ABSTRACT
Education has been in crisis for many years in Nigeria. Regrettably, much of the crisis is traceable to poor funding. Resources allocation has remained daunting, despite the seeming reforms in the sector. Limited economic future has been the bane of this crisis. In the midst of this crisis can the projected quality education be realized; especially at the Senior Secondary School level? Shouldn’t funding of Senior Secondary Schools be viewed against the decline of resources generation and allocation in Nigeria? Again what is the status of the funding of Senior Secondary Schools in Rivers State? This paper attempts to address some of these issues. This study is a guide to planned resources use for formal education. It is an ordered knowledge of how its financing has taken place from 2007 – 2018. Total education expenditures for the past 12 years should be known and also provided details on how funds have been used. The ability to finance an expanding educational system is necessarily linked with the questions of who pays. It is significant also to know the sources of the funds. This is what this paper attempt to address.

Keywords: Funding, Senior Secondary School Education, Quality, Delivery.

INTRODUCTION
Section 1 of the 6th edition of the National Policy on Education 2013 as amended states in specific terms, the specific goals of Education in Nigeria. The Policy Projects that Education offered in Nigeria should be qualitative, comprehensive, functional, relevant and Information Technology driven. The Policy further states that, in doing this the Nigeria Government will ensure, sustain and offer unfettered access and equality Education to all individuals in partnership with the private sector, Non-Governmental Organizations and Local Communities to support and fund education at all levels. This robust undertaken according to the Policy is deeply guided by within the frame work of the overall Philosophy of Education that:

a) Education is an instrument for National Development & Social Change.
b) Education is vital for the promotion of a progressive and united Nigeria
c) Education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society.
d) Education is compulsory and a right of every Nigerian irrespective of gender, social status, religion, colour, ethnic backgrounds and any peculiar individual challenges and
e) Education is to be qualitative, comprehensive, functional and relevant to the needs of the society.

These colourful provisions as encapsulated in the Nigeria Policy on Education sounds beautiful but ironically highly demanding. The closer examination of these provisions reveals that huge percentage of Nigeria economic resources must be deployed into Education if Nigeria must realize the objectives and
goals of its National Policy on Education. Expectedly, going by the spirit and letter of the National Policy on Education (NPE), except greater percentage of Nigeria socio-economic resources are deployed into the Education section, the robust provisions and projections would remain a mirage. This paper is designed to examine the funding of Senior Secondary Schools in the State and the attainment of the components of the projection, which is the attainment of quality Education in Rivers State.

**Allocating Resources for Quality Education**

Providing every child with an equal opportunity and qualitative Education has been a central challenge in public education. The weakness of wealth generation, multiple and weak institutions, Policy “Somersault” and weak support system have continually hindered funding of Education in Nigeria. Ironically, the purposeful and practical allocation of resources to support equitable access to high-quality learning opportunities is a major component of National Policy on Education at the Federal, State and Local Government levels.

Matthew Lynch (2000) in his paper stated that:

“Resource allocation consists of more than assigning (dollar) amount to particular schools or programmes. Equally, if not more important, is the examination of the way in which those dollars are translated into actions that address expressed educational goals at various levels”

Invariably, allocating and developing resources to support improvement in teaching and learning is critical to school reforms efforts. The implication is that resources allocation in Education does not just take place in a vacuum but reflects policy conditions that form a context in which opportunities for effective School/Education leadership can be created.

**What then is Resources Allocation?**

According to an outline dictionary, - encydopedia.com, resources allocation is the act of making resources available to a process. It is the amount of particular resources that has been allocated in a period of time. Henry J. Kaizer Family Foundation Report 2004 defined Resource allocation as the distribution of resources-usually financed among competing groups of people or programmes or schools. Thus, the concept of allocation of resources refers to three levels of meaning:

**Level 1:** Allocating resources to the Education system and school programmes versus other sectors of the economy.

**Level 2:** Allocating resources within the Educational system.

**Level 3:** Allocating resources per each student at various levels of Education especially in the senior secondary school level.

This means that resources needed to actively and fully support education are inherently complex and require an understanding that goes far beyond assessing the level of expenditure or how the millions are distributed. It is necessary that Policy makers and stakeholders examine the ways in which those millions allocated to Education are translated into action for the practical benefit of all by allocating TIME and people to every allocation made.

