



Global Advanced Research Journal of Educational Research and Review (ISSN: 2315-5132) Vol. 3(6) pp. 131-137, September, 2014
Available online <http://garj.org/garjerr/index.htm>
Copyright © 2014 Global Advanced Research Journals

Full Length Research Paper

Classroom teaching costs management and secondary education goals achievement in Rivers State, Nigeria

¹Meenyinikor JND, ²Nyeche Kemjika and ³Julia Chijioke

¹Faculty of Education, University of Port Harcourt, Port Harcourt, Nigeria.

²School of Graduate Studies, Choba, Port Harcourt.

³Department of Educational Management and Planning, University of Port Harcourt, Port Harcourt.

Accepted 24 September, 2014

This study identifies classroom teaching costs and their evaluative rankings by Rivers State of Nigeria secondary school teachers and students. The significance is to enable educational policy formulators, curriculum planners, administrators and other stakeholders know relevant areas requiring cost control and reduction with a view to enhancing effective and efficient management of educational goals achievement. Research questions, hypotheses, document analysis and questionnaire were used. Of the 245 approved secondary schools, one each from the 23 Local Government Areas was randomly selected as sample. The study identified 10 items and discovered no significant difference between the teachers and students evaluative rankings. It concludes that the evaluations is necessary for effective and efficient goals achievement hence recommends the adoption of the evaluative management of rankings in decision making of the education industry by all the stakeholders.

Keywords: Classroom, teaching, costs, management secondary, education, goals – achievement, Nigeria.

INTRODUCTION

Globally, education is known to be the most acceptable means of development and transformations. The required education is the formal type that is acquired in approved institutions where there are qualified teachers and learners who are prepared to teach and learn. These teachers and learners morally meet at locations to exchange ideas, knowledge, opinion and thoughts on a particular or general topics and subjects. The most usual or common place of meeting is the classroom. Nowadays, there are a lot of complaints and discussions at different fora about the high cost of education to the extent that the general notion appears to be that education is meant only for the rich and well-to-do citizens. Acceptably, there is a general belief that costs are on the increase in all spheres of life but specific areas are sometimes not often scrutinized and directly

investigated. Since classroom teaching is a basic and compulsory aspect of formal education, there is the need to investigate classroom teaching costs management so as to address the enhancement of secondary educational goals achievement in Rivers State, Nigeria.

Statement of the Problem

Economically, the main aim of every individual person, whether human or legal, is to have maximum satisfaction with the available resources. Unarguably, it is well known and believed that resources by their nature are very scarce. The implication of the above is to ensure the effective and efficient utilization of these scarce resources, human and material, to achieve the desired goals and objectives. Cost control and reduction therefore is one acceptable approach in this regard or direction. Importantly, all the major stakeholders in the education of industry including the government, parents,

*Corresponding author E-mail: jndaccountability@yahoo.com
GSM: +234(0) 8037 453 140

directors of companies, etc are concerned about the high costs of education and continually making efforts to meet up with the demand of education. On the other hand, teachers as well as students also make personal efforts and sacrifices to ensure cost reduction and to achieve educational goals. It is very worrisome, that despite all these efforts, concerns and contributions, the costs of education continue to soar higher. Therefore, there is the need to find out from the teachers and students who are actually involved in classroom teaching and learning what are the classroom teaching costs that require effective and efficient management to achieve educational goals and objectives.

Aims of this Study

The main aim of this study is to ascertain classroom teaching costs for secondary schools educational goals achievement in Rivers State Nigeria. Also, the objective would include investigating the nature or types of costs and suggest strategies for their reduction so as to enhance effective and efficient management of secondary schools educational goals achievement in Rivers State, Nigeria.

Purpose of the Study

The purpose of this is to

- 1) Identify what constitute classroom teaching costs for secondary schools educational goals achievement in Rivers State, Nigeria.
- 2) Determine how the secondary schools teachers evaluate classroom teaching costs for secondary schools educational goals achievement in Rivers State, Nigeria.
- 3) Determine how the secondary school students evaluate classroom teaching costs for secondary school educational goals achievement in Rivers State, Nigeria.
- 4) Establish whether there is any relationship between the secondary schools teachers and students evaluations of the classroom teaching costs for secondary school educational goals, achievement in Rivers State, Nigeria.
- 5) Make appropriate recommendation for the effective and efficient management of secondary education goals achievement in Rivers State, Nigeria.

Research Questions

The research questions of this study include the followings:

- 1) What constitute classroom teaching costs for secondary schools educational goals achievement in Rivers State, Nigeria?
- 2) How do the secondary schools teachers evaluate

classroom teaching costs for secondary schools educational goals achievement in Rivers State, Nigeria?

