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Correlation between Integration of Total Quality Management Practices and Service Delivery among Secondary Schools in Federal Capital Territory, Abuja

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Abstract

The study investigated the Correlation between integration of Total Quality Management Practices and Service Delivery among Secondary Schools in Federal Capital Territory, Abuja. Four research questions and hypotheses guide the study. The study employed descriptive survey design. The population for the study comprised 4,046 teachers in 88 public secondary schools in FCT, Abuja. Using simple random sampling procedure, Eight (8) schools selected and 400 teachers were purposively sampled from the total population of teachers in FCT. Instrument used for data collection for the study was a researcher structured questionnaire titled 'Correlation between integration of Total Quality Management (TQM) practices and service delivery (CBTQMPSDQ)'. The instrument contains 15 items on a four points Likert like rating scale of strongly agreed (SA 4 points), agreed (A 3 points), strongly disagreed (SD, 2 points) and disagreed (D 1 point). The instrument was validated by two experts in the Faculty of Education, Nasarawa State University Keffi and it yielded a validity index of 0.73 which shows that the instrument was valid for the study. Their comments and corrections were effected and incorporated ready for use. The instrument was also pilot tested and Cronbach Alpha Reliability method was used to determine the internal consistency of the instrument and an overall reliability co-efficient value of 0.97 was obtained. A total of 417 instruments were distributed to the respondents and 405 were filled and return at 82% return rate. Research questions were analyzed using mean and standard deviation and Pearson Product Moment Correlation Statistics was used to test the research hypotheses at 0.05 level of significance.

Keywords: quality management, integration and service delivery

Introduction

Functional education is important for enhancing the development of any nation as the improvement of one's values, attitudes, skills, knowledge, and character is facilitated through functional secondary education. And to have functional secondary education to foster the quality desired outcomes calls for principals' application of Total Quality Management principle in the management of secondary schools. The term "total quality management" has been variously conceptualized by different scholars. Muntah (2014) defined Total Quality Management (TQM) as an administrative strategy to deal with work of an educational institution according to certain criteria in order to give the highest and best outcomes in all domains. This definition brings to the forefront that Total Quality Management (TQM) is geared towards the attainment of educational domains which include: cognitive, affective and psychomotor. Ahasanul, Abdullah and Farzana (2013) defined Total Quality Management (TQM) as a continuous management process where a whole lot of deliberation is needed in improving the performance of every level of operation by proper management of resources such as human, material and capital. The researcher defined Total Quality Management (TQM) as an administrative strategy that is geared toward continuous improvement of staff skills, knowledge and performance at a minimal cost.

Integration of Total Quality Management (TQM) is essential for smooth school administration and the concept of integration has been defined by several scholars in varying ways. Most of the definitions point to the fact that integration in this contest entails putting something into use. McIntosh (2013) defined integration as a way in which something can be used for a particular purpose. Arguing in the same line, Hornby (2015) defined integration as the practical use of something. Many things could be applied for a particular purpose. In school administration, principals could apply policy, law, principles, practices, styles, technique and strategies among others to achieve a particular purpose. The researcher defined integration as regards school system/management as act of incorporation of Total Quality Management (TQM) into operation in order to attain the school objectives. There are several TQM practices and these practices as outlined by Hassan, Mukhtar, Qureshi and Sharif (2012) include: top management commitment to quality, employee involvement in



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decision making, customer focus, fact-based management, incentive and recognition system process, monitoring and control and continuous improvement/training. Similarly, Zehir, Ertosunb, Zehir and Muceldili (2012) identified eight TQM practices as follows: leadership management, factual approach to decision making, process management, supplier management, continual improvement through training, employee management, customers focus and system approach to management. The TQM practices outlined by the above authors that were adopted in this study are monitoring, staff involvement in the decision-making process and continuous improvement/training. The justification for the choice of the three variables is that the items of the instrument covered areas that included in this study. Again, the adopted ones were of great interest to the researcher in view of their relevance in positioning teachers towards greater performance.

Monitoring: Monitoring is a continuous process of observing and recording staff activities in order to enhance the attainment of predetermined objectives (Onyali & Nnebedum, 2016). Principals' monitoring practices entail observing teachers' classroom instructional delivery, vetting their marking schemes, checking their lesson notes and their level of participation in staff meeting, school assembly and extra-curricular activities among others. Similar to this, Ndungu, Gathu and Bomett (2015) pointed out that there are various activities that are monitored during teaching and learning process and these include: teachers' note preparation, physical attendance of classes as well as their teaching and reporting time in the school. Regular monitoring of teachers could provide information on teachers' performance which could form the bases for decision making in the school.