The three basic categories of resources therefore include; **Money, Human Capital and Time.** In every Education funding process, these three resources are crucial and interwoven. Each affects the other and even depends on the other to achieve its intended purpose. For instance, an abundant of money and time without the knowledge, motivation, and expertise of teacher (Human Capital) does little to maximize desired learning opportunities created for students. In the same view, abundance of human capital without money or time (time distribution of resources) does little to alter practice in the classroom.

Decision-makers must therefore be informed of the coherent relationships among the various resources. Going by this, education experts have identified several emerging trends in resources allocation.
Resources Allocation-Emerging Trends:
Martin Carnoy (2009) in his report on Resource Allocation in Basic Education (USAID Ed Strategy Development) identified the following emerging trends to resources allocation. These are:

1) Top-down control/vertical Approach
2) Professional accountability
3) Per capital or per student financing
4) School Based Management Approach
5) Collaborating funding approach
6) Comprehensive and whole school reforms model approach

1. **The Top-down approach** – This is a system where resources are centrally distributed from the top to down: from the State Ministry/Government down to the Local/Rural Area.
2. The social accountability approach
3. **The professional accountability** – This is the system whereby resources meant for Education find their ways into the hands of competent and efficient Professional Educationalists and Educators who use these wisely, effectively and efficiently. They simply follow laid down professional code and apply knowledge and skills.
4. **School Based Management** – This is a mechanism where school funds are generated and committed into the hands of a school based management team drawn from the local community who are public spirited, such mechanism includes; PTA, SMC, Governing Board etc.
   
   The Philosophy entails here is that the men and women around the school community know better in terms of funds needed and utilization than policy makers at the federal or state level to some extent. It is believed that Schools Based Management (SMC) will reduce wastage by ruling out inefficiency and administrative bottlenecks.
5. **Per capital financing or per student funding** - This is basing funding of education based on per capital financing or per student funding. In most states in the federation, funding formulas are exclusively based on school characteristics (Toilet, library, laboratory) than on students’ characteristics (Learning aid poor, special need, bursary scheme, etc)
6. **Comprehensive and whole school reforms formula** – This is providing funding by wholly renovating schools providing all that is needed in a school (model schools, etc.)
7. **Alternative Revenue Streams** – This is soliciting for funds and partnership for funding of schools.

What are the observable trends in use in Rivers State? Has Rivers State education funding consistently followed the process/pattern as outlined above? What is the level of the funding?
In this study we shall be examining the allocation of financial resources specifically to the Senior Secondary section in Rivers State from 1999-2018.

**The Senior Secondary School Education in Rivers State**

Since this study is limited to the funding of the Senior Secondary School Education in Rivers State, it is imperative to identify the specific characteristic or peculiarities of the Senior Secondary School Education generally and Rivers State in particular.

The Senior Secondary School Education otherwise refers to as the Post Basic Education is currently, in Nigeria the third level of Education after the one Year Early Child Care Education, and the Basic Education levels. According to the National Policy on Education 2013, the Post-Basic Education and Career Development (PBECD) is the Education children receive after a successful completion of Ten Years of Basic Education and passing the Basic Education Certificate Examination (BECE). It includes

i) Senior Secondary Education  
(ii) Higher School  

Continuing Education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship”
Therefore, the Senior Secondary Education is one of the components of the Post-Basic Education and Career Development which is designed to prepare its graduates for life outside the school. It is a life-preparatory programme and skill as well as talent development.

According to the National Policy on Education, the objective of the Post-Education includes:

i) Provide holders of the basic Education Certificates an opportunity for further Education at the higher level, irrespective of gender and social status.

ii) It offers diversified curriculum to cater for the differences in latent, disposition, opportunities and future roles.

iii) Provide trained manpower in the applied sciences, technology and commerce at sub-professional gender.

iv) Provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development.

v) Develop and promote Nigeria Language art and culture in the context of world’s cultural heritage.

vi) Inspire students with a desire for self-improvement and achievement of excellence.

vii) Foster patriotism, National Unity and Security.

viii) Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of Labour.

