



# INT'L JOURNAL OF **RESEARCH EDUCATORS AND SCIENTIFIC DEVELOPMENT**

**(IJRES D)**

(ISSN) Print: 2992-5665 and Online: 2992-5673 | Impact Factor: 5.5

**Vol 7 Issue 1. Jan, 2025**

<http://www.ijresd.org>

## TEACHERS' EMPOWERMENT AND SCHOOL MONITORING AS CORRELATES OF SECONDARY SCHOOLS QUALITY ASSURANCE IN ANAMBRA STATE

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### ABSTRACT

Teachers' empowerment and monitoring are presumed to be important factors in attaining school organizational goals and guaranteeing secondary schools quality assurance. Empowering teachers and implementing effective school monitoring is more likely to enhance the quality assurance of secondary schools by fostering professional development and ensuring adherence to educational standards. Therefore, this study specifically investigated teachers' empowerment and school monitoring as correlates of secondary schools quality assurance in Anambra State. Three specific purposes, three research questions and three hypotheses guided the study. Correlational research design was adopted for the study. The population of the study comprised all the 266 public secondary schools' principals in Anambra State; which was used as sample for the study hence, the study employed census technique. Structured rating scale: Teachers' Empowerment Rating Scale (TERS) structured by the researcher; School Monitoring Rating Scale (SMRS) and Quality Assurance Rating Scale (QARS) adapted from Akporehe and Asiyai (2021) and Bassey et al. (2019) were used for data collection. The instruments were face and construct validated. Internal consistency co-efficient of 0.89, 0.85, 0.90; 0.91; and 0.93 were obtained for TERS, SMRS and QARS respectively; using Cronbach Alpha statistical method. Data were analyzed using Pearson Product Moment Correlation Coefficient, and t-test of correlation. The p-value was used to determine the significant difference at 0.05 level of significance for all hypotheses. The findings of the study revealed there is positive and significant correlation between teachers' empowerment (teachers' continuous professional development, teachers' involvement in decision-making, and provision of instructional resources) and secondary schools quality assurance in Anambra State, (R-value = 0.89). The findings also revealed that school monitoring positively and significantly correlates with secondary schools quality assurance in Anambra State, (R-value = 0.78). However, the study concluded that teachers' empowerment and school monitoring are important variables that improve educational standards and overall quality in secondary schools in Anambra State. Based on the findings, the study recommended among others; that school

management should establish structured teachers' empowerment programmes that are tailored to the specific needs and challenges of their teachers. School principals should implement regular and structured programs that involve both qualitative and quantitative assessments of teaching quality, student outcomes, and overall school environment.

**Keywords:** *Teachers' Empowerment, School Monitoring, Secondary Schools, Quality Assurance*

## Introduction

Education is a fundamental tool for human development and economic transformation. It is universally recognized as an instrument for social, political, scientific and technological development. Ezeaku and Nebolisa (2024) noted that education empowers individuals to achieve their potential and make informed decisions for themselves and their communities. In line with the above assertion, Ezeaku and Ohamobi (2018) explained that education is a catalyst to national development and promotes critical thinking, creativity, and problem-solving abilities, thereby preparing individuals for personal and professional challenges. To achieve the goal of education, FRN (2013) emphasized that quality education should be given at all levels of education. A comprehensive outlook into the Nigerian educational system shows that, it is systematically structured into pre-basic, basic, secondary and tertiary education. Secondary school education refers to post-primary formal education offered to students who have successfully completed their primary school education.

Secondary school education is not only designed to provide sound and responsible secondary school graduates for low level employment; but also to deposit in students quality education potentials to

succeed in life upon graduation; if they cannot afford tertiary education. No wonder, Ironkwe (2022) opined that the secondary school education has always played an indispensable role in shaping the economic realities of any society. Secondary school education does not only provide the youths with the opportunity to acquire the human capital that prepares them to pursue higher education in different areas of specialization, but it also improves their skills leading to higher labour productivity. This means that tertiary institutions and labour market depend on the qualified outputs from secondary schools for their inputs. It is for this reason that FRN (2013) specified the primary objectives of secondary education to include the provision of sets of competences and skills that will improve individuals' lives, and enable them to participate actively in the development of the economy. In essence, secondary school education in Nigeria is recognized as a prerequisite for quality human life and labour skills; as well as an essential condition for sustainable economic development of the country. Secondary education has continued to be important, and this is why there has been a growing concern about the quality of education that is offered in that level of education.

