



# Assessing the Managerial Functions of the Senior Secondary Schools Board for Quality Education Delivery in Rivers State

**Sai Harry**

Department of Educational Management  
Faculty of Education  
Ignatius Ajuru University of Education  
[saiharry451@gmail.com](mailto:saiharry451@gmail.com)

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## Abstract

This study assessed the managerial functions of the River State Senior Secondary Schools Board for Quality Education Delivery. Specifically, the study attempts to achieve three objectives and three corresponding research question and three hypotheses respectively. Correlational research design was adopted for the study. The population of the study comprises Directors and Supervisors of the Rivers State Senior Secondary School Board Headquarters, and those of the 23 Local Government Zonal Offices of the Board, Principals, Vice Principals and teachers of 285 senior secondary schools in Rivers State and the Director of the Inspectorate Division of the Rivers State Ministry of Education and the UBE board. A simple random sampling technique was used to select the respondents to the study. To enhance effective conduct of the study a self-structured questionnaire of 24 items titled Assessing the Managerial Functions of the Rivers State Senior Secondary Schools Board for Quality Education Delivery (AMFRSSSBQEDQ). To analyze the research question formulated, mean and standard derivation was used to answer research questions while, the hypothesis postulated was analyzed using chi-square. Findings from the study showed that the respondents agreed that the managerial functions of the board are good and can enhance quality education delivery in public secondary schools. Based on the purposes of the study, it was conclusions that the board should carries out effective supervision and monitoring of schools. The study then recommends that efforts should be intensified by the Senior Secondary Schools Board, State Ministry of Education and the Zonal Boards to develop a good plan for supervision and inspection of schools.

**Keywords:** Managerial Functions, River State Senior Secondary Schools Board, Quality Education, Delivery.

Reference to this paper should be made as follows:

Harry, S. (2021). Assessing the managerial functions of secondary schools' board for quality education delivery in Rivers State. *International Journal of Scientific Research in Education*, 14(4), 531-548.

## INTRODUCTION

Education has been recognized as the fundamental basis on which nations build a solid foundation and function effectively. Its social, political and economic viability depends highly on the quality of education given to her citizens. Any Nation that wants to be recognized as a developed country must build its human resources firmly. A country is said to be developed technologically, if majority of her populace are well educated. Hence, the managerial functions of the board help to achieve this objective of the country. Considerable attention has recently been drawn to the need for effective management in both public and private sector. The growing debates and interest concerning effective management has been the result of fear or failures in organizations and the disillusionment about competence in the public service. Consequently, there is increased emphasis on proper understanding and the process for which management stand for and what effective management outcome will be (Oyewole, 2012).

Adesina in Oyewole (2012), stated that Management is the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives. It is a process designed to ensure the cooperation, participation, involvement and intervention of others in the effective achievement of some set or specific objective in an organization. Ehiamentolor in Oyewole (2012), observed that the quality of product is a function of the quality of staff, hence effective management of human resources is recognized as a crucial function of management because it involves people who determine the success or failure of the organization. From the foregoing therefore Amarinze (1995), stated that it is clear that the elements of the key words involved are human and material resources. It can therefore be said that, management is the process of attaining or achieving set goals through the manipulation of human and material resources. The human resources include personnel (i.e., workers of all classes) and the material resources include money, machinery, building, lands, etc.

On the other hand, the concept of administration as recorded in the chamber's encyclopedic dictionary is the whole art of carrying into effect, any policy plan or undertaking whether conceived by government or public or private agency. It implies the process of executing policies formulated by higher authorities and the process of implementing directives and policies. In an attempt to draw a line of distinction between management and administration, Management therefore is organizing people together and utilizing available resources effectively to achieve a desired goal in an organization; it includes planning, organizing, staffing, directing and controlling an organization or a group of people. Management is in charge of implementing policies that are formulated and approved by the administration. Administration on the other hand is the management of business operation through the making and implementation of major decision concerning the organization.

Amarinze (1995), further affirmed that administration is the delegation aspect of the management process which is concerned more with the handling of public affairs institutions and having to do more with welfare programmes or public services for the well-being of man and society, by implementing government policies. This implies that to be known as an administrator is to be placed in a position, from which one does all to ensure that the short- and long-term goals are achieved, through the implementation of policies made for such purposes. In other words, an administrator works on directives. For him to work outside the laid down directives, he has to seek for approval from his boss. For the purpose of this study, the functions of the Senior Secondary Schools Board shall be seen as managerial in view of its scope of activities as spelt

out by the authority establishing it and the provisions made concerning its functions in the National Policy on Education.

