

IMPACT OF PRIVATE COST OF EDUCATION ON STUDENTS' PARTICIPATION IN PUBLIC SECONDARY SCHOOLS IN KADUNA SOUTH LOCAL GOVERNMENT, KADUNA STATE

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ABSTRACT

The study explored the impact of private cost of education on students' participation in public secondary schools in Kaduna South Local Government, Kaduna State. Two research questions and hypotheses guided the study. Survey research design was used. The target population was made up of 53 principals, 820 teachers and 2,375. A sample of 325 respondents, comprising 5 principals, 82 teachers and 238 students, were selected using research advisor. The instrument named "private cost of education and student participation questionnaire (PCESPQ)" used for data collection was validated by experts in the field of education administration. The reliability co-efficient of the instrument was determined using Cronbach Alpha statistic and a reliability coefficient of 0.79 was obtained. Descriptive statistics of frequency, mean and standard deviation were used to describe data, while analysis of variance (ANOVA) was used to test the hypotheses at 0.05 level of significance, using Statistical Package for Social Sciences (SPSS) version 21.0. Findings in research questions one and two indicates an average mean of 3.02 and 3.35 respectfully, which is higher than the decision mean of 3.00 while the two hypotheses were rejected. This implies that tuition and examination fees had impact on students' participation in public secondary schools in the study area. It is concluded that tuition and examination fees affect students' participation in secondary education thereby, lowering the participation of students in secondary schools. Therefore, Kaduna State Government should ensure that students, day or boarding undertaking secondary education in public secondary schools should not be charged any fees.

Keywords: *Private Cost, Tuition Fees, Examination Fees, Participation, Secondary Education,*

INTRODUCTION

Education is the cornerstone of economic growth, social development and principal means of improving welfare of individuals. It is considered as a key determinant of earnings and an important escape route from poverty (Ministry of Education Science and Technology, 2005). Public schools in the context of this study refers to schools owned and managed by State or Federal government. To substantiate this, Akpa (2005) sees public schools as schools built, controlled and funded by government. Public secondary education in Nigeria is aimed at promoting a progressive and united Nigeria. It is expected to function as a preparation for life and for higher education.

Secondary education is one of the levels of education for the achievement of the philosophy and objectives of Nigerian Education as highlighted in the National Policy on Education (FRN, 2009). The objectives include: a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy and a land of bright and full opportunity for all citizens. To achieve these objectives, the policy stated that the quality of instruction at all levels has to be oriented towards inculcating the values among others: respect for the dignity of labour, and shared responsibility of the common good of the society.

Pandit in Yakubu and Goldface (2020) has however suggested that no matter the pattern of classification, three main types of education costs exist namely; Institutional Cost, Private Cost, and Social Cost. But the focus of this study is on private cost of education. This is sometimes referred to as household cost. This cost component comprises the money which the family, household or any private body expends on education, as well as the opportunity cost. It should be noted that many households are generally responsible for such things as students tuition fees, students' clothing, feeding, books and stationery, transport fares to school, as well as the income the students forgo in the course of their education. The income forgone to the student is in terms of student's time and other earnings he had forgone by being in school. The private cost of education, refers to the part of expenditures/investments which are incurred either by the parents or students or both (Kumar, 2014). It means that financial expenses incurred by the students or parents or both (including relatives, etcetera) in a year for acquiring education. Private Cost is borne by the students or his/her parents/guardians. It includes tuition fees, examination fees, expenditure on books, stationery, board and lodging, transport and other incidental expenses (Singh, 2010). Levin and Tsang in Kumar (2014) opined that Private cost of education is an economic burden to the household and could be measured by a ratio to household income. Thus, basic understanding for 'school financing' is very important. This is due to the fact that the process to determine how much, where the resources are, and who's to bear the costs is complicated. Basically, direct and indirect private costs have been funded by households continuously as long as the students remain at school. Private cost in education can also be refer to cost of education incurred by households and the families (Jumare, 168; 2020). This implies that both the direct and indirect cost of education, which is borne by the beneficiary of the education. These costs include tuition fees, students' uniforms, books, feeding, accommodation, stationary, transportation, and electric charges.

Students who attend public schools may be ask to pay for the teaching they receive in school. This is call tuition fees. Tuition fees are source of school funds, especially at private schools that are mostly profit ventures. Tuition fees assist schools to solve minor and at times, solve major problems. It also helps to upgrade students' services for better teaching and learning climate. Students may also be asked to pay for examination, the use of laboratory, uniform, etc., all these are possible sources of raising funds by the educational institutions from the students.

