

**Engaging Corporate Social Responsibility (CSR) and Public-private Partnerships (Ppps)
for Nigeria's Human Capital Development**

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Abstract

In most civilized cultures, payback is normally required when an individual(s), agency or organisation has benefitted immensely or enjoys considerable patronage from a particular socio-cultural environment. Globally, companies and organisations contribute their quota to national development by intervening in deficient areas and also by taking up some social responsibilities like offering educational sponsorships to indigent members of the community and providing infrastructural support. Even though corporate agencies in Nigeria also get so involved, it is the contention of this paper that a lot more can be done utilizing extraneous tracks such as CSR and PPPs to fast track Nigeria's human capital development. For instance, it is suggested that a pragmatic CSR and PPPs system needs to be put in place that will ensure

that a symbiotic relationship exists between the public and the private sectors in addressing specific areas of need in tertiary education. Firms and multi-national agencies should initiate more PPPs in higher education to help in achieving Nigeria's vision 20-20-20.

Keywords: *Corporate Social Responsibility (CSR), Human Capital Development, Public-Private Partnerships (PPPs)*

Introduction

National development is usually hinged on a process of systematic injection of quality human capital for the optimal exploitation of natural and physical resources (Odeleye & Odeleye, 2009). It is a deliberate policy of building upon the foundation of trust, integrity and diligence, which must first be demonstrated in the leadership. Even though government provides the platform for overall national growth, the dynamics of human capital development typically require all hands to be on deck. It then implies that in addition to governmental efforts, other private and community concerns also need to be directly or indirectly involved in building a formidable human capital base.

With government take-over of schools in the 1980s, and the attendant run-down of education necessitated by the brain drain phenomenon, it is clear that for Nigeria to achieve her 20-20-20 vision, there would be need for systematic private sector intervention in higher education delivery. This would help replenish the drained human capacity. With insufficient infrastructure and mostly outdated equipment in public and private tertiary institutions in Nigeria, it may be expedient that deliberate efforts should be made to encourage private sector participation in filling the lacuna.

Corporate social responsibility (CSR, also called corporate conscience, corporate citizenship, social performance, or sustainable responsible business/ Responsible Business) is a form of corporate self-regulation integrated into a business model. CSR policy functions as a built-in, self-regulating mechanism whereby a business monitors and ensures its active

compliance with the spirit of the law, ethical standards, and international norms. The goal of CSR is to embrace responsibility for the company's actions and encourage a positive impact through its activities on the environment, consumers, employees, communities, stakeholders and all other members of the public sphere who may also be considered as stakeholders.

Proponents of CSR argue that corporations make more long term profits by operating with a perspective, while critics argue that CSR distracts from the economic role of businesses. Others argue CSR is merely window-dressing, or an attempt to pre-empt the role of governments as a watchdog over powerful multinational corporations.

In some specific sense, CSR is tied to aid an organisation's mission as well as a guide to what the company stands for and will uphold to its consumers. Development business ethics is one of the forms of applied ethics that examines ethical principles and moral or ethical problems that can arise in a business environment. ISO 26000 is the recognized international standard for CSR. Public sector organisations (the United Nations for example) adhere to the triple bottom line (TBL). It is widely accepted that CSR adheres to similar principles but with no formal act of legislation. The UN has developed the Principles for Responsible Investment as guidelines for investing entities.

For this paper, it is intended that CSR be redirected to address specific needs of Nigeria's higher educational institutions, thereby impacting national human capacity exertions. This might imply that government at all levels may need to have a system in place to guide private sector intervention in building human capacity for the schools.

On the other hand, Public-Private Partnerships (PPPs) are contractual agreements between public and private agencies primarily geared to facilitate service delivery in specific areas of need such as health, education and agriculture, amongst others. Whereas Public Private Partnerships (PPPs) have become systematized in the industrialized nations of the world, for most of sub-Saharan Africa, it is still a new, or

at best, an emerging concept. Apart from South Africa and Egypt with traditional PPPs in education, most of Africa's attempts at engaging the private sector potential has been in areas such as transportation, tourism and health. In spite of the efforts, a system of education partnerships between the public and the private sectors is not quite in place in most African states. With regard to Nigeria, while it is true that certain legislations institutionalizing PPPs are in place, not much could be said to have been done in terms of compliance, particularly in higher education.