The Ministry of education at the state level performs its functions through relevant educational agencies. One of such formidable agencies is the Rivers State Schools Management Board. The Rivers State Post Primary Schools Board (PPSB) was setup in 1989 under the post primary schools board law no.4. It was tasked with supervising public secondary schools in Rivers State. In 2012 the PPSB was repealed, and the Board was renamed to its present name, the Senior Secondary Schools Board (SSSB). The S.S.S.B was established on the 30th May 2012 as an Agency of the Rivers State Government, responsible for the development and Management of the State's Senior Secondary Education system. Its formation was authorized by the Senior Secondary Schools Board Law No. 5 of 2012. Also, the Federal Republic of Nigeria (2014), in its National Policy on Education, recommended that the chairman of a newly constituted Schools Board or Education Authority will need to have a professional background and for the first three years, the Schools Board or Education Authority will be expected to have a chairman, an experienced education administrator. The Schools Management Board or Senior Secondary Schools Board was charged with the following functions:

- Management of all Senior Secondary schools for quality education delivery;
- Co-ordination of the activities of Divisional schools Management;
- Committees now referred to as the Zonal Senior Secondary Schools Board;
- Recruitments, Appointments, Posting, Promotions, Discipline, and Transfers of school staff;
- In the case of principals and vice principals their promotion, transfer and discipline shall be made with the approval of the Commissioner of Education. To handle inter-service and inter-state transfer of academic and non-academic staff, other than those handled by the civil service commission, subject to the approval of the governor;
- Other functions are to establish and maintain an office in the headquarters of each Local Government Area in the State for easy administration of school;
- Keep proper and update teacher's service records;
- Recommend and approve applications of staff for in-service training to Ministry;
- Approve the budget of the board and to submit same to the ministry for consideration by government;
- Consult and advise state Ministry of education on matters of policy and practice of education;
- Preparation of nominal rolls for the payment of teacher's salaries, allocation of funds, and other resources made available by the state government to the SSSB and the Zonal Board;
- Ensure that directives from the Ministry of Education are compiled;
- Train and grant study leave for teachers;
- Coordinate academic activities for the various senior secondary schools, as well as the Zonal Boards, by way of providing general guidelines, policies and resources;
- Collect levies and fees if any from the senior secondary schools.

### **Statement of the Problem**

The efficient and effective management of secondary schools in the State results in the improvement of standards, methods and practices in the educational system for quality education

delivery. A fall in standards in education is still a controversial issue even among educationists. If the Senior Secondary Schools Board is not carrying out its managerial functions, it will be difficult to know, if teachers are actually teaching to cover schools' schemes and syllabus or not. Generally, the major problems affecting education in Nigeria are poor management and control of educational programs and staff for quality education delivery. The non-performance of teachers due to lack of adequate instructional supervision in secondary schools by the Board may lead to mass failure on the part of the students, as well as, seizure and cancellation or release of incomplete result by WAEC and an increase, in examination malpractices. This is so because ill prepared students will seek for alternative ways of passing their examination, instead of hard-work.

A situation whereby board does not carry out its functions implies that it will be difficult to ascertain the manpower needs of the secondary in the secondary schools in the state. Some schools are bound to be grossly under-staffed. Recruitment and posting of staff to schools without up-to-date records on the staff needs, of each of the schools cannot be effective. There may also be misdirection of educational materials and equipment to the schools. This may result in schools being in dire need of educational materials and equipment having very little or nothing, while others that need very little assistance may be given excess. It is worth asking at this juncture, if the Senior Secondary Schools Board, the educational agency that is vested with the responsibility of managing education activities and achieving improved standards, methods and practices in secondary schools is actually performing its legitimate functions? If it does, to what extent? This study therefore attempts to assess the functions of the Rivers State Senior Secondary Schools Board vis-à-vis its managerial functions for quality education delivery so as to document the facts.

### **Aim and Objectives of the Study**

The main aim of the study is to assess the managerial functions of Senior Secondary Schools Board for quality education delivery in River State. Specifically, the study attempts to:

- Identify the managerial functions of the Senior Secondary Schools Board for quality education delivery in Rivers State.
- Determine the effectiveness of Senior Secondary Schools Board supervision for quality education delivery in Rivers State.
- Ascertain how accurately and timely preparation of nominal rolls for prompt payment of staff salaries influence quality education delivery in Rivers State.

### **Research Questions**

The following research questions guided the study:

- What are the managerial functions of the Senior Secondary Schools Board that influence quality education delivery in Rivers State?
- How does Senior Secondary Schools Board supervision influence quality education delivery in Rivers State?
- How does accurately and timely preparation of nominal rolls for prompt payment of staff salaries influence quality education delivery in Rivers State.

## **Hypotheses**

The following hypotheses directed the study at 0.05 level of significance:

- There is no significant difference between various managerial functions of the Senior Secondary Schools Board and quality education delivery in Rivers State.
- There is no significant difference between Senior Secondary Schools Board supervision and quality education delivery in Rivers State.
- There is no significant difference between accurately and timely preparation of nominal rolls for prompt payment of staff salaries and quality education delivery in Rivers State.

