



EXTENT OF TEACHERS' INVOLVEMENT IN SCHOOL MANAGEMENT FOR QUALITY

ASSURANCE IN SECONDARY SCHOOLS IN THE FEDERAL CAPITAL TERRITORY, FCT, ABUJA

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Abstract

Teachers are one of the important agents in the management of secondary schools especially when it comes to impacting on students' learning. Being at the forefront of students' learning in the classroom, teachers are expected to contribute greatly towards the management or administration of the school for quality assurance to be enhanced. But there are difficult scenarios or cases whereby many teachers including those in the Federal Capital Territory (FCT) Abuja, have complained bitterly concerning their lack of involvement in school management which has equally affected their commitment and dedication to work. These poor scenarios have kept teachers in some tight corners and affected quality assurance in many secondary schools in the FCT. Therefore, the present study sought to investigate the extent of teachers' involvement in school management for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria. Four research questions were raised in the study. The study employed the descriptive survey

research design. Population of the study constituted a total of 3,339 secondary school teachers in 62 public secondary schools from the 6 LGAs in the FCT,

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Abuja. Sample size of the study comprised 668 teachers from 50 public secondary schools within the 6 LGAs in the FCT, selected using the proportionate stratified random sampling technique. 20% of the teachers and 80% of the public secondary schools population were selected as sample for the study. A 35-item questionnaire developed by the researcher and titled "Extent of Teachers' Involvement in School Management for Quality Assurance Questionnaire (ETISMQAQ)" served as instrument for data

collection. Construction of the questionnaire was guided by the purpose of the study and research questions. This research instrument was structured on a 4 point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The questionnaire was validated by three experts from the Department of Educational Administration and Planning, Faculty of Education, Nasarawa State University, Keffi. Reliability of the instrument was established through a pilot-test. The scores obtained were measured using Cronbach Alpha statistics which yielded an overall internal consistency reliability value of 0.78, showing that the instrument was trustworthy and reliable. Data were analyzed using mean scores which were rated at 2.50 and standard deviation. Findings of the study revealed among others that teachers' were involved in school management at a certain degree of a low extent. The extent to which teachers were involved in instructional leadership, staff management and financial management activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria, were

all to a low extent. It was also discovered through the finding that the to which teachers were involved in extracurricular activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria, was to a high extent. From the findings of this study recommendations were made and among them include that principals should constantly and highly involve teachers in instructional leadership activities in order to ensure that quality assurance is fostered in the school.

INTRODUCTION

Teachers are one of the important human resources in the school system that facilitates students' learning. Their role in the teaching and learning activities cannot be overemphasized, given that teachers are responsible for building students' career and working towards students' academic success. The development of a knowledge-based and learning society throughout the world is mostly dependent on the teachers who bear different names such as instructors, educators, facilitators, inspirers, motivators, evaluators and role models, among others. Duze (2012) attested that teachers are the main drivers of successful teaching and learning. The role of teachers will continue to develop in tandem with the current developments in the world of education; hence, quality teachers can perform their responsibilities with great commitment which are prerequisites for successful and excellent education. With the

above explanations, teachers are very important agents in every teaching and learning situation because quality learning cannot take place without the presence of teachers. The Federal Republic of Nigeria (FRN, 2013) stated that no education system in any country can rise about the quality of their teachers. The statement invariable means that teachers are the ones that uphold the socio-economic development of a country by training the requisite manpower in various fields of endeavour, who will fix into various economic systems for national development.

In the secondary schools including those in the FCT, both the teachers and principals are involved in school management. Teachers work with the principals to an extent in order to achieve the school goals and objectives. The principal on the other hand is the administrative head and the chief corner stone in the school that perform certain management functions which include instructional leadership, facility management and maintenance, human resource management, financial management, school-community relationships, among others. Farah (2013) opined that the principals' functions are unique as they include planning of instructions and other school activities, coordinating and supervising teachers' work, among others. The key responsibilities of the principal as pointed out by Wallace Foundations (2016) includes sharing a vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, managing people, data and processes and improving school leadership. All these principals' managerial functions cannot be effectively actualized without the involvement of other stakeholders like the teachers in school management. The principal while executing these functions needs assistance or help from the teachers. Farah (2013) stated that the principal should encourage team work by allowing others to participate in school management activities. The principal does not make decisions alone; he or she should accept suggestions and good ideas from people which create a climate that will let all participate in school development. Duze (2011) observed that to effectively attain an enabling environment for teaching/learning in secondary schools, principals as the school administrators must possess a high level of imagination, vision and initiative which demands that subordinates are involved in school's

