

Bureaucratic Structures and Service Delivery in Rivers State Senior Secondary Schools Board, 2010 - 2023

Emmanuel Opuene Davies Ph.D

Department of Political Science
Rivers State University, Nkpolu-Oroworukwo
Port Harcourt

Graham Nsiegbe, Ph.D

Department of Political Science
Rivers State University, Nkpolu-Oroworukwo
Port Harcourt

Elike, Onyinyechi Joy

Department of Political Science
Rivers State University, Nkpolu-Oroworukwo
Port Harcourt

DOI: [10.56201/jpaswr.v9.no1.2024.pg38.55](https://doi.org/10.56201/jpaswr.v9.no1.2024.pg38.55)

Abstract

Bureaucratic structures and their impacts on service delivery in public organizations and institutions are of huge interest to policy makers and public administrators, especially as it pertains to policy articulation. This paper examined bureaucratic structures and service delivery in the Rivers State senior secondary schools board. The paper is anchored on the bureaucracy theory of Max Weber as its analytical framework. The paper adopted the survey research design to generate data. The population of the paper is 3000. Sample size for the paper is 350 drawn from the defined population. Data was gleaned via the administration and retrieval of a likert scale structured questionnaire. Generated data was analyzed using percentages and chi-square to ascertain the relationship between both variables of the paper. The paper found out that bureaucratic structures affect effective service delivery in the Rivers State senior secondary schools board. Accordingly, the paper recommends among others; that the Rivers State government should conduct a comprehensive review or bureaucratic procedures within Rivers State Senior Secondary Schools Board to identify redundant or inefficient processes and streamline them to enhance service delivery.

Keywords: Schools, Senior, Bureaucracy, Structures, Service Delivery

Introduction

The concept of bureaucracy refers to the structures, procedures, and regulations that are put in place to help an organization function properly. In the context of senior secondary school, this can include things like administrative rules and policies, school board regulations, and hierarchical structures within the school. These structures and procedures can have both positive and negative effects on how the school operates and deliver services education to its students.

One type of structure that is common in Rivers State Senior Secondary Schools Board is a hierarchical system in which teachers report to a principal, who in turn reports to a superintendent. This can create a system of checks and balances, but it can also lead to rigid and inflexible policies that are difficult to change. Another example is curriculum standards, which are set by governing bodies and can dictate what is taught in the classroom. While these standards can ensure consistency and rigors, they can also limit creativity and innovative service delivery, which refers to the way that an organization delivers its services to its users. In the context of senior secondary schools, this refers to the way that teachers deliver instruction to students. The quality of service delivery can be affected by factors like teacher training, classroom resources, and the quality of the curriculum. "Organizational bureaucracy and service delivery are two important concepts in the field of administration. In particular, the way that schools operate and deliver instruction to their students is influenced by both organizational structures and procedures, as well as the quality of the services they provide. Bureaucratic structures and service delivery are closely linked, and together they have a significant impact on the overall output of the organizations. The structures and procedures that make up organizational bureaucracy can shape the way that instruction is delivered, and can either facilitate or hinder service delivery. Similarly, the quality of service delivery can be affected by the degree of bureaucracy within the system.

Bureaucratic structures and service delivery are intertwined and can have a significant impact on secondary schools systems. The degree of centralization, formalization, and specialization are key in services delivery. Finding the right balance between these different elements is crucial for creating a school environment that is both efficient and effective.

Specific problems of bureaucratic structure in the educational sector, appears to be the lack of autonomy for teachers, who often feel stifled by the bureaucracy and red tape of the system. This is likely to lead to a lack of motivation and a decrease in the quality of instruction. In addition, bureaucratic structures can lead to a lack of resources, such as textbooks and other materials, which can further hamper the ability of teachers to provide quality education services to the public.

This paper is a modest attempt to explore the connection between bureaucratic structures and service delivery in the Rivers State Secondary Schools Board. The paper is segmented into five (5) interrelated parts that begins with the introduction which we just concluded. The second segment begins with bureaucratic theory and ends with the concept of service delivery. The third segment is the method, the fourth segment starts from data presentation and runs through data analysis and discussions while the final part is titled conclusion/recommendations.

Bureaucratic Theory

Max Weber's bureaucracy is a more formalized and inflexible form of organization. Rules, legal authority, and competence are the hallmarks of this non-personal conception of organizations. For him, a person's level of professional competence and the supervisor's commitment to specified norms and rules should determine their amount of supervisory authority.