## **Theoretical Framework**

### **Classical Organization Theory (Taylor, 1947; Weber, 1947; Fayol, 1949)**

The study was based on the theory of Henry Fayol, the French industrialist, who was acclaimed by scholars to be the father of modern management theory. Fayol in Hodge et al. (2002), postulated the Classical Organization Theory (the management process theory). He focused on the entire organization as a whole. He was concerned with general management and control of the entire organization and not just supervision and control of operation, at lower levels of management. His focus was on management of organization and not simply individual jobs. His work was thus related more, to top level of management. He emphasized how management and supervisors relate to their organizations, in the knowledge of its goals and believed that management is a universal function that can be defined and understood in terms of the various processes a manager performs. In agreement to this, Koontz and O'Donnel in Weirich and Kannice (2017), states that Organization structure is effective if it, as a whole and every part of it, makes possible accomplishment of individuals in contributing towards the attainment of enterprise objectives. In concluding his discussion of these principles, Fayol observed that he had made no attempt to be exhaustive but had tried only to describe those he had in most occasions because some kind of codification of principle appeared to be indispensable in every undertaking. In view of these principles, management are flexible not absolute and are open to use the prevailing circumstance notwithstanding.

## **CONCEPTUAL FRAMEWORK**

### **The Concept of Management**

The management definition is a single or group of individuals who challenges and oversees a person or collective group of people in efforts to accomplish desired goals and objectives. Furthermore, the definition of management includes the ability to plan, organize, monitor and direct individuals.

## **Managerial Functions and Co-ordination**

Managerial function can simply be described as the characteristic duties of the manager. What the manager does to accomplish synchronized effort of subordination is to carry out managerial function; that is, to plan, organize, staff, direct and control, it is the manager's duty, to achieve organizational goals and objectives. Knootz and O'Donnell cited in Wehrich (2017), observed that there are two ways to achieve this; first, the (manager) ensures that the environment facilitate co-ordination, by creating an appropriate organizational structure, skillful subordinate training and supervising them effectively, explaining the integrated plans out, establishing means to determine whether plans are being carried out properly and programmes are on schedule. Secondly, he (manager) makes certain that his subordinate understands the principle of management and the importance of acting upon them.

### **Classifications of Managerial Functions**

It is believed that the best useful method of classification of managerial functions, are to group them around the activities of planning, organizing, staffing, controlling and directing.

#### **Planning**

Planning is one of the managerial functions of management. To keep any establishment effective, good, planning must take place. Okoroma (2000) asserted that man power planning is the process of determining in advance the production, distribution and utilization of the labour, needed by the various sectors of the society. Okoroma (2010) sees planning as the process of preparing a set of decisions for action by optimal means. Koontz and O'Donnell (2012), says planning involves selecting objectives and the strategies, policies, programmes and procedures for achieving them, either for the entire enterprise or for any organized part. Planning is the concept of looking ahead to stay ahead. It is clear that planning is the determination of anything in advance of action. It involves thinking ahead of time, analyzing and decision making against the future, planning is of course selecting among alternatives. It is deciding in advance what to do, when to do it, where to do it, and who to do it. It bridges the gap from where we are to where we want to go. Types of planning include objectives, policies, strategies, procedures, rules, programmes, and budget planning (NBA, Knowledge Base).

**Objective plans:** Objective or goals which activity is aimed. They represent not only the point of planning, but the end toward which organizing, staffing, directing, controlling is aimed.

**Policy planning:** Policies are general statements or understanding that will guide or channel thinking and action in decision making of subordinates.

**Strategic plans:** The word strategy is seen by the military as a grand plan made in the light of what it was believed might or might not do.

**Procedure's plan:** Establish customary method of handling future activities. They truly guided to action, rather than to thinking, and they detail the exact manner in which certain action must

be accomplished. According to Koontz and O'Donnell (2012), their essence is chronological sequence of required actions.

**Rules plan:** Are a course of required action chosen from among alternatives. Rules are said to be simplest type of plan e.g., 'NO Smoking' and "close the door behind you" etc.

**Programme plans:** Can be seen as a list of items or events or a detailed plan of arrangement to be carried out. These can be goals, policies, rules, tasks, assignments, steps to be taken, resources to be employed and other elements necessary to carry out a given course of action.

**Budget plans:** Is a statement of expected result, expressed in monetary terms.

## **Organizing**

In order to make it possible for people to work effectively towards accomplishing goals, an intentional structure of roles or positions must be designed, coordinated and maintained. This is the purpose of the managerial function of organizing. Adesina (2011) opined that organizing involves developing an organizational structure and allocating human resources to ensure the accomplishment of objectives. The structure of the organization is the framework within which effort is coordinated and is usually represented by an organizational chart, which provides graphic representation of the chain of command within the organization. Organizing also involves the design of individual jobs within the organization as well as the manner in which the duties should be carried out is decided (job design and job specification). Akrani (2011) added that organizing in management refers to the relationship between people, work and resources, used to achieve the common objective. An organizational structure is said to be efficient and effective, if it facilitates the contribution of staff in the attainment of organizational goals, with the minimum cost. The purpose of organizing therefore is effectiveness and efficiency in the attainment of organizational goals.

