

Teacher Empowerment: An Imperative for Promoting Quality Education in Anambra State Secondary Schools

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Abstract

This study examined the importance of teacher empowerment as an imperative for promoting quality education in Anambra State secondary schools. The study equally examined the various dimensions and importance of teacher empowerment for quality education delivery. For this purpose, three research questions were raised for the study. The study used the descriptive survey research design in order to carry out the study and collect necessary data. The Stratified Random Sampling Procedure was used in selection of 10% of the entire study population of 5,926 tutorials (teachers) within the six education zone in Anambra State, for the study. However, the sample size selected for the study involved 593 tutorials (teachers). A questionnaire titled: "Teacher Empowerment: An Imperative for Promoting Quality Education in the Schools Questionnaire for Teachers" (TEIQESQT) containing 28 items and drawn on a modified Likert type of 4 – point scale was used by the researchers to conduct the study. Validity and reliability of the instrument was also determined and corrections effected before the final drafting and distribution of the instrument. Data was also analyzed using mean score and the grand mean. From the findings of the study, recommendations were proffered and among such included: government directing policy and prioritizing teacher empowerment for quality education; adequate budget allocation and funds provided for teacher empowerment in Nigeria; and school leaderships and heads should also note the importance of the dimensions of teacher empowerment for teachers organizational commitment, efficiency and effectiveness

Keywords: teacher empowerment, professional growth, organizational effectiveness, quality education and quality outcomes

INTRODUCTION

Recently, the issue of promoting quality education in the Nigerian school system has become a matter of greater concern by stakeholders of the educational system. According to Leu and Price-Rom (2006), educational quality in developing countries has become a topic of intense interest, primarily because of countries efforts to maintain quality (or reverse the decline of quality) in the context of quantitative expansion of educational provision. Many countries are simultaneously implementing reforms based on more active approaches to quality teaching and learning delivery including the challenges facing the education system and guaranteeing quality assurance in education. Within this context, teachers as one of the educational resources are important agents at the centre of creating and promoting quality education in the school system. They play critical role in facilitating quality education in the school system.

Teachers primarily are important agents that implement the objectives of educational policies and who work towards the achievement of such objectives in the school system. Their contributions

play distinctive role in promoting and enhancement of quality education. The present discourse on educational quality identifies the key roles of teachers in education as the engine towards achieving quality education services and delivery. Leu and Price-Rom (2006) however opined that in countries with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education. In search for the factors that promote quality, countries' programmes as well as the literature increasingly emphasize teachers and educational facilities as the engines of quality, with teacher quality identified as a primary focus. In fact, none of the educational programmes will be successful without the availability of qualified and dedicated teachers at the school level.

Therefore, in order to promote quality education in the Nigerian school (system) teacher empowerment becomes imperative. Virtually all stakeholders in education agree that as micro-level practitioners teachers represent a centripetal force in most educational system. There is also a consensus that their performance is inextricably linked to

educational outcomes for both learners and the system alike (Egbo, 2011 cited in Imogie, 2013). Improving teacher efficiency and effectiveness will enhance quality education. Therefore, empowering teachers is of greater importance for quality education delivery in the school system for instance, Leu and Price-Rom (2006) identified that teacher professional development is critical in building teachers capacity to improve student learning. Thoughtful approaches to teacher professional development can improve teacher's preparedness for improving educational quality. Locating the engines or agents that will promote quality education in complex process at the school levels will entail in depth involvement teachers whom their adequate empowerment counts a lot and cannot be over looked. However, quality education as defined by Leu and Price-Rom (2006) is the degree of excellence in education. It is a process in which education acts as a catalyst for inculcating positive changes in individuals and society, i.e. education for promoting social change. On the other hand, empowerment as defined by Bogler and Somech (2004) is "a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems". It is individuals' belief that they have the skills and knowledge to improve a situation in which they operate.

Teacher empowerment according to Lucas, Brown and Markus, (1991), entails a function of the readiness of building capacity in which here the administrators share their autonomy with those whose commitment is necessary to make the educational programme function at the highest degree of efficiency. It is also a process whereby teachers are inculcated with the right competences that will enable them improve their teaching and function effectively in the school environment. Empowering teachers therefore will improve teacher's competency, efficiency, effectiveness, performances and productivity. What goes on in the classroom and the impact of the teacher and teaching has been identified in numerous studies as the crucial variable for improving learning outcomes and guaranteeing quality education. The way teachers teach is of critical concern in any reform designed to improve quality (Leu and Price-Rom, 2006).