In fact, attainment of the primary objectives of secondary education demands that quality be built into and be maintained in the system. Consequently, all efforts must be directed towards assuring quality in secondary schools. Quality refers to the degree of excellence or how well something meets established standards and expectations. It encompasses various aspects such as durability, functionality, performance, and meeting customer needs. Ebassy (2015) viewed quality in education as the degree to which educational programs and methods achieve their intended outcomes, ensuring that students acquire the necessary knowledge, skills, and competencies. According to Beerkens and Udam (2017), quality in education also involves ensuring fairness and equity. This means providing all students, regardless of background or circumstances, with equal opportunities to access and benefit from a high standard of education, fostering inclusivity and diversity. However, high-quality education should be aligned with societal and economic demands, preparing students for meaningful participation in the workforce and society. Martin (2017) observed that curriculum relevance, effective teaching methods, assessment validity, faculty qualifications, infrastructure adequacy, continuous improvement processes, and accreditation standards play crucial role in ensuring advancement in education institutions and alignment with educational goals. This implies that monitoring, evaluation, and feedback mechanisms are essential to ensure and enhance the overall quality of education.

The concept of quality assurance refers to a systematic process that ensures products or services meet specified requirements and standards. It involves planning, implementing, and monitoring activities to prevent defects and maintain a consistent level of quality. Quality assurance in education according to Ta et al. (2023) involves systematic processes to ensure that educational programs, institutions, and services meet established standards. This includes curriculum development, teaching methods, assessment practices, and overall educational outcomes. Regular evaluations, feedback mechanisms, and accreditation are often used to maintain and improve educational quality (Ntawa et al., 2021). Nguyen (2021) defined quality assurance as a systematic management and assessment procedure adopted by higher education institutions and systems in order to monitor performance against objectives and to ensure achievement of quality outputs and quality improvement. In essence, school quality assurance is the meeting or conforming to generally accepted standards as defined by quality assurance bodies or appropriate academic and professional committees.

However, it appears that the rate of getting things done by the relevant stakeholders is not as effective and efficient as expected. The economic situation of Nigeria and its impending corruption has forced quality assurance bodies or appropriate academic and professional committees to compromise standards, thus affecting continuous improvement,

development and overall high-quality education systems. Pannen (2021) noted that some stakeholders who would have been very active in achieving quality assurance in education are challenged by inadequate funding, inconsistent standards across institutions, limited resources for monitoring and evaluation, and the dynamic nature of educational environments that may outpace regulatory frameworks. These challenges could lead to disparities in educational quality; and the effects include compromised learning outcomes, reduced students' performance, and a diminished overall educational experience. The scholar further stressed that addressing these challenges requires collaborative efforts among stakeholders, including policymakers, educators, and communities, to establish and enforce consistent standards, allocate sufficient resources, and prioritize continuous improvement in education systems.

In the secondary school, the principal is a primary leader with an obligation of overseeing the attainment of laudable objectives of secondary school education as stipulated by the formulated policy on education. As a leader, the principal plays a crucial role to ensuring quality assurance in secondary schools by providing leadership, setting high academic standards, fostering a positive learning environment, conducting regular assessments, supporting professional development for teachers, and promoting effective communication with stakeholders, and implementing effective assessment and feedback mechanisms. He

also collaborates with stakeholders to align educational goals and ensure continuous improvement in curriculum and teaching methods. Additionally, principals are responsible for promoting a culture of accountability and fostering a safe and inclusive school community as well as developing the vision that guides the operations of their schools. It is the statement of vision, mission, and values defined by principals that will inspire quality oriented practices to support constant innovations, changes, improvement and overall performance in schools. By virtue of their position, principals remain key figure in improving quality assurance.