3) How do the secondary schools teachers evaluate classroom teaching costs for secondary schools educational goals achievement in Rivers State, Nigeria?

4) What is the relationship, if any, between the secondary schools teachers and students evaluations of classroom teaching costs for secondary schools educational goals achievement in Rivers State, Nigeria?

Hypothesis

The null hypothesis formulated for this study include the following:

Ho₁: There is no significant relationship between the secondary school teachers and students evaluations of classroom teaching costs for secondary schools educational goals achievement in Rivers State, Nigeria.

Significance of the Study

This study is of immense importance in many dimensions. Firstly, it will assist educational policy formulators and decision makers to identify the constitution of cost items embodied in classroom teaching where the real aspect of the transmission of knowledge takes place. On the other hand, the teachers will individually and collectively become aware of cost compositions in the conduct of their functions as well as during the bargaining negotiations of trade unionisms and welfare programme demands. Secondly, the various stakeholders involved in sponsoring educational activities including the different tiers of government, non-profit making and non-governmental organizations as well as well-meaning individuals and corporations would be guided with specific areas for direct sponsorship and scholarship. Thirdly, educational administrators including principals, vice principals, heads of departments and other specialists would be in a position to identify areas where especial skills and techniques would be required to reduce or control costs so as to enhance the effective and efficient achievement of predetermined educational goals and objectives. Finally, the general knowledge of classroom teaching costs will surely invigorate the desire to reduce costs so as to enhance the affordability of education to all and sundry thus attempting to fulfill the fundamental human rights to education for every citizens.

Related Literature Review

The review of related literature on the topic classroom teaching costs management and secondary educational goals achievement in Rivers State, Nigeria shall be carried out under the following sub-headings:

- i) Education and educational levels specification
- ii) Classroom management and teaching costs
- iii) Secondary education goals achievement in Rivers State, Nigeria.

Education and Educational Levels Specification

The word 'Education' is a contemporary word that is found on the lips of every growth and knowledge-desiring individual. However, the extent of utilization depends upon the educational level of those concerned as well as their interest and profession. For instance, while the Federal Republic of Nigeria (FRN, 2004) specifies the levels and forms of education, others including UNESCO (2003), Osokoya (2010) and Catholic Secretariate of Nigeria (2012) talk about the various levels with the view that they are symbiotic and inseparable. Even outside Nigeria, there are similar views during educational discuss (Kabandize, 2004 and Louisa 2012). But on the other hand, Babalola (2003) and Davies and Ellison (1990) are of the opinion that the levels should be specified directly as to whether they are primary, secondary or tertiary. These views were supported by Charles and Seater (2004) and Ajibade (2009).

Classroom Management and Teaching Cost

Management involves a lot of functions that are very tasky and demanding, The Institute of Corporate Admission of Nigeria (2013). This is much more when it has to do with education and educational institutions (Igwe, 2000), Akerele (2002), Obi, (2003), Nnabuo Okorie and Agabi (2004) and Esirah (2011). To the above Akabue (1991), Lipton (2002) and Adam (2003) added that secondary school management requires special skills including those for classroom related activities and control. For instance, Ezinwo (1995) and Amirinze (2000) had opined that students crisis and other contemporary issues are inevitable in education. Thus, according to Docking (2000), Giles (2002) and Duck (2003) the use of technology and other resources require the managerial abilities of the teachers to handle the intelligence levels of students in order to be successful. Success in this direction was earlier pointed out by Awotua-Efebo (1999), Glatthorn (2005) and Aminigo (2011) and reinteracted by Anietan and Asita (2012) to be mindful in the use of funds as was described by Gowon (2005) regarding the misuse of funds. Although Wood (1980), Welton (1981) and Utuk-Udo (1993) had the various classification of costs in business and other non profit making organizations, Adeyemo (2000), Asien (2002), Izedonmi (2006) and Adegite (2010) specified various techniques and strategies for cost reduction, control and management including accounts, accounting and accountability as applicable to educational institutions. Very recently,

Kabiru (2012) confirmed the above.

Secondary Education Goals Achievement in Nigeria

According to the Federal Republic of Nigeria (2004:18), secondary education is the education children receive after primary education and before tertiary stage.

