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THE ROLE OF PRIVATE SCHOOLS IN ENHANCING RESIDUAL VALUE OF EDUCATION: CHALLENGES AND THE WAY FORWARD

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Abstract

Education is globally regarded as a tool par excellence in effectuating individual, social and economic emancipation. It is the main driver of national industrial, scientific and technological advancement. It is axiomatic that no nation can rise above the quality of its education. Suffice to say that the value education in the survival of humanity cannot be overemphasized. This value transcends monetary benefits and has far-reaching impact on the livelihood and total existence of the nation. The value obtained from educational pursuit which is not quantifiable in monetary terms is christened 'residual value of education'. This in particular to a large extent hinges on the quality of education that was offered to the recipients. This paper assesses the contribution of private schools in cementing the residual value of education with a focus on the challenges and the way forward.

Keywords: **Role, Private Schools, Enhancement, Residual Value, Education, Challenges, Way Forward.**

Introduction

The educational sector, as a vital conduit to every country's well-being, demands more attention, not only because of the sector's social, economic, and political influence, but also

because of the importance of education in human existence. The value of education is a measure that goes beyond traditional metrics like exam results to provide a more nuanced understanding of a student's progress and as a source of income through gainful employment. According to Owusu (2024), it is essentially the difference between a student's expected grade based on their baseline assessment score and the actual grade they achieve. The residual value of education on the other hand takes into account various factors, including effort, health and wellbeing, home circumstances, teaching quality, and even chance events. Education is often viewed as a key driver of personal and professional success, but its true value extends far beyond the classroom. Rodriguez (2016) argue that the residual value of education, or the long-term benefits and outcomes that accrue after formal schooling, is a critical yet often overlooked aspect of educational investment. As the global economy continues to evolve and the nature of work changes, understanding the residual value of education is more important than ever in mitigating these unprecedented challenges emanating on a daily basis. From increased earning potential and career advancement opportunities to social mobility, civic engagement, and personal growth, the residual value of education has far-reaching implications for individuals, communities, and society as a whole (Walowi & Mohammed, 2024). Yet, traditional metrics such as graduation rates and job placement statistics only scratch the surface of education's true impact.

The concept of "residual value of education" refers to the non-monetary benefits individuals and society gain from education beyond its direct impact on earnings and employment. Lanike and Kehinde (2022) aver that residual value of education encompasses all the non-monetary benefits that recipients of education derive from the formal or conventional educational system which include improved health, civic engagement, greater well-being, and advancements in various fields like science and technology. While education provides economic benefits, it also yields other valuable outcomes that are difficult to quantify in terms of dollars. Acknowledging and valuing the residual value of education is crucial for developing effective educational policies and practices that maximize its societal impact. In education, residual value is also known as value-added, highlighting the progress made by students relative to their starting point. This approach recognizes that students learn at different rates and that progress is not solely determined by final exam results.

In Nigeria, education is provided to recipients through two approaches. There are educational institutions owned and managed by the government which are also referred to as 'public schools'. In such institutions, the recruitment as well as deployment of staff, the formulation, regulation and implementation of educational policies; provision of educational facilities as well as monitoring and supervision of all the educational activities is carried out by government agencies or through government appointees (Sankar, Sinha, Chowdhury & Shine, 2020). On the other hand, public-spirited individuals, voluntary agencies as well as non-governmental agencies are also permitted to establish and manage some educational institutions, however, the implementation of the educational policies is supervised by the government or her agencies. Public educational institutions in most instances are characterized by gross dearth of educational facilities such as classroom accommodation, office buildings and infrastructure, qualified teachers, recreational facilities, instructional materials among other essential components or equipment needed for the effective and

efficient provision of education to the recipients. Akpa (2020) laments that the end result is declined academic performance of students in public schools and below average performance of most cohorts after graduation which culminates dwindled standards of performance in education. The opposite is usually the case with educational institutions which are not operated by the state. Pan (2025) found out that most private educational institutions across Nigeria are stocked with modern and state of the art infrastructure, quality manpower, conducive teaching-learning process atmosphere and other ingredients necessary for the effective implementation of educational policies and curriculum requirements. Pan concludes that most products of private educational institutions perform comparatively better or have higher academic achievement than their counterparts in the public schools. Tafere (2020) reports that, comparatively, private education has more potentials in breeding self-reliant, participatory and contributory members of the global society than public education.

