with the high level of unemployment among the youths in the society where tertiary institution is sited. The essence of security is to eliminate the rate of stealing and vandalization of the infrastructure so they can serve their purpose optimally. Kpee and Obong (2018) noted that schools are to operate in an open system to get vital information that may be useful when it is exposed to external forces in protection against undue attacks which can hinder efficient delivery of job and students' academic performance.

In addition, the private sector can also participate in providing experienced and qualified safety officers to minimize the risks factors and harmful practices as a result of exposure of school environment to hoodlums. This can be achieved through collaboration with the institutional leadership of tertiary education to partner together to avoid reoccurrence. A safe school will give rise to more admission and sustainable education because there is peace in the environment as well as the materials used for teaching and learning are kept safe. This means to achieve quality education in tertiary education there should be avoidance of insecurity. Briggs (2011) stressed that to imbibe safe culture, the institutional leadership in tertiary education should adopt some safety measures that assure students and faculties have happy living to ensure prolonging of the usefulness of infrastructural facilities.

Information and Communication Technology (ICT) Facilities

Private sectors should support the provision and utilization of Information and communication technology (ICT) in tertiary institution for compliance for international best practice to meet global demands. ICT in school management by institutional leadership should be regarded as important because almost what every person does requires the use of ICT. Hence the introduction ICT)in institutions of learning should be taken seriously as the growth and success story of students and lecturer will enhance their performance. The use of ICT has brought tremendous fast and efficient way of administering, directing and coordinating the day to day activities of the school system. Thus, the introduction of ICT serves as a vital tool which functions as a catalyst to other educational resources for better educational outcome. Similarly, ICT can be used as a means to improve the process and product of education. ICT is used by various educational stakeholders and its meaning can be determined based on the relevance and how ICT is good to their activities.

In other words, the meaning of ICT cannot be separated from any electronic device which allows for easy and better means to manage information among individuals in a central working system. Perron et al. (2010) retreated that ICT are basically those electronic tools put in use to convey, manipulate and store data electronically for efficient productivity. This clearly states that ICT is essentially centered on a collection of devices that are operated using electronic means to operate it for quick gathering, dissemination of information among staff members with similar objectives, storing, deleting of information sharing the same office or different locations. These devices must make it easy for information to be easily and

effectively shared without hindrance to enhance and improve service delivery on time and when necessary.

The use of ICT in tertiary education has reduced the faculties (lecturers) workload in the area and recording assessment scores, sending internal memo from departments to another, giving of assignment to students and receiving same, teaching from power points, and slides during seminar presentation, for teaching at workshop and seminar. In addition, the administrative personnel of ICT has tremendously improved, facilitated a better and faster ways to get students to register on line, payment of school fees, surfing the internet web site, WhatsApp group for student to communicate. Furthermore, ICT enable students register their courses, transcript, admission letter, checking and printing results not necessarily inter facing with their lectures (Ololube et al., 2013a).

Regrettably in Nigeria, the promise, which ICT holds for the educational sector in terms of quality service delivery has not been fully harnessed by leaders of tertiary education. Evident in most tertiary institution where institutional leaders who should be at the front line leading and becoming ICT compliant are source of discouragement to other staff member who should be placing advocacy on the importance and functions ICT in school programs and activities but have remained dorsal and complacent to enjoin faculties and students to have the necessary skills to be functional and relevant in their jobs and studies. In view of this, a number of challenges have been observed from faculties and students the reason for non-compliance in the use of ICT. For instance, the lack of funds to purchase lap top and lack of power supply. In order to breach this gap, institutional leadership can give out soft loans to faculties as a possible way to motivate them to be ICT compliant. Also, they could bring people who sale at discounted rate to come and supply and pay at the end of the month. Students should be made to study ICT as a compulsory course and do all academic course work via this medium. It is imperative to note that educational stakeholders need the use of ICT to acquire, process and communicate educational information for the students, lecturers, school administrator like the vice chancellor (VC) etc. ICT have contributed more significantly to ensure the smooth management and easy way of administration of school system for better and fast way to deliver educational services (Ololube et al., 2013b).

