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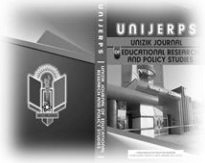
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EFFECTIVENESS OF PRINCIPALS' ROLE PERFORMANCE IN CURRICULUM AND INSTRUCTIONAL DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study is conducted into the level of effective role performance of public secondary school principals of Anambra state with a view to ascertain their rate of effective performance on their role of curriculum and instructional leadership and to make recommendation. The study also tried to determine the opinion of teachers about principals performance in urban and rural schools, male and female principals and the two categories of experience principals. To determine the above, research questions and hypotheses were formulated to enable the study be statistical tested. T-test was used for the three hypotheses, all on the 0.05 level of significance. The result showed that the rating of the effective performance of the secondary school principals is effectively above the decision rule of 2.51 and that there is no significant difference in the assessment of the role effective performance of the principals by the teachers on the basis gender. The result of the study also showed that there is no significant difference in the assessment of the role performance of the principals by the teachers on the basis of school location and also on experience categories of teachers. The population of the study consists of all teachers and their principals in public secondary schools in Anambra state. The sample size is 600 teachers out 5552 teachers in Anambra state. It is the conclusion of this study that all categories of principals performed their roles effectively. Based on the result of the study it was recommended among others that principals should effectively perform their roles whether in urban or rural schools of Anambra state to give all teachers and students equal benefits from their roles. it is also recommended that principals of secondary schools should effectively give more attention to leadership to determine instructional goals, material and method of instruction of teachers if the ultimate goal of secondary


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schools which is to promote child growth and development is to be achieved and that principals should take individual teacher ideas and suggestion as important to ensure that effective and efficient performance of the teachers in terms of teaching is achieved.

Introduction

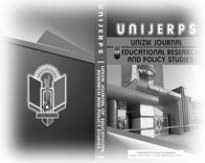
Principals must perform their roles in public secondary schools in curriculum and instructional management in order to achieve the aims of Nigeria secondary education. The roles of principals as overseers, managers and educational administrators are central to effective and functional secondary education system. For this reason it could be added that effective principals are valuable assets to their schools on curriculum development and instructional management.

The secondary school principals is an instructional leader who plays a very important role in curriculum and instructional management by making sure that he plans, organises, coordinates and controls teaching and learning activities in order to achieve the desired school and educational goals within the stipulated time frame

According to Lambert (2015), curriculum and instructional development and management are very important roles of the school principal. Curriculum and instructional management in a school system is an accumulated effort made by principal in choosing which subjects and learning experience that will be given attention, resource and man power in order to achieve the pre-determined goal. It is a very important role of the principal to make sure that the teachers are well trained and monitored, inspired, organized and their welfare taken care of, their duties of students taken are carried out at the right time by planning their duties through supervision of their lesson notes , using of right instructional materials, providing conducive learning environment, teachers giving and marking of students assignments and making sure that feedbacks are received by teachers so the pre-determined goals will be achieved by all stakeholders.

Knowing full well that there are challenges that affect effective principals' curriculum and instructional development and management roles in secondary schools such as managing the

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instructional programme or the curriculum experience of the student, inadequate number of teachers, teacher's welfare, training and retraining of teachers and financial management that will enable them to achieve the set goals. This study would provide more information to principals on the importance of effective principal's roles performance on curriculum and instructional development and management, highlights efficient principals planning, monitoring, coordinating and control of all the programmes of the school for the desired goals of the students, parents, government and the school to be achieved.

The central function of the school is teaching. Thus, the school principal is to plan and coordinate teaching and learning. Curriculum and instruction as defined by Lambert (2015) is an organized programme or course of learning experiences set up in a school for achieving particular purpose. Since the school is parts and parcel of the society, all those desirable elements of culture are built into the school's plan of action that the school uses as a vehicle for attainment of educational goals. Curriculum and instructions therefore regarded as the total planned and guided learning experiences which the school principals must endeavour to manage and develop effectively. Curriculum development and instructional leadership is an important role of educational administration. The school principal works with the school management team, teachers, supervisors, students and parents in the selection of appropriate curriculum or school activities , choices of subjects to be taught in the school, textbooks, teaching aids, facilities, teaching methods, methods of evaluation and ways of reporting students' progress (Udeozor, 2004).

Again the school principal supervises the teachers in order to ensure quality instructional delivery. As an instructional leader of his school, he has the unique opportunity to initiate curricular changes that reflects the demands of the contemporary society. He therefore co-ordinates, supervises the curriculum and other instructional programmes and evaluates various experiences.

In sum, the role of school principal as curriculum and instructional leader is that of commitment to school excellence-promoting ways and means

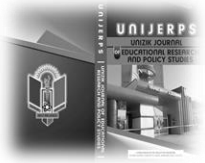
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that will help all student and staff achieve their maximum potentials. According to Canham (2016), it means trying to improve the programmes that are used in schools: trying to plan better approaches to teaching better syllabus, better textbooks and educational materials.