Teachers' involvement in decision making process: Decision making is the act or process of choosing a course of action multiple alternatives to achieve specific educational goals. Teachers' involvement in decision making process involves principals consulting and collaborating with teachers in influencing decisions relating to curriculum, instruction and school policies. Their involvement could help them to gain a lot of experiences, remove boredom, frustration and could increase their commitment, efficiency and job satisfaction. Cheng (2008) pointed out that teachers' involvement in school decision making facilitate better decisions because those closest to students know best how to improve their school and are in the best position to make and carry-out decisions. Continuing, Cheng pointed out that involvement of teachers in decision making practices is conceptualized by the level of their participation namely: instructional, curricular and management decision domains. The instructional decision domain is concerned with involving teachers in setting classroom learning objectives, selection of instructional material, classroom organization and control among others. The curricular domain is concerned with involving teachers in developing scheme of work, time-table, subjects and modules offered by each class and school based curricular development among others. The management domains are concerned with involving teachers in human and financial resources management. Involving teachers in financial management is enhanced through consulting them during the budgeting process in the school. Olorunsola and Olayemi (2011) pointed out that the teachers are central in the management of schools and their involvement in decision making process is such a sensitive issue in schools that neglect of it by the principals could cause a lot of rift, conflict, misgiving and hindrance to the realization of the objectives of the school goals.

Teachers' training: Commenting on teachers' training Ehie, (2015) defined it as ongoing improvements that involve retraining everyone in the school organization (principals and staff members). In a similar vein, Gertsen (2018) describes continuous improvement as an improvement process that is systematically applied, carried out in small steps, and to a large extent relies on employee participation. According to Sheu, (2019) continuous improvement is as an umbrella concept for a wide range of tools and techniques to improve teaching performance, such as learning new innovations. Continuous improvement is a long-term process of a stream of improvements and incremental changes integrated and realized in teachers' daily work. Continuous Improvement can be applied in teaching processes, and systems and is targeted toward improved customers (teachers and students') value through improved methods of teaching and learning services, or improved performance in processes, such as reducing variations, defects, and other kinds of waste (Bergman and Klefsjo, 2013). Total quality management involves continuous and measurable improvement at all levels of the organization, ranging from company performance to individual employee performance or institutional performance such that continuous improvement, forever becomes an essential ingredient of success (Birnbbaum2014). Continuous improvement as defined by Bessant, et al (2019), is a companywide process focused on continuous incremental innovation sustained over a long period of time, being essential for meeting customers' varying needs. Continuous improvement is considered an integral part of TQM (Deming, 2004 in Ojo, 2016). The intensity of global competition has led to even greater interest for continuously improving quality services and processes (Talha, 2018). There are many tools to achieve continuous



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improvement, including statistical methods and bench marking, but its main prerequisites are supporting culture, and a supportive leadership (Jabnoun, 2022). Juran (2021) observes that TQM stresses the importance of culture (environment) in designing, producing and improving quality services that satisfy customers (students, teachers and parents). It is the responsibility of the school principals to apply total quality management in order to improve the commitment of teachers towards instructional delivery. Abdulazeez and Abari (2016) stated that fundamental to the sustenance of quality of teachers is the management weapon of total quality management (TQM). Total quality management is a tool that stimulates teachers' commitment to perform their responsibilities. In the same vein, Onyali and Nnebedum (2016) stated that one of the possible ways to ensure that teachers are able to meet up their responsibilities lies on principals' application of total quality management (TQM) as teachers play a pivotal role within the education system as they are at the heart of fostering the delivery of functional education. The roles of teachers include: preparing lesson plans and notes, instructional delivery, motivating and mentoring students, maintaining discipline in the school, monitoring and evaluating students' progress among others. For teachers to devote their efforts in performing these roles; there is need to see that they are valued and are being properly supplied with things necessary for them to accomplish their duties (Nyamubi & Nyamubi, 2017). Hence, it is very paramount to motivate teachers to create conducive environment for improved teachers' service delivery.

