

## PROFILE OF HOUSEHOLD EDUCATION EXPENDITURE ON SECONDARY SCHOOL STUDENTS IN OSUN STATE, NIGERIA

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### **Abstract**

*This study investigated household education expenditure on Senior Secondary School (SSS) students in Osun State, Nigeria. The descriptive research design was adopted. Four local government areas (LGAs), representing 40%, were randomly selected from each of the three senatorial districts in the state. There were 142 public senior secondary schools in the 12 sampled LGAs. Forty per cent of the schools were randomly selected per LGA, totaling 56. Forty percent of SSS III students were randomly selected per school, totaling 3,304. The instrument titled: "Household Education Expenditure Scale" ( $r=0.97$ ), used for the study was filled by parents of sampled students. Two research questions were answered. Data were analysed using descriptive statistics. From the results, 91.6%, 85.6%, 91.2% and 70.82% of the households spent part of their income on students' textbooks, transportation, food and extra lessons, respectively despite the free education programme of the state government. The study concluded that free education in Osun State is not totally free for households. Household education expenditure is a determinant of students' participation in secondary education in the state. Free education should focus more on alleviating households' burdens by providing students with textbooks, transport, feeding at school and quality of instruction. Households in the state should be empowered economically to be able to take good care of their children.*

**Keywords:** Household education expenditure, secondary school students in Osun State, learning materials, expenditure on food, extra lessons, expenditure on transportation.

**Introduction**

Education is not a cost-free activity to households, even when students attend public schools where tuition is not charged. Apart from the opportunity cost of education, households complement government efforts in the areas of funding and getting students ready for school. Meanwhile, Oyegoke (2012) had noted that the era had gone when parents want everything related to education to be provided free by the government. Munda and Odebero (2014) also submitted that providing free education was beyond the scope of Kenya's ordinary education budget.

The funding gap in government spending on education is left for the individual student or family to fill. Nwachukwu (2014) attributed education funding problem in Nigeria to policy and strategy instability and inconsistency, inefficient management, wastages and leakages, and over dependence on oil revenue. Purnachandra (2014) found the high level of household expenditure on education in India to be a reflection of inefficiency of government allocation to education. Elif, Burak and Seyit (2016) found, for all income groups in Turkey, that Turkish households allocate greater share of their budgets to education expenditures, while Yu and Xuehan (2017), found household education expenditure in China to account for 29.5% of total education spending in 2013.

On the funding of education, Adedeji, Fabunmi and Olaniyan (2010) lamented that things were not normal in most African countries, noting that public expenditure on education, as a percentage of total government expenditure, shows gross under-funding when compared with inflation rate and UNESCO recommendations. Udiada, Ebuara and Ozurumba (2011) reasoned that the basic education provided by government had not improved the illiteracy level of Nigerians who are deprived of free access to education due to chronic poverty.

Students whose parents could not meet their basic education needs may not do well in their studies or drop out of school. This agreed with the position of Ewumi (2012), that parents have a profound influence on whether a home provides intellectual stimulation, physical and psychological safety, an appropriate degree of structure and supportive relationships, which all have influence on academic performance.

Unfortunately, some households still believe that it is the duty of government to provide everything needed for their children in public schools. Because of the effect of such belief on the financing of education, Adepoju and Oluchukwu (2011) advised that parents should be well-educated to take up the challenges and responsibility of financing the education of their children. Some parents, for instance, believed that free education programme implies providing their children with all school-related materials such as pen, pencil, ruler, textbook, uniform, sandal, belt, food, and so on, free of charge by the government.

The structure of education cost in Nigeria, according to Alabi (2010), are: school fees (39.9%), association fees (3.8%), uniforms (3.8%), books (21.2%), transportation (8.3%), room and boarding (8.8%), extra activities (6.4%) and others (2.8%). The annual unit cost of senior secondary school to family by sector and type, at the national level, for private school was ₦85,000:00 (urban) and ₦84,000:00 (rural) and for public school, ₦20,000:00 (urban) and ₦15,000:00 (rural) (Nwangwu, Fagbulu, Aderogba, Ayodele, Olapeju, Yusufu and Kalu (2005), citing Balami (2004).