Even though the Nigerian government has a legal framework for PPPs under the Infrastructure Concession template, the focus has been majorly on health, public transportation, tourism and ICT. Ohia (2011) posited that the legal framework for the operation of infrastructure concessions in Nigeria is principally the Infrastructure Concession Regulatory Commission (Establishment) Act 2005 and the Public Procurement Act 2007. These laws set out the requirements for competition and private sector participation in all public procurement as well as specify requisite approvals for all PPP contracts. Nigeria as the most populous black nation in the world (USA Department of State 2012) easily represents the challenge of development in sub-Saharan Africa. Nigeria's infrastructure challenge is huge and it is evident that the government alone cannot muster the human and fiscal resources to meet this need and the involvement of the private sector is not just desirable, but imperative.

Unfortunately, University (Tertiary) education which is the primary provider of high caliber human capital and the key to Nigeria's technological advancement has not been benefitting so much from organized PPPs and CSR. Even though successive Nigerian governments have consistently invested heavily on training of high caliber human resources, most of the efforts have not translated to commensurate socioeconomic growth. From time to time, governments have invited Nigerian professionals in the diaspora and subsequently hired many of them to contribute to her industrialisation. Since the advent of military leaderships in Nigeria from the 1960s, and the subsequent take-over of

all schools by the military government, the provision of public education is largely provided and financed by governments at all levels, thus limiting access to education since government funds are inadequate to cater for all educational needs . However, due to unmet demand for education coupled with reduction in government budgetary allocation to education, it becomes expedient for governments in Nigeria to develop mutual and innovative partnerships with the private sector that will translate into better equipping and training for human resources.

In Nigeria, for instance, entrepreneurs started making incursion into pedagogical service delivery at elementary and high school levels since the early 1970s. Thereafter since the 1990s, forays were being made into the tertiary sector, with the government licensing several private universities, polytechnics and colleges of education to make education more accessible to Nigerians. Today, there are more than fifty (50) private universities in Nigeria! It is suggested that this development may be due to the fact that there are observable gaps in the training programmes and products of the public universities. Also, it is argued that there are insufficient amenities required for training such as laboratories and instructional aids for the training of students in different programs. Added to this are dilapidated infrastructure and poor working conditions that make teaching and research a bore, thus result in faculty protest by way of sporadic industrial actions by academic staff union which most of the time culminate in the closure of the schools and by extension the elongation of academic calendar in every semester. Such disruptions have made four year programmes in the university to drag to six or eight years, thus lowering the overall world ranking of Nigerian universities.

One primary reason for engaging Public-Private Partnership (PPP) in university education service delivery is the prospective role of the private sector in expanding equitable access to quality education and improving learning outcomes. Buttressing this point, Odekunle and Babalola (2009) submitted that the supply-demand gap in education is consequent on the inability of the public sector to meet education demand of the citizenry. They further asserted that while the overall needs of the labour

market are met from the total output of the supply system, there is an obvious need for the private sector as a user of high level human capital to contribute to the supply of this category of manpower. It is clear that with well-articulated partnerships with the private sector, service delivery in both public and private universities would greatly improve. When private sector expertise is leveraged by the government in university education, it would definitely improve access to higher education and hopefully lower costs as well. Both financial and logistics' burden on government would be shared, even at minimal costs to the students. A PPP programme would stimulate improved quality control mechanism and accountability in the entire university system.

