

**RE-DESIGNING SCHOOL MANAGERS' ROLES IN CURRICULUM
IMPLEMENTATION TO ENHANCE STUDENTS'
CREATIVITY FOR NATIONAL DEVELOPMENT IN
PUBLIC SECONDARY SCHOOLS IN
ANAMBRA STATE**

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ABSTRACT

This study was aimed at identifying the re-designing roles of principals in curriculum implementation to enhance students' creativity for national development in public secondary schools in Anambra State. The study is a descriptive survey with population of 258 public secondary school principals. Simple random sampling was used to select 140 principals for the study. A structured questionnaire was used to collect information for the study. The Instrument for the study was validated by three experts from the Department of Curriculum and Educational Management and Policy. Reliability coefficient of 0.83 was obtained using Cronbachs' alpha. Data was analyzed using mean scores. The findings of the study showed that the principals' roles in curriculum implementation were; collaborating with teachers in curriculum implementation; providing instructional leadership; understanding teachers needs in curriculum implementation; motivating teachers in instructional process and fostering a conducive school environment. The study further revealed the challenges of principals' roles as; limited time to calibrate on curriculum implementation process; misinterpretation of the curriculum; inadequate funds and resources. The study concluded that re-designing principals' roles in curriculum implementation is a sure way to enhance creativity in students for economic growth in the nation. The study recommended that school principals should ensure that relevant resource materials needed for re-designing curriculum implementation were available; principals should be trained and retrained on their roles in curriculum implementation and finally, the ministry of education should make funds available for the acquisition of sufficient facilities for implementing the curriculum.

Keywords: Education, curriculum implementation, creativity, National development, re-designing

Introduction

Education, known as the bedrock of national development, holds the principles on which a nations' economy can grow. Its function is to equip students with knowledge, help them develop skills and values needed for proper functioning in their environments. Some of its aims include inculcating creative skills and abilities in the learners and supplying the

needed manpower for development. The concept of education has been defined by many researchers, but most of the definitions are tailored towards acquisition of 'knowledge and skills; knowledge for perception and reasoning; skills for solving problems. Implicitly, education gives its recipients perception abilities, reasoning abilities and problem solving abilities. These three abilities are the bedrock of national development.

Arong and Ogbadu (2010) have noted the failure of Nigerian schools to achieve the objectives of education as stated in the National Policy of Education (2014), the case of severe unemployment proves this point. Observations have shown that students after graduation find it difficult to discover a means of livelihood. They roam round the States looking for white collar jobs which is not easy to find. It is evident that the education given to them did not develop their thinking faculty neither did it equip them with problem solving skills. At this point, one can say that the education, they received was not able to prepare them for life outside the school.

Research has noted a strong relationship between education and national development (Ogbonnaya, 2006). Education provides literate and skilled manpower for the economy; education is an instrument for achieving economic objectives. Education reduces unemployment rate in the country and furthers lasting literacy hence, it is a learning experience that can only be triggered off by the right curriculum content, designed to take care of students and societal needs, properly implemented to develop creativity in learners. In this study, public secondary school principals are the focus because of the important position they occupy in both school leadership and management.

Statement of problem

The desire for creative education has made many Nigerian students to prefer studying in foreign countries to Nigeria, currently Nigerians are the 14th largest group among foreign students in United State of America. What are they all looking for? – An enriching educational experience that will make them resourceful in their environment. In other to reduce the rate at which Nigerians patronize foreign school, the federal government in 2014 restructured the national curriculum and gave stronger focus to vocational training than previous curricular. The rationale was to develop creative abilities in students that will ensure they set up their own business and be job creators after graduation. It is the researchers' opinion that all the curriculum reforms in education have not been able to foster permanent literacy nor check unemployment in the country. In addition, studies have discovered poor curriculum implementation as a setback on national development. Hence, the need to re-design principals roles in curriculum implementation to enhance students creativity for national development.

Research Questions

1. What are the principals' re-designed roles in curriculum implementation to enhance students' creativity for national development in Anambra State?