The concept of teachers' service delivery is often difficult to be subjected to one acceptable definition and this is why many scholars have defined or describe it in different ways based on their perception of the subject matter. Awoniyi cited in Ige (2014) defined teachers' effectiveness as the ability of the teachers to be skillful at a given situation and also exhibit the right behaviour towards the achievement of school objectives. In the perception of Bongotons (2019), teacher's effectiveness is the ability of the teacher to keep his or herself abreast in his/her field and also communicate effectively with others at a level that is commensurate with his or her knowledge. Added to these definitions is the fact that an effective teacher contributes towards realization of the school goals and objectives by being committed and dedicated to his or her job. The researcher defined teachers' effectiveness as the ability of teachers to exhibit skills and competencies to enhance attainment of the predetermined learning objectives. Effective teachers have thorough understanding and knowledge of the subjects they teach and pedagogical methods for teaching those subjects to students, organize and manage classroom to promote teaching and learning, exhibit high level of proficiency in verbal and written communication, and respond to students error in a positive manner in order to enhance the attainment of the predetermined goals and objectives of the school. The indicators of teachers effectiveness outlined by George (2014) include: teacher's ability to make deliberate effort to enhance students' knowledge, display of in-depth knowledge of his or her subject matters, presenting of lesson in a well-organized manner, being responsive to students, providing clear explanations of important issues in his or her subjects and participation in co-curricular activities among others. This indicates that an effective teacher organize lessons to suit the students' ability, display high mastery of the subject matter and use a variety of instructional materials to present lessons. In the same vein, Pachayappan and Ushalayaraj (2014) stated that effective teachers take personal responsibility for students learning, determine the difficulty of lesson with the ability of the students, give opportunities to students to practice newly learned concepts, provide direction and control of learning, use a variety of instructional verbal methodology and visual aids, present instruction in a systematic way, initiate classroom dialogues, encourage independent thinking and problem solving among others. It is the duties of the principals to ensure that teachers meet up their responsibilities to enhance their effectiveness by principals' application of TQM practices.

The essence of the introduction of total quality management (TQM) in administration of secondary schools is to ensure that the goals of secondary education are achieved through the integration of TQM practices for effective service delivery. However, there seem to be ineffective integration of total quality management practices by school administrators among secondary schools in Federal Capital Territory (FCT), Abuja in particular and Nigeria in general. Secondary school administrators in Federal Capital Territory don't seems to monitor or supervise teachers schedules of duties, do not involve teachers in the decision making process as they are not inform when and how decisions are made as well as train teachers. These may have been the reasons why teachers are not effective in their service delivery or in performing their jobs in secondary schools in the study area as teachers are accused of not effective in preparing lesson plans and notes, instructional delivery, motivating and mentoring students, maintaining discipline in the school, monitoring and evaluating students' progress among others. It is in lieu of this assertion that motivated the researcher to carry out this study to unravel whether

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integration of total quality management (TQM) practices has any significant correlation with teachers' service delivery among secondary schools in Federal Capital Territory (FCT), Abuja.

Objectives of the Study

The main purpose of the study is to determine the correlation between integration of Total Quality Management (TQM) practices and service delivery among secondary schools in Federal Capital Territory, Abuja. Specifically, the study sought to determine:

1. The correlation between integration of Total Quality Management (TQM) practices (monitoring of teachers) and service delivery among secondary schools in Federal Capital Territory, Abuja. of teachers and Service Delivery among Secondary Schools in Federal Capital Territory, Abuja
2. The correlation between integration of Total Quality Management (TQM) practices (involvement of teachers' decision making} and Service Delivery among Secondary Schools in Federal Capital Territory, Abuja
3. The Correlation between integration of Total Quality Management (TQM) practices (teachers' training) and Service Delivery among Secondary Schools in Federal Capital Territory, Abuja

Research Questions

The following research questions guided the study.

1. What is the correlation between integration of Total Quality Management (TQM) practices (monitoring of teachers) and service delivery among secondary schools in Federal Capital Territory, Abuja?
2. What is the correlation between integration of Total Quality Management (TQM) practices (involvement of teachers in decision making) and service delivery among secondary schools in Federal Capital Territory, Abuja?
3. What is the correlation between integration of Total Quality Management (TQM) practices (teachers' training) and service delivery among secondary schools in Federal Capital Territory, Abuja?

Research Hypotheses

The following null hypotheses are formulated to guide this study

- H₀₁:** There is no significant correlation between integration of Total Quality Management (TQM) practices and service delivery among secondary schools in Federal Capital Territory, Abuja.
- H₀₂:** There is no significant correlation between integration of Total Quality Management (TQM) practices and service delivery among secondary schools in Federal Capital Territory, Abuja?
- H₀₃:** There is no significant correlation between integration of Total Quality Management (TQM) practices and service delivery among secondary schools in Federal Capital Territory, Abuja.