management, for instance in the decision-making processes. With this globalization era and technological advancement in the society, changes and innovations are occurring in curriculum diversifications and pedagogical practices, and, for the educational system to survive and be equally current, it needs to keep in step with societal changes. Education therefore is a social phenomenon that is dynamic, often subjected to changes and innovations in the larger society and these changes which equally affect the administration of schools requires that some adjustment is made in school's management (Duze, 2012). Supporting the above Omar, Khuan, Kamaruzaman, Marinah and Jamal (2011) opined that the globalization era which is marked by its borderless world through information and communication technology have created new needs in knowledge, science and technology, changed the trend and profile of students, and modified the role and function of schools making them more challenging than before. Indeed, the globalization era has changed the teaching profession landscape and this reality needs to be accepted not only by teachers and trainee teachers but also by all school administrators. Ingersoll, Sirinides and Dougherty (2018) noted that gone are the days when teachers are strictly attached to only students' academic achievements without making positive input is school management. In most practical situations, the principals do not allow subordinates like teachers to participate in school leadership. Ingersoll, Sirinides and Dougherty observed that when it comes to school management, many teachers less often have a role in establishing student behaviour policies, engaging in school improvement planning, and determining the content of their professional development programmes. Duze (2005) in a previous study noted that most principals tend to be authoritative in making decisions, thus, denying the students and teachers the right to exercise meaningful control over issues that concerns them. This denial is sometimes the root cause of most students' and teachers' oppression, which in turn degenerates into breakdown of law and order in schools.

In the same vein, Ukeje (1992) in a study stated that students' and teachers' adequate involvement in school management like in the aspect of decision-making in schools is not only crucial to accepting, accommodating and implementing change decisions, but also

contributes a great deal to the maintenance of internal discipline in schools, positive attitude to school work, as well as improving the quality of future decisions. Specifically, Duze, (2007), Ikediugwu (2007) and Ofojebe (2007) in their previous study observed that truancy, vandalism, violent protests, and incessant strike actions which has negative consequences on quality control and quality assurance in the school system, are some of the evils that have plagued most Nigerian secondary schools as a result of inadequate participation of students and teachers in school management activities or decisions that directly or indirectly affect them. Additionally, teachers in Nigeria are no longer quiescent, passive, or conservative about school administration and management but rather vocal, active, and dynamic in matters that affect them and the entire educational system. This could probably be a reason why the incessant cases of unrest in most schools and institutions, with grave consequences on school work, are usually linked to administrative lapses or gaps in involving others to make inputs. It is also commonly alleged that many school administrators have continued to monopolize and “privatize” to themselves the school management process in Nigerian schools thereby making teachers unconcerned and uncommitted to effecting the decisions taken, and students angry and unhappy about the changes they do not buy. Further citing instances, Onuma (2016) observed from a study that most principals who lacked supervisory skills as a result entrusted academic supervision in the hands of external supervisors. These principals’ felt reluctant to endorse in-service training for their teachers and teachers in turn hid their pursuit for higher degree from principals for fear of victimization. The situation of lack of or inadequate involvement of teachers in school management has grievous effective on school management for quality assurance. School management as described by the Ministry of Basic and Secondary Education in Gambia (2011) is all about ensuring that the many systems for raising pupil achievement are in place and that the compliance of all staff with these systems is supported and monitored. Composites of school management are all about methods, routine, calculation, statistics, planning, coordination and organization of activities in the school. Haliimah (2010) broadly defined school management as the attainment of organizational goals in an effective and efficient manner

through planning, organizing, leading and controlling organizational resources. School management as described within the context of the present study entails various ways or means in which various resources and activities are appropriately coordinated and utilized for achievement of the goals and objectives of the school. For effective school management and quality assurance to be sustained in the secondary schools in the FCT, principal must involve all the stakeholders. With the complexity in the functional roles and enormous responsibility of principals as his role as organization manager/administrator focusing largely on technical aspects is changing globally towards greater instructional leadership, the principal therefore, has a big opportunity to develop teacher capacity to thrive not only in teaching/learning reformation and innovation but likewise in leadership for attainment of the current educational demands and quality assurance (Duze, 2012).