The broad goals of secondary education shall be to prepare the individual for;

- i) Useful living within the society; and
- ii) Higher education

In specific term, secondary education shall;

- a) Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- b) Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- c) Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- d) Develop and promote Nigerian languages, art and culture in the context of word's cultural heritage;
- e) Inspire students with a desire for self improvement and achievement of excellence;
- f) Foster National unity with an emphasis on the common ties that unite us in our diversity;
- g) Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and lives as good citizens;
- h) Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

To achieve the stated goals, secondary education shall be of six years duration, given in two stages: a junior secondary school stage and a senior secondary school stage; each shall be of three years duration.

METHODOLOGY

Applying the descriptive survey research design, this study's target population comprised all the approved secondary schools in Rivers State, Nigeria. According to the Rivers State School Management Board, there are 245 approved secondary schools in Rivers State, Nigeria. The simple random sampling technique was used to select a school each from the 23 Local Government Areas of the State. The information obtained from related literature review, document analysis and visits were used to construct questionnaires. The stratified random sampling technique was used to select 10 respondents each of teachers and students from each of the 23 schools. Thus 460 copies of the questionnaire were administered and 449 were retrieved comprising 226 teachers and 223 students.

Table 1 Constituent of Classroom Teaching Costs

S/N	Classroom teaching cost constituents	Sample N = 460			
		Frequency (f)	Evaluation %	Rank Order (97.61%)	Remarks
1	Stationery and perishables	299	65	3	Accepted
2	Fixtures and fittings (chalkboards and fans)	317	69	2	Accepted
3	Fixed assets including land and buildings	336	73	1	Accepted
4	Administration/management (security and safety)	281	61	4	Accepted
5	Intangible/notional costs (goodwill)	234	51	10	Accepted
6	Extra-curriculum activities and breaks	248	54	8	Accepted
7	News, information and contemporary issues	240	52	9	Accepted
8	Natural and health care (medical)	262	57	6	Accepted
9	Teaching staff salaries and allowances	275	60	5	Accepted
10	Non teaching staff salaries and wages	253	55	7	Accepted

Table 2 Teachers evaluation of constituent of classroom teaching costs

S/N	Classroom teaching cost constituents	Teachers N = 230			
		Frequency (f)	Evaluation %	Rank Order 226 (98.26%)	Remarks
1	Stationery and perishables	134	58	5	High
2	Fixtures and fittings (chalkboards and fans)	139	60	4	Very high
3	Fixed assets including land and buildings	141	61	3	Very high
4	Administration/management (security and safety)	130	57	6	High
5	Intangible/notional costs (goodwill)	108	47	9	Lowly high
6	Extra-curriculum activities and breaks	116	50	7	High
7	News, information and contemporary issues	107	46	10	Lowly high
8	Natural and health care (medical)	115	50	7	High
9	Teaching staff salaries and allowances	172	75	1	Very high
10	Non teaching staff salaries and wages	143	62	2	Very high

PRESENTATION OF RESULTS

The results of this study is presented as follows:

Research Question 1

What constitute classroom teaching costs for secondary schools educational goals achievement in Rivers State, Nigeria?

Table 1 is about what constitute classroom teaching costs for secondary school educational goals achievement in Rivers State Nigeria. It specifically

supplies 10 constituents, their frequencies and evaluation scores in percentage, the ranking order and the remarks.

Research Question 2

How do the secondary schools teachers evaluate classroom teaching costs for secondary schools educational goals achievement in Rivers State, Nigeria?

Table 2 is about how secondary school teachers evaluate classroom teaching costs for secondary school educational goals achievement in Rivers State Nigeria. Specifically, for example, it evaluates that item with the

Table 3 Students evaluation of constituents of classroom teaching costs

S/N	Classroom teaching cost constituents	Students N = 230			
		Frequency (f)	Evaluation %	Rank Order 223 (96.96%)	Remarks
1	Stationery and perishables	165	72	3	Very high
2	Fixtures and fittings (chalkboards and fans)	178	77	2	Very high
3	Fixed assets including land and buildings	195	85	1	Very high
4	Administration/management (security and safety)	151	66	4	High
5	Intangible/notional costs (goodwill)	126	55	8	Low
6	Extra-curriculum activities and breaks	132	57	7	Low
7	News, information and contemporary issues	133	58	6	Low
8	Natural and health care (medical)	147	64	5	High
9	Teaching staff salaries and allowances	103	45	10	Very low
10	Non teaching staff salaries and wages	110	48	9	Very low

Table 4 Teachers and Students ranking relationship

S/N	Classroom Teaching Costs	Teachers Rank Order	Students Rank Order	d Relationship Difference
		x	Y	x-y
1	Stationery and perishables	5	3	2
2	Fixtures and fittings (chalkboards and fans)	4	2	2
3	Fixed assets including land and buildings	3	1	2
4	Administration/management (security and safety)	6	4	2
5	Intangible/notional costs (goodwill)	9	8	1
6	Extra-curriculum activities and breaks	7	7	0
7	News, information and contemporary issues	10	6	4
8	Natural and health care (medical)	7	5	2
9	Teaching staff salaries and allowances	1	10	9
10	Non teaching staff salaries and wages	2	9	7
	Total	54	55	1-

serial number 9, teachers' salaries and allowance, has a frequency of 172 out of 230 respondents evaluation score of 75%, rank 1st and very high in the ranking column.