Unfortunately, evidences from research revealed that there seems to be problem with the leadership provided by principals in secondary schools in Nigeria. In different reports, principals are indicted by stakeholders for inefficiency and failure to provide quality management and ensure quality assurance in secondary schools. Madudili (2022) alleged that there is an outcry on accountability, because principals' authority as administrative, technical, and pedagogical heads of secondary schools has become a matter of serious concern. Nnaemego (2020) also recorded that stakeholders attributed the falling standard in secondary school education to inefficiency of principals in setting a vision for academic excellence, implementing effective teaching strategies, fostering a positive school culture, and overseeing assessment and evaluation processes to monitor and improve



educational outcomes. Anderson and Brown (2021) concluded that one major problem which the entire Nigerian educational system has continued to grapple with is that of poor assessment and evaluation, inadequate qualified teachers, inadequate resources and infrastructure, poor feedback mechanism, poor data-informed decision making, lack of inclusive leadership among others; which have continued to serve as a hindrance to educational development.

Nonetheless, it is important to note that in this era of globalization, school principals cannot afford to operate a secondary school system that compromises quality. If the schools must survive the global competitions, management by principals must emphasize quality, continuous improvement and accountability. It is therefore imperative that secondary school principals strive to meet the standards that are commensurate with the needs of globalization by working to ensure continuous improvement of the quality of their products, services and delivery mechanism. In order to achieve this, it is suggested that principals employ a management principle that is proactive, functional that encourages teachers' empowerment.

Empowerment is the process of enabling individuals or groups to gain control over their lives, make informed decisions, and achieve a sense of self-efficacy and autonomy. It involves providing resources, opportunities, and support to foster confidence and independence (Ofojebe and Chukwuma,

2015). In a social context, empowerment involves providing marginalized or disadvantaged individuals with the tools, resources, and opportunities to enhance their abilities, overcome obstacles, and participate actively in societal processes. In education, empowerment refers to the delegation of authority and responsibility within school organizational structures, allowing stakeholders or teams to take ownership of their tasks and contribute to decision-making processes; thereby fostering a more inclusive and collaborative teaching-learning environment. Gabar (2020) posited that empowerment extends beyond the classroom to include engaging parents, local leaders, and stakeholders in the educational process, ensuring that they have the information and resources to actively participate in shaping and supporting the educational journey of students.

Among the purpose of empowerment in education includes fostering a learning environment that equips individuals with the knowledge, skills, and confidence to actively participate in their own educational journey. This includes encouraging critical thinking, creativity, and self-expression to enable teachers to realize their full potential. Teachers' empowerment pertains to equipping educators with the autonomy, professional development, and support necessary to enhance their teaching effectiveness. Abebe et al. (2021) viewed teachers' empowerment as a process whereby teachers develop the competence to take charge of their own growth, resolve

their own problems, and believe they have the skills and knowledge to act on their situation and improve it. Empowered teachers have the ability to adapt their teaching methods, collaborate with peers, and innovate in the classroom, ultimately creating a positive and enriching learning environment. Teachers are potent instruments in any education system and have been recognized globally as the mainstay of any educational system. Ezeaku and Obunike (2024) noted that teachers are charged with the responsibility of ensuring that learning is sufficient and that the desired knowledge and skill are transmitted. Therefore, it becomes imperative teachers' empowerment must be sustained as it is an effort to increase professional and legal responsibility of teachers in schools. Empowerment guarantees the quality performance of teachers through active involvement in school activities and decisions.

### **Statement of the Problem**

Secondary school education in Nigeria is expected to equip its graduates with necessary qualities to serve in various sectors of the economy. Unfortunately, observation has revealed that in many cases some secondary school students in Nigeria graduate as unprepared individuals with little or no competencies for work or life. Many times, they do not meet the satisfaction of employers, stakeholders and the society at large. This problem is believed to have contributed to the high rate of unemployment among secondary school

leavers; since a reasonable percentage of them come out as unemployable graduates. Not only does this serve as an indicator that the secondary schools seem to be losing their quality, but also an indication that the schools are not attaining the objectives for which they are established. It is also an indication of the possibility that the existing management functions of principals in respect to teachers' empowerment is deficient. Again, there is a growing concern that a relatively large number of public secondary schools across the country are in lamentable conditions with dilapidated structures, inadequate and poorly maintained facilities, non-involvement of teachers in decision-making processes or non-exposure to regular professional development programmes, non-motivated teachers, inadequate instructional resources, poor school monitoring, examination malpractices and other disciplinary problems. The poor state of the schools is not only unpleasant but also detrimental to the quality of education that the students receive.