Bureaucracy is when state officials make most of the major decisions rather than elected representatives. One of Weber's most serious concerns was that society would be unable to keep control over ever-expanding state bureaucracies. According to him, inefficiency and poor management were not even close to the most severe issue, which he saw as the growing influence of public officials. He was a firm believer in the efficiency of bureaucracy when it came to establishing an organization, administration, and groups. Weber's ideal bureaucracy was superior to conventional systems. The division of labor is clearly defined in a bureaucratic organization for each employee.

According to Max Weber's theory of bureaucracy, all corporate responsibilities must be delegated to employees. Competencies and functional specialties should serve as the foundation for task division. Weber advocated for a more organized, rigid organizational structure known as a bureaucracy. This impersonal perspective of companies was based on a formal framework in which suitable management practices included norms, formal lawful authority, and competence. According to Max Weber's bureaucratic theory, organizational efficiency and economic efficacy can be ensured. It's a terrific approach to show management and administration the organization's power structure. A bureaucracy exhibits these characteristics, such as division of work, a hierarchical structure, rigid rules, and a lack of individuality.

Max Weber's theory of bureaucracy (1900s) Weber identified six characteristics of a bureaucracy. These are: division of labor, hierarchy of authority, rules and regulations, impersonality, career orientation, and expertise.

Division of labor: This means that the work of the organization is divided into specific tasks, with each task assigned to a particular person or group of people. This can be seen in schools, where teachers are responsible for teaching, administrators are responsible for managing the school, and support staff are responsible for things like maintenance and office work.

Division of labor can help to ensure that the right people are doing the right tasks, which can improve the efficiency of service delivery. For example, if a teacher is responsible for teaching, they can focus on doing that job well, rather than being distracted by other tasks. This can help to ensure that students are getting the best possible education.

Hierarchy of Authority: This is the idea that there is a clear chain of command within the organization, with each person reporting to someone above them in the hierarchy. In schools, this can mean that teachers report to the principal, who reports to the superintendent, and so on. This hierarchy can help to ensure that everyone knows who they should report to and who they can go to with any questions or concerns. The hierarchy of authority can help to ensure that problems are

resolved quickly and efficiently. For example, if a teacher has a concern about a student, they can bring it to the attention of the principal, who can then address it with the student's parents. This can help to resolve the issue more quickly than if the teacher had to try to solve it on their own.

Expertise: In a bureaucracy, each person is supposed to have the appropriate training and skills for the tasks they are assigned. In schools, this means that teachers should have the appropriate training and education to teach their subject area. This helps to ensure that students are getting the best possible education from people who are experts in their field.

Impersonality: This means that the organization should treat everyone equally, regardless of their personal characteristics. In schools, this can mean that all students are treated equally and given the same opportunities, regardless of their race, gender, or socioeconomic status.

Career orientation: This means that people are supposed to view their jobs as a career, rather than just a job. In schools, this means that teachers should be committed to their profession and view teaching as more than just a way to earn a paycheck.

Written rules and records: This means that the organization should have a system of written rules and records to keep track of everything that is happening. In schools, this can mean things like having a written curriculum, keeping track of student grades, and having policies and procedures in writing.

In the educational sector, this theory suggests that schools should have clear rules and procedures to ensure that they function effectively. Some examples of these rules and procedures could include policies for student discipline, staff performance management, and financial management. These rules and procedures would need to be communicated clearly to all staff and students to ensure that everyone is aware of them and understands their importance.

These characteristics can help to make schools more efficient and organized. On the other hand, they can sometimes lead to red tape and a lack of flexibility. So there are both pros and cons to having a bureaucratic system in schools. It is important to have a balance between bureaucratic service delivery in schools. Some bureaucracy is necessary to keep things organized and running smoothly, but there also needs to be room for creativity and individual initiative.

Weber's bureaucratic theory is helpful to this paper because it provides a framework for understanding how organizations like schools are structured and how they function to provide services. It can help to understand the factors that influence service delivery in schools, and it can provide ideas for improving the way that schools operate. These assumptions provide the foundation for understanding how bureaucracies operate and how they contribute to organizational service delivery.