Traditionally and until today, the schooling system has been structured not only by years of schooling, but also by parallel tracks with different performance requirements. Since the 19th

century standard education has been provided by basic schools which used to last 9 years and prepared pupils for apprenticeships or vocational schools. It was possible to advance from basic school after 3 years to either senior secondary school where education continued for an additional 3 years. The system hardly changed over time, and the senior secondary school certificate has remained the key requirement for university education. The regulations on school fees for junior secondary and senior secondary varied across states.

The cost of education is not only borne by the government, but also by parents (or careers/guardians) whether indirectly through taxes or directly through personal expenditure to support the day-to-day schooling activities (Lee, 2003). Parents have to meet a number of costs in order to educate their children. These include school fees, school uniform, examination fees, books and equipment, pocket money for meals, school trips and other charges. While many of these are quite standard as they are determined by the schools and usually with the support of Parent-Teacher's Associations and the government, there are also expenditures which may vary widely among students, such as extra reading materials and tuition. Richer parents tend to spend more on their children's examination fees and other educational materials such as books and computers. This study is set to ascertain the impact of private cost of Education on student participation in public secondary schools in Kaduna South Local Government, Kaduna State.

STATEMENT OF THE PROBLEM

Low participation in secondary schooling continues to be a matter of concern for policy makers and practitioners worldwide (Cray & Mark in Croft A. 2003). School dropout problem has reached epidemic proportions in Kaduna South Local Government, Kaduna State and has become a serious problem confronting education in Kaduna State (Bridge, Dilulio & Marison, 2006). Across the State, more than 984 teenagers are not attending secondary school, thereby missing vital skills for future employment, thus jeopardizing economic growth and social cohesion (United Nations, Education, Scientific and Cultural Organization (UNESCO, 2012). Efforts to enhance participation in education have faced various challenges. However, the impact of private cost has been seen as a heavy burden of cost of education transferred to households. This affected participation negatively.

To encourage students' participation the government published a session paper on education which was intended to lower the cost and to provide instructional materials to the needy public secondary schools. It also encouraged parents and communities to provide infrastructure and operational costs. A task force was formed to establish ways of providing affordable secondary education. The task force suggested the introduction of tuition waiver but noted likely challenges such as sustainability, ineffectiveness, and politicization (Institute of Policy Analysis and Research, 2007). Kaduna State government introduced subsidized tuition fees in public secondary school with the objective of enhancing participation to secondary schools through support for tuition and operational cost. Yet student participation in secondary schooling continues to be a matter of concern for policy makers and practitioners. It therefore becomes important to ascertain the impact

of private cost of Education on student participation in public secondary schools in Kaduna South Local Government, Kaduna State.

OBJECTIVES OF THE STUDY

The study was set to:

- 1- determine the impact of tuition fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State;
- 2- investigate the impact of examination fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State;

RESEARCH QUESTIONS

The following research questions guided the study:

- 1- What is the impact of tuition fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State?
- 2- To what extent does examination fees impact on student participation in public secondary schools in Kaduna South Local Government, Kaduna State?

RESEARCH HYPOTHESES

The following null hypotheses were postulated and tested at 0.05 level of significance:

- H₀₁: There is no significant difference in the opinions of principals, teachers and students on the impact of tuition fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State.
- H₀₂: There is no significant difference in the opinions of principals, teachers and students on the impact of examination fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State.

METHODOLOGY

The study was conducted using survey research design. The target population of the study was made up of 53 principals, 820 teachers and 2,375 students from Kaduna South Local Government, Kaduna State. Using Cohen, Manion, & Morrison (2007), 10% of the entire population was taken as sample size. The sample size of 5 principals, 82 teachers and 238 students were sampled, making the total of 325 respondents, used in the study. The instrument named “private cost of education and student participation questionnaire (PCESPQ)” was validated by experts in the field of educational administration and planning and used for data collection in the study. The data retrieved from pilot study was analyzed to ascertain the reliability co-efficient of the instrument using Cronbach Alpha statistic and a reliability coefficient of 0.79 was obtained. With the aid of the research assistants, the researcher collected the responses from both the principals, teachers and students on the spot so as to avoid loss of the questionnaire and thereafter was taken for analysis. The descriptive statistics of frequency, mean and standard deviation were used to answer the research questions at the decision rule of 3.00, while analysis of variance (ANOVA) was used to test the hypotheses at 0.05 level of significance.