The Federal Government of Nigeria (FGN) (2004), in a survey, revealed that between 2003 and 2004, average households spending on students' feeding for males was ₦5,767:60 and ₦7,179:50 for females while it was ₦6,210:00 for students in urban areas and ₦6,723:20 for those in the rural areas. Average expenditure on extra lessons was ₦2,417:40, with little or no variation based on gender (males, ₦2,404.00 and females, ₦2,429:00) and residence (urban, ₦2,704:80 and rural, ₦1,963:90). The average family expenditure on students' transportation over the same period was ₦12,606:00, with males having an average of ₦7,460:10 and females ₦17,087:90. The high cost on female students may be because they do not trek often like their male counterparts and perhaps, to ensure their safety. The cost in urban areas was ₦9,198:00 while it was ₦17,940:00 in the rural areas.

Households from South-West states (Oyo, Ogun, Osun, Ondo, Ekiti and Lagos), reputable for free education programme, incur expenses on the education of their children in public secondary schools. Per capita private expenditure on secondary schooling in South-West states are: ₦27,503:28, Ekiti; ₦52,436:16, Lagos; ₦13,824:16, Ogun;

₦15,695:12, Ondo; ₦21,184:80, Osun; and, ₦21,517:44, Oyo while the net enrolments in secondary schools in the states are 71.6%, 69.8%, 53.8%, 64.7%, 62.5% and 64.7%, respectively (Alabi, 2010). The per capita private expenditure in Osun State (₦21,184:80) was higher when compared with that of Ondo (₦15,695:12) and Ogun (₦13,824:16) states.

Generally, household education expenditure includes expenses on school fees, uniform, transportation, extra lesson, feeding, textbooks, Parent-Teacher Association (PTA), writing materials, ceremonies, notebooks and others. Households in Osun State do not pay school fees nor purchase school uniforms because the state government's free education programme had taken care of them. The state school meal programme is limited to students at the junior primary school. Household education expenditure for this study will be limited to expenditures on educational materials, transportation, food items and extra lessons.

Akinmoladun (2020) noted that households in Osun State spend money on textbooks: storybooks, graph books, mathematical and statistical tables and formulae, past questions, exercise book; transportation of students to and from school, to attend extra lessons and excursions; food items and pay extra lesson fees. Ayeni (2003) had earlier submitted that some parents face difficulties in meeting the education needs of their children in Osun State. According to Akinmoladun (2015), households in the urban areas may spend less on transportation compared to their counterparts in the rural areas because of good roads and high concentration of schools in the cities. The researcher also opined that households in the rural areas may spend less on some food items because most rural people engage in agriculture.

In most public secondary schools, parents still pay for operational costs, Parent-Teacher Association (PTA), textbooks, uniforms and other costs. This corroborated Munda and Odebero (2014) observation, when they noted that tuition charges had been introduced in most county schools. Such levies included local joint examinations fees, special subject fees, uniform fees, university application fees, activity fees, registration fees, admission acceptance fees, medical fees, laboratory fees, report card fees, school magazines and academic awards levies.

On the sources of support for the monetary costs of secondary school in Nigeria, FGN (2004) showed among 208 secondary school students sampled between 2002 and 2003 that, 98.2%, 8.8%, 9.5%, 15.3%, 11.4%, 3.4% and 99.4% got support from one or both parents, child himself/herself, extended family, bursary, borrowing, gift from non-relatives and one or more sources of support, respectively.

Students, whose family income is low or very low, may not be provided with necessary funding to keep them in school and, or to perform well in their studies. This agreed with Ileuma (2010), who lamented that a great number of children were on the streets engaging in street hawking, assisting beggars, load carrying and housemaid activities because of lack of finance. Godpower (2015) submitted that additional charges for uniforms, textbooks and transport fares to schools create financial barriers for many parents in Nigeria where primary education is technically free. These parents, according to the researcher, consistently claim that these indirect costs are hindrances for sending their children to school. Meanwhile, Agunwamba, Bloom, Friendman, Ozolins, Rosenberg, Steven and Weston (2009) had earlier noted that many households had difficulties paying required fees charged in public schools.

Household income seems to determine the extent to which households are able to meet private expenditures to keep their children in school and to perform well in their studies. This aligned with the position of Oyegoke (2012) that parents still exert great influence in preparing and making students stay in school. Lewin (2006) and Reham and Hala (2016) also considered household income a key determinant for household spending on education and participation in secondary school in the Sub-Saharan Africa

According to Ojowu, Bulus and Omonona (2007), education represented about one-tenth of total expenditure for households with a number of students, and for 20% of the poorest families with students. The burden is higher as they spend about 16% of their annual budget on education.

