

Influence of Cheap Labour Method By Private Schools on the Efficiency of Secondary School Education In Ilorin Metropolis

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Abstract: This study examines the influence of private schools' cheap labour method (CLM) on the efficiency of secondary school education in Ilorin Metropolis. Data and information were obtained from respondents through questionnaires which were analyzed with the use of a percentage method. The findings of this study reveal that majority of the private schools' owners in Ilorin metropolis have a negative attitude towards the efficiency of secondary school education and that low staff/teachers' qualifications and poor staff/teachers' salaries are the most common cheap labour method (CLM) used by private schools in Ilorin metropolis. It is therefore recommended that owners of private schools should ensure they employ their staff/teachers based on higher educational qualifications and expertise. Also, ensure that staff/teachers salaries are not delayed and government should ensure that private schools owners follow standards and provision of operational guidelines for setting up of secondary schools. Be monitoring curriculum delivery in secondary schools.

Keywords: Cheap Labour Method, private schools, efficiency, secondary schools, education.

I. INTRODUCTION

The greatest challenge facing Nigeria education appears to be that of rebuilding a high-quality educational system to develop appropriate skills, mental, physical, social abilities and competencies to empower individuals to live in and contribute positively to national growth and development. It seems pertinent that every nation's educational output should be able to proffer solutions to the immediate and future needs of the society. This may be achieved only when education stakeholders in Nigeria deem it fit to pay more attention to teachers' education and teachers' total welfare (basically teachers' remuneration). It appears necessary to submit that the last reviewed policy of education in Nigeria focused on developing every Nigerian child by providing access to quality education, relevant to the need of the Nigerian economy (NPE, 2013).

It appears that no nation can grow or develop with the education sector that lacks efficiency and quality teachers, agreeing to the fact that teachers' quality is inevitable to the health education sector. Nigeria seems to have witnessed a change in the way schooling ought to be, by trying different systems of education. In 1998 the National Policy on Education prescribed a Universal Basic Education (UBE)

programme, which was compulsory for all children in the country, given in the form of nine years continued education, which was six years primary education and three years junior secondary schooling (Federal Republic of Nigeria (1998). The 6-3-3-4 education system was introduced in the 1998 NPE review to replace the 6-5-4 system. The 9-3-4 system of Education (Universal Basic Education) took off in 2006 (NERDC, 2013).

It seems Nigeria is dealing with increased school choice, privatization and market influences. It appears that by increasing school choice, schools will be motivated to improve their practice to create greater competition for scarce resources (money, teachers, curriculum among others) without necessarily improving practice and/or learning. With or without increased school choice, education stakeholders and educational policymakers must continue to closely select, monitor, and use all of their resources to improve schooling.

Non-governmental providers of education can take many forms and be run by a variety of actors including faith-based groups (Christain and Islamic missionaries), communities and those commercially driven. The types of private schools that are in Nigeria are the schools owned by private individuals, funded through school fees alone, with these fees being designed to achieve the broadest possible market (Harma, 2011). It seems that the available public schools may not be able to accommodate the number of children who ought to be in school. As such, private individuals deem it right to provide the service by establishing private secondary schools that may be profit-driven.

It is pertinent to establish that secondary education is a crucial level in the education system, because secondary schools are the recipients of products of primary schools and the source of candidates for tertiary education. It seems that the efficiency of secondary school education is contingent on the teaching quality. Efficiency is the degree to which a social system achieves its objectives with a minimum effort, time and waste. Efficiency also refers to the relationship between the input into a system and the outputs of that system. These input and output have to be aggregated and usually, prices are used to perform this valuation exercise (UNESCO, 2013).