Table 1: Federal Allocation to Education in Nigeria from 1988 to 2008

| Years | Total Expenditure | Allocation to Education | Percentage Allocation to Education | UNESCO nom (26% of total exp.) | Amount of Under-funding | Percentage Under-funding |
|-------|-------------------|-------------------------|------------------------------------|--------------------------------|-------------------------|--------------------------|
| 1988 | 27,749.50 | 1,458.80 | 5.25 | 7,214.87 | 5,756.07 | 79.78 |
| 1989 | 41,028.30 | 3,011.80 | 7.34 | 1,0667.36 | 7,655.56 | 71.77 |
| 1990 | 60,268.20 | 2,402.80 | 3.99 | 15,669.73 | 13,266.93 | 84.67 |
| 1991 | 66,584.40 | 1,256.30 | 1.89 | 17,311.94 | 16,055.64 | 92.74 |
| 1992 | 92,797.40 | 2,291.30 | 2.47 | 24,127.32 | 21,836.02 | 90.50 |
| 1993 | 191,228.90 | 8,882.38 | 4.64 | 49,719.51 | 40,837.13 | 82.14 |
| 1994 | 160,893.20 | 7,382.74 | 4.59 | 41,832.23 | 34,449.49 | 82.35 |
| 1995 | 248,768.10 | 9,746.40 | 3.92 | 64,679.71 | 54,933.31 | 84.93 |
| 1996 | 337,271.60 | 11,496.15 | 3.41 | 87,690.62 | 76,194.47 | 86.89 |
| 1997 | 425,284.03 | 14,853.54 | 3.49 | 110,573.85 | 95,720.32 | 86.57 |
| 1998 | 513,446.23 | 13,589.49 | 2.65 | 133,495.02 | 119,906.53 | 89.82 |
| 1999 | 606,608.43 | 43,610.65 | 7.19 | 157,718.20 | 114,107.55 | 72.35 |
| 2000 | 689,770.63 | 57,956.64 | 8.40 | 179,340.36 | 121,383.72 | 67.68 |
| 2001 | 777,932.83 | 39,882.60 | 51.13 | 202,262.54 | 162,379.94 | 80.28 |
| 2002 | 866,093.03 | 80,530.88 | 9.30 | 225,184.19 | 144,653.31 | 64.24 |
| 2003 | 954,257.23 | 64,782.15 | 6.79 | 248,106.88 | 183,324.73 | 73.89 |
| 2004 | 1,042,419.43 | 76,524.65 | 7.34 | 271,029.05 | 194,504.40 | 71.77 |
| 2005 | 1,743,200.00 | 82,795.06 | 4.75 | 453,232.00 | 370,436.94 | 81.73 |
| 2006 | 1,842,587.07 | 87,294.56 | 4.74 | 479,072.80 | 391,778.24 | 81.78 |
| 2007 | 2,348,593.00 | 107,529.39 | 4.58 | 610,634.18 | 503,104.79 | 82.40 |
| 2008 | 3,078,300.00 | 164,000.00 | 5.33 | 800,358.00 | 636,358.00 | 79.51 |

Source: CBN 2008

Table 2: Federal Government Funding of Universities 1990 to 2001

| Years | Amount requested by universities (₦ Billions) | Amount allocated (₦ Billions) | Shortfall between university request and university allocation %) |
|-------|--|-------------------------------------|--|
| 1990 | 1,216 | 0.748 | 38.5 |
| 1991 | 1,453 | 0.779 | 46.4 |
| 1992 | 3,663 | 2.898 | 18.4 |
| 1993 | 5,075 | 5,469 | 10.7 |
| 1994 | 7,342 | 6,392 | 25.6 |
| 1995 | 11,328 | 7,535 | 43.6 |
| 1996 | 12,442 | 7,059 | 39.4 |
| 1997 | 15,820 | 8,196 | 55.4 |
| 1998 | 22,767 | 10,507 | 64.0 |
| 1999 | 40,884 | 33,787 | 74.3 |
| 2000 | 65,579 | 33,788 | 48.5 |
| 2001 | 68,911 | 31,844 | 53.8 |

Computed from National Universities Commission file

Tables 1 and 2 above show that successive Nigerian governments have not met UNESCO's recommendation of 26% of national budgetary allocation to education. This is quite unfortunate but paints the picture of the present situation clearly.

This paper's position is that the more funds invested into tertiary education, the better for building better human capacity. Successive Nigerian governments have, over the years, been unable to achieve UNESCO's recommendation of investing 26% of annual budget into education.

Meaning and Scope of Human Capital Development

Monimah (2010) submitted that the whole idea of human capital emanated from the fact that the acquisition of utilitarian skills, talents, knowledge, and the maintenance of the acquirer during his/her education, study, or apprenticeship, always costs a real expense, which is an investment in the person, hence such investment is conceived to be a capital. The point being stressed here is that the improved skills of a workman may be considered in the same light as a machine or instrument of trade, which facilitates and abridges labor and which, though it costs a certain expense, repays that expense with a profit over time. However, for the purpose of this paper, human capital is considered within the confines of all investment in human beings for the purpose of training, education and empowerment in preparation for exploitation of material, physical and natural resources of the community or nation. In essence, all forms of education and training in tertiary institutions and similar training institutions would aggregate to investment in human capital.