RESULTS

The presentation of the result starts with research questions and the decision rule is 3.00 while hypotheses tested at 0.05 level of significance.

Research Question One: What is the impact of tuition fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State?

Table I: Impact of Tuition Fees on Students' Participation in Public Secondary Schools

SN	Item	Respondents	Mean	SD
1.	Students miss school due to lack of money to pay for tuition fees.	Principals	2.200	1.643
		Teachers	2.817	1.258
		Students	2.840	1.139
2.	Tuition fees is a major obstacle to students in participating in education.	Principals	4.200	0.447
		Teachers	3.414	0.980
		Students	2.890	1.264
3.	Students drop out of school due to lack of money to pay for tuition fees.	Principals	2.000	1.732
		Teachers	3.109	1.314
		Students	3.584	1.176
4.	Students are often sent home to collect money for tuition fees.	Principals	3.800	1.643
		Teachers	4.500	0.864
		Students	3.983	1.211
5.	Tuition fees is unnecessary expense to the students.	Principals	2.000	1.732
		Teachers	2.951	1.087
		Students	2.966	1.211
6.	School fees are well funded by the government.	Principals	1.200	0.447
		Teachers	3.365	0.867
		Students	2.823	1.152
7.	Students drop out of school to help in household work because of tuition fees.	Principals	3.000	1.414
		Teachers	3.036	1.211
		Students	2.420	1.218
8.	Students drop out of school due to lack of money meant for development.	Principals	3.200	0.440
		Teachers	3.378	1.140
		Students	2.373	1.337
9.	Students drop out of school because they cannot realise immediate economic benefit from education.	Principals	3.000	1.414
		Teachers	3.097	1.233
		Students	3.004	1.223
10.	Kaduna State Government has made effort to subsidise tuition fees.	Principals	3.200	2.049
		Teachers	3.804	1.251
		Students	2.340	1.200
Grand Mean			3.02	1.17

Table I revealed that tuition fees had impact on student participation in public secondary schools in Kaduna South Local Government, Kaduna State. The table presents the grand response mean of 3.02, which is higher than the rating mean of 3.0. The implication of this is that, students are often sent home to collect money for tuition fees. Hence, tuition fee is still a major obstacle to students in participating in education. Item number 2 and 4 on the table attracted the highest response mean of 4.200 for principals, 3.414 for the teachers and 2.890 for students, while item number 4 recorded the response mean of 3.800 for principals, 4.500 for the teachers and 3.983 for students respectively.

Research Question Two: To what extent does examination fees impact on student participation in public secondary schools in Kaduna South Local Government, Kaduna State?

Table II: Extent to which Examination Fees Impact on Students' Participation in Public Secondary Schools

SN	Item	Respondents	Mean	SD
1.	Cost of examination fees hinders students' participation in education.	Principals	2.200	1.643
		Teachers	3.048	1.098
		Students	3.260	1.214
2.	Students are often send home to collect money for examination fees.	Principals	3.400	1.341
		Teachers	3.113	1.006
		Students	3.231	1.158
3.	Students drop out of school to help in doing work at home due to lack of money to for examination fees.	Principals	3.405	1.140
		Teachers	3.012	1.071
		Students	3.617	1.286
4.	Students in Kaduna South Local Government Area drop out of school to run family businesses not because of examination fees.	Principals	3.000	1.224
		Teachers	3.487	1.288
		Students	3.012	1.073
5.	Parents are given an opportunity to pay for their children examination fees after the exam.	Principals	3.301	1.224
		Teachers	3.890	1.133
		Students	3.672	1.226
6.	Most of the students in Kaduna South Local Government Area drop out of school due to lack of money for examination fees.	Principals	4.077	0.009
		Teachers	3.204	0.938
		Students	4.806	1.012
7.	Exorbitant examination fees charged in Kaduna South Local Government Area is a barrier to students' participation in education.	Principals	3.200	1.643
		Teachers	2.975	0.816
		Students	3.571	1.083
8.	Government effort to subsidise examination fees influence student participation in education.	Principals	2.410	0.547
		Teachers	3.573	1.030
		Students	3.785	1.347
9.	Examination fees is unnecessary expense to the students.	Principals	3.600	1.341
		Teachers	3.390	1.074
		Students	3.600	1.153
10.	Students in Kaduna South Local Government Area drop out of school to get employed due to lack of money to pay for examination fees.	Principals	3.117	0.005
		Teachers	3.597	1.489
		Students	2.953	1.126
Grand Mean			3.35	1.09