In summary, the curriculum for the Senior Secondary Education should consist of the following fields of studies:

1. Science and Mathematics
2. Technology
3. Humanities (Civil Education)
4. Business studies

From the foregoing; it is obvious that the funding implication of Senior Secondary School Education component of Education is indeed huge and complex: it includes:

i. The building of well-equipped laboratories of different types.

ii. The building of libraries.

iii. The engagement of qualified teachers of different specialities.

iv. The building of suitable modern infrastructure – office, classroom and toilet blocks.

v. The establishment of vibrant and internet connected ICT centres.

vi. The provision of workable school support services (in-service training, promote partnerships & making learning experiences meaningful).

vii. The building of modern workshop for practical’s.

viii. Supply of school equipment and materials for approved functions & programmes.

ix. Financing of sporting facilities and activities.

x. The provision of transport facilities.

xi. The provision of school diaries and Record makers/chalks, boards-white and black.

xii. The provision of boarding facilities and residential facilities.

xiii. Provision of renewable teaching Aids for Senior Secondary Schools.

⇒ Staff Quarters - Dining Halls ⇒ Devotions – Assembly Hall ⇒ Security Post – Kitchen – First Aid Box ⇒ Health Centre and Fencing
Funding of Senior Secondary Schools Education – The Rivers State Experience

According to records from Rivers State Ministry of Education, Rivers State has a total of 229 Senior Secondary Schools across the 23 Local Government Areas. The detail is as stated below:

<table>
<thead>
<tr>
<th>LGA</th>
<th>Number of Schools</th>
<th>LGA</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Abua/Odua</td>
<td>11</td>
<td>(2) Ahaoda East</td>
<td>18</td>
</tr>
<tr>
<td>3) Ahaoda West</td>
<td>12</td>
<td>(4) Akuku-Toru</td>
<td>5</td>
</tr>
<tr>
<td>5) Andoni</td>
<td>5</td>
<td>(6) Asari-Toru</td>
<td>10</td>
</tr>
<tr>
<td>7) Bonny</td>
<td>8</td>
<td>(8) Degema</td>
<td>10</td>
</tr>
<tr>
<td>9) Eleme</td>
<td>6</td>
<td>(10) Emohua</td>
<td>19</td>
</tr>
<tr>
<td>11) Etche</td>
<td>20</td>
<td>(12) Gokana</td>
<td>12</td>
</tr>
<tr>
<td>13) Ikwerre (Kelga)</td>
<td>13</td>
<td>(14) Khana</td>
<td>22</td>
</tr>
<tr>
<td>15) Obio/Akor</td>
<td>13</td>
<td>(16) Ogu-Bolo</td>
<td>3</td>
</tr>
<tr>
<td>17) Omuma</td>
<td>2</td>
<td>(18) Onelga</td>
<td>17</td>
</tr>
<tr>
<td>19) Okrika</td>
<td>6</td>
<td>(20) Opobo-Nkoro</td>
<td>2</td>
</tr>
<tr>
<td>21) Oyigbo</td>
<td>4</td>
<td>(22) Phalga</td>
<td>11</td>
</tr>
<tr>
<td>23) Tai</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total - 229

Source: Ministry of Education 2015/2016 Senior Secondary Schools Census

It is observed that the funding of Senior Secondary School Education is basically done by the State government through Ministry of Education and Senior Secondary Schools Board.

Historical Perspective: 2007-2018

Declaration of State of Emergency in Education

It is on record that worried by the sorry state of Education in the State Principally as a result of poor funding, the then Amaechi Led Government initiated what could be described as forward looking measures to redress poor funding issues in the State Education Sector. In 2007-2008, the State Government:

- Declared a State of Emergency in Education for the first time in the history of Rivers State.
- Tripled the total budgetary provision by 12% of public resources to Education from 2004-2007
- Plough over 70 billion into the provision of infrastructures. This amounted to 18 percent of total budget for 2008.
- Besides, the then State Government took over the funding of Primary Education and allocated ₦10 billion per annum towards the payment of salaries, and ₦500 million per annum to cover hundred percent of the over heads of Primary Schools in the state
- Instituted and commenced work in establishing Model Secondary Schools in each LGA as Centres of Excellence with full boarding facilities.
- Institutionalized and financially strengthened the inspectorate and supervision departments of the ministry of Education.
- Engagement of about 13,000 teachers for the Senior Secondary School Sector

Proposed Sources of Funding for the initiated Laudable Schemes and Steps

- Social service levy
  The proposed Law intends to introduce a social service levy to be paid by all employed and self-employed indigenes and residents of Rivers State. The funds accruable from this levy according to the then government could have been used for such purposes as:

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Funding the then free Education programme in both Primary and Secondary Schools
Providing and improving on the medical facilities in Government Health Centres, etc.
Supporting other essential social services

The law was however later proscribed by a court of competent jurisdiction.