In India, according to Tilak (2002), expenditures on books and uniforms accounted for above 70 per cent of household education expenditure in government schools. In the case of elementary education, books, stationery and uniforms accounted for 80 per cent

while fees constituted 12 per cent of the total household education expenditure in government schools.

According to FGN (2004), between 2002 and 2003, the most frequently incurred expenditures were on school supplies (including textbooks, exercise books, pens and pencils), uniforms and clothing needed for school (including shoes), and on PTA fees. Ninety-nine per cent of households spent money on school supplies, 91% bought school clothing or uniforms, 82% paid PTA fees, 71% spent money on food and 69% spent money on tuition. Two-thirds paid examination fees and over half (53%) paid for extra lessons, while only 8% of primary school pupils' households spent money on transportation, 40% of the secondary school students' households incurred the expense. One-third spent money on furniture, tools and food utensils, 8% spent money on boarding fees and 5% on handworks.

There are variations in household expenditure on secondary education in the country. FGN (2004) revealed N29,708 mean per student expenditure in the North-West (highest in Nigeria) and N11,231 in the North-East (lowest). On the average, between 2002 and 2003, more money was spent on female students at the secondary school (N24,454) than male students (N17,068).

According to Adedeji (2019) associated costs of education by public school students in Nigeria are: school lunch (N2,300), transportation to school (N5,000), exercise books (N600), extra lessons (N3,200), pen/pencil (N300), uniform (N2,000), school bags (N800), boarding facilities (N8,500), PTA levies (N400), school supplies (N200), examination fees (N400), textbooks (N1,500), school development level (N200) and school celebrations (N400).

Nigeria Education Data Survey (NEDS) (2015) puts the average household expenditure in primary schools at: N3,114 (books and supplies), N1,941 (uniforms and clothing), N415 (PTA fees), N360 (exam fees) and N2,600 (food) while the expenditure at the Junior Secondary School (JSS) were put at N5,718, N2,869, N806, N737 and N3,600, respectively. The survey puts tuition fees at government schools at N6,425 (primary) and N16,811 (JSS) and for private schools, N34,786 (primary) and N51,713 (JSS).

**Statement of the Problem**

Secondary education in Osun State is not totally free to households despite the free education programme of the state government. Many households in the state are finding it difficult to provide the necessary materials to keep their children in school. Different measures introduced by the state government to solve the problem appear not yielding results as some school-age children are still out of school in the state. The implication of this is that many school-age children may be on the streets engaging in all forms of activities which may be inimical to the peace and development of the state. It is against this background that this study investigated household education expenditure profile, with a view to make free education programme more impactful on household expenditure on education in the state.

**Research Questions**

Two research questions were raised and answered in this study.

- 1 What is the extent of the profile of household education expenditure on public secondary school students in terms of (a) learning materials (b) transportation (c) food items and (d) extra lessons in Osun State?
- 2 What is the average household education expenditure on senior secondary school students in Osun State based on location (rural and urban)?

**Methodology****Research Design**

The descriptive survey research design carried out *ex-post facto* was adopted for the study. This was appropriate because the phenomena studied were already in existence and the researcher had no direct control over them.

**Population of the Study**

The population for this study comprised all the 43,440 SS3 students in the 573 public secondary schools in Osun State as at the time of this study. The parents of the participating students were also included in the study. The researcher had contact with the parents through the students (their children).

**Sample and Sampling Techniques**

The multistage sampling procedure was adopted for the study. Osun State was stratified in line with the existing three senatorial districts: Osun West, Osun Central and Osun East with each of them having 10 local government areas (LGAs). From each of the senatorial districts, 40% of the local governments were randomly selected. Four LGAs were selected from each senatorial district: Osun West (Ayedaade, Ede North, Iwo and Ede South); Osun Central (Odo Otin, Osogbo, Ifedayo and Isokan) and Osun East (Ife Central, Ilesa East, Ife East and Oriade). Twelve LGAs were selected altogether.

Forty percent of the senior secondary schools were randomly selected in each of the LGAs. Fifty-six secondary schools were selected from the LGAs. Forty per cent of the SS3 students in the schools were randomly selected. A total of 3,304 students were selected for the study. The parents of the participating students were purposefully used for the study.