Folayan (2007) listed the scope of human capital development as: -
Identifying the requirement for manpower for the various sectors of the economy;

- Planning of formal education, on the job training, in-service programme and adult education so as to provide the required skills;
- Analysis of the structures of incentives and the utilisation of manpower including unemployment and underemployment and appropriate measures of alleviating them.
- Developing the necessary organisations to be responsible for the execution of the manpower problems.
- Developing management and labour technique working conditions and industrial relations in order to ensure maximum productivity.

These are happenings within the economic, social political and legal environments of the country, which has in one way or another influence the human capital development over the years. For example in the

1960s, the school leaver unemployment became serious and it resulted into rural-urban migration in search of wage employment as a result of the Universal

Primary Education

There was also the need to provide the needed skilled manpower for the expanding economy in the 1960s and therefore the need to gear the educational system to meet up with such need. Furthermore, with the high rate of turnover of expatriate at independence and the Indigenisation policies, it became obviously difficult to recruit the right caliber and qualities of the needed manpower Folayan (2006).

The World Bank Economic mission (IBRD) which paid a visit to Nigeria in 1953, summarized the Nigeria's economy as "expatriate based" and recommended a speedy training program for Nigerians who will contribute maximally to the economic growth of the country. The commission identified technical and managerial skills as areas deserving very urgent attention. Attempts were also made to improve on the level of certain categories of manpower which became manifest in government at independence; however the target was not achieved majorly because the executive capacity was not adequate. This situation worsened the manpower planning efforts in Nigeria then.

Sequence to that was the appointment of the Ashby Commission in April, 1959 to conduct an investigation into Nigeria's need of post-school certificates and higher education for the subsequent two decades (IBRD 1955). Their report which recommended evolution of machinery for continuous manpower development and planning was submitted and accepted. Also, Banjoko (2008) posited that economic factors played a major role in the human capital development of an organisation or a country. During the buoyant times, it seemed there was adequate planning for human capital development as was experienced during the oil boom of the 1970s. There were expansion in industries, many new ones sprang up and the universities became the hunting place for recruiters searching for executive talents.

With the economic depression of the 1980s, the management or mismanagement of the challenge by the military and the subsequent brain drain, human capacity shortage became a major albatross of the Nigeria nation. Majority of the best professionals and academics left the shores of Nigeria for greener pasture abroad. If one takes a cursory look at the situation in most developing economies, even Nigeria today it may be right to infer that the challenge of the 1980s is beginning to replay itself with many vibrant Nigerian professionals and academics seeking for better future abroad. Indeed the socioeconomic environment in Nigeria today might be worse than in the 1980s. This is because today tertiary education may be a shadow of its glorious past and the infrastructure (road, water and power) all seem to have failed. This indeed is a big challenge for all, particularly for government and all stakeholders in the Nigerian economy. The essence of this presentation is to stir the hearts of Nigeria's political leadership, policy makers and stakeholders in the private sector to rise up to the occasion and save Nigeria from falling off the precipice.

Antecedents of Nigeria's Human Capacity Development Efforts

Over the years, the Nigerian government has consistently desired a workable system of human capacity development. Governments' efforts included overseas recruitment, in-service training, establishment of universities and invitation of Nigerians in the diaspora to come and help revamp the system. The development programmes in the country include First National Development plan (1962-1968), Second National Development plan (1970-1974), Third National Development plan (1975-1980), and other policy statements, such as education for all, health for all, and housing for all by the year 2000, vision 2010, National Economic Empowerment, and Development strategy (NEEDS), and the seven point agenda of President Umaru Musa Yar'Adua. Unfortunately, most of these efforts have not yielded the desired development for the country. Hence the shifting of the period within which the country is expected to achieve substantial development from 2010 to 2020, with the proposal of a new development program tagged

“Vision 202020” (Monimah 2010). The Vision 202020 programme is intended to achieve a level of development that would make Nigeria one of the twenty most developed nations in the world. This is 2014 and Nigeria seems still far from actualizing the mandate.

The governments in its resolve to improve on its human capital development profile set up various development agencies notable among them are:

- Industrial Training Fund (ITF) which was established in 1971 to cater for the training need of personnel and students.
- Center for Management Development (CMD) was set up in 1973 to coordinate the activities of institution who are engaged in training and retraining of personnel in Nigeria. (Akinloye 2008).
- The Administrative Staff College (ASCON) Badagry;
- The Civil Service College, Abuja, and
- The Federal Training Centre Lagos
- In 1961, the Nigerian Institute of Management (NIM) was established as a professional body to encourage and develop the art and science of good management.
- Personnel Management Association (PMA) of Nigeria was inaugurated and subsequently changed to the Institute of Personnel Management (IPM) of Nigeria in 1973.