Application of the theory of bureaucracy

The bureaucratic theory, developed by Max Weber, has various applications in different fields. Here are some key areas where the bureaucratic theory finds application:

1. **Government and Public Administration:** Bureaucratic principles are frequently applied in government organizations to establish clear hierarchies, standardized procedures, and efficient decision-making processes.
2. **Educational Institutions:** Bureaucratic principles can be observed in the organizational structures of schools, colleges, and universities. This helps in defining administrative roles, establishing academic standards, and managing educational resources.
3. **Corporate Organizations:** Many large corporations adopt bureaucratic structures to organize their workforce, clarify job roles, and ensure a systematic approach to management.
4. **Healthcare Organizations:** Healthcare institutions often adopt bureaucratic elements to ensure the smooth functioning of various departments, adherence to medical protocols, and efficient patient care.
5. **Nonprofit Organizations:** Even in nonprofit sectors, bureaucratic structures are sometimes employed to enhance organizational efficiency, especially in larger and more complex entities.
6. **International Organizations:** Bureaucratic principles are applied in international organizations to manage diverse functions, coordinate activities, and maintain a structured approach to decision-making.
7. **Project Management:** In project-based organizations, bureaucratic principles may be applied to define project roles, responsibilities, and reporting structures. This helps ensure project tasks are organized and executed efficiently.

Public Policy Implementation: Bureaucratic structures play a role in implementing and executing public policies. Government agencies are responsible for translating policy directives into actionable steps.

Concept of Organization

Henri Fayol's defines of an organization as a combination of human, material, and financial resources, with a division of labor and a hierarchical structure (1949). Weber's defines an organization as a system of coordinated activity that's designed to achieve specific goals (1947). Chester Barnard says an organization is focused on communication and cooperation between people. He argued that organizations are goal-oriented systems of coordinated human activities. He believed that the goals of organizations are important, but they must be realistic and attainable, thus, he emphasized the importance of communication and cooperation within organizations.

For Louis (1958), Organization is the process of identifying and grouping work to be performed, defining and delegating responsibility and authority and establishing relationships for the purpose of enabling people to work most effectively together in accomplishing objectives. In the words of Allen, organization is an instrument for achieving organizational goals. The work of Louis; an each and every person is defined and authority and responsibility is fixed for accomplishing set goals.

Wheeler, (1939), avers that internal organization is the structural framework of duties and responsibilities required of personnels in performing various functions within the company. It is essentially a blue print for action resulting in a mechanism for carrying out function to achieve the goals set up by company management". In Wheeler's view, an organization is a process of fixing duties and responsibilities of persons in an enterprise so that business goals are achieved.

Koontz and O'Donnell, (1955) 'The establishment of authority relationships with provision for co-ordination between them, both vertically and horizontally in the enterprise structure.'" These authors view organization as a coordinating point among various persons in the business.

Sheldon (1923), sees organisation as the process of combining the work which individuals or groups have to perform with the facilities necessary for its execution, that the duties so performed provide the best channels for the efficient, systematic, positive and coordinated application of the available effort. Organization helps in efficient utilization of resources by dividing the duties of various persons.

Spriegel (1962), in its broadest sense refers to an organisation as the relationship between the various factors present in a given endeavor. Factory organization concerns itself primarily with the internal relationships within the factory such as responsibilities of personnel, arrangement and grouping of machines and material control. From the standpoint of the enterprise as a whole, organization is the structural relationship between the various factors in the enterprise.

Spriegel has given a wide definition of the organization. He has described it as the relationship among persons, factors in the enterprise. All factors of production are coordinated in order to achieve organizational objectives.

Under static concept the term 'organisation' is used as a structure, an entity or a network of specified relationship. In this sense, organisation is a group of people bound together in a formal relationship to achieve common objectives. It lays emphasis on position and not on individuals.

Under dynamic concept, the term 'organisation' is used as a process of an on-going activity. In this sense, organisation is a process of organising work, people and the systems. It is concerned with the process of determining activities which may be necessary for achieving an objective and arranging them in suitable groups so as to be assigned to individuals. It considers organisation as an open adoptive system and not as a closed system. Dynamic concept lays emphasis on individuals and considers organisation as a continuous process.

Urwick (1944) defines organization as "determining what activities are necessary to any purpose and arranging them in groups which may be assigned to individuals."

Concept of bureaucracy

According to Eme and Edeh (2007), there are two main contending views on the study of bureaucracy; the Weberian and Marxian. Weber, a German sociologist who popularized the term used the term to describe a rationalistic and efficient organization of government, administration

and industry. Bureaucracy is viewed as a large-scale, complex, hierarchical and specialized organization designed to attain rational objectives in the most efficient and effective manner. The realization of such rational goals and objectives is maximized through the bureaucratic qualities of formalism and impersonality in the application of rules and regulations in the operation and management of organizations.