2008 State Summit on Education
Following the then government plan to embark on strategic reforms, the then government commissioned a coordinating Committee, and inaugurated an Education Reforms Summit Committee headed by Hon. Nimi Walson-Jack on 28th November, 2007. On the 29th January, 2008 the Education Summit was convened. Part of the key recommendations of the Summit was:

- The establishment of Central State Wide Education plan to holistically tackle the issues of funding and management of Education in the state.
- The setting of central Education Reforms plan body supposingly to deploy funds more judiciously in the Education Sector.
- Collaborating with the state Tender Board to cost capital projects
- The proposed establishment of 48 Model Secondary Schools in the state.
- The application of the FIRE Approach, which is:
  a) Funding/facilities (b) Inspection (c) Reward (d) Evaluation

<table>
<thead>
<tr>
<th>Year</th>
<th>Total State Budget</th>
<th>Education Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>5010 billion</td>
<td>50 billion</td>
</tr>
<tr>
<td>2017</td>
<td>470 billion</td>
<td>30 billion</td>
</tr>
<tr>
<td>2016</td>
<td>307 billion</td>
<td>12,630,305,838</td>
</tr>
<tr>
<td>2015</td>
<td>442 billion</td>
<td>9,475,920,955</td>
</tr>
<tr>
<td>2014</td>
<td>485 billion</td>
<td>30 billion</td>
</tr>
<tr>
<td>2013</td>
<td>490 billion</td>
<td>47 billion</td>
</tr>
<tr>
<td>2012</td>
<td>438 billion</td>
<td>64 billion</td>
</tr>
<tr>
<td>2011</td>
<td>414 billion</td>
<td>67.92 billion</td>
</tr>
<tr>
<td>2010</td>
<td>429 billion</td>
<td>70 billion</td>
</tr>
<tr>
<td>2009</td>
<td>432.28 billion</td>
<td>-</td>
</tr>
<tr>
<td>2008</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2007</td>
<td>179.4 billion</td>
<td>22 billion</td>
</tr>
</tbody>
</table>

Note: In the year under review the Education received 18.25 billion out of ₦64 billion budgeted

- Review of the 2012 budget official outline platform of; Service – Niger Delta Budget Monitory Group
- NDEBUMOG holds a special consultant status with the Economic and Social Council (ECOSOC) of UN – 2018

Observations on the Budgetary Provisions over the Years:

- None of the budgetary provisions over the years as indicated below has met the UNESCO prescribed 15% - 26% for the Education sector.
- Government budgetary provision has been the major source of funding for the Education sector, particularly at the Senior Secondary Education Level.
- There is a marked difference between budgetary provisions and actual funds release for the sector and level over the years. For instance, in 2012 Rivers State Government Budgetary provision as recorded above was 64 billion, but only a paltry sum of 18.25 billion was released for the sector. Thus in the year under review, the Education sector received only 18.25 billion out of ₦64 billion earmarked for the education sector.
There is no clear indication of any provision made for inspection and supervision of Senior Secondary Schools.

There is also no clear indication for any provision for technical and vocational education, library and ICT.

Provision is made for recruitment of teachers.

The funding trend as indicated in the table above does not appear to be progressive. It fluctuates between 20 billion and 70 billion naira.

The detail analysis of the provision indicates that much of the funding is directed at the provision of school infrastructural facilities against the background of several dilapidated class room blocks across the state as indicated by the State Government.

There seems to be uniform channel of financial resources from one administration to another within the period under review -1999-2018

**Governor Wike’s Administration**

It is also observed that Governor Wike’s Administration is also following the same pattern of funding by just providing funds to renovate school infrastructures without per student index factor as alluded to above. Sources indicate that Rivers State Government under Governor Wike’s administration has renovated or intends to renovate the following Senior Secondary Schools:

i) BMGS - Bori  
(ii) GSS – Ogu  
(iii) NGS - Abonnema  
(iv) GGSS - Rumuokwuta

In Education funding administration Martin Carnoy’s observed or suggested approach must be considered, if adequate and progressive funding is the target. Unfortunately, here in Rivers State, government still provide the buck of funding for the Education Sector especially at the Senior Secondary School level.