Hence, ICT has been defined by different authors in many ways depending on the area of specific discussion. Perron, Taylor, Glass and Margerum-Leys (2010) stated that ICTs are regarded as electronic tools for easy assessment of information, application and storage of data for onward processing. This entails that ICT is hinged on a range of devices which are electronically used to share, retrieve, gather and store information for staff in an institution. ICT is described as a coverage that advance technologies to make communication easier for information accessibility. According to Blurton in Hogue and Alam (2010), ICT refers to set of diverse used as technological tools used to communicate, store create, manage and give out information appropriately. There are various information and communication technology (ICT) facilities and equipment that are used in the management of institution. These are grouped into software and hardware. Therefore, information and communication technology (ICT) facilities and equipment assist in school to achieve her educational goals and objectives short and long-time basis. Examples of ICT devices used in school include but are not limited to the following: computer set, projectors, printers, scanners, storage devices such as disk drive, CD-ROM, Mobile phones, internet, software or packages.

Institutional Leadership and the Management of Tertiary Education

Institutional leadership will focus on how well it can manage tertiary education in Rivers State. They are leaders who have the responsibilities to run the affairs of the tertiary education to ensure that educational goal is accomplished at stipulated time. The institutional

leadership for instance the vice chancellor (VC) is a leader in the tertiary institution should possess forms of behaviours and conduct that are acceptable in the society based on core values (Iroegbu & Echekwube, 2005). It is important that institutional leadership of the tertiary education should have ethical norms and values regarding education. Institution is also an organization where people get influenced by the behaviour of others. This means large organization like university and hospital that has a purpose and are permanent having rules enforced. Simply state that leadership is the process of influencing other to carry out a specific task in an organization. Also, leadership is a process of social influence which maximizes the efforts of others towards the achievement of a goal (Kruse, 2013). Leaders that show outstanding performance are likely to possess visionary qualities and are articulate nature to carry out functions in their institutions. They are to visualize the future in the present and ensure to share their visions and ideas with staff members working with them in the institution to ensure that teaching and learning process are included in the programs for the academic calendar are systematically followed to the latter.

Despite how effective leaders they are saddled with responsibilities that can pose a number of challenges which they have to manage and proffer solutions for its educational goals to be accomplished. Warren Bennis in Anyamele (2004) argued that leadership is a creative enterprise, involving innovating and initiating. It is increasingly accepted however that in order to be a good leader, he or she must have the experience, knowledge, commitment, patience and most importantly the skill to negotiate and work with others to achieve stated goals. Thus, the basis for a good leadership is strong character and integrity. It is increasingly accepted however that in order to be a good leader, he or she must have the experience, knowledge, commitment, patience and most importantly the skill to negotiate and work with others to achieve stated goals. Thus, the basis for a good leadership is strong character and integrity.

Leaders do not work in isolation but at some point, need the support and collaboration it deserves from community relation. Tertiary education is a form of school where students who have successfully completed their secondary education come to acquire knowledge. Therefore, the school can be described as a formal organization that has a unique setting in different ways when compared to a contemporary bureaucratic organization. This gives credence to the fact that the school is not instituted to be rigid and bureaucratic in nature as the ministries or military although it is a formal organization. Therefore, leadership is that process of creating a workable environment and having people influenced can strive willingly and enthusiastically toward accomplishing organization stated goals (Amah & Nkuda, 2014).

Leadership as stated by Global Ethics Network (2018) is a process carried, out by a leader to control, guide, and give order to subordinates by having their behaviour influenced to work in goals attainment. It is expedient for institutional leadership to possess and apply requisite leadership skills and abilities where it is deemed necessary for the growth of the institution. It is worthy of note that for any institution leadership to thrive and become successful, it has to be effectively involved in the application of all relevant processes used in obtaining credible results towards the goal of tertiary education. This means that the institutional leader has to be a role model in this regards the faculties working with him or her look up to for better performances. In addition, this will enhance encourage and motivate them to put in their best against all odds. Leaders of tertiary institutions such as the Vice Chancellors (VC) should be able to set goals and apply appropriate leadership style. Leadership style is that sure way a leader uses to enforce work activities on their subordinates to give their best (Ololube, 2021).