The emphasis on teacher empowerment has grown from a variety of roots and dimensions as pointed out by various scholars and studies. A study conducted by Mulkeen, Chapman and Dejaeghere (2005) on the recruitment, retention and retraining of secondary school teachers in Sub-Saharan Africa, demonstrated that the strategies to improve the conditions of teachers that resulted in a more motivated teacher corps included: creating learning communities among teachers to discuss teaching and learning issues; having experienced teachers mentor newer teachers;

and improving the classroom environment by providing adequate curriculum, books, teaching aids and materials. The strategies inherent in the approaches outlined above emphasized on building teachers capacity to decide independently how to apply instructional strategies to targeted subject matter, content and student needs; elements central to teacher empowerment.

Similarly, in another study conducted by Short and Rinehart (1994) as cited by Bogler and Somech (2004) on teacher empowerment in relation to job satisfaction, identified six dimensions of teacher empowerment and such includes; teachers active participation in the decision making process of the school, professional growth of teachers, status, self-efficacy, autonomy and impact. Describing these dimensions, they further highlighted that teachers' involvement in the decision making process in the school will entail teachers' participation in critical decisions that directly affect their work, involving issues related to budgets, teacher selection, scheduling and curriculum. To be effective, teachers' participation in decision-making must be genuine, and that teachers need to be confident that their decisions actually impact real outcomes. The professional growth and development of teacher refers to the teachers' perception that the school provides them opportunities to grow and develop professionally, to continue to learn, and to expand their skills during their work in school. Status refers to the professional respect and admiration that the teachers perceive that they earn from colleagues.

Self-efficacy refers to teachers' perception that they are equipped with the skills and ability to help students learn and are competent to develop curricula for students. Autonomy refers to the teachers' feeling that they have control over various aspects of their working life including scheduling, curriculum development, selection of textbooks and planning instruction. This type of control enables teachers to feel free to make decisions related to their educational milieu. Impact refers to the teachers' perception that they can affect and influence school life (Bogler and Somech, 2004).

In line with the above, studies reviewed by Firestone and Pennel (1993) on teachers' autonomy in making classroom decisions, showed that, their participation in school-wide decision-making and their opportunities to learn through their professional development training programmes, were among the organizational conditions that showed a strong association with teacher commitment to the organization. A positive relation was also found between Organizational commitment and Job involvement. Leu and Short (1996), also reported in their studies on the relationship between teacher empowerment and teacher Job commitment and Job

satisfaction that among the six dimensions of teacher empowerment, professional growth, self-efficacy and status were significant predictors of job commitment and they guaranteed quality education. Professional Orientation of teachers fostered better working relations among staff members. However, with regards to efficacy, their study showed that teachers with a greater sense of efficacy are more enthusiastic about teaching which resulted into higher level of commitment to teaching (Leu and Short, 1996). Generally, all these dimensions of teacher empowerment collectively promote quality education and improve Job commitment, which consequently increases quality outcomes. Other dimensions or indicators of teacher empowerment among others also include: adequate provision of facilities and equipment for teachers coupled with teacher motivation, empowering teachers through routine supervisions, improving teachers working conditions in various aspects, empowering teachers through research, etc.

According to Peretomode (1991), such factors that motivated teachers and increased their Job performances include: improving teachers working conditions, improving their personal growth and job competence, reinforcement of teachers, staff achievement and recognition, promotion/advancement and supervision. Incentives for teachers in terms of salaries, promotions and other welfare packages which are indicators of teacher empowerment also increased their productivity.

Therefore, the experience of poor standards and problems associated with quality education in Nigerian school system likewise in the secondary schools in Anambra State invariably results from the scenario of low priority given to the importance of teacher empowerment as an imperative for promoting quality education. It is however alleged that problem of falling standards in education and poor education quality in the Nigerian secondary school and other school systems is as a result of lack of application of the various dimensions/strategies of Teacher empowerment. Generally, teacher empowerment for quality education in the secondary schools deals with issues of relevance and efficiency in the achievement of education goals and priorities. However, the importance of teacher empowerment for quality education in the Nigerian school system has been listed below.