Methodology

The study employed descriptive survey research design and the type of survey design was correlational design which establishes relationship between two or more variables. The design is suitable for this study as the study sought to establish or determine the correlation between integration of Total Quality Management practices and service delivery in public secondary school in Federal Capital Territory, Abuja Nigeria. Population of the study consists of 4,152 teachers drawn from all the 88 government secondary schools in Federal Capital Territory, Abuja Nigeria. A total of 417 teachers were sampled from the target population using simple random sampling technique. Instrument for data collection was a questionnaire developed by the researcher titled Correlation between Integration of Total Quality Management Practices and Service Delivery Questionnaire (CBITQMPSDQ) was used for data collection. The questionnaire was validated by experts in the Department of Educational Management and Test and Measurement, Faculty of Education, Nasarawa State University, Keffi. This enabled the researcher to obtained logical validity index of 0.68 and the value so obtained was considered sufficient to use the instrument. The questionnaire was pilot tested using 100 teachers from two (4) schools that were part of the population but did not form part of the sampled population. The data collected was analyzed using Cronbach Alpha correlation co-efficient which yielded 0.77. The coefficient indicated high internal consistency which proved that the instrument was reliable for the study. A total of 417 questionnaires were administered to the respondents 405 were filled and returned representing 86% return rate. The data were analyzed using descriptive statistics. Mean and standard deviation was used to answer the three research questions. The data collected was analyzed using simple descriptive statistic of mean and standard deviation to answer research questions. A mean cut-off point of 2.50 was used

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for decision. The research hypotheses were tested using Pearson Product Moment Correlation Coefficient at 0.05 of significance.

Presentation of Results

Research question one: What is the correlation between integration of total quality management practices (monitoring of teachers) and service delivery among government secondary schools in Federal Capital Territory, Abuja

Table 1: Mean and Standard Deviation showing the correlation between integration of total quality management (monitoring of teachers) and service delivery among secondary schools in Federal Capital Territory, Abuja.

S/N	Variable	Mean	Std. Dev.	Decision
1.	Monitoring of teachers	3.47	0.76	Agree
2.	Service Delivery			

Scale Mean: 2.50. Source: Author's computation, 2025

Table 1 shows opinion of respondents on the correlation between Total Quality Management (TQM) practices of monitoring of teachers and service delivery among secondary schools in Federal Capital Territory, Abuja. The result of the data above indicates aggregate mean of 3.47 and standard deviation of 0.76 respectively. The value so obtained is above the scale mean of 2.50 which indicate a high correlation between integration of Total Quality Management practices of monitoring of teachers and service delivery among secondary schools in Federal Capital Territory, Abuja.

Research question 2: What is the correlation between integration of total quality management practices (involvement of teachers in decision making) and service delivery among secondary schools in Federal Capital Territory, Abuja?

Table 2: Mean and Standard Deviation showing correlation between integration of total quality management practice (involvement of teachers in decision making) and service delivery among secondary schools in Federal Capital Territory, Abuja.

S/N	Variable	Mean	Std. Dev.	Decision
1.	Involvement of in decision making	3.50	0.77	Agree
2.	Service Delivery			

Scale Mean: 2.50. Source: Author's computation, 2025

Table 2 shows opinion of respondents on the correlation between integration of Total Quality Management (TQM) practices (involvement of teachers in decision making) and service delivery among secondary schools in Federal Capital Territory, Abuja, Nigeria. Data in the table above indicates an aggregate mean of 3.50 and standard deviation of 0.77. The value so obtained is above the scale mean of 2.50 which indicate a high correlation between integration of Total Quality Management practices (involvement of teachers in decision making) and service delivery among secondary schools in Federal Capital Territory, Abuja.

Research question 3: What is the correlation between integration of Total Quality Management practice (teachers' training) and service delivery among secondary schools in Federal Capital Territory, Abuja?

Table 3: Mean and Standard Deviation showing the correlation between integration of Total Quality Management practice (teachers' training) and service delivery among secondary schools in Federal Capital Territory, Abuja.