All these agencies were set up to train and improve the capacity and skills of personnel so that there can be increase in value of human capital in the various cadres of the economy and government establishments; However, events have shown that most of the agencies of government have overlapping mandates and targets. Added to this, some of the human capacity development agencies have been distracted from their original mandate. There may be need for a mop-up of these establishments to redirect their resources to the task of reviving human capital for Nigeria’s industrialisation instead of pursuing extraneous agenda.

Shortage of Human Capacity

The term “shortage of human or executive capacity” has become the parlance to describe the major problem of manpower resource and utilisation in many parts of the developing world. It is certainly not a problem that is peculiar to Nigeria and it can be well said to be a common characteristic, indeed, a teething problem, in all developing economies. In a period of rapid change, the problem of manpower shortage is inevitable, as the rate of physical development always outstrips the rate of growth of manpower. This is because, whereas considerable physical development can take place within a period of months or few years, development of human resources is much more time consuming and painstaking, and the strategies and programme implementation are less predictable. Manpower shortage is therefore an important phase in the process of national growth and development. The next phase usually involves a period of intensive manpower development to the extent that the previous trend of shortage may be reversed and the country eventually producing personnel in excess of its requirements. The past and ongoing intensive efforts of the Nigerian governments at federal and state levels to develop and implement an aggressive educational programme may be leading towards that trend.

The available evidence is that Nigeria’s manpower planning may not be as aggressive and purposeful as her social and economic planning. This is because the country seems not to be producing the required hands-on quality personnel to prosecute the ever expanding planned programmes that constitute her social and economic strategies for growth and modernisation. This is where tertiary institutions (especially universities) are most crucial. This is because the universities worldwide actually determine the quality of human capacity in any country.

Phenomenon of Supply and Demand

It can also be said that the present shortage of executive capacity is a function of supply and demand, and the areas where the problem distinctly manifests itself are most of the technical professions that is

Engineering, Medicine, Architecture and Town Planning, Quantity Surveying and the Teaching profession among others. Since demand usually outstrips supply, particularly in a developing economy like Nigeria, a situation of sellers' market prevails whereby the limited supply of manpower are able to move freely within the economy, always moving to areas of greatest advantage in terms of pay and other favourable benefits and conditions. This is the situation now reached in Nigeria, whereby the technical professionals are under constant temptations to leave the public service for the more lucrative private sector whose pay packages and fringe benefits are far more superior to those obtainable in the public service. Nigeria has therefore reached a stage where it is becoming more and more difficult not only to employ personnel into some of these technical positions in the public service but also to keep them for any appreciable length of time. In many cases, professionals including professional teachers seem to use the public service as a launching pad for eventual disappearance into the private sector. The public service loses them just at the time when they had gathered enough of experience and are becoming real assets to the government and its agencies. This trend may not by itself objectionable if it does not constitute serious constraint to the public service programme and national development.

It is commonplace to hear that Nigerian graduates typically are not employable. What this may mean is that tertiary education in Nigeria may be obsolete or outdated. What this may suggest it that even the professors may be out of tune with the reality in the world of work. This should challenge the ivory tower to begin to work out novel options and opportunities that would make college graduates in Nigeria the doyen the world over, just as it used to be. The imperative of the gown becoming more and more relevant to the needs of the town cannot be over-emphasized or underestimated.

The plunge of this paper is that Nigeria's public higher education machinery needs some private sector input, first to change the laid-back mindset of many public servants in tertiary institutions and then to

inject the entrepreneurial spirit into the system. Private sector intervention in tertiary education utilizing Corporate Social Responsibility (CSR) and Public Private Partnerships (PPPs) may be the catalyst that will herald repositioning of Nigeria's public educational institutions to take their prideful place once again in the comity of universities!

The Thrust of CSRS

It is expedient at this point to attempt a working definition of CSR. CSR occurs when firms engage in activity that appears to advance a social agenda beyond that which is required by law (Siegel and Vitaliano 2007). Conversely, CSR occurs when firms spend money for a social cause, sacrificing its profits, just help meet some apparent need in society. However, given that definition, there seems to be little room left for linking CSR to profits, as the two appear tautologically antithetical. If CSR is a pure sacrifice of profits, it may not be at the same time a profit-making programme.