- Rinehart and Short's (1992), White (1992), Bolger and Somech (2004), and Egbo (2011) cited in Imogie (2013), highlighted the importance of teacher empowerment in the school system using the following parameters and benefits:
- Teacher empower improves teachers' efficiency productivity and work/job commitment in the school.

- When teachers are allowed to be active participants in the decision making process in the school, it will aid in having prosperous outcomes in the school environment. Therefore, teacher empowerment aids enlargement of responsibilities that is so satisfying to teachers.
- Teacher empowerment boost teachers' pedagogical skills and teaching methodology that will enhance teaching/learning effectiveness.
- Teacher empowerment is very vital for teacher's professional growth which will create positive impacts at their job and increase teacher's performance.
- Teacher empowerment will boost organizational commitments and also aid job satisfaction of teachers which will lead to quality educational delivery.
- Empowering teachers through their professional growth and other motivational strategies will increase a higher level of commitment to teaching which is necessary for maintaining quality assurance in the school.
- Teacher empowerment is very vital for improving teacher's status that consequently increases positive learning outcomes that will aid the achievement of instructional objectives and goals.

However, to achieve all the aforementioned, there is need for government and other agencies to strengthen the support given to teacher empowerment. This has greater effect in improving quality educational delivery and maintaining high standards in schools which generally poses great challenges to the entire educational system. Therefore, based on the above factor, teacher empowerment acts as a key challenge towards quality education in the Nigerian educational system. The interest of this study lies on examining the importance of teacher empowerment as an imperative for promoting quality education in Anambra State secondary schools.

STATEMENT OF THE PROBLEM

The issue of improving teacher quality for achieving quality education is fast becoming a matter of discourse which has drawn attention of various stakeholders in both Nigerian educational system and throughout globe. Purportedly, the issue of maintaining quality education and quality assurance in education and quality assurance in education systems has been a global concern following the international/global meetings of governments of various nations on ways to achieve the EFA goals and MDGs. Teacher empowerment is vital when it comes to gearing the educational system towards achieving quality; but this is not prevalent in the secondary schools in Nigeria thereby creating a vacuum of inability of this system of education to provide quality service for attainment of the national goals and objectives.

According to Leu and Price-Rom (2006), the teacher is always functioning as part of a social network either with his or her students or within the school community and excellence at the school level means that the teacher quality is given adequate priority. Although maintaining high quality teachers in the education system is not practiced most effectively in some schools especially in developing countries but teacher quality thrive only in a positive and supportive environment. However, to boost quality in the education system will entail improving the quality of teachers in schools through empowerment and staff development. Empowering teachers using various strategies and dimensions as highlighted by Leu and Price-Rom (2006) will always produce good teachers that will enhance quality education by developing them in various perspectives professionally.

According to Karant (1989) and Santiago and McKenzie (2006) teachers must demonstrate active ownership of their practice and of the reforms that influence changes in their practice in order to maintain quality in schools. Unless teachers are actively involved in policy formulation and in the decision-making process and feel a sense of ownership of reforming it unlikely that substantial change will be successfully implemented (Sweetland and Hoy, 2000). One of the main challenges for policy makers facing the demands of a knowledge society is how to sustain teacher quality and ensure all teachers to intimate to engage in effective modes of ongoing professional learning. Therefore, empowering teachers is very crucial factor for promoting quality education.

However, in examining the ways in which teachers are empowered in the Nigerian educational system and at the school level, as a whole, following the dimensions which serve as determinants/indicators of teacher empowerment; observations show that all these have not adequately been implemented or applied sufficiently to promote quality education in the Nigerian school system. When all the aforementioned dimensions of teacher empowerment are adequately put in place and adopted in the school system, quality education will be guaranteed. Therefore, the need to examine the importance of teacher empowerment as an imperative for promoting quality education in Anambra State Secondary Schools is the problem of this study.

PURPOSE OF THE STUDY

The study has the overall purpose of examining the importance of teacher empowerment as an imperative for promoting quality education in Anambra State secondary school. Specifically, the study was conducted to determine the following:

- To identify the various dimensions of teacher empowerment that promoted quality education

in the Nigerian schools and likewise in Anambra State secondary schools.

- The extent to which teacher empowerment gearing its dimensions promoted effective teaching/learning in order to enhance quality education in Anambra State secondary schools.
- The extent to which teacher empowerment improved organizational commitment, efficiency and effectiveness of teachers for promoting quality education in Anambra State secondary schools.