The residual value of education quality in private schools refers to the long-term benefits and impact of private education on individuals and society. Quality education provided by private education sector has the potential of benefiting individuals and the society in many ways. According to Bielicka, Nwaoha and Ohaeri (2025), individual benefits of the residual value of private education include: better career opportunities, higher earning potential, developed critical thinking and problem-solving skills, increased confidence and self-esteem and stronger networking opportunities, Beilicka et al concludes that these individual benefits predisposes the recipients to a meaningful life which transcends monetary values.

The residual value of education also has some societal benefits which the recipients stand to gain. Bielicka et al (2025) argue that, on the social perspective, private education is positioned to offer residual value of education to the recipients in the sense that it breeds economic growth through skilled workforce which facilitate individual and national economic emancipation and development respectively; ensures social mobility through reduced inequality facilitating the existence of a harmonious society; improved civic engagement and responsibility thus raising and maintaining the self-esteem and worth of the entire citizenry; enhances innovation and entrepreneurship skills acquisition thereby creating an egalitarian and self-reliant nation n breeds better preparedness for global challenges that ensures successful survival in the face of demographic holocaust and other hazards. All these residual values culminate in the production of individuals whose behavioural dispositions are globally accepted and wholly in conformity with societal norms and ethics.

There could be some long-term benefits of the residual value of education to the recipients. Tafere (2020), Fetensa (2020), Alemayehu, (2021) and Mernie (2022) report that the residual value of private education in Nigeria has long-term impact on the recipients in the following ways: increased competitiveness in the global market which places the citizenry at par with citizens of other economies; improved national productivity and gross domestic products which are indices of national development; reduced poverty and unemployment rates which culminates in the reduction of social vices such as cultism, armed robbery, banditry, terrorism and the likes; enhanced social cohesion and stability which promotes national consciousness and unity and the development of future leaders and change-makers who are capable of studying and understating present economic and social realities and preparing for the

occurrence of future global challenges. Onyuy (2024) avers that, these long-term benefits of the residual value of private education enhance social consciousness and unity of a people.

From the ongoing discussion bearing in mind the effective organization of private education in efficient provision of education across the country, is wise to say that private education has a role to play in cementing the residual value of education to its recipients. The next session of this article focuses on this.

The Role of Private Schools in Enhancing the Residual Value of Education

As earlier mentioned, education is made more meaningful only when the process of providing and acquiring it is formidably and effectively organized which has the potential of offering quality, useable, durable and acceptable knowledge, values, attitudes, skills and information to the recipients. Private education has been able to facilitate the acquisition of the residual value of education through the following measures:

Ensuring Teacher Quality and Training: Getahun and Adane (2021) argue that private schools prioritize attracting and retaining top talent which foster critical thinking, problem-solving, and creativity. The end result of the presence of quality and committed manpower in private education according to is Ismail (2024) is improved academic performance, increased confidence, and better career prospects for the learners. Teacher quality and training are crucial for maximizing the residual value of education. In the view of Pan (2025), private schools are capable of maintain high quality manpower through mentorship programs (where new employees are made to learn from experienced manpower); peer coaching (which is also called team teaching); organization of workshops, seminars and conferences which expands the horizons the teachers' knowledge; online courses and webinars which keeps teachers abreast of modern pedagogical approaches and strategies and continuous feedback and evaluation which creates avenues for self-evaluation and development enhancing teacher performance in private education which, to a large extent, is often lacking in public education.