Table II revealed that to large extent examination fees had impact on student participation in public secondary schools in Kaduna South Local Government, Kaduna State. The table presents the grand response mean of 3.35 which is higher than the rating mean of 3.0. The implication of this is that, most of the students in Kaduna South Local Government Area drop out of school due to lack of money for examination fees. This item on the table attracted the highest response mean of 4.077 for principals, 3.204 for the teachers and 4.806 for students with detail showing that all the 5 principals used in the study agreed with this item. Likewise, 42 teachers strongly agreed, 13 agreed against 13 that stayed undecided while 14 strongly disagreed. Also, 77 students strongly agreed, 64 agreed, while 71 disagreed and 26 strongly disagreed.

Hypotheses Testing

This section presented the result of the hypotheses tested in this study using analysis of variance (ANOVA) at 0.05 level of significance.

Hypothesis One: There is no significant difference in the opinions of principals, teachers and students on the impact of tuition fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State.

Table III: Summary of Analysis of Variance (ANOVA) on the Impact of Tuition Fees on Student Participation in Public Secondary Schools in Kaduna South Local Government, Kaduna State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	0.104	2	.052	21.04	2.61	0.004
Within Groups	307.829	323	1.310	0		
Total	307.933	325				

Table III shows that the critical value (2.61) is less than f-ratio value (21.040), while the probability level (.004) is less than 0.05 level of significance at 323 degrees of freedom. This means that there is a significant difference in the opinions of principals, teachers and students on the impact of tuition fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State. Hence, the null hypothesis which states that there is no significant difference in the opinions of principals, teachers and students on the impact of tuition fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State is rejected.

Hypothesis Two: There is no significant difference in the opinions of principals, teachers and students on the impact of examination fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State.

Table IV: Summary of Analysis of Variance (ANOVA) on the Impact of Examination Fees on Student Participation in Public Secondary Schools in Kaduna South Local Government, Kaduna State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	4.087	2	2.043	13.964	2.61	.002
Within Groups	343.846	323	1.463			
Total	347.933	325				

Table IV shows that the critical value (2.61) is less than f-ratio value (13.964), while the probability level (0.002) is less than 0.05 level of significance at 323 degrees of freedom. This means that there is a significant difference in the opinions of principals, teachers and students on the impact of examination fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State. Hence, the null hypothesis which states that there is no significant difference in the opinions of principals, teachers and students on the impact of examination fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State is rejected.

DISCUSSION OF FINDINGS

The first finding of this study is that, tuition fees had impact on students' participation in public secondary schools in Kaduna South Local Government, Kaduna State. The implication of this is that, students are often sent home to collect money for tuition fees. Hence, tuition fee is still a major obstacle to students in participating in education. Therefore, hypothesis one which states that there is no significant difference in the opinions of principals, teachers and students on the impact of tuition fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State was rejected. This finding upheld the finding of Ramlee, Marinah and Mohd (2016) that there is a direct relationship between costs and varying levels of education. The cost of primary education also varies by type of school. Daily expenses appear to have contributed the most in terms of private costs of education for primary and secondary schools, while fees and cost of living are the major components at the tertiary level.

The second finding revealed that, to a large extent, examination fees had impact on student participation in public secondary schools in Kaduna South Local Government, Kaduna State. The implication of this is that, most of the students in Kaduna South Local Government Area drop out of school due to lack of money for examination fees. Therefore, the null hypothesis two which states that there is no significant difference in the opinions of principals, teachers and students on the impact of examination fees on student participation in public secondary schools in Kaduna South Local Government, Kaduna State was rejected. This finding shared similarities with the finding of Kingori (2015) that the cost of examination fees affect students participation in education thereby, lowering the participation of students in secondary schools. Examination levies were found to contribute to students dropping out of school.

CONCLUSION

Conclusion was made that tuition fee is still a major obstacle to students in participating in education. Likewise, most of the students in Kaduna South Local Government Area drop out of school due to lack of money for examination fees. This therefore implies that examination fees affect students participation in education thereby, lowering the participation of students in secondary schools.

RECOMMENDATIONS

The following recommendations were made in the study:

- 1- Kaduna State Government should ensure that students undertaking secondary education in public secondary schools should not be charged any fees, whether they are learning in boarding or day schools.
- 2- Kaduna State Government should consider paying mock and other examination fees for students in secondary schools to increase students' participation.

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