RESEARCH QUESTIONS

The following research questions were posed to guide the study.

1. What are the various dimensions of teacher empowerment that promoted quality education in the secondary schools in Anambra State?
2. To what extent does teacher empowerment promote effective teaching/learning that will lead to positive outcomes in order to enhance quality education in Anambra State secondary schools?
3. To what extent does teacher empowerment improve teachers' organizational commitment, efficiency and effectiveness for promotion of quality education in Anambra State secondary schools?

METHOD

Design of the Study

The descriptive survey design was adopted for the study and this sought to collect data on the opinions of secondary school teachers in Anambra State. This design was employed and adopted to collect data through a field survey from the secondary school teachers (respondents) on the importance of teacher empowerment as an imperative for promoting quality education in the schools in Anambra State. According to Asika (1991) descriptive survey design issued in observing and evaluating what is happening to sample subject or variable in-order to generate necessary primary data for the study.

Study Population

The study population consists of all 5,926 tutorials (Teachers) in the 257 public secondary schools within the six educational zones in Anambra State as identified by the Department of Planning, Research and Statistics, Anambra State Ministry of Education, Awka (January, 2008).

The study sample comprised 593 tutorials (teachers) representing 10% of the entire study population teaching in the 257 public secondary school in Anambra State. 10% of the teachers were selected from each of the different education zones from the entire population of the study representing a stratified random sampling technique procedure.

Instrument

The Questionnaire was the major instrument used for conducting the study. The instrument was designed by the researchers and contained 28 items on modified Likert type 4 – point scale of Strongly Agree – (SA) 4, Agree – (A) 3, Disagree – (D) 2 and Strongly Disagree – (SD) 1. This research instrument formed the basis for the primary data and was titled: “Teacher Empowerment: An imperative for promoting Quality Education in the Schools Questionnaire for Teachers” (TEIQESQT). The research instrument was validated by two experts in Educational Management and one expert in Measurement and Evaluation from University of Port-Harcourt, River State in order to establish the face and content validity in line with the purpose of study. The researchers effected the corrections made by the experts on the instrument (questionnaire) before drafting the final instrument to ensure validity.

For reliability of the instrument, a pilot-testing was conducted using 30 teachers (tutorials) from 10

public secondary schools in Rivers State and adopted the Spilt-Half method in order to determine the estimate of internal consistency of the two set of scores in the instrument. However, the set of scores were correlated using a formula known as the Spearman Brown formula which yielded the coefficient (r) value of 0.85 showing the trust worthiness and dependability of the research instrument. This affirms that the instrument was reliable for the study. The research instrument was finally administered using three trained research assistant and this also involved a personal, hand delivery and face to face contact with all the respondents (participants). However, the responses from the research instrument (questionnaire) was analyzed using the frequency distribution, mean scores and grand mean and rated at an average of 2.50 as benchmark. This shows that any mean that rated above 2.50 was regarded as agree thereby accepted, while mean rated below 2.50 was regarded as disagree.

RESULTS

Table 1: Mean ratings of Teachers responses on the various dimensions of teacher empowerment that promoted quality education in Anambra State secondary schools.
N = 593

S/N	ITEMS	SA	A	D	SD	MEAN (\bar{X})	DECISION
	The various dimensions of Teacher empowerment which promoted quality education in schools includes:						
1	Professional growth and development of teachers	(350) 2.36	(240) 1.21	(3) 0.01	(0) 0	3.58	Agree
2	Active participation of teachers in the decision making process in the school.	(293) 1.98	(250) 1.27	(40) 0.14	(10) 0.02	3.59	Agree
3	Teacher's autonomy in process of their working life, curriculum planning and instructional development.	(200) 1.35	(381) 1.93	(8) 0.03	(4) 0.01	3.32	Agree
4.	Teachers self efficacy in the area of equipping them with the skills ability and competence to develop curricula for students and help them to learn.	(300) 2.02	(200) 0.01	(83) 0.42	(10) 0.02	3.47	Agree
5.	Staff motivation through provision of conducive learning environment, promotion as at when due and good pay and incentive adequately provided.	(400) 2.70	(130) 0.66	(63) 0.21	(0) 0	3.57	Agree
6.	Provision of adequate physical facilities, instructional materials and teaching aids	(403) 2.72	(170) 0.86	(20) 0.07	(0) 0	3.65	Agree
7.	Teachers status, recognition/rein enforcement and improved welfare packages	(380) 2.56	(240) 1.21	(19) 0.06	(8) 0.01	3.84	Agree
8.	Empowering teachers through constant Research that will improve their competence	(380) 2.56	(113) 0.57	(85) 0.29	(15) 0.03	3.45	Agree
9.	Improving teachers work commitment through routine supervision	(250) 1.69	(210) 1.06	(45) 0.15	(88) 0.15	3.05	Agree
	GRAND MEAN	3.50					