For instance, government approved certain chargeable fees for Senior Secondary Schools in the State as indicated below.

**Chargeable Services for 2015/2016 Academic Session**

The Permanent Secretary after due consultation, received approval for the under listed chargeable fees in Senior Secondary schools.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Description</th>
<th>Amount chargeable</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Weekly Games/Sports Wears</td>
<td>1500.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Annual School Sports</td>
<td>2100.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>File</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Badges</td>
<td>200.00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Prospectus</td>
<td>200.00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Exeat</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Uniform – Boys</td>
<td>2500.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Girls</td>
<td>3000.00</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Identity</td>
<td>300.00</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Examination</td>
<td>1000.00</td>
<td>Annual</td>
</tr>
<tr>
<td>10</td>
<td>School Cardigan</td>
<td>1500.00</td>
<td>Optional</td>
</tr>
<tr>
<td>11</td>
<td>Beret</td>
<td>800.00</td>
<td>Optional</td>
</tr>
<tr>
<td>12</td>
<td>SBMC/PTA</td>
<td>1500.00</td>
<td>N500 per term</td>
</tr>
<tr>
<td>13</td>
<td>Environmental</td>
<td>1500.00</td>
<td>N500 per term</td>
</tr>
<tr>
<td></td>
<td>Total – Boys</td>
<td>11,000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Girls</td>
<td>11,500.00</td>
<td></td>
</tr>
</tbody>
</table>

*Note:* Schools were advised to ensure strict compliance.
Sources of Funding Education:
From the foregoing, basically, experts say; there are two broad sources of funding the Senior Secondary Education in particular and Education in general. These are:
• Government sources
• Non-Government sources

Government Sources:
These are resources or funds that comes through the government through budgeting allocation. Government provides allocation and funds for Education through grants. Grants are classified as:
- **Capital Grants** – This is the bulk of payments to Educational Institutions for the construction of new buildings and major repairs of old structures.
- **Recurrent Grant** – This is the totality of expenditure which covers salaries, allowances, maintenances, travelling and transports which are included in the State Budget for Education.
- **Special Grants** - This is not meant for every school. It is usually given to address a special need such as special programmes and school structure to particular school(s) under certain considerations.

Non-Governmental Sources – These include:
- School fees, including sundry service charges.
- Including medical fees, examination fees, sport fees and ID. Cards fees.

- **Proceed from School activities** – This is also another source of funding for most Senior Secondary Schools. These are resources generated through internally engender activities – farming, product or service exhibition.
- **Community efforts and donations** – This include PTA activities. Donation of buildings, donation of infrastructure facilities, donation in cash and kind.
- **Tax fund** - This is formally known as Education Tax Fund which was introduced in 1993 to raise funds for the education sector.

According to Teryima Oralu and Babatunde Oladete (2015) Education is a very expensive social service. The expenses nature notwithstanding, Education can be adequately financed through various sources. Some of these are very conspicuous and described as major sources while other neglected traditional sources if improved upon could augment the funding of Public Education.

From the forgoing, it can be deduced that Education funding comes from different sources. However, the major one for all levels of government is Public revenue from tax.

According to Lawrence C. Ojule (2003) as a consequent of inadequate budgetary allocation to the Senior Secondary School level, public expectation had not been met, given the fact that Education is acknowledged worldwide, as the agent for national development.

Regrettably, from all indications only the State Government plays the leading role in funding of the Senior Secondary School Education, in particular, and other levels in general. Individuals, parents, communities, and religious organizations are yet to play the expected key roles in funding education in the State.

- Though, it is noted that some religions bodies had in the past played some “remarkable” role by the hosting of the first major Secondary Schools in the State, which Government took from them and later handed over back to them in a “policy somersault” in 2008. Alluding to this fact, Fafunwa (1974) stated that up to 1882, the Colonial Government in Nigeria paid little or no attention to the educational needs of people and the field was entirely left in the hands of the Missions.

Other sources of funding as observed in Rivers State Senior Secondary Schools education as also approved by the State Government includes as indicated below.