**Research Instrument**

One research instrument was used for the study with the reliability and validity tests carried out on it. The instrument was: Household Education Expenditure Scale (HEES), with reliability coefficient of 0.97.

**Procedure for Data Collection**

HEES got to the parents through their children. Out of 3,304 questionnaires distributed, a total of 2,862, representing 86.62% were returned. Out of the 2,862 returned questionnaires, 2,627, representing 79.51%, were considered valid after data collection which lasted four weeks.

**Data Analysis**

Data were analysed using descriptive statistics such as frequency count, mean, standard deviation and percentage

**Findings and Discussion****Answers to the Research Questions**



**Research Question 1:** What is the extent of the profile of household education expenditure on public secondary school students in terms of (a) learning materials (b) transportation (c) food items and (d) extra lessons in Osun State?

**Table 1: Household Expenditure on Book Materials**

S/No.	Items	Not at all	₦5.00- ₦5,005	₦5,010- ₦10,010	₦10,020- ₦15,020	₦15,030- ₦20,030	₦20,030+	Mean	Std. Dev
1	SS3 text-Books	221 (8.4)	1001 (38.1)	646 (24.6)	251 (9.6)	343 (13.1)	165 (6.3)	2.00 ₦5.00- ₦5,005	1.43
<b>Other books/bag</b>		<b>Not at all</b>	<b>₦5.00- ₦1,005</b>	<b>₦1,010- ₦2,010</b>	<b>₦2,020- ₦3,020</b>	<b>₦3,030- ₦4,030</b>	<b>₦4,030+</b>	<b>Mean</b>	<b>Std.Dev</b>
2	Note-books	71 (2.7)	1010 (38.4)	597 (22.7)	252 (9.6)	375 (14.3)	322 (12.3)	2.31	1.47
7	Novel	490 (18.7)	619 (23.6)	621 (23.6)	251 (9.6)	361 (13.7)	281 (10.7)	2.09	1.62
8	Past questions	408 (15.5)	698 (26.6)	619 (23.6)	215 (8.2)	344 (13.1)	342 (13.0)	2.16	1.63
13	Sch. Bag	270 (10.3)	449 (17.1)	793 (30.2)	330 (12.6)	403 (15.3)	382 (14.5)	2.49	1.55
<b>Weighted Average</b>		<b>2.26 (₦5.00-₦1,005.00)</b>							

*Note: the figures represent number of households while the values in the parentheses represent the percentages.*

Table 1 reveals that parents of SS3 students in public schools in Osun State spent between ₦5.00 and ₦5,005.00 on textbooks (mean = 2.00). Their expenditure on other books and school bags were between ₦5.00 and ₦1,005.00 (mean = 2.26). These imply that households spend part of their income on books and book related items.

**Table 2: Household Expenditure on Materials and Tools**

Materials	Not at all	₦5.00- ₦50.00	₦55.00- ₦100.00	₦105.00- ₦200.00	₦205.00- ₦300.00	₦300.00+	Mean	Std. Dev
3 Pen	48 (1.8)	671 (25.5)	835 (31.8)	702 (26.7)	193 (7.3)	178 (6.8)	2.33	1.18
4 Statistical table	131 (5.0)	258 (9.8)	518 (19.7)	776 (29.5)	565 (21.5)	378 (14.4)	2.98	1.57
5 Ruler	164 (6.2)	1117 (42.5)	695 (26.5)	366 (13.9)	209 (8.0)	76 (2.9)	1.84	1.17
6 Pencils	115 (4.4)	1210 (46.1)	657 (25.0)	382 (14.5)	190 (7.2)	70 (2.7)	1.84	1.34
1 Drawing	194	752	928	466	203	84	1.99	1.1

1	book	(7.4)	(28.6)	(35.3)	(17.7)	(7.7)	(3.2)		6
1	Graph	119	530	906	665	314	93	2.30	1.1
2	book	(4.5)	(20.2)	(34.5)	(25.3)	(12.0)	(3.5)		6
<b>Weighted average</b>		<b>2.21 (<del>₦5.00-₦50.00</del>)</b>							
<b>Tools</b>		<b>Not at all</b>	<b>₦5.00- ₦500</b>	<b>₦505- ₦1,000</b>	<b>₦1,005- ₦1,500</b>	<b>₦1,505- ₦2,000</b>	<b>₦2,000.00 +</b>	<b>Mean</b>	<b>Std. Dev</b>
9	Math. Sets	376 (14.3)	1185 (45.1)	399 (15.2)	140 (5.3)	305 (11.6)	221 (8.4)	1.80	1.50
10	Calculator	258 (9.8)	733 (27.9)	755 (28.7)	279 (10.6)	327 (12.4)	275 (10.5)	2.19	1.48
<b>Weighted Average</b>		<b>2.00 (<del>₦5.00-₦500.00</del>)</b>							