2. What are the challenges facing principals' re-designed roles in curriculum implementation to enhance students' creativity for national development in Anambra State

Literature Review

National development is growth and changes that occurs in a given society which leads to the total improvement of life among the people (Ogbonnaya, 2006). It is known as the totality of development taking place in a country. It comprises expansion of industries, education, social, religious and cultural institutions (Bawa, 2020). A developed nation is said to be a nation that can comfortably provide good water supply, electricity, good roads, education, health facilities, food, employment and housing to its citizens. Oke as cited in (Oriji& Job, 2013) concurred that sustainable national development should begin with the ability of a nation to satisfactorily provide the food and fibre needed by its' people and industries. Through education, skilled manpower is created for the advancement of the economy; the culture of productivity is imbibed in the students with new perspective to innovate and bring solutions to problems. How then can the educational system be channeled to foster creativity in students? Williams (2019) argued that the curriculum is an essential foundation on which to base educational instructions, as the society changes with higher demands in skills and knowledge, curriculum should also change to meet the demands of the society. Through principals and teachers effective implementation of the curriculum, students will stay on top of the latest demand on skills (Williams, 2019).

Curriculum Implementation

To properly define the concept "curriculum implementation" it is necessary to explain what curriculum means. Curriculum is a depiction of what students should learn, why they should learn and how well students should learn, it is organized in a systematic and intentional way by the ministry of education (UNESCO, 2011). Moreover, a blue print for delivering quality education to learners and houses the syllabus and the scheme of works. A well thought out road map for preparing students for creative lifestyle, designed to take care of all round education. Its role is to help students learn and keep up with what is happening around them (Chalk, 2020).

Hence, curriculum implementation is the process of putting the curriculum into practice, it entails teaching the students the planned educational experiences (Chaudhary, 2015). The teachers are to develop the curriculum content and teach it creatively. Cremin & Barnes (2016) noted that creativity should not be placed opposite to the proper teaching rather it should involve teaching the subjects in creative context. Creative teaching involves motivating learners to use their imagination to produce new ideals that will solve complex problems (Puccio, 2020).

Creativity is a skill and can be learnt. Education should develop in students the ability to use imagination to create things. During the colonial Era, the kind of education given to

Nigerians were based on reading, writing and memorization, the school environment then, was not structured for students to unleash their creative abilities. Today, even with globalization, teachers approach to instruction have not changed. Reading and cramming have bedeviled the educational system, making secondary graduates dependant and unfit for life outside the school environment. Researchers often pin the failure of Nigerian education to produce a creative labour force for the economy on the curriculum content (Idu, 2020). They noted that the Nigerian curriculum failed because it has no in-depth practical content that can unleash creativity in students (Idu, 2020). While Arthur (2017) disagreed and maintained that it was the poor curriculum implementation that was the major issue. Over the years teachers have been known to be in the forefront of curriculum implementation but recently studies have found that the principals equally have roles to play and these roles need to be re- designed to be effective (Chen & Kompt, 2017). Some of the roles are:

1. Understanding the needs of teachers in curriculum implementation. Teachers have special needs that manifest in the process of curriculum implementation, the need to translate curriculum modules into units, understanding the curriculum content, identifying the right teaching methods and the right resource materials to be used. Studies have discovered that teachers' resist curriculum change in most schools as a result of some of the listed factors. Some of them prefer to use the old scheme of work they were used to. The role of the principal is to assist teachers overcome their expressed views and explain the need for the change.
2. Collaborating with teachers in curriculum implementation: In collaboration, principals work with teachers and share curriculum implementation process responsibilities with them. Both should plan, design and develop the curriculum together. In this way the teachers can prevent the collapse of the curriculum during implementation; principals as well will be aware of what the teachers are teaching the students.
3. Motivating teachers in curriculum implementation: Teachers are directly involved in the process of curriculum implementation. They are to use diverse teaching materials and skills to deliver the content of the curriculum to students, it is therefore needful that principals celebrate their success and appreciate them. They should also provide teachers with support services that will help hem carry out their work effectively (Chen & Kompt, 2017)
4. Foster a favorably environment: Curriculum implementation is effective when the school environment is favorable and friendly. In such environment teachers are aware of what is going on in the school, and every teacher feels satisfied with their work. The school principal is to establish a supportive learning culture where teachers can learn from each other, communicate effectively with each other. Such environment encourages healthy competition which enhances students' creativity.
5. Model curricular unit for teachers: The main aim of the curriculum is to help students learn and be transformed by the instructional process. Principals are to