This apparent conflict between CSR and firm objectives was noticed quite early by the Nobel laureate Milton Friedman, who had declared that any effort to use corporate resources for purely altruistic purposes would constitute socialism. In fact, Friedman recommended that corporation law should be modified to discourage CSR (Manne, 2006). Yet more than thirty years after Friedman made his declaration, CSR has become the norm. Surprisingly enough, empirical research (Manne 2006) has indicated positive, neutral and even negative impacts of CSR on financial performance. While CSR antagonists can explain away the practice of CSR as a result of pressure from society, an explanation for the profit motives behind CSR becomes even more necessary to explain the source of the social pressure. Indeed, it would be far more reasonable for society to place the burden of social work on specialized non-profits and NGOs that have the requisite comparative advantage.

It is usually opined that Corporate Social Responsibility (CSR) could be linked to the corporation's profits. In fact, it is increasingly becoming distasteful to question motives for CSR, the supposedly right thing to

do. So much so that CSR has become an operational norm for firms, or at least the benchmark of corporate ethical behaviour. Heads of organisations and company directors are accepting CSR expenses much the same way that they accept other operational expenses such as utility bills.

Firms such as Guinness and Nigerian Breweries Limited clearly communicate their high ethical standards and devotion to CSR. Thereby, perhaps, their product offerings can appeal to market segments having high levels of social conscience. However, strictly speaking, that is not CSR, as much as it is sales. To see why, one can contrast a high-quality hospital and a low-quality free clinic.

Even if the former goes the extra mile to ensure patient's well-being, it may very well be attributed to a marketing motive instead of CSR. A free clinic, on the other hand, may be closer in concept to true CSR, even if its services are not that great. Similarly, when companies sponsor athletics championships or premier league, it is hard to argue whether their sponsorships constitute CSR for marketing, or simply marketing.

It has been argued that there is one and only one social responsibility of business—to use its resources and engage in activities designed to increase its profits so long as it stays within the rules of the game, which is to say, engages in open and free competition without deception or fraud. This paper's position is that the social responsibility of business is to increase its profits, even though fulfilling certain specific obligations to society.

The scale and nature of the benefits of CSR for an organisation can vary depending on the nature of the enterprise, and are difficult to quantify, though there is a large body of literature encouraging businesses to adopt measures beyond financial ones (e.g., Deming's Fourteen Points, balanced scorecards). Orlitzky, Schmidt and Rynes found a correlation between social/environmental performance and financial performance. However, businesses may not be looking at short-run financial returns when developing their CSR strategy. One thing that is so clear about

CSR, when well appropriated, is an out-and-out plus to the organisation and indeed all stakeholders.

The exciting impact of well-packaged CSR is that it will have reverberating effects on the community and the company as well. It presents some positive profile of the company even though it keeps making profits. Indeed, a well-articulated CSR presents a win-win situation to all the parties concerned. In the first instance, the entrepreneur is seen to be lending a hand to the same community that makes him smile to the bank. Added to this, the company staff would be proud and glad to be associated with such a kind and good-spirited agency.

Public Private Partnerships In Nigerian Tertiary Education

In spite of the efforts of the Nigerian government at equipping and revamping public universities all over the country, infrastructure is still grossly inadequate. Hostel accommodation, library facilities and lecture rooms/halls are either not enough or are in poor state. Also, utilities such as water, electricity and roads are usually a great challenge. Primarily, governments could enter into partnerships with the private sector to provide some if not all of the aforementioned needs. Odeleye (2012) submitted that there are some other fundamental issues that need to be addressed if the public agency and the private investor would be able to make success out of the partnership.

Chaotic System of PPPs

In most of the industrialized Europe and North America, PPPs are forged on specific systems which make the terms of partnership clearly defined and progress is usually easy to assess. In Nigeria and in most of sub-Saharan Africa, there is no systematic programme for public-private partnerships in tertiary education. While it is true that there is some visible presence of some key multinationals and corporate organisations in some Nigerian universities (especially the first and second generation universities), it can be much better structured. Hopefully with a better articulated human capacity development plan, the impetus for PPPs may

inevitably come from the public sector and then the private sector agencies could begin leveraging the opportunities for investment in the universities. However, this is only plausible when there is a platform upon which the partnerships would be based.