**Note:** the figures represent number of households while the values in the parentheses represent the percentages.

Table 2 reveals that household expenditure on writing materials was between ₦5.00 and ₦50.00 (weighted average = 2.21) and that of necessary tools like mathematical set and calculator was between ₦5.00 and ₦500.00 (weighted average = 2.00). These imply that households spend part of their income on school materials such as mathematical sets, calculator, graph book, drawing book, ruler, pencil and pen.

**Table 3: Household Expenditure on Transportation**

S/No	Transport to school and lesson	Not at all	₦10 - ₦120	₦130.00- ₦240.00	₦250.00- ₦360.00	₦370.00- ₦480.00	₦480+	Mean	Std. Dev
14	Transport to attend school daily	377 (14.4)	1023 (38.9)	522 (19.9)	127 (4.8)	281 (10.7)	297 (11.3)	1.93	1.57
15	Cost of attending coaching classes	609 (23.2)	728 (27.7)	453 (17.2)	153 (5.8)	244 (9.3)	440 (16.7)	2.01	1.77
16	Cost to attend weekend classes	577 (22.0)	539 (20.5)	567 (21.6)	199 (7.6)	302 (11.5)	443 (16.9)	2.17	1.76
<b>Weighted average</b>		<b>2.01 (<del>₦10.00-₦120.00</del>)</b>							
<b>Transport for excursion</b>		<b>Not at all</b>	<b>₦5.00- ₦1,000</b>	<b>₦1,005- ₦2,000</b>	<b>₦2,005- ₦3,000</b>	<b>₦3,005- ₦4,000</b>	<b>₦4,000+</b>	<b>Mean</b>	<b>Std. Dev</b>
17	Cost of transport for excursion	853 (32.5)	352 (13.4)	275 (10.5)	311 (11.8)	531 (20.2)	305 (11.6)	2.09 ₦5.00- ₦1,000	1.84

**Note:** the figures represent number of households while the values in the parentheses represent the percentages.

Table 3 reveals household expenditure on transportation of secondary school students. From the table, the expenditure on transportation to school and lessons daily was between ₦10.00 and ₦120.00 (weighted average = 2.01) while that of transportation for excursion per term was between ₦5.00 and ₦1,000.00 (weighted average = 2.09). This implies that certain portion of the household income is spent on students' transportation to attend classes.

**Table 4: Household Expenditure on Food Items**

S/No	Food	Not at all	₦5.00- ₦110.00	₦115.00- ₦220.00	₦225.00- ₦330.00	₦335.00- ₦440.00	₦440.00+	Mean	Std.Dev
18	Food daily	230 (8-8)	1104 (42.0)	687 (26.2)	160 (6.1)	251 (9.6)	193 (7.3)	1.91	1.89
19	Money to sch.	435 (16.6)	1288 (49.0)	307 (11.7)	114 (4.3)	256 (9.7)	227 (8.6)	1.68	1.50
<b>Weighted Average</b>		<b>1.80 (₦5.00-₦110.00)</b>							
S/No	Snacks and Water	Not at all	₦5.00- ₦50.00	₦55.00- ₦100.00	₦105.00- ₦150.00	₦155.00- ₦200.00	₦200.00+	Mean	Std.Dev
20	Buns	794 (30.2)	807 (30.7)	410 (15.6)	91 (3.5)	271 (10.3)	254 (9.7)	1.61	1.64
21	Biscuits	943 (35.9)	794 (30.2)	307 (11.7)	70 (2.9)	231 (8.8)	276 (10.5)	1.50	1.68
22	Sweet	1148 (43.7)	876 (33.3)	238 (9.1)	97 (3.7)	43 (1.6)	225 (8.6)	1.12	1.48
23	Water	562 (21.4)	1180 (44.9)	326 (12.4)	74 (2.8)	287 (10.9)	198 (7.5)	1.60	1.51
<b>Weighted Average</b>		<b>1.46 (Not at all)</b>							

**Note:** the figures represent number of households while the values in the parentheses represent the percentages.

Table 4 reveals household expenditure on food items on secondary school students in Osun State. Expenditure on food and money taken to school was between ₦5.00 and ₦110.00 (weighted average=1.80). Expenditure on snacks and water had a weighted average of 1.46, which indicates that most of the students do not take buns, biscuits, sweet and water to school.