Table 1: Showing the extent to which recreational space planning influences job performance among government secondary school teachers in Delta State, Nigeria

S/N	Variable	Mean	Std. Dev.	Decision
1.	Recreational Space Planning	3.53	0.79	Agree
2.	Job Performance			

Scale Mean: 2.50. Source: Author's computation, 2025

Table 3 shows opinion of respondents on the correlation between of Total Quality Management practices (training of teachers) and service delivery among secondary schools in Federal Capital Territory, Abuja. Analysis of data in the table above shows an aggregate mean of 3.53 and standard deviation of 0.79. The value of 3.53 so obtained is above the scale mean of 2.50 indicating a high correlation between integration of Total Quality Management practice (teachers' training) and service delivery among secondary schools in Federal Capital territory, Abuja. .

Testing of Null Hypotheses

The hypotheses tested are interpreted below at 0.05 level of significant.

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Ho₁: There is no significant correlation between integration of Total Quality Management practice (monitoring of teachers) and service delivery among secondary schools in Federal Capital Territory, Abuja

Table 1: Pearson's Product Moment Correlation Showing the correlation between integration of TQM practice (monitoring of teachers) and service delivery among secondary schools in Federal Capital Territory Abuja

Variable	No	Mean	Std	r-cal	r-tab	Df	Alpha level	Decision
Monitoring of Teachers	405	3.47	0.76	0.722	0.751	7	0.05	Significant
Service Delivery	405	3.47	0.76					

Author's computation, 2025

The analysis in table 1, hypothesis 1 show that the r-calculated value of 0.722 is higher than the r-table value of 0.751 determine at 0.05 alpha level of significance in 7 degree of freedom, the p-value is lower than the alpha level of significant serve as a determinant factor for interpretation of alpha level. Therefore, the null hypothesis tested is rejected indicating there is a significant correlation between integration of Total Quality Management practice (monitoring of teachers) among secondary schools in Federal Capital Territory, Abuja.

Ho₂: There is no significant correlation between integration of total quality management practices (involvement of teachers in decision making) and service delivery among secondary schools in Federal Capital Territory, Abuja

Table 2: Pearson's Product Moment Correlation Showing correlation between integration of total quality management practices (involvement of teachers in decision making) and service delivery among secondary schools in Federal Capital Territory, Abuja

Variable	No	Mean	Std	r-cal	r-tab	Df	Alpha level	Decision
Involvement of teachers in decision making	405	3.50	0.77	0.812	0.751	7	0.05	Rejected
Service Delivery	405	3.50	0.77					

Author's computation, 2025

The analysis in table 2, hypotheses 2 show that the r-calculated value of 0.812 is higher than the r-table value of 0.751 determine at 0.05 alpha level of significance in 7 degree of freedom, the p-value is lower than the alpha level of significant serve as a determinant factor for interpretation of alpha level. Therefore, the null hypothesis tested is rejected. Which implies there is significant correlation between integration of total quality management practices (involvement of teachers in decision making) and service delivery among secondary schools in Federal Capital Territory, Abuja

Ho₃: There is no significant correlation between integration of total quality management practices (teachers' training) and service delivery among secondary schools in Federal Capital Territory, Abuja

Table 3: Pearson's Product Moment Correlation Showing correlation between integration of total quality management practices (teachers' training) and service delivery among secondary schools in FCT Abuja

Variable	No	Mean	Std	r-cal	r-tab	Df	Alpha level	Decision
Teachers' Training	405	3.53	0.79	0.762	0.751	7	0.05	Rejected
Service Delivery	405	3.53	0.79					

Author's computation, 2025

The analysis in table 3, hypotheses 3 show that the r-calculated value of 0.762 is higher than the r-table value of 0.751 determine at 0.05 alpha level of significance in 7 degree of freedom, the p-value is lower than the alpha level of significant serve as a determinant factor for interpretation of alpha level. Therefore, the null hypothesis tested is rejected. Which implies there is significant correlation between integration of total quality management practices (teachers' training) and service delivery among secondary schools in Federal Capital Territory, Abuja.

Discussion of Findings

The findings of hypotheses one revealed that there is significant correlation between integration of Total Quality Management practice (monitoring of teachers) and service delivery. This follows that monitoring of teachers' work performance of classroom visitation during lessons, checking teachers' lesson plan and notes, the mode of teachers' assessment of students continuous assessment (CA) etc correlate with teachers' service delivery among secondary schools