Teacher quality in private education has impact on residual value of education. Arba (2020) argues that, where teacher quality and performance is high, the resultant effects are improvement in student outcomes in both internal and external examinations; increased student engagement in the teaching-learning process resulting to the production of innovation minds; enhanced rational and critical thinking thereby producing individual with problem-solving skills and approaches in all spheres of life; breeding better and durable career preparation throughout one's life; increased lifetime earnings through the acquisition of globally competitive skills and knowledge base; improved social mobility which enhances social emancipation and cohesion and reduced achievement gaps as most learners are exposed to multitudes of opportunities for learning with high performance potentials.

To ensure the production of the best quality of manpower, private schools encourages effective and efficient teacher training through personalized learning paths, integration of technology such as online training; data-driven instruction for references and self-assessment; differentiated instruction to cater individual needs, weakness and strengths; accommodation cultural competence and diversity to enhance high self esteem and perceived worth in the

presence of reduced prejudices and biases, (Nwaoha, Ohaeri & Amaechi, 2019); trauma-informed teaching through the incorporation of guidance and counselling services in the training programmes and facilitating community engagement and partnerships in order to tap the locally available resources for the creation of an enabling environment for high quality manpower production and utilization in the educational system (Bhandari, Taneja & Martines, 2025).

Facilitating Curriculum Relevance and Development—Private schools adapt curricula to industry needs, incorporating STEM, arts, and soft skills. According to WHO (2022), curriculum relevance and development play a crucial role in enhancing the residual value of education. Weir (2024) reports that private schools are able to ensure curriculum relevance and development in their educational system through the following approaches and strategies: alignment of the curriculum with industry needs through repeated industrial training or apprenticeship programmes; incorporation of emerging trends (for example AI, sustainability) in the curriculum as and extracurricular activity; focusing on soft skills (for example communication, teamwork) which are necessary for high productivity for the workforce and labour market; ensuring the implementation of STEM and arts education in the school system and promoting cultural and social relevance of education through the organization of cultural days. Behar (2025) reports that, private schools carry out regular review in order to update policies through teacher involvement in curriculum updates; ensuring student-centered and project-based teaching-learning strategies, incorporation of real-world applications through audio-visual realities and ensuring effective assessment and evaluation of the entire teaching-learning process. All these approaches are geared towards providing quality education which in turn breeds high residual value of education for the learners in areas like enhanced employability, entrepreneurship, and innovation.

Efficient Provision of Infrastructure and Resources--Infrastructure and resources are vital components of a school's ecosystem, significantly impacting the residual value of education. Melese (2023) found out the existence of modern facilities, technology, and resources support effective learning in most private schools in Nigeria. Melese report that, in many private educational institutions across the nation, there are modern classrooms and facilities, modern technology integration in the teaching-learning process such as the use of smartboards and laptops, e-libraries and resource centers, fully stocked science and art laboratories and the presence of appropriate and adequate sports and recreational facilities with high accessibility and inclusivity features. The modern educational resources available in most private schools include qualified teachers and staff, diverse curriculum materials and textbooks, availability of digital resources such as educational software, effective extracurricular activity funding, availability of profession counseling and support services for both staff and students and the promotion or provision of professional development opportunities for teachers (Verhoestraete & Puffer, 2018).

To facilitate the use of modern educational facilities in the teaching-learning process, private schools ensures regular infrastructure maintenance and upgrades to counter ambiguity and vagueness, promote strategic resource allocation and planning all year round; encourage and pursue public-private partnerships for funding, promote teacher training on technology

integration through inclusive and accessible design in order to remove bottlenecks in the curriculum implementation process (Bhandari, Taneja & Martines, 2025). There is huge impact of the provision and utilization of modern educational facilities on the residual value of education. Ige (2025) argues that, modern educational facilities in any school system has the potential of enhancing students' engagement and motivation in the teaching-learning process; improved academic performance and outcomes; increased accessibility and inclusivity in all education programmes; breeding stronger extracurricular programs and networking opportunities and improved teacher retention and development which are sine qua non for the provision of quality education that ensures high residual value of education at the individual, national and global levels.