**Table 5: Household Expenditure on Water Bottle, Food Flask and Excursion Feeding**

S/No	Water Bottle	Not at all	₦5.00- ₦500.00	₦505.00- ₦1,000	₦1,005 - ₦1,500	₦1,505- ₦2,000	₦2,000+	Mean	Std.Dev
25	Water bottle	1043 (39.7)	738 (28.1)	172 (6.5)	152 (5.8)	278 (10.6)	244 (9.3)	1.50 (₦5.00- ₦500.00)	2.12
<b>Weighted Average</b>		<b>1.50 (₦5.00-₦500.00)</b>							
S/No	Flask/ Excursion feeding	Not at all	₦5.00- ₦1,000	₦1,005 - ₦2,000	₦2,005- ₦3,000	₦3,005- ₦4,000	₦4,000+	Mean	Std. Dev
24	Food flasks	721 (27.4)	801 (30.5)	477 (18.2)	117 (4.5)	306 (11.6)	205 (7.8)	1.66	1.58
26	Excursion feeding	921 (35.1)	536 (20.4)	347 (13.2)	95 (3.6)	332 (12.6)	396 (15.1)	1.84	1.87
<b>Weighted Average</b>		<b>1.75 (₦5.00-₦1,000.00)</b>							

**Note:** the figures represent number of households while the values in the parentheses represent the percentages.

Table 5 reveals household expenditure on water bottle, food flask and feeding during excursion. Expenditure on water bottle was between ₦5.00 and ₦500.00 (weighted average=1.50) while that of food flask and excursion feeding was between ₦5.00 and ₦1,000.00 (weighted average=1.75). The results imply that households spend money on those items.

**Table 6: Household Expenditure on Extra Lessons**

S/n	Home lesson	Not at all	₦100- ₦2,000	₦2,100 - ₦4,000	₦4,100 - ₦6,000	₦6,100 - ₦8,000	₦8,000+	Mean	Std.Dev
29	Home lesson fees	772 (29.4)	825 (31.4)	338 (12.9)	101 (3.8)	292 (11.1)	299 (11.4)	1.70 (₦100 - ₦2,000)	1.71
S/No	School/ outside sch. Lesson	Not at all	₦100 - ₦1,200	₦1,300 - ₦2,400	₦2,500 - ₦3,600	₦3,700 - ₦4,800	₦4,900+	Mean	Std.Dev
27	School lesson	739 (28.1)	899 (34.2)	469 (17.9)	242 (9.2)	148 (5.6)	130 (4.9)	1.47	1.87
28	Outside school lesson	524 (19.9)	780 (29.7)	490 (18.7)	155 (5.9)	423 (16.1)	255 (9.7)	1.98	1.64
30	Lesson	813	746	201	276	423	168	1.72	1.66

	during break	(30.9)	(28.4)	(7.7)	(10.5)	(16.1)	(6.4)		
31	Pay to subject teacher	999 (38.0)	349 (13.3)	181 (6.9)	631 (24.0)	349 (13.3)	118 (4.5)	1.75	1.66
32	School charges for excursion	1084 (41.3)	276 (10.5)	195 (7.4)	341 (13.0)	489 (18.6)	242 (9.1)	1.87	2.24
<b>Weighted Average</b>		<b>1.76 (N100.00-N1,200.00)</b>							

**Note:** the figures represent number of households while the values in the parentheses represent the percentages.

Table 6 reveals household expenditure on extra lessons in Osun State. The results showed that expenditure on home lesson was between ₦1,000.00 and ₦2,000.00 (weighted average=1.70) while school and outside school lesson expenditure were between ₦100.00 and ₦1,200.00 (weighted average=1.76). The results imply that most households in Osun State spend money on extra lessons.