## **Staffing**

The function of staffing has to do with manning the organizational structure for effective operation. According to Singh (2017), staffing is the process of providing jobs to deserving people through the functions of recruitment, selection and training with a view to getting benefits from them for the achievement of pre-set goals of organizations. However, Singh further opined that essential steps involved in the processes of staffing function of management are: manpower planning, recruitment, selection, placement, training, development, promotion, transfer, appraisal, determination of remuneration.

**Manpower Planning:** Manpower planning is regarded as both the quantitative and qualitative measurement of work force required for an organization to survive. It involves the creating and evaluation of manpower inventory and developing the required or needed talents among organizational employees, which also include the selection for possible promotion and advancement.

## **Recruitment**

Recruitment and selection are concerned with filling and keeping filled position in the organization structure (Koontz & Weihrich, 2005). According to The Chartered Institute of Personnel and Development (CIPD, 2012) “recruitment” is the process of having the right person in the right place, at the right time. The process involves advertising for the position, gathering and processing applications, testing the applicants, making decisions on which candidate to recruit and retaining the recruited. Recruitment could be described as filling a void position in an organization to acquire skills or talents lacking in the organization or at its simplest, finding an extra pair of hand to excite the required work. Fatiregun cited in Onah (2003), sees recruitment as that process of assessing a job, announcing the vacancy, arousing interest and stimulating people to apply.

**Selections:** According to Fatiregun (2012), selection is the exercise of choosing for excellence through the process of rejecting or matching of the applicants, first against the attribute which we expect will make for success on the job and secondly, matching of the candidates’ one with another until we have ranked all of them in order of relative suitability. In other words, selection can be perceived to be process of shifting applications to get the best candidates.

## **Placement**

McQuerrey (2018), defines job placement as a service that educational institutions, employment agencies and recruiters offer to help individual find work. Placement variously called appointment; engagement etc is the process of offering job or investing an appointee with the authority to perform a role in writing, in an establishment or organization. Fatiregun (2012) opined that placement has to do with making successful offer, and giving the man the job and the authority that is, the legitimized power to do it. This means that a candidate cannot start or perform a job in any organization until a contractual agreement has been affected. This is by way of issuing a letter of appointment to the successful or best applicant to start.

## **Training**

This is a learning process whereby participants acquire new knowledge, to improve performance. Baron and Augustina (2014), in their argument stressed that the object of training is to produce a relatively permanent change in people so that they can perform present and future jobs more effectively. It is important that a new employee understands and be introduced formally into the establishment, to be familiar with other colleagues with the policies and procedures of the establishment. The importance of training to both the individual and the organization cannot be over-emphasized. Koko and Owhondah (2006), stated as follows: The major goal of personnel training is the improvement of workers performance over a time. Effective training can increase productivity, which lead to greater job satisfaction and lower (labour) turnover. It enables workers to develop better understanding of their work and provide the ability to cope with organizational, social and technological changes.



## **Transfers**

This is otherwise called staff movement from one station or place of work to another. This can be done in different ways. For instance, intra-transfer, Inter transfer, transfers of service etc. Transfer made within a department or Local Government Area is known as intra transfer. Others made between one Local Government Area to another are called inter-transfer. Those moving from one ministry or parastatals to another are called transfer of service. It depends on the circumstances. Those moving from one state to another are also called inter-state transfer. Transfer of staff are due to, a number of reasons, some of them are; (I) staying too long at a particular station. (ii) A female staff moving because of the movement of her husband. (iii) On health ground (iv) for primitive reasons (v) for the purpose of staff or manpower balancing etc. Administration of Wages and Salaries: A major responsibility on the shoulders of the personnel department is to ensure that wages and salaries are paid in the organization, compare favorably with those paid to employees in other organizations. The department must also ensure that wages and salaries paid are such that satisfy the immediate needs of employees. This is so because it is only, when the immediate needs of the employees are satisfied, that one can expect them to work well in an effort to achieve the highest needs of the organization.

Wages and salaries are the remunerations or reward a worker receives on services rendered. Hence when remuneration is paid on daily or weekly basis, it is called “wages” and when it is paid forth-nightly or at the end of the month, it is called “salaries”. Wages and Salaries, according to Crawling (2014) usually represent a cost in enterprise and frequently the largest. At the same time “the ability to offer acceptance financial records is vital to individual managers. If they are to hire, retain and motivate their human resources successfully. To boost the morale of workers does not depend only on how they were found but how the payment was made.