- help teachers in the implementation process by coming to the class to model certain aspects of the curriculum for teachers to observe and learn (Pak, Polikoff, Desimone & Garcia, 2020). In addition, principals are to evaluate teachers' scheme of work, lesson plans, and records of works often.
6. Provision of instructional materials: Effective curriculum implementation requires sufficient resource materials and frequent practice classes. It is therefore important that the principals informs the ministry of education on the need of instructional materials for enhancing creativity in students.
 7. Professional Development: This entails principals providing opportunities for teachers to acquire new skills and knowledge in the development and implementations of curriculum. The training obtained in this sessions empowers teachers and update their understanding of existing curriculum.
 8. Providing support for proper integration of Information communication Technology with the curriculum. ICT are transformational tools for making education meaningful to students. It is linked to creativity and challenges learners understanding and thinking through use of quizzes, mind maps, interactive worksheets and videos (Okeke, 2021). School principals should provide support for teachers to integrate ICT in their instructional process.

Re-designing literally means the act of changing how something looks or works. It could also mean re-engineering or re-strategizing principals roles in curriculum implementation using proven methods. It involves the process of re-evaluating the present curriculum implementation situation in the school in terms of their impact on student learning with a view to creating changes that will bring about teachers effectiveness in teaching and learning. With great expectation from secondary education in the world today, there is need to restructure the principals' roles in curriculum implementation by making them more proactive and invigorating. Teachers depend on their school leaders for knowledge and updates on standard based instructions that will enhance students' creativity. In this study, redesigning means re- strategizing principals roles in curriculum implementation for effective and efficient education delivery that will unlock creative tendency in learners to achieve the desired goals of education.

Furthermore, some problems have been noted by Adeleke as cited in (Ahmadi & Lukman, 2015) to affect the successful implementation of curriculum. They are inadequate instructional materials, inadequate qualified teachers, poor funding system, inadequate learning facilities, poor motivation of teachers and unavailability of Information Communication Technology for effective educational delivery. Pak et al (2020) included misinterpretation of the curriculum, limited time to calibrate on the curriculum implementation process and limited opportunity to build teachers capacity through professional development. It is on this premise, the study aimed at identifying the

principals' re-designed roles in curriculum implementation to enhance students' creativity for national development.

Methods

A descriptive survey design carried out in public secondary schools in Anambra State. The population of the study consisted of 258 principals in the State. Simple random sampling was used to select 140 principals for the study. A self-developed and well-structured questionnaire titled "Principals' Re-designed Roles in Curriculum Implementation to enhance Students' Creativity for National Development" (PRRCIESCND) was used to elicit responses from respondents. The instrument was validated by three experts from the Department of Curriculum and Educational Management and Policy, Nnamdi Azikiwe University. The questionnaire consist of two parts: Part A contained 9 items which measured information on the roles of principals in re-designing curriculum implementation to enhance students' creativity for National development. Part B contained 6 items which measured challenges facing principals' roles in re-designing curriculum implementation to enhance students' creativity for National Development. The questionnaire items were based on four point Likert scale response of Strongly Agreed (4), Agreed (3), Disagreed (2), Strongly Disagreed (1) with corresponding values of 4, 3, 2, 1 respectively. The reliability coefficient of the instrument was determined by Cronbach Alpha Coefficient which yielded 0.83. Data collected was analyzed using mean. The decision rule for the research questions was any item with mean value less than 2.50 was rejected while mean values equal to or greater than 2.50 was accepted.