Leadership styles are those approaches used to motivate subordinates to be actively involved in decision making. Hence, institutional leadership of tertiary education should

consider the inputs and ideas of staff (faculties) when taken any decision that will be of benefit and interest as regards their welfare packages and for the overall profitability of the institution for maximum educational set goals. Leadership is arguably one of the most observed yet least understood phenomena on earth (Ololube, 2017). There are various leadership styles a leader can enforce in terms of how it revolves around the school should be dependent on the leadership styles to be used. It is increasingly accepted however that in order to be a good leader, he or she must have the experience, knowledge, commitment, patience and most importantly the skill to negotiate and work with others to achieve stated goals. Thus, the basis for a good leadership is strong character and integrity. There are a couple of leadership styles that could enhance a leader to drive and be enthusiastic.

METHODOLOGY

The research design adopted in this study was a descriptive survey. The population of the study was 4,145, which comprised senior professional management staff of the selected universities, companies and community. The sample of the study was 400 respondents. It comprised management staff of Ignatius Ajuru University of Education, Rivers State University (RSU), University of Port Harcourt in the category of Vice Chancellors, Registrar, Bursars, Librarians, Directors /Deans, Head of Directors, Lecturers, managing directors of private companies, Heads of department of companies. The community consisted of community chiefs, community development chairman and secretaries. The constituent of the population will be tertiary institutions: Ignatius Ajuru University of Education (IAUE), Rivers State University (RSU), University of Port Harcourt (UNIPORT), Agip Oil company and Saipem, and Rumuolumeni community.

The research instrument used for data collection was the Private Sector Participation Questionnaire and Institutional Leadership Questionnaire of the Management of Tertiary Education Questionnaire (PSPILMTEQ).

Section 'A' of the questionnaire seeks to elicit the demographic data of respondents. Section 'B' question items arranges from provision of funds, infrastructural development, and Information and Communication Technology (ICT) facilities. Respondents responded to a 4 point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree.

The initial draft of questionnaire was validated by three experts from the Department of Educational Management of Ignatius Ajuru University of Education. The experts were requested to review and critique the various items on the instruments in terms of relevance, clarity and appropriateness of language and response patterns as they relate to the study. The reliability of the instrument was determined using Cronbach Alpha.

The instrument was administered by the researcher and three research assistants. 425 copies of questionnaire was administered attention while 400 copies were retrieved and properly completed. The returned rate was 95%.

The data collected using the respective instruments were analyzed using the statistical package for social sciences (SPSS) version 23. Research questions were answered using mean and standard deviations scores at 2.5 criterion mean at the calculation of $4+3+2+1=10/4=2.5$.

DATA ANALYSIS AND PRESENTATION

Answers to Research Questions

Research Questions One: How does the private sector participate in providing funding for the management of tertiary education in Rivers State?

Table 1: Showing descriptive statistics for research question one

	N	Mean	SD	Remarks
1. Cash and kind donations	400	2.9450	.57689	Agreed
2. Donation of computers and lab tops for student's ICT practical sessions.	400	3.0150	.88981	Agreed
3. Providing training for staff development	400	3.0475	1.08082	Agreed
4. Make provision for on line educational services.	400	3.2500	.66227	Agreed
5. Provide on line classes for students	400	2.8125	.85976	Agreed
6. Building hostels for accommodation.	400	3.1625	.59748	Agreed
7. Donation of sound speaker for students learning enhancement	400	3.2600	.76411	Agreed
8. Donation of podium for lecturers to deliver lectures and donations for sporting facilities	400	3.2450	.66035	Agreed
Cumulative		3.09218	0.761436	Agreed

The first research question states “how does private sector participate in providing funding for the management of tertiary education in Rivers State”? The purpose of this research question is to determine the extent private sectors and institutional leadership participate to enhance the provision of funds in the management of tertiary education in Rivers State. To answer this question, the responses on item 1-8 of section “B” of the questionnaire were computed using mean and standard deviation in table 1. The result of the analysis revealed a cumulative mean of 3.09218 and a cumulative standard deviation of 0.761436. The descriptive statistics of responses to these items agree that private sectors and institutional leadership participate to enhance the provision of funds in the management of tertiary education in Rivers State. This means that majority of the respondents agree that private sectors and institutional leadership participate to enhance the provision of funds in the management of tertiary education in Rivers State (See table 1).

Research Questions Two: How does private sector participate in providing infrastructural facilities in the management of tertiary education in Rivers State?

Table 2: Showing descriptive statistics for research question two.