## **Controlling**

The fourth function of management is that of the ability to control. Control according to pitman’s English and Shorthand Dictionary means “check, guide, govern, restrain, superintendence”. Koontz and O’Donnell (2012) posit that control implies measurement of accomplishment of events, against the standard of plans and the correction of deviations to ensure attainment of objectives, according to plans. Anthony cited in Henri and Journeaut (2010) says that there are several ways of looking at this thus: We have on the one hand, “physical control” in which we deal with units of output, and on the other hand, “financial control”, where expenditure is most likely set against some kind of activity consisting of a “circle” of events which is sometimes known as a “control loop” concept. The word “control” in the sense means keeping a business activity under continuous review by checking actual results the organization hopes for and results obtained. The more accurately and quickly you can measure, the more accurately and quickly you can control.

## **Directing**

Directing is a management function that instructs, guides, and inspires organization’s employees through effective communication process. It is also referred as the process of overseeing the performance of employees for the achievement of organization’s predetermined goals. It is also a

major process or functions that guide employees to perform efficiently, and contribute to the optimum achievement of organizational objectives. As a function of management, directing is useful to the organization in many ways as given below. It guides and helps the subordinates to complete the given task properly and as scheduled.

## **Supervision**

According to Igwe (2001) to supervise means to guide, assist, direct, oversee or to make sure that anticipated principles are met, thus, supervision in school implies the process of ensuring that principles, rules, regulations and method prescribed for purposes of implementing and achieving the objective of education are effectively carried out. Furthermore, supervision is the process of interaction between and among people, such that people influence others. The ultimate goal of instructional supervision is to assist an effective teacher to improve instruction (Glickman et al., 2001; Zepeda, 2003). Supervision of instruction is mandated by department of education and Local school districts, to assist teachers in improving high quality instructions in public school. The process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance (Glickman et al., 2001). Effective supervisor should be a little more informed of modern method of administration and those of teaching. It is the supervisor who is responsible for quality (Beardwell & Clayton, 2007). Obara (2001) saw supervision as the process of co-operatively working together with teachers in order to help them improve on their instructional problem. Hence, supervision of instruction can be seen as a conscientiously planned programme, for the improvement of instruction has in recent times been replaced by that of inspection. Although the term “inspection” still exists in practice, the emphasis is more in the class or area of supervision.

The features of school supervision include:

- It is focus on improvement of learning and teaching processes.
- It is aimed at boosting the morale of the teachers and pupils in doing what they do well and in correcting what they do not do well,
- Regular schedule and well-planned supervision, based on human relation principles, rather than the traditional master versus servant attitude.
- Last several days rather than a few hours.
- Looks into every aspect of the school in order to suggest ways of improving them
- Involves a lot of interaction and exchanging of ideas to find out which method works better.

Supervisors come as colleagues and teachers rather than fault finders and reporters.

## **Purpose of Supervision of Instruction**

There are various reasons for carrying out supervision and inspection in school. One of the most crucial reasons is to ensure that each individual teacher within the schools’ system has been performing his/her duties for which he/she was scheduled to perform and is paid for. Another important reason is to encourage individual teacher to effectively work towards achieving the

objectives for which the institution was established. Achieving the purpose of educational supervision makes the achievement of the goals of education much easier. This becomes more imperative and pressing because of the increased cry globally about immorality and corruption in the education sector (Ojogwu, 2001; Igwe, 2001; Eya & Chukwu, 2012).

### **School Inspection (SI)**

Inspection is as old as human existence. A task they are charged with and so require oversight of these tasks. Inspections are usually non-destructive. Every human tries to excel at tasks they are charged with and so requires oversight of these tasks. According to Okumbe in Ogunu (2005) inspection is an old concept in management whose basic premise is derived from an autocratic management aimed at catching teachers who underperform but it represents a fault, Burnham in Brennen (2008), points out that in education, teachers tend to see inspection as an external imposition and are particularly prone to reject it when inspectors are given too much authority. Ojelabi in Olele (1995), school inspection (SI) represents a critical examination and subsequent evaluation of schools as designated places of learning. It seeks to provide the necessary advice and support to ensure school improvement. It is an organized examination or formal evaluation exercise, involves the measurement, testing, and evaluation of certain characteristics of The results are usually compared to specified requirements and standards so as to determine whether school inspection can also be conceptualized as a kind of management, which involves directing, controlling, reporting, commanding, and other such activities that emphasize the task at hand and assess the extent to which particular objectives have been accomplished within the confines of the school expected to produce an end result of high student academic of school inspection.

### **Appraisal /Assessment of Performance**

A performance appraisal is a regular review of an employee's job performance and overall contribution to a company. Also known as an annual review, performance review or evaluation, or employee appraisal, a performance appraisal evaluates an employee's skills, achievements and growth, or lack thereof. Companies use performance appraisals to give employees big-picture feedback on their work and to justify pay increases and bonuses, as well as termination decisions. They can be conducted at any given time but tend to be annual, semi-annual or quarterly” (Investopedia). Performance appraisal has been defined by Ogulu (1997) as the process of arriving at judgment about an individual's past or present performance against the background of his work environment and about his future potential for an organization. The performance appraisal process is an administrative activity designed to assist personnel achievement for individual as well as organizational goal. Appraisal will reveal what skills the employee possesses or lack and a realistic development programme can be drawn up.