Quality assurance according to the European Commission (2018) involves the systematic review of educational programmes and processes to maintain and improve their quality, equity and efficiency. Quality Assurance also refers to all the planned and systematic activities implemented within the quality system that can be demonstrated to provide confidence that a product or service will fulfill requirements for quality. It is part of quality management in an organization which ensures accountability as well as support ongoing development of schools and of teaching and learning. Quality assurance (QA) according to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2013) could be referred to as an ongoing, continuous process of evaluating – assessing, monitoring, guaranteeing, maintaining and improving – the quality of education provided. In the higher education system, quality assurance (QA) could be viewed as a systematic process of assessing and verifying inputs, outputs and outcomes against standardized benchmarks of quality, to maintain and enhance quality, ensure greater accountability and facilitate harmonization of standards across academic programmes, institutions and systems (UNESCO, 2013). However, there is a strong link between school management and quality assurance. This is so because quality assurance is usually measured by the quality of educational inputs, processes and outputs, all pointing to one direction of school management (Babalola, Adedeji & Erwat, 2007). The role of

teachers therefore, in ensuring quality assurance must go beyond the classroom, just as highlighted by most scholars cited in this study. From all the foregoing discussions aspects of school management which the present study concerns itself is mostly in the areas of teachers' involvement in instructional leadership activities, extracurricular activities management, staff management activities and financial management activities. These are the core areas of school management which ensures that quality assurance is sustained in the school. Instructional leadership in schools has been a major cause for concern, not only in secondary schools in the FCT, but on a global level. Leaders are metaphorically viewed as anchors of instructional leadership, as they are totally responsible for the success of their organization. The key dimensions of successful instructional leadership of school principals as identified by Day and Sammons (2014) includes defining the vision, values and direction for the school, improving conditions for teaching and learning, redesigning the organization by aligning roles and responsibilities, enhancing teaching and learning , redesigning and enriching the curriculum, enhancing teacher quality (including succession planning), building relationships inside the school community, building relationships outside the school community, placing emphasis on common values. In executing the instructional leadership roles, the principal establishes goals and expectations, plans, supervises, coordinates and evaluates teaching and the curriculum, promotes and encourages participating in teacher learning and development, ensures an orderly and supportive environment is maintained, creates educationally powerful connections with important education stakeholders, provides resources using various strategic management means, among others. By effectively involving teachers in instructional leadership, educational goals and quality assurance can be successfully attainable (Day & Sammons, 2014).

Extracurricular activities management entails all non-academic activities coordinated in the school by leadership. Haliimah (2010) describes extracurricular activities as those activities that supplement the regular school curriculum, do not carry credit towards graduation, and are joined voluntarily by learners. Managing these activities in secondary schools involves activities such as supervision and evaluation of team coaches,

coordinating activities of interscholastic competition, disciplinary policies, budgets, scheduling of activities, determining which learners are eligible to participate in sports, and arranging fundraising events. Examples of school's extracurricular activities as identified by Haliimah (2010) and Hoyt (2019) include sports, athletics, social and cultural activities, excursions and field trips to museums, zoo, event centres and parks, volunteer work and community services, academic clubs and teams such as debate clubs, drama clubs, student government activities, students newspaper, internship, manual labour, among others. Engaging extracurricular activities has a lot social and financial benefit for the school. Its advantages cannot be overemphasized given that school could gain recognition and raise funds through this means. Proper planning and organizing of extracurricular activities in secondary schools will improve students' social abilities and learning as well. Staff management activity is one of the crucial roles of the principal.

Aja-Okorie (2016) opined that managing teachers is that part of school management function which is concerned with teachers at work and their relationship within the educational enterprise. It seeks to bring together and develop into an effective educational organization, men and women who make up the teaching workforce, enabling each to make his/her own best contribution to its success. It significantly predicts teachers' productivity. Management of teaching workforce involves a number of strategies that begins and maintain activities toward the achievement of personal and organizational goals. Omebe (2001) is of the view that well managed teachers will always look for better ways to do their teaching job. They are more quality oriented and more productive. Management of teachers can be through the adoption of these management strategies as; supervision, in-service training and compensation among others (Aja-Okorie, 2016). The success of any school's management largely lies on the management of staff. In managing staff, the principal should plan and engage teachers in the decision making process of the school instructions and curriculum development, support teacher autonomy in the school, encourage teachers professional development by allowing them to determine areas of needs for their growth in the teaching professional, encourage teachers collaborations, among others (Akpakwu, 2012; Gemechu, 2014;

Nwaham, 2011). Studies like those of Olorunsola and Olayemi (2011) reported that secondary school teachers in Ekiti State are significantly involved in decision making processes. This led to achievement of objectives. Wilkinson cited in Olorunsola and Olayemi (2011) corroborated with this fact and saw involvement of employees in decision making as empowerment while a neglect of employees in decision making was seen as an assumption that workers are untapped resources with knowledge and experience and an interest in becoming involved, employers need to provide opportunities and structures for their involvement. It is assumed that participative decision making is likely to lead to job satisfaction and better quality decisions and that gains are available both to employers (increased efficiency) and workers (job satisfaction), in short an everyone-wins scenario. Staff cooperation is believed to be an indisputable asset to the school principals while involvement in decision making process by the teachers could ease the principal's mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by the principals alone.