The classical bureaucracy of Weber is anchored on certain qualities such as, hierarchy, division of labour anchored on specialization, policy of promotion and recruitment based on merit, in addition to impersonality in the conduct of official duties, security of tenure and strict observance of rules and regulations in the operation of functions, etc (Eme and Edeh 2007). This kind of organization (with these features ensured) in Weber's opinion is the technically most efficient form of administration. He argues that the extent to which the above features are embedded in the organization determine the extent to which the organization approach an ideal type bureaucracy, Weber's concept of bureaucracy however, remains an ideal type which in real life does not exist. This is because no bureaucratic organization exhibits discernable features as postulated by Weber. This explains why Weber's ideal type of bureaucracy has remained a subject of criticism and controversies by many scholars. It must however be noted that Weber's concept of bureaucracy did not include a lot of red tape and inefficiency as bureaucracy is usually viewed, rather his aim was to develop a set of rules and procedures to ensure economic, administrative and co-operative efficiency.

Karl Marx, on the other hand, viewed bureaucracy as an instrument of oppression, exploitation and domination in the hands of the dominant class who control and manipulate the state and its apparatus in the society. Marx conceived the bureaucracy as an instrument usually employed by the ruling class to accumulate wealth and maintain their domination and control of the state. Thus, the basic driving force of bureaucracy is usually concealed by both the dominant class and the bureaucrats, as efforts are constantly made to project the bureaucracy as a neutral and development agency working for the interest of everybody in the society. To a large extent, therefore, the interest and the future of bureaucracy are closely interlinked with those of the ruling class and state. Marx identified four major features of bureaucracy. These are; the process of alienation, incompetence, bureaucratic imperialism, domination and oppression and sordid materialism (Muozelis 1967). To him, it is by the process of alienation that bureaucracy becomes an independent and oppressive force which is felt by the majority of the people as a mysterious and distant entity that regulates their activities. In the area of incompetence, Marx stressed the lack of initiatives and imagination by the bureaucrats who are always scared of taking any kind of responsibility. The bureaucrats is not intimidated by this problem rather believes it is capable of doing anything. Consequently, it continues to expand its area of functions and domain in order to consolidate its position and prerogative (Nnadozie, 2007). With the various conceptualizations of bureaucracy, we cannot but define the state bureaucracy as that machinery of government designed to execute the decisions and policies of political office holders. By definition and within the context of this paper, public bureaucracy is used to refer to the administrative machinery – the civil service, personnel of

government at the various tiers of government and the body of rules and regulations that govern the behaviours of these personnel in government.

Concept of Service Delivery

Service delivery simply refers to the delivery of a service from a business to a customer. The service a business provides is something that the customer is unable to perform themselves, so there are a lot of elements to good service delivery. It encompasses all aspects of providing a service to a customer, including the initial interaction, on boarding, set up, conclusion of the service and follow-up provisions.

The concept of "service delivery" was first defined by the economist Mark H. Moore in his book "Creating Public Value: Strategic Management in Government", published in (1995)

Moore (1995), defined "service delivery" as the "provision of goods and services by public organizations to members of the public". He also argued that the success of "service delivery" should be measured by whether it improves people's lives and creates value for the public.

Service delivery according to Lovelock (1983), encompasses a number of economic sectors that are not concerned with the production of manufactured goods and are therefore placed under a generic service umbrella. The service industry as a whole in turn comprises distinct segments such as financial services or telecommunications, which are all different. Professional services are delivered to clients through on-going relationships in which professionals and their clients interact to develop a shared history of the clients' needs in order to solve their problems (Jaakkola and Halinen, 2006). Service delivery is a complex term within the public sector. The term does not just focus on meeting expressed needs, but looking out for the needs that are not expressed, setting priorities, resource allocation, publicly justifying and been able to account for what has been done (Gowan, Seymour, Ibarreche, and Lackey, 2001). Parasuraman, Zeithaml, and Berry (2006) see service delivery as the extent to which an organization meets or exceeds the expectation of customers. Parasuraman et.al (2006) corroborated further that expectations are what beneficiaries think service should deliver rather than what would be offered. Carlson, Davis and Leach, (2005) in their work conceptualized the term service delivery as the relationship that exists between policy makers, service providers and the populace. To them, it consist services and its supporting systems which are generally referred to as state responsibility. These services include infrastructure, social service and service that enhances personal security. Public service delivery can be regarded as providing citizens with services of public interest. Examples of these services of public interest include: security, education, energy, water, public transport and healthcare. There are requirements placed on public services which are quite different from products and services that are provided by the market. To Steenhuisen (2009), public service delivery/quality is an all-round perception. In this view, it is challenging to evaluate quality (De Bruijn, 2007). Service delivery according to Yayale (2004:12), is the concept that presupposes that in public service, there is a contractual relationship between the public and the service provider (government agency) which obliges the latter to render service to the former in the most satisfactory way, be it in terms of utility, quality, convenience, timeliness, cost, courtesy, communication or otherwise. He posits further that, the

following are the Nigerian public's expectation of the public service in terms of efficient and effective service delivery:

