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PRINCIPALS' EFFECTIVE CURRICULUM IMPLEMENTATION AS A CORRELATE OF TEACHERS' JOB INVOLVEMENT IN SECONDARY SCHOOLS IN AWKA EDUCATION ZONE

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ABSTRACT

This study focused on the correlation between principals' effective curriculum implementation and teachers' job involvement in secondary schools in Awka Education zone. One research question and one hypothesis guided the study. The correlational research design was adopted in the study which was carried out in public secondary schools in Awka Education zone. The population of the study comprised of 266 secondary school teachers in the 18 public secondary schools in Awka South Local Government Area of Anambra State. The sample for this study consisted of 200 teachers selected through simple random sampling and purposive sampling technique. Two instruments were used for data collection. They were duly validated and their reliability indices determined using Cronbach alpha method. Data were collected by the researcher through direct hand-delivery process. The collected data were analyzed using Pearson product moment for answering the research question while regression analysis was used to test the hypothesis. Findings indicated that there is a low positive relationship existing between principals' effective curriculum implementation and teachers' job involvement in public secondary schools in Awka Education zone. Accordingly, it was among others recommended that the government should set up special intervention programmes geared at sensitizing principals on the need for effective curriculum implementation as this will improve teachers' job involvement through striving to stick to ethical standards.

Keywords: Correlation; Principals; Effectiveness; Curriculum Implementation; Teachers; Job Involvement; Secondary Schools.

Introduction

In secondary school administration, handling curriculum issues demand that the principal has to embrace the most striking and glaring administrative aspects of the school which include the curriculum development and instructional delivery. Curriculum issues also deal with the listing of courses of study as well as the instructional methods by which the teaching learning process is carried out. The principals make input to curriculum decisions and are aware of proposals that are being made, plan the subjects to be studied jointly with teachers and make sure that adequate teachers are provided to teach the

subjects. All these are in line with participative decision-making approach.

The school administrator also helps teachers in the development and review of the school's curriculum and makes sure that the syllabus is broken down in a sequential order for different classes. He is aware of the innovations that teachers have brought in the school and do not introduce new subjects without reference to the Secondary Education Management Board. He also sets the conditions that will promote the development of instructional programmes as a way of implementing the curriculum and at the same time look for ways by which instructions are facilitated. Principals have vital role to play in curriculum adaptation and implementation, since the secondary school education programme is centrally and comprehensively planned. To achieve the goals of National Policy on Education, the principals or the school administrators have to manage the following factors of the curriculum viz: time; material resources and human resources.

In the area of instructional programmes, the principal as the chief executive of the school, has it as a duty to assist the teachers in his school to improve teaching and learning. The above responsibility has to do with joining hands with teachers to design the appropriate learning materials or syllabus and ensuring that they are effectively taught. Curriculum forms the corner stone of school since it focuses on what the students should learn to be useful members of the society. It is the primary duty of the school principals to see that the school instructions are directed at achieving curriculum as embedded in the educational goals and national objectives.

The school curriculum must be coordinated in such a way as to make adequate provision for the varying interests, attitudes and abilities of pupils. Ezeocha (1989) stressed that secondary school administrators should ensure that teachers are exposed to frequent in-service courses, seminars, conferences and workshops to update their knowledge. Principals are to ensure that teachers teach only what is current and modern in the syllabus through effective supervision and motivation. Nwosu (2017) described an administrator as someone who provides leadership in instructional matters and also facilitates the learning process towards the realization of educational objectives. The level and efficiency of a school manager is based on the academic performance of students. School principals can succeed in the implementation and improvement of instructional programmes, if staff members are highly motivated to be productive, devoted and committed to their duty. According to Nwosu (2017), the purpose is for effective management of the school curriculum. It is assumed that when principals adopt effective administrative practices, they will enhance their task effectiveness and school goal attainment. School administrators involve themselves in supervisory functions to influence teaching/learning process. Adeola (2014) stated that the principal as the overall administrative head has the responsibility of daily supervision of school activities. Moreover, the principals, execute their jobs

by delegating duties and assignments to staff (tutorial and non-tutorial) in curriculum and instructional programmes or activities.