Financial management refers to the managerial activity which is concerned with planning and controlling of a public secondary school's financial resources. It involves acquisition and use of the school funds (Mutua, 2013). The various aspects of school financial management as indicated in the module of the Open University Education (n.d) deals with financial planning and budgeting, financial control, accountability or stewardship. The financial planning and budget is a key instrument by which an organization decides what it is going to do in the future and how it is going to finance the resources required. It carries the budget plan which involves income and expenditures that will be expended in the organization. Financial control refers to the processes by which the receipt of revenues and outflow of expenditures are recorded, monitored and adjusted to ensure that the budget is managed honestly, efficiently and effectively. Financial accountability or stewardship is a means of keeping records in order to ensure and demonstrate that money has been spent for the purposes intended. Probity is satisfied so long as the money has not been spent fraudulently or wastefully. The financial audit aims to ensure this and to check that systems are in place

to prevent fraud and waste. In summary, everything about school financial management deals on acquisition, procurement, allocation, implementation and evaluation of funds. Several studies on principals' financial management like those of Mutinda (2018) confirmed that teachers' level of participation in management of school finances had a statistical significant effect on teachers' motivation. Teachers' level of participation in the management of the some task areas of school management was a positive determinant of teachers' motivation and high performances. From all the foregoing discussions, improving the effectiveness school management for quality assurance however remains one of the researcher's fundamental concerns in this present study. The study therefore sought to investigate the extent of teachers' involvement in school management for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria.

Statement of the Problem

Teachers are one of the important agents in the management of secondary schools especially when it comes to impacting on students' learning. Being at the forefront of students' learning in the classroom, teachers are expected to contribute greatly towards the management of the school for quality assurance to be enhanced. But there are difficult scenarios or cases whereby many teachers including those in the Federal Capital Territory (FCT) Abuja, have complained bitterly concerning their lack of involvement in school management activities which has equally affected their quality, commitment and dedication to work. These poor scenarios which have kept teachers in tight corners and difficult state seem to have affected enforcement of quality assurance in many secondary schools in the FCT. Teachers, because of this situation only remained passive, not active in matters concerning school management. They seem to have less contribution in matters that will bring about quality control measures and effectiveness of the school, even when they have ideas or suggestions the will result to positive changes in the school. Therefore, the present sought to investigate the extent of teachers' involvement in school management for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria.

Purpose of the Study

The purpose of this study was to examine the extent of teachers' involvement in school management for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria. Specifically, the study aimed at ascertaining the extent of teachers' involvement:

1. instructional leadership activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria;
2. extracurricular activities management for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria
3. staff management activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria and
4. financial management activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria.

Research Questions

The following research questions were raised in order to conduct the study:

1. To what extent are teachers involved in instructional leadership activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria?
2. To what extent are teachers involved in extracurricular activities management for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria?
3. To what extent are teachers involved in staff management activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria?
4. To what extent are teachers involved in financial management for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria?

Methods

Research Design

The study employed the descriptive survey research design. To use this design, the researcher conducted a field investigation using a

questionnaire to gather information from a sample of a given teachers' population who were randomly selected as the respondents for the study. Nworgu (2015) explained that this design involved the researcher collecting data and describing them in a systematic manner of the characteristics, features or facts about a given nature of a population or phenomenon and thereafter, generalization and conclusion drawn on the variables based on the findings.

Population

Population of the study constituted a total of 3,339 secondary school teachers in 62 public secondary schools from the 6 LGAs in the FCT, Abuja. This information was gathered as at September, 2019, from FCT Secondary Education Board, Abuja.