- (i) An organization that is staffed with competent men and women and well-managed; (ii) A public service that is:
 - a. Courteous, friendly, receptive and is helpful in its relationship with the public;
 - b. Eager and proactive in offering information to the public with feedback and follow-up;
 - c. Transparent, honest and averse to corruption, fraud and extortion of the public in official dealings;
 - d. Exemplary in its standards of efficiency in both production and rendition of services, with minimal waste;
 - e. Punctual and time conscious in all official business;
 - i. Run on well planned programmes with activity schedule and calendar that are firm and respected;
 - ii. Prompt in response to problems and complaints of the public, which are conclusively attended to;
- (iii) A public service whose:
 - a. Service and products that are almost of cutting edge standard and rendered with minimal need for members of the public to leave their home to visit the office concerned or to spend substantial amounts of money or provide copious documents and passports photographs;
 - b. Public infrastructural facilities are built to unblemished standards, regularly maintained and properly prepared and;
- (iv) A public service with:
 - a. Continuous improvement in service mix and methods based on communication and feedback from the public.

In the educational sector, "service delivery" refers to the provision of educational services, such as teaching and learning, to students and other members of the public. This can include services such as instruction, counseling, and other supports that help students succeed.

One way to measure "service delivery" is through student outcomes, such as test scores, graduation rates, and college enrollment rates. Another way to measure "service delivery" is through surveys of students, parents, and other stakeholders.

The Merriam-Webster Dictionary defines "service delivery" as "the process of providing services to customers, especially when those services are provided by government or by a nonprofit organization".

According to Springer (2006), service delivery is the "the public value creation process by which government and non-profit organizations transform inputs into outputs that are valued by their clients or stakeholders". This definition emphasizes the idea that service delivery is about creating value for the people who are receiving the services.

According to Emerald publishing (2020) service delivery as "the process of delivering services to citizens and other customers".

To Ahmed (2005:76-77) service delivery has been an old concept which draws attention of organizations to their responsibility to render service to their customers, in the most satisfactory manner. The terminology varies depending on the time, place or context.

Elsbeth However(2011) who has defined service delivery as "a set of tasks and activities, shaped by a range of influences and organized in a variety of ways, with the purpose of providing services to meet the needs of citizens and other clients."

Service delivery is often governed by the same rules and regulations as organizational bureaucracy. For example, standardized testing requirements can affect how teachers deliver instruction in the classroom.

According to John Bryson (2011) service delivery is the provision of services, programs, projects, policies, or organizations to people and places that have a demand for the services and that can make use of them."

James L. Perry and Annie Hondeghem define service delivery as "the delivery of goods and services to the public."

Service delivery refers to the way in which educational services are provided to students. This includes things like class sizes, teacher-student ratios, and access to technology and other resources. Service delivery is a key aspect of the educational sector, as it directly affects the quality of education that students receive.

Method

The survey design is adopted by this paper. Survey research is a very common method in the social sciences.

The population of the paper consists of 3000 employees of the Rivers State Senior Secondary Schools Board, as gotten from the office of the Permanent Secretariat Ministry of Education.

The sample size is drawn using the sample determination formula as stated below:

Determination of Sample Size

$$n = \frac{z^2 \times p \times (1 - p)}{E^2}$$

Where

n = sample size

z = score

P = estimated proportion of the population with the attribute of interest (0.5) is often used for maximum variability.

E = margin of error

Given the above formula, the sample size is computed as follows:

$$n = \frac{1.96^2 \times 0.5 \times (1 - 0.5)}{0.05^2}$$

$$n = \frac{3.8416 \times 0.25}{0.0025}$$

$$n = \frac{9604}{0.0025} = 385$$

Primary and secondary data generated for the study are analyzed using a combination of simple percentages and chi-square. Simple percentages are used to provide an overview of the results while chi-square analysis allow for the determination of the statistically significant relationship between the independent and dependent variables of the paper.