Table 1 shows tutorials (participants) responses on the various dimensions of teacher empowerment that promote quality education in the Nigerian schools, likewise in Anambra State secondary schools. However, the results from the above table reveal that all respondents (participants) responded positively in

strong agreement with the statements which were above the acceptable mean of 2.50. The grand mean of 3.50 indicate a strong positive reaction from the respondents (participants) on these dimensions of teacher empowerment that promoted quality education in Nigerian schools and secondary schools.

Table 2: Mean ratings of tutorials (Teachers) responses on the extent to which teacher empowerment promoted effective teaching/learning that will lead to positive outcomes in order to enhance quality education in Anambra State secondary schools

N = 593

S/N	ITEMS	SA	A	D	SD	MEAN (\bar{X})	DECISION
10	Teacher empowerment will equip teachers with the competence, intellect, knowledge and skills to teach effectively in the classroom	(360) 2.43	(233) 1.18	(0) 0	(0) 0	3.61	Agree
11	Teacher empowerment improves teachers methodology of teaching which includes improving their competences in adopting the best styles and techniques required in the teaching/learning process.	(160) 2.43	(233) 1.18	(0) 0	(0) 0	3.61	Agree
12.	Increases teachers work commitment and dedication to the teaching/learning experiences that will lead to positive outcomes in the school.	(300) 2.02	(263) 1.33	(25) 0.08	(5) 0.01	3.44	Agree
13.	Aids teacher's contributions to knowledge economy which requires a new set of human skills.	(293) 1.98	(245) 1.24	(35) 0.12	(20) 0.03	3.37	Agree
14.	Teacher empowerment strengthen positive student – Teacher relationship that leads to quality instructional delivery that significantly leads to positive outcomes.	(188) 1.27	(313) 1.58	(80) 0.27	(12) 0.02	3.14	Agree
15.	It builds teachers capacity to improve students' learning.	(380) 2.56	(200) 0.01	(10) 0.03	(3) 0.01	3.61	Agree
16.	Improves teacher's preparedness for improving educational quality.	(293) 1.98	(250) 1.27	(40) 0.14	(10) 0.02	3.59	Agree
17.	Teacher empowerment aids teacher's ability to create and sustain effective learning environment.	(380) 2.56	(240) 1.4	(19) 0.06	(8) 0.01	3.84	Agree
18.	Teacher empowerment inculcates in teachers, the ability to modify teaching/learning approaches as a result of reflection.	(270) 1.82	(230) 1.16	(60) 0.20	(33) 0.06	3.24	Agree
19.	It aids teacher's fluency in the language of instruction that will enhance the teaching/learning experiences in the classroom.	(210) 1.42	(284) 1.44	(90) 0.30	(9) 0.02	3.18	Agree
20.	It boost/inculcates in teachers sufficient knowledge of the subject matter to teach with confidence especially when teachers are been trained in researches.	(41) 2.77	(180) 0.91	(3) 0.01	(0) 0	3.69	Agree
	GRAND MEAN	3.48					

The results from table 2 reveals that all tutorials (participants) responses were in strong agreement with all the statements showing the extent to which teacher empowerment promoted effective teaching/learning that will lead to positive outcomes

that enhanced quality education in secondary schools. The Grand mean of 3.48 also indicated a strong positive reaction and support from the participants on the statements in the table.