Sample Size and Sampling Technique

Sample size of the study comprised 668 teachers drawn from 50 public secondary schools within the 6 LGAs in the FCT; selected using the proportionate stratified random sampling technique. 20% of the teachers and 80% of the public secondary schools population were selected as sample for the study. To draw the sample, both the teachers and the public secondary schools in the FCT were stratified according to their 6 LGAs, thereafter, 20% of the teachers sample and 80% of the public secondary schools sample were randomly selected from their population out of each of the LGAs. Justification of selecting the sample at 20% and 80% is in line with Nworgu (2015), who opined that that a sample size of 10% to 80% drawn out from a large population of elements is sizeable for any study, and this includes studies of this nature.

Instrumentation

A 35-item questionnaire developed by the researcher and titled "Extent of Teachers' Involvement in School Management for Quality Assurance Questionnaire (ETISMQAQ)" served as instrument for data collection. Construction of the questionnaire was guided by the purpose of the study and research questions. This research instrument was structured on a 4 point scale of Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1 point.

Validation

The questionnaire was validated by three experts from the Department of Educational Administration and Planning, Faculty of Education, Nasarawa State University, Keffi. These experts determined the face and content validity of the questionnaire. Corrections were made on the questionnaire by the experts and which were incorporated before their final distribution to the teachers.

Reliability

Reliability of the instrument was established through a pilot-test. The validated questionnaire was distributed to a sample of 25 teachers in 5 public secondary schools in Nasarawa State. The scores obtained were measured using Cronbach Alpha statistics which yielded internal consistency reliability value of 0.83, 0.76, 0.77 and 0.75 for all the 4 clusters respectively, which were added up to give an overall internal consistency reliability value of 0.78, showing that the instrument was trustworthy and reliable.

Method of Data Collection

Information was retrieved from the teachers through a personal and direct contact with the help of six research assistants. These research assistants were individuals familiar with the terrains of the FCT and were also instructed on how to retrieve the necessary data from the respondents. It took both the researcher and the research assistant one week to distribute all the 668 copies of the questionnaire which were all retrieved at a 100% return rate.

Method of Data Analysis

Data were analyzed using mean scores which were rated at 2.50 and standard deviation. The decision rule was that any mean score that rated above 2.50 was considered as an indication of Very High Extent and High Extent and therefore accepted. Any mean score which rated below 2.50 was considered as an indication of Low Extent and Very Low Extent and therefore not accepted.

Results

Research Question 1: To what extent are teachers involved in instructional leadership activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria?

Table 1: Mean Scores and SD of Teachers concerning Extent of their Involvement in Instructional Leadership Activities for Quality Assurance in Secondary Schools in the Federal Capital Territory (FCT) Abuja, Nigeria

N = 668

<i>S/N</i>	<i>Please comment on the extent of teachers' involvement in the following instructional leadership activities of your school, in:</i>	<i>VHE</i>	<i>HE</i>	<i>LE</i>	<i>VLE</i>	<i>X</i>	<i>SD</i>	<i>Decision</i>
<i>1.</i>	Improving the quality of the conditions of instructions for students' learning in the school	80	105	189	294	1.96	1.04	Low Extent
<i>2.</i>	Redesigning and enriching the curriculum for quality improvement of instructions in the school	99	108	238	223	2.12	1.04	Low Extent
<i>3.</i>	Building relationships with other stakeholders inside the school community in order to foster quality in the school	102	127	270	169	2.24	1.00	Low Extent
<i>4.</i>	Planning and coordinating supervision of instructions for quality control in the school	111	166	203	188	2.30	1.05	Low Extent
<i>5.</i>	Planning and providing resources needed for teaching effectiveness in the school	78	123	267	200	2.12	0.97	Low Extent
<i>6.</i>	Creating educationally powerful connections or synergy with important education stakeholders	98	129	193	248	2.12	1.07	Low Extent
<i>7.</i>	Maintenance of facilities in the school in order to boost quality instructions in the school	100	148	256	164	2.28	0.99	Low Extent
<i>8.</i>	Defining the mission, vision, values and direction for	97	115	288	168	2.21	0.98	

	achievement of the school goals and objectives							Low Extent
9.	Actively participating in establishing rules and regulations in order to ensure an orderly and supportive environment is maintained in the school	101	133	231	203	2.20	1.03	Low Extent
10.	Scheduling teachers functions/responsibilities in areas such as timetable preparation	224	229	107	108	2.85	1.06	High Extent
11.	Meting out disciplinary policies for students in the school	113	141	266	148	2.33	1.00	Low Extent
Grand Mean Score and SD						2.25	1.04	Low Extent

Analysis of data in the above Table 1, from the teachers' responses revealed that all the items from 1 to 9 and 11 rated below the acceptable mean score of 2.50 disagreeing to these statements. Only item 10 rated below the acceptable mean score of 2.50, agreeing with this statement. The grand mean score of 2.25 indicated that the extent to which teachers are involved in instructional leadership activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria, was to a low extent.