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in Federal Capital Territory, Abuja. The above finding corroborates with the views of Alio and Ezeamaeyi (2018) who assert that monitoring of workers' particularly teachers in their daily activities/work in the school to ensure compliance such as method of lesson delivery, appropriate lesson plan and notes and many other activities have positive correlation with teachers' service delivery. The finding is also in line with Olakunlehin (2020) who stated that integration of monitoring in school administration is an operational inputs which enable a teacher to achieve some level of instructional efficiency and effectiveness. Noting the importance of monitoring in school administration outcomes, Okunola (2011); Hallmark (1997); Adeogun (2015) and Madumere (2015) asserted that monitoring teachers work performance gives the school management the opportunity to dictate teachers' weaknesses and strength and offer correction which according to them gives teachers the confidence to work effectively in their service delivery. Findings from hypotheses two revealed that there is a significant correlation between integration of Total Quality Management practice of involvement of teachers in decision making and teachers' service delivery. This implies that, involving teachers in taking decisions collectively on school matters has positive correlation with teachers' service delivery particularly in the study area. This finding is in agreement with Oboegbulem & Onwurah, (2022) who stated that there is high tendency for effective service delivery or job performance when teachers make input and agreed on any school matter equipped them with a sense of belonging during implementation. They further added that for teachers to deliver their service or job effectively they tends to bear in mind that we not I decided the course of action. Supporting the views of Oboegbulem & Onwurah, (2022), Asriadi, (2020); Mashabi, (2020); Mulyadi, (2015) stated that everything that is done must be through agreement after deliberation is an important factor in building trust and mutual support. Saragih, & Nazri, (2023); Rolan, (2020) added that involvement of teachers in decision making makes teachers feel more comfortable sharing experiences, challenges, and innovative ideas.

Again, it was discovered in hypotheses three that, integration of Total Quality Management practices of training teachers positively correlate with teachers' service delivery in the studied area. This finding is in line with Awopegba (2019) who stated that while education provides the individual staff with the basic knowledge, skills and attitudes to qualify him or her for a given position, training tends to improves his/her competence to effectively perform in that position. Awopegba (2019) further explained that teachers' training is expected to improve the efficiency of the teachers in the service delivery of their roles of teaching, lesson preparation, classroom management etc for the purpose of producing quality students who are relevant to national development. Supporting the views of Awopegba (2019), Esirah (2020), explained that professional development gives rise to new knowledge, skills and increased motivation, a combination or sole impact of which influences policy development programme, program re-articulation and methodology. Ultimately such changes improve teachers' retention, and general performance. And that training of teachers would enable them to be acquainted with other ways of doing the same thing to achieve better results and bring about collective advantage to secondary education. Corroborating on the finding Akomolafe and Bello (2019) also affirmed it is essential that for the goals and objectives of secondary education to be achieved, teachers need to partake in various programmes that would strengthen their efficiency in service delivery or job performance and that teachers' training is not a stage to be attained or a goal to aim at but rather a constant process of improvement in which workshops and conferences play prominent roles in creating positive change in service d4elivery. It could be inferred from the discussions therefore that, teaches' knowledge needs to be updated on a regular basis so as not to become obsolete, and this could mostly be achieved through regular and effective training which would in turn enable them make meaningful contributions to the realization of secondary education goals.

Conclusion

The study concludes that integration of Total Quality Management (TQM) practices of monitoring teachers, involvement of teachers in decision making and training teachers is crucial for teachers' service delivery among secondary schools in Federal Capital Territory, Abuja. When Total Quality Management practices of monitoring teachers in the course of doing their work by checking their lesson notes, visiting teachers in the classroom during lesson, vetting examination questions and offer corrections encourages teachers to perform effectively in the school. Training teachers for continuous improvement through workshops, conferences and seminars will enhance their service delivery in lesson preparation, lesson presentation, and mastery of subject matter, competence in classroom management, attendance to schools, class lessons and commitment to extra-curricular activities.

Recommendations

Based on the findings and conclusion drawn in this study, the following recommendations are made:



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1. FCT Secondary Education Board in charge of managing secondary schools in Abuja should carryout regular supervision of schools to ensure that school administrators integrate total quality management practices in their schools by monitoring teachers work performance to ensure they teachers write their lesson notes with adequate lesson material and in line with the subject being taught, application of relevant teaching methods and general supervision of teaching and learning processes.
2. FCT Secondary Education Board in charge of managing secondary schools in Abuja should also carryout regular supervision of schools to ensure that principals involve teachers in decision making in the school to them a sense of belonging and discharge their duties with confidence and for effectiveness.
3. FCT Minister should make adequate budgetary provision to fund secondary education to enable school administrator to train teachers by sponsoring them to attend conferences, workshops, and seminars as well as granting them study leave to acquire higher degrees such Masters and PhD in universities for effective service delivery among schools in Federal Capital Territory, Abuja.

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