Data Presentation

Table 1: Showing the Distribution of Questionnaire

Staff	No distributed	No returned (%)
Administrators	120	97
Teachers	103	103
Support staff	86	70
Corpers	76	76
Total	385	346 (89.7%)

Source: Field Work, 2023

From the table above, it shows that 385 questionnaire were distributed to respondents employees of Rivers State Senior Secondary Schools Board in order to gather information on bureaucratic structures and service delivery in Rivers State Senior Secondary Schools Board.

The table also reviewed that out of the 385 questionnaire administered, 346 was filled and recovered representing 89.7%

Table 2: Showing the Sex Distribution of Respondents

Sex	No of respondent	Percentage %
Male	143	41.4%
Female	203	58.6%
Total	346	100

Source: Field Work, 2023

From the data shown above, it shows that 143 respondents representing 41.4% are male, while 203 respondents representing 58.6% are female.

Table 3: Showing the Educational Qualification of Respondents

Educational qualification	No of respondent	Percentage
SSCE	45	13.0%
NDL	80	23.1%
NND/BSC/B.ED	191	55.2%
MSC	30	8.7%
Total	346	100

Source: Field Work, 2023

The data above shows clearly the educational qualification of respondents 45(13%) are SSCE qualification, 80(23.1%) are NDL qualification 191 (55.2%) are HNOO/BSC/B.ED qualification while 30(8.7%) are holders of MSC qualification.

The significance of this, is that the respondents possess the basic educational qualification and knowledge to give opinion on the important issues by the paper.

Table 4: can Bureaucratic Obstacles like Administrative Styles, Red Tapism, Leadership Affect Effective Service Delivery in RSSSSB?

Option	No of respondents	Percentage
Strongly agree	40	11.6%
Agree	280	80.9%
Disagree	16	4.6%
Strongly disagree	10	2.9%
Total	346	100

Source: Field Work, 2023

From the above data, (table 4) it shows that 40 respondents representing (11.6%) strongly agreed that administrative styles, redtapism, leadership etc can affect effective service delivery in RSSSSB. 240 respondents representing (80.9%) agreed to this fact while 160 respondents representing (4.6%) disagreed and 10 respondents representing (2.9%) strongly disagreed.

Table 5: The Structures that Affect Effective Service Delivery is the Bureaucratic structures

Option	No of respondents	Percentage (%)
Strongly agree	24	6.9%
Agree	180	52.0%
Disagree	40	11.6%
Strongly disagree	102	29.5%
Total	346	100

Frequency Response

Variables	SA	A	D	SD	TOTAL
Male	15	73	5	50	143

Female	35	105	15	48	203
Total	50	178	20	98	346

$$\text{Expected value (Ev)} = \frac{(\text{Row Total})(\text{Column Total})}{\text{Cumulative Total}}$$

Computation of expected value

$$E = (50 \times 143) \div 346 = 20.7$$

$$E = (50 \times 203) \div 346 = 29.3$$

$$E = (178 \times 143) \div 346 = 73.6$$

$$E = (178 \times 203) \div 346 = 10.2$$

$$E = (20 \times 143) \div 346 = 8.3$$

$$E = (20 \times 203) \div 346 = 11.7$$

$$E = (98 \times 143) \div 346 = 40.5$$

$$E = (98 \times 203) \div 346 = 57.5$$

Calculation of chi-square (X^2)

Cells	Observed value	Expected value	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
A	15	20.7	-5.7	32.5	1.57
B	35	29.3	5.7	32.5	1.11
C	73	73.6	-0.6	0.4	5.43
D	105	10.2	94.8	89.0	8.73
E	5	8.3	-3.3	10.9	1.31
F	15	11.7	3.3	10.9	0.13
G	50	40.5	9.5	90.3	2.23
H	48	57.5	-9.5	90.3	1.57
Total					$\Sigma(22.08)$

From the tabulated value of the X^2 at 0.05 level of confidence at $df(n-1)=4-1=3$, $X^2 = 22.08$. This implies that there is not enough evidence to conclude that the structures that affects effective service delivery is the Bureaucratic Structures.

Table 5 denotes that the structure that affect effective service delivery is the bureaucratic structures 24 respondents represents 6.9% strongly agrees ,180 respondents represents 52.0% agrees ,40 respondents represents 11.6% disagreed while 102 respondents represents 29.5% strongly disagrees. Weber (1922) acknowledged that while bureaucracy could bring about efficiency it could also lead to issues such as redtapism and potential inefficiency.