Table 3: Mean rating of tutorials (participants) responses on the extent to which Teacher empowerment improved teachers Organizational Commitment, efficiency and effectiveness for promotion of quality education in Anambra State secondary schools

N = 593

S/N	ITEMS	SA	A	D	SD	MEAN (\bar{X})	DECISION
21	Teacher Empowerment increase teacher's performance and productivity that improves Organizational Commitment, efficiency and effectiveness.	(300) 2.02	(245) 2.24	(38) 0.13	(10) 0.02	3.41	Agree
22.	It aids and motivates teachers thereby leading to Job satisfaction that increased organizational commitment, efficiency and effectiveness	(200) 1.35	(263) 1.33	(25) 0.42	(5) 0.01	3.11	Agree
23	It aids teachers discipline and reduces corruption and other malpractices in schools that promotes Organizational Commitment, efficiency and effectiveness	(380) 2.56	(190) 0.96	(16) 0.05	(7) 0.01	3.58	Agree
24	It enhances teachers self-efficacy, confidence and autonomy that boost efficiency and effectiveness in school	(365) 2.46	(100) 0.51	(100) 0.34	(28) 0.05	3.36	Agree
25.	Builds into teachers good character, sense of ethics, and personal discipline that will lead to work commitment, dedication and discipline in school administration	(280) 1.89	(240) 1.21	(60) 0.20	(13) 0.02	3.32	Agree
26.	Inculcates in teachers the ability to more along with the changes, innovation, new reforms in education and to be able to tackle challenges of their career for their effectiveness.	(128) 0.86	(301) 1.52	(134) 0.45	(30) 0.05	2.88	Agree
27	It increases the status and boosts morale of teachers which consequently and significantly improves Organizational commitment, efficiency and effectiveness.	(300) 2.02	(258) 1.31	(20) 0.07	(15) 0.03	3.43	Agree
28.	Aid teachers the ability to understand the curriculum and its purposes, particularly when reform programmes and new paradigms of teaching and learning are introduced.	(250) 1.69	(288) 1.46	(37) 0.12	(18) 0.03	3.30	Agree
	GRAND MEAN	3.30					

Table 3 indicates that all the tutorials (teachers) strongly agreed with all the statement above on the extent to which teacher empowerment improved teacher's organizational commitment, efficiency and effectiveness for promotion of quality education. However, the grand mean of 3.30 equally showed that all the tutorial support these statements revealing various ways in which teacher empowerment improved organizational commitment, efficiency and effectiveness of teachers in order to promote quality education.

DISCUSSIONS

Generally, the results of the findings from all the tables revealed that teacher empowerment is an imperative for promoting quality education in secondary schools in Anambra state. The importance and relevance of teacher empowerment in the educational system relies on the roles it plays for promoting quality education in the Nigerian school system. Such importance and relevance has been shown and highlighted in tables 2 and 3, whose findings revealed that teacher empowerment promoted effective teaching/learning that will lead to positive learning outcomes, and likewise improved teachers organizational commitment, efficiency and effectiveness. Among these included that: teacher empowerment improved teachers competence, intellect and knowledge to effectively teach in the classroom; it improved teachers teaching methodology and increased their work commitment, capacity building, preparedness for improving educational quality, boost teachers sufficient skills and knowledge of the subject matter. It also aided teacher's ability to create and sustain effective learning environment. However, to maintain teachers organizational commitment, efficiency and effectiveness; teacher empowerment increased teachers performances and productivity; it motivated teachers thereby resulting to their job satisfaction and commitment; enhanced their autonomy, confidence and self-efficacy. It built in teacher's good character; sense of ethics and personal discipline that led to work commitment, dedication and maintained discipline. It increased teacher's status, recognition and likewise increased teacher's ability to move along easily with the changes, remunerations and challenges in the system and aided teachers understanding of the curriculum and its purpose which significantly had positive effect on the organizational commitment, efficiency and effectiveness. In line with all the above findings, Imogie (2013) highlighted that the effectiveness of teachers has steadily declined due to low priority given to such teacher empowerment dimensions like improving their working condition, staff development and poor remunerations resulting to low morale of teachers that leads to a situation of lack of commitment, as staff members chase after alternative/supplementing sources of income to the

detriment of students and academic excellence. It is also observed that as a result of this, a high level of sharp practices exist in schools in form of corruption, examination malpractices, assault, indiscipline, etc. However, existing infrastructure and facilities in schools have been over stretched to a deplorable deterioration level and also the lack of teaching and learning equipment and materials hamper the achievement of high academic standards in the schools (Imogie, 2013).

Len and Price-Rom (2006) identified that programmes designed to improve quality of teaching and learning in the school system will be more effective if they take into account continuous teacher learning which one means of empowering teachers for quality education delivery.