Poor Infrastructure

Key infrastructure like power, road network, public transportation and communication are not fully in place hence it has not been quite easy to deal headlong with the university infrastructural challenges. Governments have to put the necessary framework in place to upgrade infrastructure in the key sectors of the economy.

Poor Institutional Framework

Standards and best practices in the Nigerian public service seem to have been so compromised to the extent that it might be difficult to get requisite human resources to power the PPPs. Also, corruption and favoritism in award and execution of contracts might continue to militate against the implementation of partnerships with the private sector. Since the private sector is committed to performance and upholding best practices, working with the public service may require some serious overhaul and reorientation.

Challenge of Accountability

At virtually every tier of national life in Nigeria, corruption continues to be a cankerworm, destroying the moral fabric of the society. For some in leadership positions, the primary consideration in investment may not be the social good but “What accrues to me?” For most part, there seems to be a lot of distrust within the Nigerian body polity and the economy is not excluded; private organisations might find it rather difficult to operate within the confines of systemic decay as seen in the Nigerian public service.

Policy Instability

With incessant changes in political leadership and subsequent policy changes, it may be rather tough for public and private sector operators to agree on key performance targets. This may also explain the apathy of many private investors towards public sectorial investments. In actual fact, it may be unwise to commit capital into a public system that is not self-accounting and for which probity confidence level is quite low.

Organisational Barriers

Given the contrasting terrains of public and private sector agencies, negotiation and reaching agreement on contract terms may be difficult. It is still quite a challenge getting business done in Nigeria, since every business has to run itself with little or no support from government in the provision of the basic utilities.

Socio-cultural Prejudice

For most Nigerians, there seems to be widespread prejudice against Education. Even though Education remains the primary platform for human capital acquisition and development, it is quite surprising only few attempts at initiating PPPs in education are recorded. Also, Nigerians seem to have penchant for running their nation down by making despicable comments about her. Lately, domestic terrorism has taken the front burner in Nigeria, running many private concerns down and scaring away potential investors.

What Should Be Done?

The attention-grabbing thing is that the public agency needs the private sector just as much as the private sector also needs the public agency. The issue is in which ways could the entrepreneurs and government cooperate? What should government and its agencies begin to do which they have, hitherto, not been doing? How can Nigeria's tertiary institutions effectively contribute to national development through functional innovations and relevant inventions? This is the essence of Public Private Partnerships in tertiary education. It is the synergy of government (its agencies) and private sector to provide cutting-edge

educational services that will lead to increased production and ultimately, to national development.

The challenge of industrial unrest in public institutions could be addressed by a combination of measures. First, through the CSR and PPPs, requisite infrastructure can be provided and private sector entrepreneurial spirit be injected into public university staff. For instance, most professorial chairs (especially in the sciences and medicine) should be endowed with targets set for the holders. This would definitely make the professors more productive and relevant to the needs of the corporate world. This could come in form of on-the-job training and retraining for both academic and non-academic staff.

It is quite expedient to ensure that lecture hours are not compromised and thus tend to make students concentrate on their studies. It is being suggested here that government and other public agencies leverage private sector expertise in providing avant-garde services without compromising or mortgaging standards. It is the thesis of this paper that in order to revive the ailing education industry, it is imperative for the public sector to engage PPPs and CSR in revamping Nigeria's tertiary education through robust training and exchange programmes for the academics.

How can this be engineered? In the first place, there is need for government to take the lead in evolving a system of Public Private Partnerships in for all-round development in tertiary education. As at present in Nigeria, there is no operational system whereby the government can engage the private sector for the primary purpose of revamping Nigeria's education industry.

In common-sense economics, sole entrepreneurship is disfavored against corporately owned enterprises. Long-term growth and development of single owner business may not be secure as a result of apparent weaknesses. In terms of decision making, sole proprietorship negates the dictum that "two heads are better than one". One of the challenges militating against economy of Nigeria is the distrust in the system. The

present scenario whereby there seems to be a preponderance of sole-owner schools, especially at pre-school, elementary and high school levels is worrisome. However, happily, at the tertiary level, there seems to be a healthy deviation, with religious agencies and corporate agencies facilitating the establishment of universities. While it is true that out of the fifty plus private universities in Nigeria, at least ten of them are singly-owned, it is heart-warming that more corporate organisations are investing in tertiary education. It is envisioned that as government at all tiers (local, state and federal) engage the apparatus of Public Private Partnerships and Corporate Social Responsibility (CSR) in facilitating better access to tertiary education, more corporations, community-based organisations and communities would begin to get involved in this massive human capital industry.