Educational efficiency can be categorized into external efficiency and internal efficiency. External efficiency focuses on the extent to which the educational system obtains better results

when compared with other forms of social investments. The aim here is to justify societal resources that are utilized in the educational production process (Oguntoye and Alani, 1998). According to Bacchus as cited in DFID Department of Education 1993, the process of providing children with education most likely to help them improve their quality of life when they become adults is referred to as “external efficiency” or “effectiveness of schools”. External efficiency can also be viewed in terms of the degree to which the education system meets the broad social, cultural and economic objectives of the wider system of which it is a part (Nwankwo and Patwari, 1981)

Internal efficiency, which is the main concern of this research, aims at getting optimal

results from the production process. It is important to define the objectives one wants to achieve or the outputs expected. Inputs are then combined and processed to produce the desired outputs with as little effort and cost as possible while also avoiding waste (Nwankwo and Patwari, 1981). Bacchus (as cited in DFID Education Department 1993) states that raising the academic performance of students in the various subjects offered in schools with currently available resources to improve the quality of education; and that such effort is often referred to as an attempt to improve the internal efficiency of schools. Internal efficiency in education has two dimensions, namely, the flow of the students through the system with a minimum of wastage; and the quality of learning at given levels or periods. Wastage in the flow of students manifests quantitatively in the dropout, drop-in, promotion, and repetition rates; while the quality of learning is determined by the input-output analysis of the education system.

Thus, in the context of education, efficient use of resources (be that financial or the innate ability of students) occurs when the observed outputs from education (such as test results or value-added) are produced at the lowest level of resource; effective use of resources ensures that themix of outcomes from education desired by society is achieved. It is efficiency (rather than effectiveness) of education with which this special issue is largely concerned. Identifying how efficiently education is provided has challenged researchers over the decades (Johnes, Portela &Thanassoulis, 2017). The main interest of researchers in this area had been trying to measure the secondary school output, identifying the influence of low-cost private school cheap labour (CLM).

It seems that the measurement of secondary school educational output is usually restricted to those aspects that are relatively easy to measure and are directly related to the basic objectives of the relevant educational level, for example, students being able to gain admission to tertiary institutions.

In the case of secondary education, it is usual to use the results achieved by students in the Senior Secondary Certificate Examination/West Africa Examination Council (SSCE/WAEC) at the end of the school year.

Windham (1999) asserted that the production process for education, for which the major factors are depicted in simplified form, consists of four main parts: inputs, process, outputs, and outcomes, Inputs are the resources used in the production activity: for educational production, inputs may be divided into the general categories of student characteristics, school characteristics, teacher characteristics, instructional materials and equipment characteristics, and facilities characteristics. In each case, the term "characteristics" refers to the availability of a resource, its nature and quality, and its manner and rate of utilization. The process stage of educational production refers to how educational inputs are transformed into educational outputs. Often the term educational technology is used to refer to a specific process for promoting educational outputs.

Table1: Major Factors In The Educational Efficiency Production Process Determinants

INPUTS		PROCESS
• Student Characteristics		Forms of Instructional Organization
• Teacher Characteristics		Alternative Teaching Methodologies
• School Characteristics		Use of Teacher and Student Time
• Instructional Materials and Equipment Characteristics		

EFFECTS	
OUTPUTS	OUTCOMES
• Cognitive Achievement	Employment
• Improved Manual Skills	Earnings
• Attitudinal Changes	Status
• Behavioural Changes	Attitudinal Changes

Source: Adapted from Windham (1999)

The education process deals with human factors. It is not just that variety exists among the inputs of teachers, students, schools, and materials, and the way they are combined; the individual human and material inputs also may vary over time. The motivation and effort of the teacher may fluctuate day to day or even within a given day; the attentiveness and effort of students is a notoriously variable commodity (Windham, 1999). Teaching quality is the most important institutional influence on student outcomes. Several studies show the need for interventions that focus on teachers and teaching quality (Burgess, Davies, & Slater, 2009; Hanushek&Woessmann, 2011; Singh &Sarkar, 2012). Drivers of teacher’s effectiveness vary including teacher qualifications and training, teacher competence and subject-knowledge, as