Research Question 3

How do the secondary schools teachers evaluate classroom teaching costs for secondary schools educational goals achievement in Rivers State, Nigeria?

Table 3 is about how do the secondary schools teachers evaluate classroom teaching costs for secondary schools educational goals achievement in Rivers State, Nigeria? It shows the serial number, name of the constituent, the frequency out of the 230 respondents and evaluation in percentage, the rank order as well as the remarks associated with it. Specifically, it shows that there are 10 items with the first being item no 3 with 85% while the no 9, is the last scoring 45%.

Table 5 Testing Relationship Hypothesis

S/N	Classroom Teaching Costs	Teachers Rank Order	Students Rank Order	d Relationship Difference	d ² difference squared
		x	y	x-y	(n-y) ²
1	Stationery and perishables	5	3	2	4
2	Fixtures and fittings (chalkboards and fans)	4	2	2	4
3	Fixed assets including land and buildings	3	1	2	4
4	Administration/management (security and safety)	6	4	2	4
5	Intangible/notional costs (goodwill)	9	8	1	1
6	Extra-curriculum activities and breaks	7	7	0	0
7	News, information and contemporary issues	10	6	4	16
8	Natural and health care (medical)	7	5	2	4
9	Teaching staff salaries and allowances	1	10	9	81
10	Non teaching staff salaries and wages	2	9	7	49
	Total	54	55	-1	167
P>0.05; N=10; rho cal = 0.012; rho tab = 0.648; Ho = Accept					

Research Question 4

What is the relationship, if any, between the secondary schools teachers and students evaluations of classroom teaching costs for secondary schools educational goals achievement in Rivers State, Nigeria?

Table 4 is about the relationship between the secondary school teachers and students evaluations of classroom teaching costs for secondary school educational goals achievement in Rivers State, Nigeria. Specifically, it shows that there is an overall negative relationship of -1 which is irrespective of the differences in the ranking of the individual 10 items.

Hypothesis 1

There is no significant relationship between the secondary school teachers and students evaluations of classroom teaching costs for secondary schools educational goals achievement in Rivers State, Nigeria.

Table 5 contains the information for accepting or rejecting the null hypothesis. Ho₁ specifically it shows that at the alpha level of 0.05, the N=10 items calculate a rank spearman order of correlation coefficient 7-0.012 as opposed to the table value of 0.648 hence the null hypothesis Ho.1 is accepted. Therefore, it is concluded that there is no significant relationship between the secondary school teachers and students evaluation ranking of what constitute classroom teaching costs for secondary school educational goals achievement in Rivers State, Nigeria.

CONCLUSION

Every individual person or legal entity has the desire to achieve predetermined goals and objectives. This stated aim or purpose is usually approached with the understanding of incurring some costs expenses as well as making some sacrifices. Thus, the achievement of the goals and objectives of secondary education, not only in Rivers State particularly, but also in Nigeria generally requires the identification of classroom teaching costs where the actual educational processes are paramount. This study has identified the classroom teaching costs by the teachers and students as a means of enhancing the effective and efficient achievement of the goals and objectives of education.

RECOMMENDATIONS

The following recommendations are hereby made;

- 1) Educational policy formulators and planners should recognize the identified classroom teaching costs of this study and use them in formulating educational policies and educational programme planning.
- 2) School administrators and other educational policy implementators should be conversant with the items of classroom teaching costs and spotlight areas for cost control and reduction of overheads so as to be efficient and effective.
- 3) Beneficiaries of education, particularly the students should be able to safeguard or protect school properly from damage as well as avoid injury to persons

so as to reduce costs and help early completion of school academic programmes.

4) All tiers of government should be able to identify classroom teaching costs and fund them adequately for it is the governments responsibility to ensure the right to education for all her citizens.