### **Purpose of the Study**

The main purpose of this study was to examine teachers' empowerment and school monitoring as correlates of secondary schools quality assurance in Anambra State. Specifically, the study sought to:

1. ascertain the correlation between teachers' continuous professional

- development and secondary schools quality assurance in Anambra State;
2. determine the correlation between teachers' involvement in decision-making and secondary schools quality assurance in Anambra State; and
3. establish the correlation between provision of instructional resources and secondary schools quality assurance in Anambra State.

- secondary schools quality assurance in Anambra State.
2. There is no significant correlation between teachers' involvement in decision-making and secondary schools quality assurance in Anambra State.
3. There is no significant correlation between provision of instructional resources and secondary schools quality assurance in Anambra State.

### Research Questions

The following questions guided the study:

1. What is the correlation between teachers' continuous professional development and secondary schools quality assurance in Anambra State?
2. What is the correlation between teachers' involvement in decision-making and secondary schools quality assurance in Anambra State?
3. What is the correlation between provision of instructional resources and secondary schools quality assurance in Anambra State?

### Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant correlation between teachers' continuous professional development and

### Theoretical Framework

The theoretical framework for this study is anchored on Transformational Leadership Theory by Bernard Bass (1985). The theory was propounded by James MacGregor Burns in the year 1978 and was later broadened by Bernard Bass, a disciple of Burns, in 1985. However, the TLT has become more closely associated with Bernard Bass because it was Bass that developed the four interrelated components commonly referred to as the 4I's of the transformational leadership style. The 4I's put forward by Bass are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

In Bass's conception, transformational leadership is defined in terms of how the leader influences and transforms followers to higher levels of motivation and performance by increasing their awareness of task importance, getting them to first focus on team or organizational goals and also activating



their higher-order needs. In essence, Bass is of the opinion that the TLT is strongly hinged on the level of influence that the leader has on the followers or subordinates as a result of his leadership which enables him to earn their trust, admiration, loyalty and respect; and also enables him to raise their morale and confidence to excel in their areas of work and specialization. Therefore, unlike other leadership theories, the transformational leadership theory is not simply about the quality of the leader but about the quality of the relationship or connection that develops between the leader and the subordinates which is vital for the leader to leverage on subordinate contribution and expertise. Consequently, transformational leadership is regarded as relationship leadership. It thus can be used to enhance performance in any situation and it is also especially important when changes in the strategy and culture of the organization are necessary.

The TLT is considered a useful framework for the study because it has positive impacts on enhancing job performance of teachers in secondary schools through empowerment. The transformational attributes of vision, autonomy, innovation, integrity, trust, respect and openness, are important for the principal to empower and motivate his staff to higher levels of commitment and performance. By so doing, he not only earns their loyalty and confidence but he also gains their support in the achievement of the goals and objectives of the school. This is necessary since transformational leadership functions on the premise that

quality development in the school can be achieved only when requisite training and resources are provided and teachers fully involved in decision making and committed to its cause.

Again, it is worthy to note that in most cases, application of transformational leadership theory involves a change in organizational culture of the school which entails a change of attitude and work practices of school members. This suggests that transformational leadership application is associated with changes that can be resisted by school members. Therefore, for such changes to happen successfully, a school principal who is transformational in approach is needed. This is because transformational school principals are good at empowering teachers, guiding school members and giving them the confidence and encouragement to adapt to any changes that occur in the school. With this, they are able to minimize or even eliminate the possibility of members' resistance to positive changes that come with innovations. It is believed that teachers in the school not only become less resistant to changes but they also become more competent at their job, and are motivated to do more than the original stated institutional work with the support and encouragement from a transformational school principal.