### **Conducting a Performance Appraisal /Assessment**

In recent years, the focus of performance appraisals has shifted away from evaluation and the strict appraisal of performance towards a more forward-looking approach. This centers upon improving performance and developing the appraisee by means of a well-prepared, honest and open discussion.

Performance appraisal usually revolves around a face-to-face discussion during which one employee's work is discussed, reviewed and appraised by another, using an agreed and understood framework. Peers can appraise each other, and upward appraisal by subordinate to

superior is increasingly becoming accepted as a development method. Even customers and other stakeholders can be involved, if a 360-degree appraisal scheme is used. Most usually, however, line managers conduct appraisals of their staff, and the present benchmark is based upon such an approach.

## METHODOLOGY

In order to accomplish the objective of the study the correlation research design method was adopted. The population of the study comprises Directors and Supervisors of the Rivers State Senior Secondary School Board Headquarters, and those of the 23 Local Government Zonal Offices of the Board, Principals, Vice Principals and teachers of 285 senior secondary schools in Rivers State and the Director of the Inspectorate Division of the Rivers State Ministry of Education and the UBE board. A simple random sampling technique was used to select the respondents to the study. The first set of respondents made up of 10 Directors and 20 supervisors at the Senior Secondary School Board Headquarters. A total of 500 respondents were selected from the first, second, third, fourth and fifth set of subjects within SSSB headquarters, Zonal offices, Principle of secondary schools, the State Ministry of Education and the UBE Board Port Harcourt. To enhance effective conduct of the study a self-structured questionnaire of 24 items, titled Assessing the Managerial Functions of the Rivers State Senior Secondary Schools Board for Quality Education Delivery (AMFRSSSBQEDQ). The instrument in this research was developed through the guidance of the supervisor of the researcher and some experts among the Lecturers of Ignatius Ajuru University of Education Rumuolumeni, in the area of educational management. Temporary copies of the questionnaires were administered to principals and Vice principals and supervisors who have sound knowledge about the subject under investigation. To analyze the research question formulated, the score technique method was used to determine at what point, to accept or reject the values obtained, while the hypothesis postulated was analyzed using chi-square statistical method and Likert 4-point summation rating scale, mean responses below 2.5 was rejected, while mean responses above 2.5 was accepted.

## RESULTS

### Answer to Research Questions

Table 1: Mean and standard deviation of managerial functions of the board and the extent they enhance quality education delivery in public senior secondary schools

S/N	Items	N	Mean	SD	Remark
1	The S.S.S.B. conducts regular supervision of instruction in all the schools in Rivers State	400	2.8500	1.06317	Agree
2	The S.S.S.B. are accurate in the preparation of normal roll for the payment of teachers' salaries.	400	2.9500	1.0000	Agree
3	The Board keeps good record and also embarks on evenly distribution of teachers and educational materials to individual school.	400	2.65750	.75551	
4	Erring and truant teachers are adequately discipline and good performance are recommended for promotions and appointment of principals.	400	2.6250	.85803	Agree
		400	2.775	0.9101775	Agree

From table 1 above shows that the respondents with the mean score of 2.8500 agreed that The S.S.S.B. conducts regular supervision of instruction in all the schools in Rivers State, they also agreed that S.S.S.B are accurate in the preparation of normal roll for the payment of teachers' salaries with mean score of 2.9500. Again the respondents, agreed that the Board keep good record and also embarks on evenly distribution of teachers and educational materials to individual school with the mean score of 2.6750, and mean score of 2.6250 also suggests that the respondents agreed that Erring and truant teachers are adequately disciplined and good performances are recommended for promotions and appointment of principals and vice principals Hence, the managerial functions of the board enhances quality education delivery.

Table 2: Mean and Standard deviation of the extent supervision of Secondary schools by the board enhance quality education

S/N	ITEMS	N	Mean	SD.	Remark
5	Senior Sec. Sch. Board visits the schools regularly to ensure compliance to the laid down rules.	400	3.0000	.83771	Agree
6	The senior secondary schools board oversees, evaluates and coordinates the process of teaching and learning.	400	2.8500	.96427	Agree
7	The Sen. Sec. Sch. Board interacts with teachers on academic matters example discipline, classroom management and instructional planning (lesson plan)	400	3.2000	.81342	Agree
8	The board supervises the implementation of the curriculum	400	3.1000	.91766	Agree
<b>Total</b>		<b>400</b>	<b>3.0375</b>	<b>0.8832</b>	<b>Agree</b>

Table 2 above suggests with the mean score of 3.000 and STD (Standard Deviation) of .83771 the respondents agreed that Senior Secondary Schools Board visits the schools regularly to ensure compliance to the laid down rules. They also agreed that Senior Secondary Schools Board oversees, evaluate and coordinate the process of teaching and learning, with the mean score of 2.8500 and STD of .96427. The mean score of 3.2000 and STD of .81342, shows that the respondents also agreed that the Senior Secondary Schools Board interact with teachers on academic matters, like discipline, classroom management and in writing of their lesson plan. The board also supervises the implementation of the curriculum with a mean score of 3.1000 and a STD of .91766.