Research Question 2: To what extent are teachers involved in extracurricular activities management for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria?

Table 2: Mean Scores and SD of Teachers concerning Extent of their Involvement in Extracurricular Activities for Quality Assurance in Secondary Schools in the Federal Capital Territory (FCT) Abuja, Nigeria
N = 668

S/N	Please comment on the extent of teachers' involvement in the following extracurricular activities of your school, in:	VHE	HE	LE	VLE	X	SD	Decision
12.	Participating in school inter-house and other sporting activities like athletics	212	277	108	71	2.94	0.95	High Extent

13.	Coordinating interscholastic competition in the school	311	205	85	67	3.14	0.99	High Extent
14.	Coordinating fundraising events for acquisition of extra income in managing the school	108	116	205	239	2.14	1.08	Low Extent
15.	Organizing school magazines or new watch	217	287	116	48	3.01	0.89	High Extent
16.	Organizing internship programmes for students	268	218	88	94	2.99	1.05	High Extent
17.	Planning and coordinating club activities such as debate, drama and jet clubs	255	177	133	103	2.87	1.09	High Extent
18.	Participating in volunteer and community services of the school	224	238	112	94	2.89	1.03	High Extent
19.	Organizing students' excursions and field trips to parks, museums, other events centres	232	293	108	35	3.08	0.84	High Extent
20.	Organizing cultural activities in the school like the school cultural day	182	288	98	100	2.83	0.99	High Extent
21.	Coordinating manual labour in the school	204	229	104	131	2.76	1.09	High Extent
Grand Mean Score and SD						2.86	1.04	High Extent

Analysis of data in the above Table 2, from the teachers' responses showed that all the items from 12 to 13 and 15 to 21, rated above the acceptable mean score of 2.50 agreeing to these statements. Only item 14 rated below the acceptable mean score of 2.50, disagreeing with this statement. The grand mean score of 2.86 indicated that the extent to which teachers are involved in extracurricular activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria, was to a high extent.

Research Question 3: To what extent are teachers involved in staff management activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria?

Table 3: Mean Scores and SD of Teachers concerning Extent of their Involvement in Staff Management Activities for Quality Assurance in Secondary Schools in the Federal Capital Territory (FCT) Abuja, Nigeria
N = 668

<i>S/N</i>	<i>Please comment on the extent of teachers' involvement in the following staff management activities of your school, in:</i>	<i>VHE</i>	<i>HE</i>	<i>LE</i>	<i>VLE</i>	<i>X</i>	<i>SD</i>	<i>Decision</i>
22.	Actively participating in decision making processes in the school	119	140	244	165	2.32	1.03	Low Extent
23.	Teachers having freedom to make useful suggestions that will be taken by all and implemented without prejudice in order to impact positively on the growth of the school	101	113	251	203	2.17	1.02	Low Extent
24.	Allowing teachers to fully express their dissatisfaction and comment about school leadership	120	108	217	223	2.19	1.09	Low Extent
25.	Giving teachers autonomy to take decision concerning students' academic work without much interference	100	149	200	219	2.19	1.05	Low Extent
26.	Allowing teachers choices to plan and coordinate their staff development programmes	103	103	215	247	2.09	1.06	Low Extent
27.	Permitting teachers to take active participation in their in-service training programmes	108	165	262	133	2.37	0.98	Low Extent
28.	Giving teachers freedom to organize and coordinate their own welfare activities	123	173	235	137	2.42	1.01	Low Extent
29.	Allowing effective collaborations or team work in the school especially with the newly employed teachers	99	138	223	208	2.19	1.04	Low Extent
30.	Granting teachers the freedom to relate to parents about their children or wards academic progress	100	113	232	223	2.13	1.04	Low Extent
Grand Mean Score and SD						2.23	1.04	Low Extent

Analysis of data in the above Table 3, from the teachers' responses revealed that all the items from 22 to 30 rated below the acceptable mean score of 2.50 disagreeing to these statements. None of the items

in the table rated above the acceptable mean score of 2.50, in order to agree with this statement. The grand mean score of 2.23 indicated that the extent to which teachers are involved in staff management activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria, was to a low extent.

Research Question 4: To what extent are teachers involved in financial management activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria?