At this juncture, it is necessary to note that leadership theories are generally important within the context of teachers' empowerment. However, empirical evidence in research also suggests that the knowledge of transformational leadership

in particular leads to successful motivation and improvement of teachers' abilities and commitment. This is because transformational leadership seems to be strongly correlated with management attributes of low turnover, high productivity, collaborative team work and high employee satisfaction than other leadership theories. What this means is that secondary schools teachers' job performance are likely to improve if they are empowered by transformational principals. Accordingly, principals are enjoined to become transformational in their approach as they provide leadership in the schools that they head. However, much as transformational leadership theory can help to explain the role of teachers' empowerment on improving teachers' quality in carrying out their instructional functions, it does not offer ideas that will help principals in carrying out effective monitoring for school improvement; hence, the need to discuss the instructional leadership theory; which is considered beneficial to principals' effective monitoring of schools and teaching aids.

## Research Method

The study adopted the correlational research design. Correlational research design investigates the relationship between two or more variables to determine if a statistical association exists, without manipulating any of the variables. Ifeakor (2018) established that correlational research design aims at indicating the direction and magnitude of the relationship between or among the variables of the

study. The study was conducted in Anambra State, South-East, Nigeria. The population of the study comprised all the 266 principals from the 266 public secondary schools in the six education zones in Anambra State (Department of Planning Research and Statistics, Post Primary Schools Service Commission [PPSSC], Awka 2023). The principals were chosen for the study because they are the primary leaders with an obligation of overseeing the attainment of laudable objectives of secondary school education as stipulated by the formulated policy on education. The sample size is limited and manageable the entire population should be used; hence the study adopted census technique. Three instruments were used for data collection namely: Teachers' Empowerment Rating Scale (TERS); School Monitoring Rating Scale (SMRS); and Quality Assurance Rating Scale (QARS). The first instrument – Teachers' Empowerment Rating Scale (TERS) was structured by the researcher in line with the review of related literature; consultation with experts; and the specific purposes of the study. TERS contains two sections, A and B. Section A sought background data of the respondents (principals) on the location of their schools in line with the education zone. Section B contains 30 items spread across three clusters (I-III) to elicit data on teachers' empowerment. Cluster I contains 10 items on teachers' continuous professional development; cluster II contains 10 items on teachers' involvement in decision making; and cluster III contains 10 items on provision of instructional resources. The items are placed

on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The range of the scale weighted as 4, 3, 2, and 1 respectively. Face and construct validation of the instruments (TERS, SMRS and QARS) were ascertained by the researcher. Face validation was done by three experts; two in Educational Management and one in Measurement and Evaluation, all from the Department of Educational Foundations, Faculty of Education, Chukwuemeka

Odumegwu Ojukwu University, Igbariam Campus. Cronbach Alpha Statistics was used to determine the reliability of the instruments. The coefficient values obtained for TERS were 0.89, 0.85, and 0.90. Pearson Product Moment Correlation Coefficient (r) was used to answer the research questions. The (r) was used to determine the nature of the correlation between the independent variables and the dependent variable of the study.

### Data Presentation and Analysis

**Research Question One:** What is the correlation between teachers' continuous professional development and secondary schools quality assurance in Anambra State?

**Table 1: Pearson (r) on the correlation between teachers' continuous professional development and secondary schools quality assurance in Anambra State**

Variables	N	Continuous professional development	Quality assurance	Decision
Continuous professional development	261	1.00	.862**	Very high positive relationship
Quality assurance	261	.862**	1.00	

Results in Table 1 show that there is a very high positive correlation between teachers' continuous professional development and quality assurance in secondary schools in Anambra State. This is evident by the size of Pearson Moment Correlation Coefficient (r), which is 0.862.

**Research Question Two:** What is the correlation between teachers' involvement in decision making and secondary schools quality assurance in Anambra State?

**Table 2: Pearson (r) on the correlation between teachers' involvement in decision-making and secondary schools quality assurance in Anambra State**

Variables	N	Involvement in decision-making	Quality assurance	Decision
Involvement in decision-making	261	1.00	.896**	

				Very high positive relationship
Quality assurance	261	.896**	1.00	

Table 2 shows that the Pearson Moment Correlation Coefficient (r) is 0.896, indicating that there is a very high positive correlation between teachers' involvement in decision-making and secondary schools quality assurance in Anambra State.