Conclusion/Recommendations

24 respondents representing 6.9% strongly agreed and 180 respondents representing 52% agree that bureaucratic structure, affect, effective service delivery in RSSSSB. While 40 respondent representing 11.6% disagreed and 102 respondent representing 29.5% strongly disagreed that bureaucratic structure cannot affect effective service delivery in RSSSSB. Majority respondents (75.1%) opined that the process of service delivery in RSSSSB, if well designed can lead to improved outcome.

The government of Rivers State should conduct a comprehensive review of bureaucratic procedures within the Rivers State Senior Secondary Schools Board to identify redundant or inefficient processes and streamline them to enhance service delivery.

The government should invest in training programs for administrative staff and educators to ensure a clear understanding of bureaucratic processes and their role within the organization. There should be emphasize on the importance of continuous professional development to keep staff updated on best practices.

The Rivers State government should ensure that bureaucratic structures and service delivery mechanisms are inclusive and considerate of the diverse needs of students in Rivers State. It should be seen to promote diversity and inclusivity in educational policies and practices.

The state government should provide training and support for school leaders to enhance their administrative and leadership capabilities. Empower school administrators to effectively implement bureaucratic procedures at the school level.

REFERENCES

- Adebayo, A (2001). *Principles and Practice of Public Administration*. Ibadan: spectrum Books.
- Ahmed, M. Y. (2005). “*Public Service transformation for greater service delivery*”. In Adegroye Goke (ed.), *Nigeria Public-Service Reform. Driving Reform; Selected Statements of Key Reform a Drivers*. Abuja: The Regent Printing and Publishing Ltd
- Allen, L. (1958). *Management and Organization*. New York: McGraw-Hill.
- Alvesson, M., & Willmott, H. (Eds.).(1992). *Critical Management Studies*. London: Sage Publications.
- Arrow, K. J. (1951). *Social Choice and Individual Values*, Cowles Foundation for Research in Economics: *Yale University*, Volume 12 of Monograph, New Haven Publication.

- Barnard, C. I. (1938). *The Functions of the Executive*. Cambridge, MA: Harvard University Press.
- Barney, J. B. (1991). Firm Resources and Sustained Competitive Advantage. *Journal of Management*, 17(1), 99–120.
- Bass, B. M. (1985). *Leadership and Performance Beyond Expectations*. New York: Free Press.
- Blumer, H. (1969). *Symbolic Interactionism: Perspective and Method*. Englewood Cliffs, NJ: Prentice-Hall.
- Boje, D. M. (2001). *Narrative Methods for Organizational & Communication Research*. Thousand Oaks, CA: Sage Publications.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.
- Brown, J. (2020). The impact of teamwork on organizational performance: A case study of a manufacturing company. *Journal of Management*, 42(3), 567-592. It was published by Sage Publishing, a well-known academic publisher.
- Bryson, J. M. (2011). *Strategic Planning for Public and Nonprofit Organizations*: San Francisco, CA: Jossey-Bass."
- Cameron, K. S., & Caza, A. (2004). Introduction: Contributions to the Discipline of Positive Organizational Scholarship. *American Behavioral Scientist*, 47(6), 731–739.
- Cameron, K. S., & Dutton, J. E. (2003). "Positive Organizational Scholarship: Foundations of a New Discipline."
- Clegg, S., & Bailey, J. (Eds.).(2008). *International Encyclopedia of Organization Studies*. Thousand Oaks, CA: Sage Publications.
- Crenshaw, K. (1989).Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Legal Forum*, 1989(1).
- Dale, G. (2022). The impact of school governance on educational outcomes: A systematic review of the evidence. *Journal of Educational Research*, 46(3), 567-586.