well as effective management (Aslam, et al., 2016) and teacher practice whilst in class (Aslam and Kingdon 2011). According to ALRowais (2015) what a teacher teaches determines the direction, tone, and styles of the teacher. These have a great influence on how teachers teach and their conceptions of what they would like students eventually to become. Teachers' beliefs, attitudes and educational philosophy influence their instructional approach, classroom climate, and roles that they may adopt. Evaluation of efficiency in educational activities contained much more than what the researcher conceptualized, however, this study focused on efficiency in secondary school education in Ilorin metropolis.

It appears that there is a high rate of incidence of unqualified or underqualified teachers in private schools, the efficiency of secondary school education may be threatened. Most private schools focus more on numbers of students (increase in student population) and are nonchalant to teachers' qualities, motivation, incentives and training. The focus of this study is to examine the influence of private schools' cheap labour method (CLM) on the efficiency of secondary school education.

Research Questions

What is the perceived attitude of private schools' owners towards the efficiency of secondary school education in Ilorin metropolis?

Research Hypothesis

There is no significant difference in the private schools' cheap labour method (CLM) on the efficiency of secondary school education in Ilorin metropolis

III. METHODOLOGY

A survey design for this study was design was used for this study. Data from a survey of 250 from private school teachers aged 20 to 40 years and 41years and above resident in Ilorin Metropolis, Kwara, Nigeria was used. About 88% of the participants had worked or are still working in private schools. While 12% were postgraduate students of the University of Ilorin at the time of the study. The study location falls within the urban part of Kwara State, which is in the North-Central zone of the country. The participants were selected through a census of all private school teachers within the age bracket of 20 to 40 years and above who are present employees and past employees of private schools at the time of the study. A self-designed questionnaire was administered to the participants. The instrument contains items on respondents' background information and several themes including qualification, salary, workload, motivation, teachers' learners' relationship, in-job training, and incentives, and teaching interest.

Procedure for Scoring the Instrument

The respondents were to tick (√) each statement to the degree of their agreement or disagreement. The results were collated and the scoring procedure was done through a four Likert-

type rating scale. The items were scored positively i.e. (4, 3, 2, 1,)

Strongly Agree	SA	4points
Agree	A	3points
Disagree	D	2points
Strongly Disagree	SD	1point

IV. METHOD OF DATA ANALYSIS

Data and information obtained from respondents through questionnaires were analyzed with the use of a percentage. The data gathered for this study were subjected to appropriate statistical analysis of descriptive and inferential statistics.

V. RESULTS

The main purpose of this study is to examine the influence of low-cost private schools' cheap labour method (CLM) on the efficiency of secondary school education in Ilorin Metropolis. The data collected were analyzed in line with the research questions generated and the formulated hypotheses, using percentage. The hypothesis was tested at 0.05 level of significance. The following are the presentation of the results in the following sub-topics; demographic characteristics of respondents, hypothesis testing, and summary of findings:

Research Question: What is the perceived attitude of private schools owners towards the efficiency of secondary school education in Ilorin metropolis?

Table 2: Percentage Distribution of the perceived attitude private schools owners towards the efficiency of secondary school education

Score Range	Frequency	Percentage %	Remark
1-40	156	62.4	Negative
41-80	94	37.6	Positive
Total	250	100.0	

Table 2 shows the perceived attitude private schools owners towards the efficiency of secondary school education in Ilorin metropolis. Scores between 1 and 40 indicated a negative attitude, while scores between 41 and 80 were considered positive attitude. The table shows that 94 (37.6%) out of the 250 respondents scored between 1 and 40 on the attitude scale which contained twenty items and a four (4) Point-Likert type rating format. On the other hand, 156 (62.4%) of the participants scored between 41 and 80 on the attitude scale. Since more (62.4%) of the participants scored between 41 and 80, it can be deduced that the majority of private schools' owners in Ilorin metropolis have a negative attitude towards the efficiency of secondary school education.