Table 4: Mean Scores and SD of Teachers concerning Extent of their Involvement in Financial Management Activities for Quality Assurance in Secondary Schools in the Federal Capital Territory (FCT) Abuja, Nigeria

N = 668

<i>S/N</i>	<i>Please comment on the extent of teachers' involvement in the following financial management activities of your school, in:</i>	<i>VHE</i>	<i>HE</i>	<i>LE</i>	<i>VLE</i>	<i>X</i>	<i>SD</i>	<i>Decision</i>
31.	Preparation and planning of school budget	57	104	219	288	1.90	0.96	Low Extent
32.	Sourcing, acquisition or coordinating funds for school developmental projects	66	106	269	227	2.02	0.95	Low Extent
33.	Expending funds for purchases or urgent areas that needs special attention	50	115	273	230	1.98	0.90	Low Extent
34.	Recording all expenditures in the school	43	98	280	247	1.91	0.87	Low Extent
35.	Encouraging teachers active participation in financial auditing of school account	39	101	259	269	1.87	0.88	Low Extent
<i>Grand Mean Score and SD</i>						1.93	0.91	Low Extent

Analysis of data in the above Table 4, from the teachers' responses revealed that all the items from 31 to 35 rated below the acceptable mean score of 2.50 disagreeing to these statements. None of the items in the table rated above the acceptable mean score of 2.50, in order to agree with this statement. The grand mean score of 1.93 indicated that the

extent to which teachers are involved in financial management activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria, was to a low extent.

Discussion of Results

Findings of the study generally revealed that the extent to which teachers were involved in instructional leadership, staff management and financial management activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria, were all to a low extent. It was also discovered through the finding that the to which teachers were involved in extracurricular activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria, was to a high extent. The principals in carrying out the instructional leadership functions involved teachers to a low extent. Teachers' involvement in instructional leadership activities such as improving the quality of the conditions of instructions for students' learning in the school, redesigning and enriching the curriculum for quality improvement of instructions in the school, building relationships with other stakeholders inside the school community in order to foster quality in the school, planning and coordinating supervision of instructions for quality control in the school, planning and providing resources needed for teaching effectiveness in the school, creating educationally powerful connections or synergy with important education stakeholders, maintenance of facilities in the school in order to boost quality instructions in the school, defining the mission, vision, values and direction for achievement of the school goals and objectives, actively participating in establishing rules and regulations in order to ensure an orderly and supportive environment is maintained in the school, and meting out disciplinary policies for students in the school, for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria, was to a low extent. It was also discovered that the only aspect of instructional leadership where teachers were involved to a high extent was in scheduling teachers' functions/responsibilities in areas such as timetable preparation. This finding corroborates with the finding of Duze (2012) study which discovered that teachers were not involved in the aspect of instructional leadership in the school. Ingersoll, Sirinides and Dougherty (2018) also confirmed that when it comes to the aspect of instructional leadership in school management, many teachers less often have a role in establishing student behaviour policies, engaging in school improvement planning, and determining the content of their professional development programmes. If teachers do not highly get

involved in instructional leadership of the school, it will be difficult to foster quality control that leads to quality assurance in the school system which makes it difficult for the realization of educational goals and objectives.

It was discovered through the finding of this present study that teachers were involved in extracurricular activities of their schools to a high extent. The finding revealed that teachers involvement in extracurricular activities such as participating in school inter-house and other sporting activities like athletics, coordinating interscholastic competition in the school, organizing school magazines or new watch, , organizing internship programmes for students, planning and coordinating club activities such as debate, drama and jet clubs, participating in volunteer and community services of the school, organizing students' excursions and field trips to parks, museums, other events centres, organizing cultural activities in the school like the school cultural day, and coordinating manual labour in the school, was to a high extent. However, it was also discovered that teachers involvement in such extracurricular activity like coordinating fundraising events for acquisition of extra income in managing the school, was to a low extent. This finding correspondences and agrees with the studies of Haliimah (2010) and Hoyt (2019) which confirmed that teachers were always involved in extracurricular activities in the school. But coming to the aspect of fundraising event, teachers were not involved in financial activities of the school. Situations like this bring distrust among teachers and principals in the school, which creates difficulties in accomplishing task. Just as Gemechu (2014) study which discovered that lack of trust and collaboration between teachers and principals in the school was among the factors that were found to have impeded teachers' involvement in school management activities. Therefore, granting teachers' full support to be highly involved in financial matters during extracurricular activities will be collaborations and trust between principals and teachers, and when this trust is built, it will be easy for the principals to achieve the goals of the school.