	N	Mean	SD	Remarks
9. Providing fund for construction of lecture hall	400	3.4400	.72298	Agreed
10. Funding sick bay for student health care	400	3.2775	.67945	Agreed
11. Provision of laboratory equipment for science practical.	400	2.9975	.74759	Agreed
12. Renovation of dilapidated classroom blocks.	400	2.9825	.66581	Agreed
13. Construction of hotel for student's accommodation	400	3.1400	.60109	Agreed
14. Building library for students	400	3.0550	.59402	Agreed
15. Provision of power plant generating set.	400	2.0175	1.1226	Disagreed
16. Providing fund for the construction of sanitary facilities.	400	2.9675	.57643	Agreed
17. Providing text books to equip library	400	3.5300	.80668	Agreed
18. Provision of shuttle buses for transporting students..	400	2.8525	.64170	Agreed
19. Providing chairs and desk for staff and students.	400	3.6475	.60345	Agreed
Cumulative		3.0825	.70562	Agreed

The second research question states “How does private sector participate in providing infrastructural facilities in the management of tertiary education in Rivers State”? The purpose of this research question is to determine extent private sectors and institutional leadership participate to enhance the provision of infrastructure (building) in the management of tertiary education in Rivers State. To answer this question, the responses on item 9-19 of

section “B” of the questionnaire were computed using mean and standard deviation in table 2. The result of the analysis revealed a cumulative mean of 3.0825 and a cumulative standard deviation of .70562. The descriptive statistics of responses to these items agree to a high extent that private sectors and institutional leadership participate to enhance the provision of infrastructure (building) in the management of tertiary education in Rivers State (See table 2).

Research Questions Three: How does private sector participate in the provision of ICT facilities in the management of tertiary education in Rivers State?

Table 3: Showing descriptive statistics for research question three

	N	Mean	SD	Remarks
20. Private sectors provide projectors for lecturers teaching enhancement.	400	3.1875	.60270	Agreed
21. Provide ICT training programs for students and staff	400	2.1400	.96837	Disagreed
22. Private sectors can provide lap tops for students	400	3.5100	.70792	Agreed
23. Upgrade ICT facilities to meet the demands of 21st century	400	3.4650	.68918	Agreed
24. Provide personnel for regular servicing of ICT facilities	400	3.2750	.66745	Agreed
25. Installation of ICT facilities in lecture hall for student learning	400	3.1375	.56515	Agreed
26. Provide scanners in the university to film information promptly.	400	1.9050	.52599	Disagreed
27. Assist the university in providing marker boards for teaching and learning.	400	3.2000	.73577	Agreed
28. Partner with the university in providing lap tops for students at affordable price	400	2.2250	.93892	Disagreed
29. Assist in providing printers and photocopier for the university to easy their office work.	400	3.1775	.58895	Agreed
30. Build ICT laboratory for students to enhance their skill.	400	1.8900	.63947	Disagreed
31. Installation of camera in the university for surveillance.	400	3.2625	.84283	Agreed
32. Partner with the university in installing internet service to easy students and lecturers research burden.	400	3.1850	1.00414	Agreed
33. Installation of software application in the university to update information of their web site.	400	3.6600	.67494	Agreed
34. Students and staff employ ICT services in their daily activities	400	3.3100	.81889	Agreed
35. Staff and students have difficulties in using ICT facilities	400	3.1600	.62880	Agreed
36. Staff and student’s inconsistency in the use of ICT.	400	3.1350	.63859	Agreed
37. Assist students to do their registration and pay fees on line	400	3.2375	.83236	Agreed
38. Lecturers and student’s assessment scores on line.	400	3.2250	.92819	Agreed
39. Students check their results on line	400	3.2225	.72062	Agreed
40. Posting of call up letters for graduating student for youth service corps.	400	2.8775	.81188	Agreed
41. Students use the ICT facilities to write their Post UME exams into the university.	400	3.2025	1.01690	Agreed
Cumulative		3.02681	.752182	Agreed

The third research question states “How does private sectors participate in the provision of ICT facilities in the management of tertiary education in Rivers State”? The purpose of this research question is to determine the extent private sectors and institutional leadership participate in providing ICT facilities to enhance the management of tertiary education in Rivers State. To answer this question, the responses on item 20-41 of section “B” of the questionnaire were computed using mean and standard deviation in table 3. The result of the analysis revealed a cumulative mean of 3.02681 and a cumulative standard deviation of .752182. The descriptive statistics of responses to these items agree that private sector participate in funding tertiary education in Rivers State. This means that majority of the respondents agree to a high extent that private sector provide ICT facilities in the management of tertiary education in Rivers State (See table 3).