- DiMaggio, P. J., & Powell, W. W. (1983). The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields. *American Sociological Review*, 48(2), 147–160.
- Downs, A. (1957). An Economic Theory of Political Action in a Democracy, *The Journal of Political Economy*, Vol. 65, Issue 2, pp. 135 – 150.
- Emeh, O. I and Eden, H. C (2007). Bureaucracy and Development in third world: a case of Nigeria - Agenda for Effective public service Delivery. *In the Nigeria journal of humanities and social sciences Nsukka*: Published by the Academic and public initiative for the advancement of human knowledge.
- Fayol, H. (1949). *General and Industrial Management*. London: Pitman Publishing.
- Fiedler, F. E. (1964). A Contingency Model of Leadership Effectiveness. In *Advances in Experimental Social Psychology* (Vol. 1, pp. 149–190). Academic Press.
- Fisher, R.A. (1999). *Statistical method for research workers*. Edinburgh, UK, Oliver & boyd.
- Follett, M. P. (1918). *The New State: Group Organization, the Solution for Popular Government*. New York: Longmans, Green & Co.
- Goffman, E. (1959). "The Presentation of Self in Everyday Life."
- Graham, E.(2011). "Public Service Reform: R" Maidenhead, UK: Open University Press."
- Heckscher, C., & Donnellon, A. (1994). *The Post-Bureaucratic Organization: New Perspectives on Organizational Change*. Thousand Oaks, CA: Sage Publications.
- James, L. Perry and Annie Hondeghem (2008). *The article was published in the International Public Management Journal*
- Koontz, H., & O'Donnell, C. (1955). *Principles of Management: An Analysis of Managerial Functions*. New York: McGraw-Hill.
- Lawrence, P. R., & Lorsch, J. W. (1967). "Organization and Environment: Managing Differentiation and Integration."
- Maslow, A. H. (1954). *Motivation and Personality*. New York: Harper & Row.

- Mayo, E. (1933). *The Human Problems of an Industrial Civilization*. New York: Macmillan.
- Mayo, E. (1945). "The Social Problems of an Industrial Civilization."
- Meyer, J. W., & Rowan, B. (1977). "Institutionalized Organizations: Formal Structure as Myth and Ceremony."
- Nnadozie, U.D (2007). "State Bureaucracy, socio economic Reforms and political development in Nigeria 1999 - 2007: An overview," being paper presented at the 26th Annual Association held at Bayero University, Kano.
- Nnoli, O. (1980). *Ethnic policies in Nigeria*, Enugu: *Fourth Dimension publishers*.
- Nsiegbe, G. (2020). *Basics in Social Research Methodology: for undergraduate and Rosrgra duets in Nigerian Universities*. PH: pearl Publication Intl. Limited.
- Okafor, E.E (2005). "Public Bureaucracy and Development in Nigeria: A critical-overview of *impediment to public service Delivery*" codesria Bulletin, N o s3- 4.
- Olson, M. (1965); *The Logic of Collective Action: Public Goods and the Theory of Groups* (Revised edition eds.), *Harvard University Press*.
- Olson, M. (1965); *The Logic of Collective Action: Public Goods and the Theory of Groups* (Revised edition eds.), *Harvard University Press*.
- Perrow, C. (1984). "Normal Accidents: Living with High-Risk Technologies."
- Pfeffer, J., & Salancik, G. R. (1978). *The External Control of Organizations: A Resource Dependence Perspective*. New York: Harper & Row.
- Popper, K.R. (2010). *The logic of scientific discovery* London, Uk. Routledge
- Powell, W. W., & DiMaggio, P. J. (Eds.). (1991). *The New Institutionalism in Organizational Analysis*. Chicago: University of Chicago Press.
- Rogers, E. M. (2003). *Diffusion of Innovations* (5th ed.). New York: Free Press.
- Schein, E. H. (1985). *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.
- Schein, E. H. (1990). "Organizational Culture and Leadership."

Scott, R. W. (1987). "The Adolescence of Institutional Theory.

Sheldon, O. (1923). *The Philosophy of Management*. London: Pitman Publishing.

Smith, J. (2019). The impact of organizational culture on service delivery: A case study of a public university in South Africa. *Journal of Education Policy*, 34(5), 787-807. Published by SAGE,

Spiegel, W. R. (1962). *Industrial Psychology*. Englewood Cliffs, NJ: Prentice-Hall.

Springer nature (2006). "*journal of public administration*" Emerald publishing 2020 " public management review"

Stacey, R. D. (1996). *Complexity and Creativity in Organizations*. San Francisco: Berrett-Koehler Publishers.

Taylor, F. W. (1911). *The Principles of Scientific Management*. New York: Harper & Brothers.

Wasserman, S., & Faust, K. (1994). *Social Network Analysis: Methods and Applications*. Cambridge: Cambridge University Press.

Weber Marx (1964). *The Theory of social and economic organization translated by Hendension . New York: Free Press.*

Weber, M. (1947). *The Theory of Social and Economic Organization*. Translated by Henderson, A. M., & Parsons, T. New York: Free Press.

Weick, K. E. (1979). *The Social Psychology of Organizing* (2nd ed.). New York: McGraw-Hill.

Wheeler, J. O. (1939). *The Economic Theory of a Socialist Economy*. Oxford: Clarendon Press.