It was further discovered through the finding of the study that teachers' involvement in staff management activities in the school was to a low extent. This included that teachers' involvement in staff management activities such as in actively participating in decision making processes in the school, teachers having freedom to make useful suggestions that will be taken by all and implemented without prejudice in order to impact positively on the growth of the school, allowing teachers to fully express their dissatisfaction and comment about school leadership, giving

teachers autonomy to take decision concerning students' academic work without much interference, allowing teachers choices to plan and coordinate their staff development programmes, permitting teachers to take active participation in their in-service training programmes, giving teachers freedom to organize and coordinate their own welfare activities, allowing effective collaborations or team work in the school especially with the newly employed teachers, and granting teachers the freedom to relate to parents about their children or wards academic progress. This corroborates with Gemechu (2014) study whose finding revealed that teachers' involvement in all areas of school decision-making of secondary schools in general was unsatisfactory and to a low extent. Teachers' only participated mostly in issues related to student disciplinary problems and their participation was least in school building. School leaders/Principals' in encouraging teachers' involvement in school decision-making was found to be ineffective. Absence of participatory and democratic school leadership, lack of trust and collaboration between teachers and principals, lack of training and support, and absence of financial incentives were some of the factors that were found to have impeded teachers' involvement in school management activities. Duze (2005) found out in a study that most principals tend to be authoritative in making decisions, thus, denying teachers the right to exercise meaningful control over issues that concerns them. Aja-Okorie (2016) and Omebe (2001) confirmed in their studies that although teacher involvement in staff management activities significantly predicts teachers' productivity, but they were not highly involved in the process. For any school leadership to be successful and likewise enforce quality in management of the school, teachers should be fully involved in managing their own affairs. The success of any school's management largely lies on the management of staff. This will make teachers more quality oriented and more productive, leading to achievement of goals and quality assurance in the school as indicated in Aja-Okorie (2016) study.

It was found in the study that teachers' involvement in financial management activities for quality assurance in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria, was to a low extent. Teacher were least involved in such financial management matters/activities as in the preparation and planning of school budget, sourcing, acquisition or coordinating funds for school developmental projects, expending funds for purchases or urgent areas that needs special attention, recording all expenditures in the school, and in encouraging teachers active participation in financial auditing of school

account. This finding corroborates and concurs with the findings of Mutinda (2018) and Mutua (2013) studies which discovered that teachers were neither involved nor engaged in the school financial matters. If teachers are not involved in the school financial matters, this could create a lot of suspicion and mistrust from the teachers which could make them not to follow the instructions or directives of the principal. Mutinda (2018) confirmed in a study that teachers' level of participation in management of school finances had a statistical significant effect on teachers' motivation which brings about quality assurance in school management activities. Teachers' level of participation in the management of the some task areas of school management was a positive determinant of teachers' motivation and high performances. Given all the above findings of the study, teachers should be given opportunities to highly participate in school management activities which will in return assist in fostering quality assurance in the secondary schools. Therefore, the issue concerning teachers' involvement in school management for quality assurance should be given priority concern and adequate attention by education stakeholders for quality assurance to triumph in the secondary schools.

Conclusion

Teachers' involvement in school management activities will definitely foster quality in rendering effective services for achievement of educational goals and objectives of the school, which equally makes it possible for quality assurance to be harnessed in the school. The findings of this study submit that although there was high involvement of teachers in extracurricular activities of the school, generally teachers' involvement in school management activities such as instructional leadership activities, staff management activities and financial management activities were to a low extent. This could have been responsible for all the problems affecting teachers' efficiency and commitment in secondary schools in the FCT. This situation calls for absolute redress. Upon these findings, recommendations have been proffered.

Recommendations

From the findings of the study, the following recommendations have been made:

1. Principals should constantly and highly involve teachers in instructional leadership activities in order to ensure that quality assurance is fostered in the school. Also, the principals in

collaboration with the Secondary Education Board in the FCT should organize teachers' leadership training to boost teachers' competence in instructional leadership activities of the school.

2. Principals should also grant teachers access in the aspect of fundraising events when coordinating extracurricular activities for quality assurance in the school. Teachers' activities in this area could also be accompanied with supervision by the principal to avoid creating a situation of biasness and doubt.
3. Principals should allow teachers to actively and fully to a high extent to be involved in staff related matters because their contributions will bring about quality and positive change in the school for enhancement of quality assurance in the school.
4. Principals should encourage teachers' involvement in their financial activities which gives room for trust and quality assurance in the school.

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