Mkpa (2006) stated that curriculum activities must be reviewed from time to time by the school administrator, to enable incorporation of new methods likely to facilitate the achievement of school objectives. Moreover, principals must emphasize effective leadership in schools to make for effective curriculum implementation. It is also the duty of the principal to emphasize teacher adherence to what is stipulated in the syllabus, and be regular and punctual to classes. Administration of the school curriculum involves making suggestion, giving feedback, modelling, using inquiry and soliciting advice and opinions, giving praise and directing curriculum delivery. The school administrator should help teachers learn judicious use of available resources (human and material resources) which are needed in the implementation of education programmes and policies. He has to make sure that the resources allocated to teachers are often used for curriculum purposes so that learners will learn better. Hence, Turner (2017) noted that:

> *Problems of resources provision varied from school to school. While some schools lacked basic structures like classrooms, workshops, laboratories etc. Other schools were faced with gross shortages and absence of the most essential facilities. To implement the requirements of the National Policy on Education therefore, principals must put serious efforts to ensure that the available resources are effectively managed (p.7).*

The principal initiates procedures for classroom management. During supervision of instruction, the principal should emphasize that teachers pay attention to school and classroom discipline, identifying and managing learning problems, motivating learners and focusing on activity-based experiences in a conducive environment. The management of curriculum programmes of principals involves encouraging action research among teachers. Action research involves information gathering and experimentations with classroom processes. Information gathering role helps in introducing objective measurements of performance, providing a tool for diagnosing and locating weakness and a method for comparing the effectiveness of different units of the school in action research.

Doris (2017) stated that it is through encouraging action research that teachers and school management are informed of the activities within their jurisdiction and

through which it is informed of how plans, policies and procedures are being carried out as directed. In encouraging action research, the principal implements small-scale research to inform instructional decision-making, demands class-based data of students' behaviour, and encourages teachers to try out innovations and take corrective measures to ensure that students receive the type of education they ought to receive.

Ajayi (2013, p.13) gave five reasons why curriculum issues should be properly managed. These are:

1) Most schools in Nigeria are operating with not only inadequate but also low quality teaching staff with majority of the teachers being professionally unqualified.
2) To raise the morale of teachers especially now that political and economic conditions or developments have lowered their morale.
3) To make teaching by teachers be of standard
4) For the realization of the aims and objectives of the national policy on Education.
5) To make the teachers learn to isolate and analyse their problems.

Curriculum implementation is also an administrative practice of school principals. The national goal setting in terms of students' outcomes which are reflected in the national curriculum and school text books is a key factor that influenced students' performance. Instructively, students' performance can be improved through effective curriculum implementation. In Awka Education zone, there seem to be no much research on curriculum implementation. Personal observation indicated that most teachers are not committed to curriculum implementation. Most of them engage in petty trading in their offices. In the strength of the above, this study determined the correlation between principals' effective curriculum implementation and teachers' job involvement in secondary schools in Awka Education zone of Anambra State.

Research Question

What is the correlation between principals' effective curriculum implementation and teachers' job involvement in secondary schools in Awka Education zone?

Hypothesis

There is no significant correlation between principals' effective curriculum implementation and teachers' job involvement in public secondary schools in Awka Education zone.

Research Method

This research work is a correlational study and was carried out in public secondary schools in Awka Education zone. The population of the study comprised of 266 secondary school teachers in the 18 public secondary schools in Awka South Local Government Area of Anambra State. The sample for this study consisted of 200 teachers. Ten schools were selected by simple random sampling. Twenty (20)

teachers were selected from each of these schools using purposive sampling technique. Instruments for data collection were two questionnaires developed by the researchers. The instruments were validated by experts and their reliability indices determined using Cronbach alpha method. To ascertain the reliability of the instruments, the test-retest method was adopted using 30 copies of the questionnaire which was administered twice in one week to 30 teachers in two public secondary schools in Ogidi Education zone of Anambra State. This yielded indices of 0.80 and 0.75 for the instruments respectively. Data were collected by the researchers through direct hand-delivery process. Data collected were analyzed using Pearson product moment for answering the research question while regression analysis was used to test the hypothesis. The coefficient (r) of the relationship was interpreted using the Best and Khan (2003) criterion for evaluating the magnitude of a correlation:

Coefficient (r)	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to 1.00	High to Very high

The hypothesis was tested at 0.05 level of significance using simple regression analysis. The decision rule was that wherever p-value is greater than or equal to the significant value of 0.05, the null hypothesis was not rejected. On the other hand, a null hypothesis was rejected wherever the p-value was less than significant value and this means that the null hypothesis was significant.

Presentation of Results

Research Question: What is the correlation between principals' effective curriculum implementation and teachers' job involvement in secondary schools in Awka Education zone?