Therefore, teacher professional development is critical in building teachers' capacity and quality to improve student learning and teachers' preparedness for improving educational quality. When teachers status are been recognized, likewise involved in the process of decision making and opportunities created for teachers professional growth, they tend to create positive impact on their job and perform well and their organizational commitment and effectiveness highly boosted (Bogler and Somech, 2004).

There is also the need to identify such dimensions of teacher empowerment that promoted quality education. These dimensions have been highlighted in the findings in table one. Table one revealed the various dimension of teacher empowerment that promote quality education in the Nigerian schools. Such dimensions included: Professional development of teachers; teacher active participation in the decision making process in the school, teacher autonomy, self efficacy and staff motivation, provision of adequate physical facilities and instructional materials/teaching aids and recognition of teachers status, welfare packages and teacher reinforcement. According to Leu and Price-Rom (2006), the strategies inherent in the approaches/dimensions outlined above emphasize building teachers' capacity towards delivering quality education and which are elements central to teacher empowerment. In line with the above, Bogler and Somech (2004) gearing these analysis, using other scholars analysis, also identified these approaches as dimensions of teacher empowerment which improved teachers Job performances, productivity to Job satisfaction that aided teachers organizational commitment, efficiency and effectiveness (Bogler and Somech, 2004).

Therefore, with all the above findings, teacher empowerment is imperative for promoting quality education not only in the secondary schools in Anambra State but also in all Nigerian educational

system and this has great implications to educational administration when it comes to effective management of school. There is need for policy makers and all education stakeholders to prioritize the importance of teacher empowerment in the Nigerian school system for quality education.

CONCLUSION AND RECOMMENDATIONS

Teacher empowerment is an indispensable tool for promoting quality education in the Nigerian education system, at all education level. It is pertinent to explore owing that it serve as one means towards providing quality education that will aid in boosting the standards of education in Nigeria to excellence and likewise aid teachers organizational commitment, efficiency and effectiveness in the school. Failure for the Nigerian policy makers and education stakeholders to recognize and adopt this means as one way to improve quality education and excellence would lead to many problems in the Nigerian school system.

For sustainability, excellence and quality in the Nigerian education system both now and in the future, teacher empowerment should be given adequate attention/priority needs to be given to teacher empowerment given its dimensions. Therefore, this study has sought to examine teacher empowerment as an imperative for promoting quality education in Nigerian education making reference with the Anambra State Public secondary school. The various dimensions and importance of teacher empowerment have likewise been highlighted in the paper.

However, teacher empowerment is a must for every government to adopt for promotion of quality education in their systems.

Therefore, the following recommendations have been preferred:

- (1) Governments and all stakeholders in education should take cognizance of the importance and imperatives of teacher empowerment for promotion of quality education. However, policies should be directed towards this sought.
- (2) Adequate budgetary allocation and funds should be provided for teacher Empowerment in Nigeria.
- (3) School leaderships, heads and principles should also note the importance of teacher empowerment by exploring some of these dimensions in order to boost teacher's performances, organizational commitment, efficiency and effectiveness.
- (4) Teachers should be given autonomy and their status recognized for the promotion of quality education in the Nigerian education system including in Anambra State.

(5) Consultations should be encouraged between governments and teachers in planning and implementing policies and reforms that concerns teachers. This will aid in sharing and distributing good teacher's policies and practices.

(6) Government and education stakeholders should sponsor teacher's research, teacher's professional development and training in order to build their capacity and competence as part of means of empowering teachers for quality education delivery.

LIMITATIONS OF THE STUDY

The limitations of the study are as a result of some constraints and challenges encountered while carrying out the survey. This included the geographical location of the area of the study – Anambra State which had a large land mass where the schools were spatially spread across the 21 Local Government Areas and 193 communities in Anambra State. At a point it became difficult for the researchers and the research assistants to travel round the entire State. Also, inadequacy of data in the area was another problem. High transportation cost for the researchers and their assistants to visit schools constituted a problem. Likewise, getting the cooperation of teachers in their various schools during school hours became a big challenge. Most of these schools especially those situated in the urban areas were visited up to three times in order to get the attention of the teachers to respond to the questionnaire. Based on this, the researchers sincerely apologize for any unavoidable error committed in the work and suggest that further research be carried out in this area within a wider scope and context.

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