Provision of Effective and Efficient School Leadership and Management: It is axiomatic that effective leadership fosters a positive school culture, strategic planning, and community engagement. Getachew (2018) argues that effective school leadership and management are crucial for maximizing the residual value of education. Getchew stresses that the key components of effective school leadership and management include presence of visionary leadership, facilitating strategic planning through the utilization of efficient management techniques, teacher support and development, community engagement, prudent financial Management, ensuring operational efficiency of all departments, application of data-driven decision making strategies and creating a collaborative culture to ensure timely accomplishment of organizational objectives. Effective school leadership is characterized by the presence of transformational leadership style, strong communication and interpersonal skills, emotional intelligence and empathy, accurate and strategic thinking and problem-solving skills, collaborative and inclusive approach to matters affecting the organization, adaptability and resilience and a durable commitment to continuous improvement in the processes and procedures of organizational operations (Bhandari, Taneja & Martines, 2025). The impact of effective school leadership on the provision of quality education is that it results in improved student outcomes and achievement, enhanced teacher morale and retention, increased parental engagement and satisfaction, effective resource allocation and utilization, stronger community partnerships, improved school reputation and credibility, increased student motivation and engagement and adequate preparedness for future challenges (Okutia & Nabukenya, 2024). According to Fetensa (2020), effective school leadership is provided and promoted through regular professional development for leaders, distributed or delegated leadership and empowerment, collaborative decision-making processes, open communication channels, strategic planning and goal setting through appropriate strategies, data analysis and feedback loops to all departments, recognition and rewards for excellence for deserving personnel, community engagement and partnerships and monitoring and evaluating leadership effectiveness. Fetensa concludes that this impact residual value of education through improved student well-being, academic achievement and reputation.

Organization of Extracurricular Activities and Networking—Private schools offer diverse extracurricular programs, fostering skills, relationships, and opportunities. Such activities include Sports teams, Clubs (debate, drama, music), Volunteer work, Student government, Internships, inter-house competition and the rest (Mernie, 2022). According to Bielicka (2025), extracurricular activities and networking play a significant role in enhancing the residual

value of education through the following ways: enhancing skill development (leadership, teamwork, communication); building confidence and self-esteem in the participants; enhanced creativity and problem-solving skills and attitudes; improved time management and prioritization of objectives and the creation of networking opportunities for the staff and students. WHO (2025) argue that the residual value of extracurricular activities to the learners include increase in career opportunities and job placement, effective mentorship and guidance, increased access to industry events and conferences, advancement in professional development and skill enhancement and expanded personal and professional connections for a meaning synergy with the larger society after completion of school programme. The residual value of extracurricular activities in the educational system include enhanced career prospects and advancement, increased earning potential through sports, improved adaptability and resilience to global and environmental challenges, stronger professional and personal networks and lifelong learning and skill development which promotes longevity (Bhandari, Taneja & Martines, 2025).

Challenges of Private Schools in Enhancing the Residual Value of Education

Research evidence (Khan, 2020; Isack, 2021; Tareke, 2022; Ismail, 2024; & Bielicka, 2025) has shown that private schools have high potentials in promoting the residual value of education, however, this form of education is affected by some challenges. Some of these challenges include:

Accessibility and affordability— according to Onyuy (2024), access to and affordability of private schools in Nigeria is relatively class-dependent. Low income earners hardly access private schools across the country. This anomaly denies most school-going children the advantages inherent in private schools. Onyuy conclude that, as most learners have no access to private schools, they miss out of the advantages of such schools hence the result benefits of the residual value of education.

Quality control and accountability—this is another area that is affecting the provision of private education to facilitate the benefits of residual value of education at individual, national and global levels. Ismail (2024) argues that, in an attempt to provide quality education, sometimes private schools go above board by setting higher standards for the learners as a result of low quality control over such schools. Similarly, financial accountability is grossly lacking in most private schools as there have been reported cases of misappropriation of funds raised for educational purposes in most private schools. This affect the quality of education provided as well as the residual value of education which should have emanated from such educational institutions.