Table 3: Mean and standard deviation of the accurate preparation of staff nominal rolls for payment of staff salary enhance motivation and quality education delivery

S/N	ITEMS	N	Mean	SD.	Remark
9	Staff salaries are been worked out and paid as at when due.	400	3.0000	.83771	Agree
10	Review of teachers, salaries is carried out and implemented by the schools' board	400	2.4750	.94954	Disagree
11	Allowance that are due the teachers are calculated and paid so as to motivate them	400	2.2025	1.03158	Disagree
12	When teachers participate in seminars and workshop they are encouraged financially.	400	2.2500	1.06787	Disagree
<b>Total</b>		<b>400</b>	<b>2.4818</b>	<b>0.97167</b>	<b>Disagree</b>

From table 3 above shows that the respondents with the mean score of 3.0000 and standard deviation of .83771 agreed that The S.S.S.B. staff salaries are being worked out and paid as at

when due, they however disagreed that S.S.S.B review teachers' salaries with mean score of 2.4750 The respondents however disagreed that the Board calculate and pay allowances that are due teachers to motivate them with a mean score of 2.2025. Again the respondents disagreed that teachers are not encouraged financially after participating in seminars and workshops with a mean score of 2.2500. In conclusion the total mean score of 2.48118, approximated to 2.5 can only suggest that nominal rolls are accurately prepared for the payment of staff salaries as a motivating tool for quality education delivery.

### Test of Hypotheses

**Hypothesis One:** There is no significant relationship between the managerial functions of the board and quality education delivery in public secondary schools in Rivers State.

Table 4: Chi-square analysis of relationship between the managerial functions of the board and quality education delivery

S/N	ITEMS	Chi-Square	DF	Sig	Remark
P1	The S.S.S.B. conducts regular supervision of instruction in all the schools in Rivers State	40.000	3	.000	
P2	The S.S.S.B are accurate in the preparation of normal roll for the payment of teachers' salaries	138.000	3	.000	Reject
P3	The Board keep good record and also embarks on evenly distribution of teachers and educational materials to individual school	186.000	3	.000	Reject
P4	Erring and truant teachers are adequately disciplined and good performances are recommended for promotions and appointment of principals and vice principals	150.000	3	.000	Reject

From table 4 above, all four variables in hypothesis one shows that all the items have a  $p < .000$ . This shows that there is a significant relationship between the managerial functions of the board and quality education delivery. The null hypothesis is therefore rejected. Which agrees with Derek and Seward as cited in Ololube (2018) effective management helps to carry out the task of ensuring that a number of diverse activities are performed in such a way that defined objective is achieved), hence management should be the responsibility of the board. It is necessary to note however, that effective management by itself has been the result of fear or failure and disillusionment about competence in the public service. Consequently, there is increased emphasis on proper management (Oyewole, 2012)

**Hypothesis Two:** There is no significant relationship between the supervision of secondary schools and quality education delivery.

Table 5: Chi-square analysis of relationship between the supervision of secondary schools and quality education delivery

S/N	ITEMS	Chi-Square	DF	Sig.	Remark
S5	The S.S.S.B. visits the schools regularly to ensure compliance to the laid down rules and regulations	296.000	3		
S6	The S.S.S.B enhances appropriate expenditure of school funds by checking the school's imprest account and school funds being used	56.000	3	.000	Reject
S7	The Board 1 oversees, evaluate and coordinates the process of teaching and learning.	200.000	3	.000	Reject
S8	The board interacts with teachers on academic matters like discipline, classroom management and instructional plan (lesson plan) .	126.000	3	.000	Reject

Data in table 5 revealed that all the p-value are significant at .000. This implies that there is a significant relationship between the supervision of secondary schools and quality education delivery. The null hypothesis is therefore rejected. The respondents were of the opinion that supervision of school is a core managerial function of the Board and can lead to quality education delivery. This aligned with Ekundayo et al. (2013) who stated that supervisors can help teachers to acquire better classroom management skills. Supervision also helps to enable teachers, develop preventive and corrective measures of discipline in the classroom and the purpose of supervision is to provide academic guidance by experienced teacher or expert or specialists in different school subjects so that newer or Junior Teachers are able to develop their skills and capacity.