DISCUSSION OF FINDINGS

Providing Funding for the Management of Tertiary Education

Research question one states, “How does the private sector participate in providing funding for the management of tertiary education in Rivers State?” this question was aimed at evaluating respondents answer to how private sector provides funding for the management of tertiary education and the data revealed that respondents agree that private sector participate in the provision of funds and it is significantly related to institutional leadership in the management of tertiary education in Rivers State. The results from the respondents revealed that donations are made in cash and kind, such as sporting facilities, donation of computers and lab tops for student’s ICT practical sessions, providing training for staff development, making provision for on line educational services, providing on line classes for students, building hostels for students accommodation, donation of sound speaker for students learning enhancement and donation of podium for lecturers to deliver lectures are an explanation for the ways private sector participate in institutional leadership and the management of tertiary education in Rivers State.

This result is in line with Amuseghan (2010) when he noted that adequate funding of tertiary education improves productivity in the educational sector. Regrettably, poor management of little school funds provided to run the day to day activities is alarming. According to Ololube (2017), they see school finance to be governmental and organizational processes by which revenue is sourced via taxation, tuition, fees, and philanthropy provided for the support of funding school needs. Unfortunately, poor management of little school funds provided to run the day to day activities is alarming. However, higher institution like the tertiary education is expected to compliment government efforts by generating funds internally which specifies the statutory 10%. Akinsanya (2007) lamented that universities in Nigeria are not willing to part with the aforementioned 10% of revenue generated. Sadly, this has affected most projects because there are insufficient funds thereby rendering academic activities on a stand still point.

Emunenu (2008) agreed that government alone cannot meet all the demands requested by tertiary education. Therefore, it behooves on private sectors to participate in the provision of adequate funds to manage tertiary education in Rivers State. This means that private sectors participation cannot be over stated in the management, of tertiary education in Rivers State. Funds are the pillar that support education to develop by acquiring needed resources to carry out programs and activities efficiently.

Odekunle and Babalola (2009) in their submission stated that supply demand gap in education is as a result of the failure of the public sector to meet up education requirements of its citizens. Their assertion further explains that the overall needs of the labour market are met from the total output of the supply system. Thus, there is an urgent need for the private sector to become a key player because they are in high demand of human work force would greatly improve tertiary education for easy access which would lower costs. Hence, Public Private Partnership (PPP) program enhances the advocacy for quality control mechanism and true accountability that is purposeful for the entire profit of educational sector. From the foregoing and submission made thus far, it is belief and opinion of the researcher that government alone cannot handle the needs of tertiary education in Rivers State but it has become imperative for private sectors to offer their assistance. However, the universities role in the management of tertiary education in Rivers State can be seen from the aspect of regarding the part institutional leadership plays through funding by way of charging rent on hostel accommodation from students, convocation fees, seminar fees, operate book shop, school fees, departmental fees and they should be accountable in ensuring that funds provided

by private sectors are properly utilized on projects it is meant for. To support this assertion, Amuseghan (2010) noted that adequate funding of tertiary education will improve productivity in the educational sector.

Providing Infrastructural Facilities in the Management of Tertiary Education

Research question two states, “How does the private sector participate in providing infrastructural facilities in the management of tertiary education in Rivers State?” respondents agree that infrastructure (building) by private sectors is significantly related to institutional leadership in the management of tertiary education in Rivers State. The results from the respondents revealed that providing fund for construction of lecture hall, funding sick bay for student health care, provision of laboratory equipment for science practical, renovation of dilapidated classroom blocks, construction of hotel for student’s accommodation, building library for students, provision of power plant generating set, providing fund for the construction of sanitary facilities, providing text books to equip library, provision of shuttle buses for transporting students and provision of chairs and desk for staff and students are an explanation for institutional leadership in the management of tertiary education in Rivers State.