- Education levies
- Internally generated Revenue (IGR)
- Endowment/Donation
- Counterpart funding
- P.T.A. Contributions
- Private organization/NGOs
- The adoption of Comprehensive reforms approval model
- School services/charges (see as attached MOE Publication)

Although, government operated the Free-Education Policy generally, it is also observed that the above sources of fund are very much applicable to funding of all Senior Secondary School Education in the
state. Obviously this trend is a direct response to the problem of chronic under-funding observed in the sector here in Rivers State.

**What then is Education Financing for Quality Education Delivery?**

Okunamini (2001) said education financing refers to “the process of sourcing, allocating and managing public school resources towards the production of educational services for the attainment of stated and hidden educational objectives. Similarly, Oguru (2000) sees it as “the provision of money necessary to finance the totality of other resources inputs required in an educational system to achieve its objectives maximally”.

These definitions imply that funding Senior Secondary Education, in particular and education generally, should not be just the allocation and distribution of money, but it should be done with an eye on the attainment of set objectives which among other things is ensuring functional, comprehensive and relevant Education at all times.

**What then is Functional and Qualitative Education?**

Education financing is purposeful and is aimed at attaining functional and quality education. It is indeed, having an eye on the attainment of statutory provisions of set objectives as indicated in National Policy on Education 2013. Expatiating further on the concept of functional and qualitative education and quoting extensively from Kaldick-Jamabo (2018), Akuma (1998) quoted Cookey to the fact that functional Education is that in which the ability to perform productive task is more emphasized than the Education that aims at producing ideological conformity. It is a kind of education that emphasizes “practice more than theory”

Defining further the concept of Functional Education, Obanya (2003) in Dienye (2011) defined functional Education as that kind of Education that inculcates specific functional skills, acquired from any Educational system to enable learners understand life situation adapting to it and contributing to its development.

Giving a further breakdown of functional Education at a different realm, Obanya said,

A) Functional Education in basic literacy programme, refers to the application of reading and writing skills to solve day-to-day problems which include the improvement of one’s living condition.

B) In Special and Inclusive Education, functional Education is the acquisition of skills and abilities that will enable a physically challenged child overcome disabilities.

C) Furthermore, in Vocational Education, a functional Education system should inculcate in the learner appropriate skills to function in the labour market.

D) But, in the teacher training process, a functional Education equips the teacher with the appropriate aptitudes and abilities needed to promote learning and bring out the best in learners.


1) Quality Education refers to the extent to which an Educational system meets or tends to respond to the economic needs of the society.

2) It refers to the effectiveness to which an Educational system promotes or reinforces among children and young people, the culture, values, morals and attitudes particularly to a given society.

3) It refers to pupils/students performances or standard of attainment in different school subjects.

**CONCLUSION**

In conclusion therefore, it is required that closed attention be made to per student index funding with an eye on the attainment of quality education. The funding of the Senior Secondary Education in Rivers State is superficial in form, lacking in specifics, substance and standards. It is more government driven than required and expected.
Orubite (2008) while reacting to the seemly poor funding of Senior Secondary Schools generally put the blame on the poor structure of the Senior Secondary School Board (SSSB) Law as enacted. According to him;

_The structure of School Management Boards is inadequate as the Boards are under the superintendence and funding of State governments. So, while State governments strive to meet the demand by creating more schools and sometimes – sub-dividing existing ones, little attention is paid to equipping and funding them. “this structure appears also to have sounded the death knell of technical education and technical schools in Nigeria._

From the above analysis, it is obvious that less of private sources funding is done in the state. The extent to which this model can carry the state remains a mirage and questionable.

**RECOMMENDATIONS**

It is therefore recommended that:
- Periodic accreditation and certification system similar to what obtains in Post-Secondary institutions is also needful at this level of education.
- State Government should set up framework providing the standards in the provision of infrastructure and funding.
- The State Government should massively encourage Private Partnership Collaboration in funding of Senior Secondary School Education.
- Only few Senior Secondary Schools were renovated by the Amaechi Administration, compared to the existing total number. We recommend regular continuous renovation of Senior Secondary Schools.
- The Senior Secondary School Education funding in Rivers State requires a detail study.
- A clear cut provision should be made for inspection and supervision of schools, if quality education would be attained.

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