Table 1: Pearson's Correlation between principals' effective curriculum implementation and teachers' job involvement

Variables	N	Effective Curriculum Implementation	Teachers' Job Involvement	Remark
Effective Curriculum Implementation	2, 523	1	.226	Low positive
Teachers' job Involvement	2, 523	.226	1	

Results in Table 1show that the Pearson's correlation coefficient, r = (0.226). Going by the rule of Best and Kahn (2006) as indicated in the method of data analysis, there is a low positive relationship existing between teachers' perception of principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Awka Education zone.

Hypothesis: There is no significant correlation between principals' effective curriculum implementation and teachers' job involvement in public secondary schools in Awka Education zone.

Table 2: Test of Significance of Pearson's correlation between principals' effective staff personnel administration and teachers' job involvement

Variables	N	Effective Curriculum Implementation	Teachers' Job Involvement		P value	Remark
Effective Curriculum Implementation	2, 523	1	.226	000	Significant	
Teachers' Job Involvement	2, 523	.226	1			

Data analysis on Table 2 revealed the Pearson product-moment correlation coefficient of 0.526 and p-value of .000. Since the p-value is less than 0.05 (.000 < .05), the null hypothesis is rejected, hence, the relationship between principals' effective curriculum implementation and teachers' job involvement is significant. Therefore, there is a significant correlation between principals' effective staff personnel administration and teachers' job involvement in public secondary schools in Awka Education zone.

Discussion of Findings

The first finding of this study was that there is a low positive relationship existing between principals' effective curriculum implementation and teachers' job involvement in public secondary schools in Awka Education zone. The second finding indicated that there is a low positive relationship existing between principals' effective curriculum implementation and teachers' job involvement in public secondary schools in Awka Education zone.

This shows that effective curriculum implementation directly relate to teachers' job involvement in public secondary schools in Awka Education zone. A unit increase in the level of curriculum implementation is associated with a unit increase in teachers' job involvement. This shows that the prevalence of fairness in handling staff who implement the curriculum in the school; showing respect; being polite and friendly to them by the principals will greatly enhance teachers' job involvement. That is to say that an increase in the level of principals' effective curriculum implementation predicts an increase in their level of job involvement.

This finding is consistent with that of Udeani (2008) that principals' effective curriculum implementation in the school had significant correlation on teachers' job involvement. A positive relationship was

found between effective curriculum implementation and teachers' job involvement. The findings agree with those of Nwadialo (2004) and Biose (2013). According to these authors, when teachers perceive principals' effective curriculum implementation to be low, they may not consider themselves valued and part of the school thereby leading to ineffective teaching and learning, low class participation and involvement on the side of the students; low productivity, low job satisfactory, low performance and low job involvement on the side of the teachers.

This is likely to be so because lack of care and rigidity on the part of the principals in handling staff and students may be perceived by the teachers as injustice, abuse of power and autocratic. This may lead to emotional frustration, psychological depression, disordered behaviour and most strongly, loss of job participation. Conversely, increase in participative decision making in curriculum matters, democratic instructional leadership, rewarding of good performance in teaching and learning processes and equity may increase job involvement. This is consistent with the result of the findings of Omeje (2008) that principals' effectiveness in curriculum implementation influences teachers' involvement in their instructional roles as they do more than what they are supposed to do in-terms of their job definition when they perceive favourable handling of the curriculum matters. Further in the study, the result showed that the relationship between principals' curriculum implementation and teachers' job commitment is significant. That is to say that principals' effective curriculum implementation is a significance factors in the teachers' job involvement.

Summary of Findings

The following findings emerged from this study:

1. There is a low positive relationship existing between principals' effective curriculum implementation and teachers' job involvement in public secondary schools in Awka Education zone.

2. There is a significant correlation between principals' effective curriculum implementation and teachers' job involvement in public secondary schools in Awka Education zone.

Conclusion

Based on the interpretations of the findings, the data collected and analysis and discussion of results, it is concluded that there is statistically significant correlation between principals' effective curriculum implementation and teachers' job involvement.

Recommendations

Based on the findings of this study, the following recommendations are made.

1. The government should set up special intervention programmes geared at sensitizing principals on the need for effective curriculum implementation as this will improve teachers' job involvement through striving to stick to ethical standards.

2. The government should make conscious effort to formulate policies that will ensure effective curriculum implementation to minimize low teachers' job involvement since an increase in effective curriculum implementation can lead to increase in teachers' job involvement.
3. As a way of ensuring high teachers' job involvement, the principals should allow teachers to participate and voice their preferences and opinion when decisions are made on curriculum implementation in the school. In addition, teachers should also be informed about possible changes that affect them and their opinions sought concerning these changes as this will show them that they are valued and are part of their school.

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