This result is in line with Onwurah (2004), who stated that the provision of infrastructure is another way the private sectors can participate in the growth, development and management of tertiary education. School plant is also described as the school state, building, the playground, equipment in laboratories, libraries and other essential materials which provides for effective teaching and learning. Amanchukwu and Ololube (2015b) sees it as school seats, all the essential structures both permanent and semi-permanent such as machines, laboratory equipment and chalkboard for teaching and learning effectiveness. It is therefore important that proper and adequate infrastructure be put in tertiary education to ensure teaching and learning process is enhanced. School plant according to Alimi, Ehinola and Alabi (2012) are those indispensable system and structures that are needed to enhance effectiveness in the educational sector in order to achieve stated objectives. Reiterating the need for school plant and its importance, Walson (2015) emphasized that since school plant is sine qua non to the achievement of school goals, it is the responsibility of government and top management including teaching and non-teaching staff of tertiary education to ensure that school plant are adequately supplied and promptly provided for effective management to avoid wastage of funds.

This implies that it is not enough to make available instructional facilities to schools but an urgent need is sought in ensuring that they are regularly maintained so it can serve optimally. Ololube (2006) stated that school plant involves planning and keeping records of school facilities, supervising and evaluating their availability in encouraging faculties and students to be involved in the participation and regular maintenance of school plant. It is pertinent to note that providing school plant for tertiary education should be sustained by instilling maintenance culture for future use. Presently, the few infrastructures provided by private sectors and government in most tertiary education are miss-managed which give in for wastage. Consequently, infrastructures meant for students’ use are either stolen or vandalize in the case of riots or protest. Therefore, it is the responsibility of institutional leadership to provide duty roster and for those managing the school plants and bring strict measures and punishment to offenders.

Olga (2011) stressed that school plant management as stages of decisions by individual or groups in the school system to ascertain the need to operate and use of school plant the most effective way. In the words of Adelabu (2012), school plant management has to do with adequate planning, organizing, coordinating and budgeting for the building of

school plant to ensure better service delivery is enhanced to bring about qualitative education. It is with this view that school plant management is considered very important. Thus, when school plants are not properly maintained and managed could result to wear and tear which make it fast to dilapidate which has no benefit on tertiary education to harness their useful life span (Ogoche, 2011; Uko, 2015).

Ogundele (2005) noted that proper maintenance of school plant help in various ways: keep the value of school plant in their original status and good conditions for use to discourage wastages, to create a healthy learning environment for productive teaching and learning, reduce the rate school equipment break down, improve academic performance of students to ascertain global best practice that will enable them compete favorably with their peers. Therefore, maintenance culture is the deliberate effort people have to regularly maintain school plant so they are not left in a worst or carry state which can distort the free flow of teaching and learning process of academic calendar. Amanchukwu and Ololube (2015a,b) stressed that maintenance culture is a continuous effort of school management to set aside a regular time in checking school plant that are not in use which can be a trait for effective teaching and learning process. Despite few school buildings, there is need to provide for their maintenance which continue to pose a huge challenge in our contemporary time. It is with urgent plea for the private sector and institutional leaders in tertiary education to make it their priority to prepare duties roaster in schools to make it mandatory for people whose task is to check all facilities and equipment to do their reports and forwarded to appropriate authority for award attention and approval where necessary.

This means proper routine checks should be carried out from time to time and maintenance culture strictly followed to keep them in working condition in order to reduce wastage and disrupt teaching and learning activities. In addition, a penalty should be meted to officers whose duties are to check and report on time to avoid total breakdown where it could be repaired to reduce cost. However, the infrastructure (building) will not be considered safe if there is no security of lives and properties. There is need to provide security for the protection of lives and properties of persons living within the university environment and has to be considered very important and should not be treated with any form of levity. A scenario where the school environment is unsafe for teaching and learning according to Skybrary (2013) will not motivate faculties and other administrative personnel to put in their best in ensuring educational goals are attained but they feel reluctant in discharging their duties and are absent from school.

Provision of ICT Facilities in the Management of Tertiary Education

Hypothesis three which states, “How does the private sector participate in the provision of ICT facilities in the management of tertiary education in Rivers State?” to answer this research question, respondents agreed that the provision of ICT facilities by private sectors is significantly related to institutional leadership in the management of tertiary education in Rivers State.