**Hypothesis Three:** There is no significant relationship between the preparation of staff nominal roll for the payment of staff salaries and the motivation of staff for quality education delivery.

Table 6: Chi-square analysis of the relationship between the preparation of staff nominal roll for the payment of staff salaries and the motivation of staff for quality education delivery

S/N	ITEMS	Chi-Square	DF	Sig.	Remark
I9	Staff salaries are been worked out and paid as at when due	296.000	3		
I10	Review of teachers' salaries is carried out and implement by the schools' board	50.000	3	.000	Reject
I11	Allowance that are due the teachers are calculated and paid so as to motivate them	38.820	3	.000	Reject
I12	When teachers participate in seminars and workshop they are encouraged financially.	66.000	3	.000	Reject

Table 6 revealed that all the items have a p-value of .000. This implies that there is a significant relationship between preparation of staff nominal roll for payment of staff salaries and staff motivation for quality education delivery in Senior Secondary Schools in Rivers State. The null hypothesis is therefore rejected. The respondents opined that preparation of staff nominal roll for payment of staff salaries is a managerial function of the Senior Secondary Schools Board in Rivers State and a basic tool for motivation of the staff by paying them salaries and other emoluments due them, but a good number of them objected to that fact about the board. Hence, teachers of the public secondary schools are not adequately motivated, which can also be traced to the cause of the fall in the standard of education. McGuire and McDonnell (2008) opined that,

employee welfare facilities, helps significantly in enhancing the self-confidence and intellectual level of an employee. This will eventually increase employee productivity in the work place leading to improved motivation, making the employee to be challenged, take on more challenging task and responsibility. This is a good indication of financial performance in the organization, created through adding greater value to employee welfare.

## **DISCUSSION**

The first purpose is to find out the extent, the managerial functions of the board enhance quality education delivery. The study considered such factors as, supervision of instruction, preparation of nominal roll for timely payment of staff salary, record keeping, distribution of teachers and discipline.

Findings showed that the respondents agreed that the managerial functions of the board are good and can enhance quality education delivery in public secondary schools.

The second purpose of the study is to find out the extent of supervision carried out by the board. Factors like maintenance of government rules and regulations, supervision of instructional materials, lesson plan, instruction delivery, curriculum implementation, Findings showed that the respondents viewed that there is a significant level of supervision of secondary schools. Considering the accurate preparation of nominal rolls for the payment of teachers' salaries and other emolument due teachers, it was discovered that teachers were not adequately motivated. Factors like promotion, increment or allowances and financial encouragement were not done, hence the reason for some nonchalant attitude in teacher.

## **CONCLUSION**

Based on the purposes of the study, and results of the investigation, the following conclusions were made: The board carries out effective supervision and monitoring. It is the duty of the Board to guide, assist, direct, oversee or to make sure that anticipated principles are met (Igwe, 2001). Also, Beardwell and Clayton (2007), stated that positive factors affecting quality of teachers have a role in improving quality of teaching, curriculum implementation, by controlling unwanted absenteeism, negligence in lesson preparation, and laxity in making of books and feedback. Effective supervision should be a little more informed of modern method of administration and teaching. It is supervision that has that role to play in schools. It was also discovered that some teacher's act of insubordination was due to lack of motivation and frustration arising from nonpayment of allowances, no promotion, and inadequate welfare package. McGuire and McDonnell (2008) opined that employee welfare facilities increases productivity when they are motivated. Also, the distribution of teachers, in public secondary schools in Rivers State was investigated and it was discovered that the board has good record of teachers and adequately, post them to schools in need but must lay emphasis on professionalism. According to the results of the study, Inspection is poorly carried out by the board, which is very dangerous in school administration and management. Ojelabu in Olele (1995) stated that inspection is a subsequent evaluation of schools as designated places of learning. It seeks to provide the necessary advice and support to ensure school improvement for maintenance of minimum standards. This function of management must not be ignored, as quality education depends on it. On the discipline of erring teachers, the study disclosed that erring teachers are



adequately punished by the board. This is done by issuing of queries, suspension, transfers and compulsory retirement. Also, strict disciplinary measures without fear or favor, and rewards in the form of appointment of principals and vice principals and other functions laid on them by the edict creating them. Fayol in Hodge and Wren et al. (2002) sees discipline as respect for agreements, which are directed at achieving obedience, application, energy and the outward marks of respect. Fayol declares that discipline requires full superiority at all levels.

## Recommendations

Based on the findings of the study, the following recommendations were made:

- Efforts should be intensified by the Senior Secondary Schools Board, State Ministry of Education and the Zonal Boards to develop a good plan for supervision and inspection of schools
- Efforts should be intensified by the Senior Secondary Schools Board, State Ministry of Education to ensure that management staff of the board carryout their duties effectively.
- Intensive and frequent visitation to schools for supervision, inspection and monitoring to correct wrongs and to recognize diligent teachers and students for rewards.

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