Equity and inclusivity—owing to the disparity in the provision of private educational emanating from low quality control, there is no uniformity and inclusivity in the nature of education provided in most private schools across the nation. WHO (2025) laments that, most private educational institutions run programmes that are at variance with the national educational curriculum and objectives. There have been reported cases of the learners being overloaded with information above their chronological and mental age (Fetensa, 2020). This

anomaly turns out to negatively influence the quality of education from private schools and exacerbating a negative toll on the residual value of education.

Other challenges of private education for the provision of quality education which will in turn facilitate the benefits of residual value of education are:

- Economic Challenges such as student debt and financial burden, decreasing returns on investment (ROI) in certain fields occasioned by double-digit unemployment rates, inflation and economic uncertainty in the face of global challenges, skills obsolescence and technological changes occasioned by the robotics and or cybernetics industries, labor market fluctuations and unemployment caused by weak or poor fiscal policies (Sankar, Sinha, Chowdhury & Shine, 2020)

- Social challenges which include inequality and access to quality education caused by unjustifiable class segregation, socioeconomic disparities and cultural barriers occasioned by biases, prejudices, religious bigotry and ethnic jingoism, limited social mobility and opportunities as a result of lack of national consciousness and cohesion, and changing workforce demographics and diversity brought about by quantum leap in technological advancements, mental health and well-being concerns caused by multifaceted environmental, social, political, religious and economic stressors (Mohamed & Abdilahi, 2021) .

- Personal challenges such as reduced individual motivation and engagement in the education process, prior learning experiences and trauma, prevalence of learning disabilities and accommodations, career uncertainty and transition difficulties owing to unprecedented unemployment and improper balancing personal and professional life (Mohamed & Abdilahi, 2021).

- Institutional challenges such as funding constraints and resource allocation, lack of regular curriculum relevance and updating, low faculty development and training, infrastructure and technology upgrades and low accreditation and quality assurance (Sankar, Sinha, Chowdhury &Shine 2020).

- Technological challenges which include the problem of keeping pace with technological advancements at the global level, inadequate or inappropriate integrating technology into curriculum, difficulty in ensuring digital literacy and fluency among learners, difficulty in adddressing online learning and accessibility as well as managing data privacy and security (Tareke, 2022).

Conclusion

Nations and private education in particular, can consider residual value when choosing educational programs that can develop transferable skills and adaptability, assist the learners to engage in lifelong learning and professional development by building professional networks and mentorship relationships which prioritize personal growth and well-being. By so doing, education will be positioned to provide both monetary and non-monetary benefits

to the recipients culminating into advancements in individual, national and global potentials for the survival of mankind even in the face of global challenges.

The Way Forward

To facilitate the provision of quality private education for increased individual, national and global benefits of the residual value of education, the researchers opine that private schools should:

- Encourage collaborations between private schools and public institutions to share resources and expertise.
- Invest in professional development programs for teachers in both private and public sectors.
- Implement scholarships, financial aid, and voucher programs to increase accessibility.
- Establish standardized assessment frameworks to ensure quality across private schools.
- Promote diversity, equity, and inclusion initiatives within private schools.
- Integrate skills like critical thinking, creativity, and teamwork into curricula.
- Encourage innovation, risk-taking, and business acumen.
- Develop partnerships with local organizations, promoting service learning and social responsibility.
- Leverage technology to enhance learning outcomes and accessibility.
- Prioritize student well-being, providing resources and counseling services.
- Foster collaboration between institutions, industries, and governments
- Invest in faculty development and training
- Prioritize student well-being and support services
- Encourage lifelong learning and professional development
- Develop robust evaluation and feedback mechanisms
- Investigating the interplay between education and socioeconomic outcomes

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