**Table 7: Household Education Expenditure in Osun State**

Item cost	Weighted average	Translation in cost
<b>Expenditure on learning materials</b>		
Textbooks	2.00	₦5.00- ₦5,005.00
Other books	2.26	₦5.00 – ₦1,005.00
Writing materials	2.21	₦5.00- ₦50.00
Tools	2.00	₦5.00- ₦500.00
<b>Expenditure on transportation</b>		
Transport to school/lesson	2.01	₦10.00- ₦120.00
Excursion	2.09	₦5.00- ₦1,000.00
<b>Expenditure on food items</b>		
Food	1.80	₦5.00- ₦110.00
Snacks and water	1.46	(Not at all)
Water bottle	1.50	₦5.00- ₦500.00
Food container and excursion	1.75	₦5.00-

		₦1,000.00
<b>Expenditure on extra lessons</b>		
Home lesson	1.70	₦100.00- ₦2,000.00
School and outside school lesson	1.76	₦100.00- ₦1,200.00

Table 7 shows the profile of household expenditure on public secondary school students in terms of learning materials, transportation, food items and extra lessons. The table reveals that the highest expenditure on educational materials was on other books (weighted average = 2.26); followed by writing materials (weighted average = 2.21) while textbooks and tools had the least weighted average of 2.00 each. Expenditure on transportation to school and lesson had a weighted average of 2.01 while expenditure on transportation for excursion had a weighted average of 2.09. On food items, food has the highest weighted average (1.80) while expenditure on snacks and water had the least weighted average of 1.46. On extra lesson, expenditure on school and outside school lessons had a weighted average of 1.76, while home lesson weighted average was 1.70.

**Research Question 2:** What is the average household education expenditure on senior secondary school students in Osun State based on location (rural and urban)?

**Table 8: Average Household Education Expenditure in Urban and Rural Areas of Osun State**

Item cost	Urban	Rural
Expenditure on textbooks per session	₦3,000.00	₦2,000.00
Expenditure on notebooks per term	₦500.00	₦500.00
Expenditure on transportation to attend school daily	₦60.00	₦50.00
Expenditure on feeding per day	₦55.00	₦50.00
Outside school extra lesson per month	₦650.00	₦450.00

Table 8 reveals the household education expenditure in urban and rural areas of Osun State as ₦3,000.00 and ₦2,000.00 (textbooks), ₦500.00

and ₦500.00 (notebooks), ₦60.00 and ₦50.00 (transportation to school daily), ₦55.00 and ₦50.00 (feeding per day) and ₦650.00 and ₦450.00 (outside school extra lessons per month), respectively.

### **Discussion of Findings**

The results of the study revealed that certain portion of the household income is spent on students' books, feeding, transportation and extra lessons. The findings agreed with the submission of Oyegoke (2012) and Munda and Odebero (2014) that parents have a major role to play in financing the education of their children, as government alone could not shoulder the responsibility of providing free education. It also supported Adepoju and Oluchukwu (2011), who had earlier advised that parents should be well educated to take up the challenges and responsibilities of financing the education of their children.

From the results, 91.6%, 85.6%, 91.2%, 83.4% and 70.82% of the households in the state spent on students' textbooks, transportation to attend school, food, gives money to buy food items in the school and extra lessons, respectively. The results agreed with the submission of Purnachandra (2014) who found nothing like free education at any level in India. The results was higher than the findings of Pan-Canadian Education Indicators Programme Fact Sheet (2009), which found, between 1997 and 2006, that 43% of families spent money on items such as tuition, textbooks and school supplies. Friedrich and Kelvin (2019) had also found household spending on secondary education to amount to 20-25% of average GDP per person in Benin, Chad, Côte d'Ivoire, Guinea, and Niger, and more than 30% in Togo.

The study also revealed variation in household expenditure on books, food items, transportation and extra lesson based on location of residence. The findings agreed with Reham and Hala (2016), who had also found variation in household education expenditure in Egypt, Jordan, Tunisia, Palestine and Sudan based on location of residence. FGN (2004) also found household expenditures on students feeding per year to be: ₦6,210:00 (urban), ₦6,723:20 (rural); transportation ₦9,198:00 (urban), ₦17,940:00 (rural); extra lesson ₦2,704:80 (urban), ₦1,963:90 (rural).

### Conclusion

The study concluded that free education in Osun State is not totally free for households. Household education expenditure is a key determinant to students' participation in secondary education in the state.

### Recommendations

The state free education programme should focus more on alleviating household burden by providing students with textbooks, transport, feeding at school and quality of instruction. Households in the state should also be empowered economically to take good care of their children.

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