The results from the respondents revealed that private sectors provide projectors for lecturers teaching enhancement, provide ICT training programs for students and staff, private sectors can provide lap tops for students, upgrade ICT facilities to meet the demands of 21st century, provide personnel for regular servicing of ICT facilities, installation of ICT facilities in lecture hall for student learning, provide scanners in the university to film information promptly, assist the university in providing marker boards for teaching and learning, partner with the university in providing lap tops for students at affordable price, assist in providing printers and photocopier for the university to easy their office work, build ICT laboratory for students to enhance their skill in the management of tertiary education, installation of camera

in the university for surveillance, partner with the university in installing internet service to ease students and lecturers research burden, installation of software application in the university to update information of their web site, students and staff employ ICT services in their daily activities, staff and students have difficulties in using ICT facilities, staff and student's inconsistency in the use of ICT, assist students to do their registration and pay fees on line, lecturers and student's assessment scores on line, students check their results on line, posting of call up letters for graduating student for youth service corps, and students use the ICT facilities to write their Post UME exams into the university are an explanation for the management of tertiary education in Rivers State.

This result is in line with Perron, Taylor, Glass and Margerum-Leys (2010) who retreated that information and communication technology (ICT) are basically those electronic tools put in use to convey, manipulate and store data electronically for efficient productivity. This clearly states that ICT is essentially centered on a collection of devices that are operated using electronic means to operate it for quick gathering, dissemination of information among staff members with similar objectives, storing, deleting of information sharing the same office or different locations. These devices must make it easy for information to be easily and effectively shared without hindrance to enhance and improve service delivery on time and when necessary. The use of ICT in tertiary education has reduced the facilities (lecturers) workload in the area and recording assessment scores, sending internal memo from departments to another, giving of assignment to students and receiving same, teaching from power points, and slides during seminar presentation, for teaching at workshop and seminar. In addition, the administrative personnel of ICT has tremendously improved, facilitated a better and faster ways to get students to register on line, payment of school fees, surfing the internet web site, WhatsApp group for student to communicate. Furthermore, ICT enable students register their courses, transcript, admission letter, checking and printing results not necessarily inter facing with their lectures.

Bingimals (2009) opined that there are possible indications that most lecturers attitude towards change is a hindrance to transformation needed in management of tertiary education in Rivers State. Sadly, most lecturers prefer the use of traditional method in teaching (Idowu & Esere, 2013). Hence, institutional leadership and private sectors should educate and train them of the importance of ICT in the discharge of their work in more efficient way.

Nonetheless, inadequate ICT facilities still exists in some tertiary institutions. This is the most prevailing in institutions of learning where shortage of supply situation of devices and wares to enhance the use of ICT, in the management of tertiary education (Goktas, Yildirim & Yildirim, 2009). This has affected teaching and learning process for the insufficiency in supplies of needed infrastructures as a result has hindered greatly on its application and usage which is dependent on power supply, computer laboratories, good road network and more which has posed as an impediment to the management of tertiary education in Rivers State.

CONCLUSIONS

It is evident that this study evaluated private sector participation and institutional leadership in the management of tertiary education in Rivers State. Tertiary education in Rivers State has suffered negligence over the years in the provision of fund, infrastructural facilities, and ICT facilities. The failure of the aforementioned factors has necessitated the involvement of private sector participation and the partnering with the institutional leadership for the realization of set educational goals and objectives of tertiary education in Nigeria. Hence, the primary roles of tertiary education should be to transmit knowledge and skills by giving adequate training through teaching and indebt research to render community service in the

educational sector. This article therefore plays an important role on private sector participation and institutional leadership in the management of tertiary education in Rivers State. It is an academic writing for government, tertiary institution administrators, Vice-Chancellors and Lecturers, who have a conviction for making an improvement on private sector participation and institutional leadership in the management of tertiary education in Rivers State. From the study, it was gathered that the private sector participation promote institutional leadership and the management of tertiary education in Rivers State, hence, a strong relationship exists between private sector participation and institutional leadership in the management of Tertiary Education in Rivers State, Nigeria.

Recommendations

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

- Funding of provision of infrastructure in tertiary education should be a joint responsibility of the federal, state and local governments and the private sector. The government should therefore encourages participation of well-meaning individuals, corporate organizations, private oil companies, banks, local communities to join force in ensuring that basic needs of tertiary education are supplied and provided for in order to accomplish educational set goals;
- Private sectors should support the provision and utilization of Information and communication technology (ICT) in tertiary institution for compliance for international best practice to meet global demands.

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