REFERENCES

- Adam N (2003). *Secondary school management today*. Sydney: Hutchinson Ltd.
- Adegite E (2010). Accounting Accountability and National Development. *The Nigerian Accountant*. 43(1): 48.
- Adeyemo B (2000). Public school funding: The case of community mobilization and effective management. *Journal of Educational Development*. 1(2): 27-30.
- Ajibade D (2009). Factors affecting academic performance in secondary schools in Nigeria. *International Journal of Social and Policy Issues*. 6(1): 2.
- Akerelo WO (2002). Managing Nigeria Education in the 21st Century: Issues and challenges, paths to the sustainability of Higher Education in Nigeria. Lecture group to Social Science Academy, FCT, Abuja.
- Akubue AU (1999). *Classroom Organization and Management: A 5-point Strategy*. Ibadan: Wisdom Publishers Ltd.
- Aminigo IM (2011). Overview of Secondary Education in Rivers State: Issues, Challenges and Recommendations. *Journal of Education in Developing Area*, 19(1): 23-28.
- Amirinze B (2000). *Contemporary Issues in School Operations*. Owerri: Spring Field Publishers.
- Anietan EE and Asita H (2012). Provision of Support Services and Learners' Academic Performance: A challenge and Innovation in NTI, NCE and Distance Learning Programmes in Cross Rivers State, Nigeria. *Knowledge Review*, 26(2): 127-133.
- Asein AA (2000). "Budgeting, Profit Planning and Control Process" ICAN News volume 5, Number 1, March, pp10-15.
- Awotua-Efebo EB (1999). *Effective Teaching: Principles and Practice*. Port Harcourt: Feason Services.
- Babalola JB (Ed) (2003). *Basic Text in Educational Planning*. Ibadan: Awemark Industrial Printers.
- Catholic Secretariat of Nigeria (2012). *Access to Qualitative Education*. Abuja: JP/Caritas.
- Charles CM and Senter GW (2004). *Building Student Discipline 8th edition*. Boston: Auyu and Bacan.
- Davies B and Ellison L (1990). *Managing the Primary School Budget*. Northcote House.
- Docking JW (2000). *Control and Discipline in School*. London: Harper and Row Publishers.
- Duck D (2003). *The Development of Intelligence in Children*. New York: Harry Holy.
- Esirah SB (2011). Challenges in the Socio-Educational Leadership: A Philosophical Approach. *The Oracle* 3(1): 55-71.
- Etuk – Udo JS (1993). *Principles of Accounts for West Africa. Book one* (Metric Edition). Ibadan: University Press Plc.
- Ezinwo IO (1995). *Managing students crisis: The Nigerian Experience*. Lagos: Oliseme Publishers.
- Giles L (2002). The use of technology to enhance learner support services. *The Educator* 20(91): 267-235.
- Glathorn A (2005). *Quality Teaching through Professional Development*. California: Corwin Press.
- Gowon Y (2005). Gowon decries misage of funds; rot in education sector. *The Guardian, Thursday March*, 17 p.17.
- Igwe LEB (2000). *Fundamental Theories, Concepts, Principles and Practice of Educational Administration*. Port Harcourt: Petrup Enterprises Nig.
- Izedonmi F (2006). Generating Economic Growth and Stability through the Accounting Profession in Development Countries. *The Nigerian Accountant*. 39(4): 24.
- Kabandize LI (2004). The Management of Students' Discipline in Secondary Schools in Kampala District. An Unpublished M.Ed Thesis, Makerere University. Kampala.
- Kabir MB (2012). The need for Diversifying Post Secondary Education for Employment and self productivity in Nigeria. *Knowledge Review* 26(2): 110-119.
- Lipton J (2002). *Classroom Management: The Successful use of Behaviour Modification*. New York: Pergaman Press Inc.
- Louisa L (2012). *Education in Egypt: Key Challenges, Middle East and North Programme*. Cairo: Cathe House.
- Nnabuo POM, Okorie NC and Agabi OG (eds) (2004). *Introduction to School Management*. Port Harcourt: Eagle Lithograph Press.
- Obi E (2003). *Educational Management and Practice*. Enugu: Jamoe Enterprises (Nig.).
- Osokoya IO (2010). *History and Policy of Nigeria Education in World Perspective*. Ibadan: AMD Publishers.
- The Institute of Corporate Administration of Nigeria (2013). Training Will Enhance your Professionalism and Marketability. *2013 Q3 Newsletter* pp1-4.
- UNESCO (2003). *Problems of Education in Nigeria: Education Sector Analysis*. Abuja: UNESCO.
- Welton J (1981). "Studies on Organization and their Implications for Accountability in Education part 2". *Journal of the British Educational Administration Society*. 9(3):90-108.
- Wood F (1980). *Business Accounting* (Third Editions). London: Longman Group Ltd.