Hypothesis Testing

In the study, one null hypothesis was formulated in line with the purpose of this study. The hypothesis was tested using

inferential statistics of t-test and Analysis of Variance (ANOVA) at 0.05 level of significance. Given this, the results of tested hypothesis are presented as follows:

Hypothesis: There is no significant difference in the private schools' cheap labour method (CLM) on the efficiency of secondary school education in Ilorin metropolis

Table 3: Private Schools' Cheap Labour Method (CLM)

Variables Cheap Labour Method (CLM)	Frequency	Percentage
Poor staff/Teachers Qualification	213	85.2%
Low staff/Teachers Salary	208	83.2%
Job description problem and staff appropriateness	181	72.4%
Too much workload for Staff/Teachers	174	69.6%
No staff/Teachers in-job training	158	63.2%

Table 3 indicates that poor staff/teachers qualification has 213 responses representing 85.2% as the highest followed by low staff/teachers' salary with 208 representing 83.2%. The third is the job description problem and staff appropriateness with 181 representing 72.4%. The fourth is too much workload for staff/teachers with 174 (69.6%) responses. The fifth is no staff/teachers in-job training with 158 (63.2%). This result reveals that poor staff/teachers' qualifications and low staff/teachers' salaries are the most common cheap labour method (CLM) used by private schools' in Ilorin metropolis.

The findings explained the private schools' cheap labour method (CLM), which include underemployment of staff, poor/low teacher/staff salaries, making one teacher teach two, three to four subjects. This may result to teachers' unprofessional performance. According to Osunde and Omoruyi (2005) teachers' negative personal, unprofessional behaviour and poor social image of the teachers and teaching profession are serious factors responsible for teachers' low status. These findings tally with that of Awanbor (1996) who reported that teacher trainees had a negative attitude towards teaching. He also stated that even those teacher trainees who had a positive attitude towards teaching had strong reservations which ranged from the poor social image of the teaching profession and the comparatively poor financial remuneration for teachers to the general lack of encouragement by educational authorities.

Private school teachers in Ilorin metropolis are not well remunerated and that they are looked down upon because of delay in payment of salaries and allowances. This predicts a negative attitude towards the efficiency of secondary school education. It seems that in work ethics, private school teachers are adjudged wanting and so their prestige is adversely affected. The findings also indicated that the teaching occupation is accorded semiprofessional status, which contributes to teachers' low status.

VI. CONCLUSION

It is evident that private schools' teachers are low-income earners and are too profit-conscious. Private school owners are chiefly concerned about gaining financial prosperity in all aspects. Either the teachers are efficient or not in the discharge of their duties, private school owners are money-conscious.

However, this study examined how efficiently they do this by investigating the influence of private schools Cheap Labour Method (CLM) on the efficiency of secondary school education in Ilorin Metropolis. The study revealed that majority of the private schools' owners in Ilorin metropolis have a negative attitude towards the efficiency of secondary school education and that poor staff/teachers' qualifications and low staff/teachers' salaries are the most common cheap labour method (CLM) used by private schools' in Ilorin metropolis.

VII. RECOMMENDATIONS

Several interventions can be employed by private schools owners and government to enhance the efficiency of secondary school education in Ilorin metropolis.

Private schools owners should:

1. ensure they employ their staff/Teachers based on required qualifications and expertise
2. also, ensure that staff/teachers salaries are not delaying
3. ensure that there are proper job description and staff placement should be appropriate to their abilities
4. Staff/Teachers workload should be minimal to achieve efficiency
5. always provide in-job training to assist staff with average teaching skills
6. private schools should also make use of public schools' salary scale

Government owners should:

7. ensure that private schools owners follow standards and provision of operational guidelines for setting up of secondary schools.
8. be monitoring curriculum delivery in secondary schools.

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