**Research Question Three:** What is the correlation between provision of instructional resources and secondary schools quality assurance in Anambra State?

**Table 3: Pearson (r) on the correlation between provision of instructional resources and secondary schools quality assurance in Anambra State**

Variables	N	Provision of instructional resources	Quality assurance	Decision
Provision of instructional resources	261	1.00	.902**	
Quality assurance	261	.902**	1.00	Very high positive relationship

Table 3 shows that there is a very high positive correlation existing between provision of instructional resources and secondary schools quality assurance in Anambra State. This is shown by the size of Pearson Moment Correlation Coefficient (r), which is 0.902.

### Test of Hypotheses

The study tested the hypotheses as enlisted below at 0.05 level of significance.

#### Hypothesis One

**HO<sub>1</sub>:** There is no significant correlation between teachers' continuous professional development and secondary schools quality assurance in Anambra State.

**HO<sub>2</sub>:** There is significant correlation between teachers' continuous professional development and secondary schools quality assurance in Anambra State.

**Table 4: T-test of correlation summary analysis on the significant correlation between teachers' continuous professional development and secondary schools quality assurance in Anambra State**

Variables	N	Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
Quality assurance	261	3.4000	.95145	.21275	16.041	259	.000
Continuous professional development	261	2.8000	1.05131	.23508	12.235		

Table 4 showed the test of hypothesis one and the results revealed that the t-value for the test of quality assurance and continuous professional development were 16.041 and 12.235 which were above 1.706. More so, the p-value .000 was less than the 0.05 significant level. This suggests that the null hypothesis was not upheld while the alternative hypothesis was upheld. Thus, there is significant correlation between teachers' continuous professional development and secondary schools quality assurance in Anambra State.

### Hypothesis Two

**HO<sub>1</sub>:** There is no significant correlation between teachers' involvement in decision-making and secondary schools quality assurance in Anambra State.

**HO<sub>2</sub>:** There is significant correlation between teachers' involvement in decision-making and secondary schools quality assurance in Anambra State.

**Table 5: T-test of correlation summary analysis on the significant correlation between teachers' involvement in decision-making and secondary schools quality assurance in Anambra State**

Variables	N	Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
Quality assurance	261	3.4000	.95145	.21275	16.041	259	.000
Involvement in decision-making	261	2.9000	.86450	.19331	13.967		

Table 5 shows the analysis of hypothesis two, demonstrating that the t-values for assessing quality assurance and involvement in decision-making were 15.041 and 13.967, respectively, both surpassing the critical threshold of 1.706. Furthermore, the p-value of .000 was found to be below the conventional significance level of 0.05. These findings imply the rejection of the null hypothesis and the acceptance of the alternative hypothesis. Therefore, a



significant correlation between teachers' involvement in decision-making and secondary schools quality assurance in Anambra State is established.

### Hypothesis Three

**HO<sub>1</sub>:** There is no significant correlation between provision of instructional resources and secondary schools quality assurance in Anambra State.

**HO<sub>2</sub>:** There is significant correlation between provision of instructional resources and secondary schools quality assurance in Anambra State.

**Table 6: T-test of correlation summary analysis on the significant correlation between provision of instructional resources and secondary schools quality assurance in Anambra State**

Variables	N	Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
Quality assurance	261	3.4000	.95145	.21275	16.041	259	.000
Provision of instructional resources	261	2.8500	.98809	.22094	12.899		

Table 6 showed the test of hypothesis three and the results revealed that the t-value for the test of quality assurance and provision of instructional resources were 16.041 and 13.899 which were above 1.706. More so, the p-value .000 was less than the 0.05 significant level. This suggests that the null hypothesis was not upheld while the alternative hypothesis was upheld. Consequently, there is significant correlation between provision of instructional resources and secondary schools quality assurance in Anambra State.