Results

Table 1: Mean response on principals' re-designed roles in curriculum implementation to enhance students' creativity for national development

S/N	Principals roles in curriculum implementation	M	RMK
1	Collaborate with teachers in curriculum implementation	3.07	Agreed
2	Instructional leadership for effective curriculum implementation	2.78	Agreed
3	Motivating teacher in their instructional practices	2.78	Agreed
4	Fostering a conducive environment for curriculum implementation	2.64	Agreed
5	Understanding teachers' needs in curriculum implementation	3.00	Agreed
6	Assisting teachers in the designing of curriculum	2.85	Agreed
7	Providing instructional materials for curriculum implementation	2.64	Agreed
8	Supervising teachers instructional activities	3.12	Agreed
9	Support teachers in the effective integration of ICT in instruction	3.21	Agreed
Grand Mean		2.90	Agreed

The data presented on table 1 above shows that all the mean values were greater than the criteria mean of 2.50. By implication, the items agreed to be principals' re-designed roles in curriculum implementation in public secondary schools in Anambra State

Table 2: Mean response on factors inhibiting principals' re-designed roles in curriculum implementation to enhance students' creativity for national development

S/ N	Factors inhibiting principals' roles in curriculum implementation	M	RMK
1	Limited time to calibrate on curriculum implementation	3.07	Agreed
2	Inadequate instructional materials	3.00	Agreed
3	Misinterpretation of the curriculum	2.85	Agreed
4	Limited opportunity to build teachers capacity	2.78	Agreed
5	Lack of qualified teachers to interpret curriculum	2.78	Agreed
6	Inadequate ICT facilities for instruction	3.07	Agreed
	Grand mean	2.92	Agreed

N=140

The data in table 2 on factors inhibiting principals' re-designed roles in curriculum implementation to enhance students' creativity for national development, shows that all the mean values were greater than the criteria mean of 2.50. By implication, the items agreed to be factors inhibiting principals' re-designed roles in curriculum implementation in public secondary schools in Anambra State

Discussion of Findings

To answer research question one, mean score analysis reveals nine principals roles for enhancing students creativity for national development. The findings is in agreement with Chen &Kompt (2012) who discovered that school principals were in the position to make support services available to teachers to effectively implement the curriculum. Equally in agreement is Pak et al (2020) who noted that principals were to model curricular unit for teachers as well as collaborate with teachers to plan, design and develop curriculum together to prevent failure of the implementation process (Pak et al, 2020).

It is also important to note that the lack of involvement of teachers in curriculum development will frustrate its' implementation.

Research question two sought to determine the challenges facing principals' roles in re-designing curriculum implementation to enhance students' creativity for national development. The findings revealed time factor, inadequate instructional materials, misinterpretation, poor funding, lack of ICT facilities and inadequate qualified teachers as factors militating against principals' roles in curriculum implementation. The finding is in

tandem with Adeleke as cited in (Ahmadi and Lukman, 2015) who posited that insufficient teaching materials and lack of qualified teachers who cannot connect the curriculum to national standard are among the bane of curriculum implementation in Nigeria. Misinterpretations of curriculum intentions were common with principals who refuse to use published instructional materials but rather try to develop their own materials for instruction, this caused misalignment in curricular resources (Hill as cited in Pak et al; 2020). Principals are not supposed to outrightly reject the published curriculum rather they are to collaborate with teachers to enrich the curriculum. This will ensure uniformity of the content knowledge passed on to students.

Conclusion

The study concluded that re-designing principals' roles in curriculum implementation is a sure way to enhance creativity in students for economic growth in the nation. It starts with principals fulfilling their role of fostering a healthy school environment where teachers and school leaders can collaborate to plan, design, develop and implement curriculum successfully.

Recommendations

Based on the findings, the following recommendations were made by the researcher:

1. Principals should ensure that relevant resource materials needed for effective curriculum implementations are available.
2. Principals should be trained and retrained on their roles in curriculum implementation
3. Ministry of education should make funds available for the purchase of sufficient facilities for implementing the curriculum for creativity.

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