Public-Private Partnerships come in a variety of forms and no two PPP projects are exactly alike. The following PPP variants were extracted from “Public-Private Partnerships: Terms Related to Building and Facility Partnerships”, Government Accounting Office (GAO), April 1999.

O&M: Operations and Maintenance,
OMM: Operations, Maintenance & Management
DB: Design-Build,
DBM: Design-Build-Maintain,
DBO: Design-Build-Operate,
DBOM: Design-Build-Operate-Maintain,
DBFOM: Design-Build-Finance-Operate-Maintain,
DBFOMT: Design-Build-Finance-Operate-Maintain-Transfer,
BOT: Build-Operate-Transfer,
BOO: Build-Own-Operate,
BBO: Buy-Build-Operate, Developer Finance,
EUL: Enhanced Use Leasing or Underutilized Asset,
LDO or BDO: Lease-Develop-Operate or
Build-Develop-Operate, Lease/Purchase, Sale/Leaseback, Tax-
Exempt Lease and Turnkey
(Source: <http://www.ncppp.org/>)

While the position of National Council for Public Private Partnerships (NCPPP) on PPPs, types and approaches is in order, it must be emphasized that given the peculiar nature of the Nigerian socio-economic terrain, the first thing to do is to have all stakeholders cultivate a belief that PPPs are workable and germane to Nigeria's socioeconomic development. Also, it is expedient to customize perspectives for public agency partnerships with the multinationals and corporations since what operates readily in the industrialized West may not fit into the typical Nigerian landscape. Again, it may be pertinent for Nigerian governments to initiate the tertiary education partnerships, starting first with the simple, easy to execute templates, especially the ones that have worked in transportation, health and infrastructure.

The following are recommended to establish PPP options for Nigeria's tertiary education:

- Government should put in place effective communication strategy to make plain to all stakeholders and all the people. In executing this, it may be expedient to get leading public figures to champion the imperative of PPPs.
- There is usually need to build the requisite capacity for the public agency involved in the partnerships. It is only appropriate the skills, information and expertise required for the PPPs should be mastered by the public agency. For instance, the public partner should be able to design, monitor and evaluate programmes for the PPPs.
- There must be shared objectives by both public and private sector partners from the beginning of the partnership. Each of the parties has definite strengths and would complement each other in the partnership.
- There is need to establish performance measures and that should include incentives for performance and sanctions for failure to perform. In essence, the partners should institute a system to evaluate the step-wise and overall performance of the partnership.
- There should not be discrimination between public and private universities in terms of funding and quality control. Under mutually

terms and agreement, private universities should be funded by the state for increased access, improved pedagogical services and quality control. Education Trust Fund (ETF) grants for research and infrastructural development should be available to private universities for development and growth.

A well-defined CSR programme can be an aid to recruitment and retention, particularly within the competitive university environment. It could also help to improve the public perception of the cooperating corporation, encourage fundraising activities or community volunteering. Also, CSR may signal job stability and low staff turn-over to the staff. Engaging CSR has been found to encourage customer orientation among frontline employees. On the other hand, PPPs could be engaged to build and strengthen human capacity of public and private schools. For instance, successful private educational managers could be drafted into running ailing public tertiary institutions.

Conclusion

In engaging CSR and PPPs for human capital development, companies and corporations need to know and buy-in to the nation's grand plan. Also, it is expedient that government should consistently make its vision and mandate clear to the private sector. It is in the clear understanding of the political leadership's mission statement that the requisite private sector intervention in human capital development would be viable.

Added to this, there is need for continuing relationships between various sections of the private sector and the tertiary institutions. It is suggested that multinational corporations should seek to adopt universities and other tertiary institutions with a view of helping to build and strengthen their human capacity.

Academic chairs could be endowed by the private sector owners in areas that are directly related to their respective company needs and requirements. It must be noted that presently, there are pockets of professorial endowments, but the contention of this paper is that such

mandate should be systematically harnessed for overall national development. CSR efforts should be geared at providing requisite infrastructure for both public and private tertiary institutions. This would definitely provide the latitude for growth and development of human capital required to launch the country into the world's 20 strongest economies by 2020.

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