### Discussion of Findings

The analysis in Table 1 indicates that principals agreed that there is correlation between teachers' continuous professional development and secondary schools quality assurance in Anambra State. The analysis in Table 4 also shows that there is significant correlation between teachers' continuous professional development and secondary schools quality assurance in Anambra State. The outcome

of the results is that there is a positive and significant correlation between teachers' continuous professional development and secondary schools quality assurance in Anambra State. The implication is that principals in the Anambra State acknowledged that: giving newly employed teachers are properly giving orientation on teaching principles; organizing seminars are organized regularly for staff to train teachers on

pedagogical issues; sponsoring teachers to participate in professional teacher's conferences in other states in the country; organizing workshops regularly to equip teachers on the use of technology in classroom; and organizing refresher courses for teachers to improve their instruction delivery are factors that ensure quality assurance in secondary schools. They also recognized that implementing mentoring programmes where new teachers are placed under the guidance of experienced ones; inviting resource persons from universities often to educate teachers on current trends in teaching; sponsoring teachers for exchange programmes with other secondary school teachers in Nigeria for improvement; encouraging teachers for self-development programmes; and providing training allowances to teachers anytime they embark on training exercises are crucial staff development programmes that enhance teachers' skills, thereby improving quality assurance and student outcomes.

Regarding the correlation between teachers' involvement in decision-making and secondary schools quality assurance in Anambra State, results in Table 2 show that principals consented that there is positive correlation between teachers' involvement in decision-making and secondary schools quality assurance in Anambra State. In Table 5, the results show that there is

significant correlation between teachers' involvement in decision-making and secondary schools quality assurance in Anambra State. From these results, it is obvious that principals in Anambra State accepted that there is positive and significant correlation between teachers' involvement in decision-making and secondary schools quality assurance in the state. The logic behind this assertion is that research participants admitted that determining disciplinary measures on students with misconduct; assigning school building for administrative department teaching room purpose; developing procedures for assessing student achievement; determining how instructional supervision can be delivered; and determining the mechanism of supervising the school's set plan are various aspects of teachers' involvement in decision-making that enhances quality assurance in secondary schools in the state. The respondents also admitted that teachers evaluating how well the subject departments are operating; deciding on procedures to be followed in evaluating school performances; establishing a program for community service; determining school expenditure priorities; and deciding budget allocating for instructional material promotes quality assurance in secondary schools in Anambra State.

Analysis in Table 3 shows that principals agree that there is positive correlation between provision of instructional resources and secondary schools quality assurance in Anambra State. The results in Table 6 show that there is significant correlation between provision of instructional resources and secondary schools quality assurance in Anambra State. It is evident from the findings above that the results revealed that the respondents acceded that there is positive and significant correlation between provision of instructional resources and secondary schools quality assurance in Anambra State. This suggests that the respondents accepted that curriculum guides; interactive whiteboards for visual presentation; educational charts for visual reinforcement of concepts; computers for fostering digital literacy; examination past questions; teachers' guides for structuring lessons effectively; models for understanding abstract concepts; laboratory equipment for facilitating hands-on science experiments; and textbooks are important instructional resources crucial for attaining quality assurance in secondary schools as they provide essential tools and materials that enhance teaching effectiveness and student learning outcomes. Therefore, teachers will perform better and well motivated if provided with adequate instructional resources. There is need that the school management makes available necessary instructional resources for

effective teaching and learning in the classrooms and the achievement of overall school objectives.

## Conclusion

From the findings of the study, it was found that there is positive and significant correlation between teachers' empowerment (teachers' continuous professional development, teachers' involvement in decision-making, and provision of instructional resources) and secondary schools quality assurance in Anambra State. The findings also revealed that school monitoring positively and significantly correlates with secondary schools quality assurance in Anambra State. However, the study concluded that teachers' empowerment and school monitoring are important variables that improve educational standards and overall quality in secondary schools in Anambra State.

## Recommendations

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

1. School management should establish structured continuous development programmes that are tailored to the specific needs and

- challenges of their teachers. These programmes should focus on enhancing teaching methodologies, integrating new technologies, and addressing subject-specific pedagogical advancements.
2. School principals should implement participatory mechanisms that empower teachers in decision-making processes. This can enhance school quality by leveraging teachers' expertise and fostering a more inclusive educational environment.
  3. State Ministry of Education through the Post Primary School Service Commission (PPSSC) should ensure consistent provision and equitable distribution of up-to-date instructional materials across all subjects to enhance educational quality and student outcomes.

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