The principal is the head of secondary school; different people would seem to have different conception of him and what role he is expected to play in the school. In order to ensure meaningful research work on the effective role performance of the principal in curriculum and instructional leadership, it is important that there should be a definition of the principal. This provides some common reference point Lappel (2016). There are those who perceived the principal as someone who has been entrusted with the business of controlling the staff, finances and the organization of the curriculum and instructional materials of the school. There are others who prefer to see him as someone who is responsible for running a school. On the face of it, these two conceptions would seem to be the same. A close look would however indicate that running a school could take two or more forms. The first form is when the effective role performance of the principals is merely to ensure that school activities go on smoothly. Here the principal does not formulate policies; he does not determine objectives, curriculum and instruction. These are determined by someone or some other bodies and passed on to the principal implementation. Another form is where makes policy decision and executes such decisions. The principal is someone who is responsible for running a school in the sense that he is responsible for policy decision, he determines the direction and objectives of the school. This is much more than merely controlling the staff of the school, its finances, curriculum and instruction. His role in this case is not merely to see that objectives are not met and that policy decisions are carried out. According to Udeozor (2004), in Nigeria today, the government who is in most cases the proprietor of public secondary schools conceived the principal in this light. Parents and other people outside the public system also conceive of the principal's role performance as being essentially linked up with the running of a school.

Principals of secondary schools must lead effectively towards the attainment of school goals. It is in light of this that

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the researcher defined the concept of principalship within the context of the school, since effective principalship is integrally lined to school effectiveness. As contained by Hughes (2014). Effective principalship has two dimensions; one dimension has to do with effectively managing the school, procuring, coordinating and deploying the material and personnel needed.

The other dimension is summed up in one word. This is the dimension of quality. This is seen by the way principals create a school climate characterized by staff and student productivity, creative thought, efficient and effective movement towards the goals of the school organization. The principal as a person has to ensure that the responsibilities and jobs due to him are creditably performed it is important that he must possess the appropriate skills for organization, development of personnel, division of labour and the delegation of authority.

At one time, public secondary school principals were viewed as administrative leaders. But now, while they are expected to administratively, they are expected to mobilize the entire school community around the goal of improved student's performance. So far, the roles performed by public secondary school principals are continuously increasing in size and complexity.

Similarly, Udeozor(2004) the roles of the principals as heads of public secondary schools in Nigeria have multiplied with passing years, in view of astronomical rise in students population especially with those generated from universal basic education (UBE) scheme and other programmes. This agrees with what Udo(2010) said among other things that increasing urbanization, population growth, changing societal values and growth in teachers/students actions to gain increased participation in decision making accelerated the changes public secondary schools.

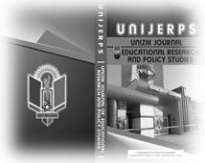
This development has brought out multifarious activities and duties for the principal, which is why in most public secondary schools today, the appointment of two or more vice-principals for academic and administration respectively has become the order of the day. This has become necessary in order to reduce the burden of work on the public secondary school principals. According to Ndozhaga (2000), the roles of school principals are

enormous. They span from coordinating the staff members to the management of students from planning the school programme to evaluating the curriculum. It is within his preview to manage crises in the school as well as motivating staff towards higher and better instructional delivery.

All the research so far encountered on this study on the role performance of the principal has focused on constructs of principalship as leadership for students learning, from this perspective effective principals are those who put learning at the centre, set high expectations for students and teachers in the school community, implement content and instruction that achieves agreed-upon standards, create a culture of continuous learning, use variety, engage the community to support students success (NAESP, 2010). The principal is the head of secondary school who is usually appointed, considering his qualification and seniority (Justin, 2012). Therefore, he has the overall responsibility for the administration and management of the school, ensuring good and balanced academic programme, students and staff academic progress and discipline, proper supervision of curriculum and instructional work and effective leadership. He is accountable to the government, the community and parents for the academic success or failure of the school.

The principal's role is increasingly being defined in terms of instructional leadership, a concept that first surfaced in the 1980s but today it has a different meaning. (Larry, 2013) the instructional leader of the 1980s was presented as an efficient, task-oriented, top-down manager, one who was concerned with curriculum and instruction rather than building budgets. According to him, today's instructional leader is portrayed as a democratic, community-minded leader who builds consensus around a vision rooted in agreed-upon standard for students learning, with a commitment to be accountable for results.

The success or failure of the school therefore depends largely on the principal for he can make or mar a school. In view of this he is expected to mobilise the entire school community around the pre goal of improved student's academic performance (Waters, 2010). In the school system, for instance, effective school leaders set high academic standards and strengthen instructional programmes to help


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learners gain the intellectual and personal knowledge and skills they need to achieve success in today's society. Hence, in performing their roles as instructional and curriculum leaders, they focus on student academic achievement data and measure success in terms of positive student out comes. This can only be achieved if the principal provides the necessary motivation and encouragement that lead to success.

Statement of Problem

A secondary school is an organization handled by the principal who is meant to facilitate the achievement of the goals of the school using the resources available in the school. Government and private individuals are committing a lot of resources to public secondary education as desired for its ability to cope with the increased complexity of the society. This is evidenced by number of recruited teachers, staff development, equipment provisions and other financial involvement. Despite all effort, public out- cry regarding lowering quality of public school leaves point to the fact that much is yet to be done.

Sometimes school personnel such as teachers and principals are blamed for such anomalies. Some other times principals are accused of not working to ensure the supposed monitor, control evaluate and standard. Teachers are equally and said to have relaxed in terms of productivity. The public out-cry and blames not with-standing, one basic and fundamental fact remains that principals are custodians of qualitative secondary education, are charged with the responsibility of ensuring standard teaching and learning at the secondary school level. It becomes imperative therefore to ascertain the level of effective roll performance of the principal in curriculum and instructional development and management, since they work closely with teachers, as subordinate and professional colleagues. It is necessary to empirically see how teachers in Anambra state public secondary schools would rate the effectiveness of their principal role performance.

Waters et al (2010), assessing the principals is essential for taking certain decisions in the educational system for further research on leadership and for the development of theory in the field of administration, effective role performance of the principal is

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concerned with the attainment of school goals.

Research Questions

The following questions are raised to guide the study:

1) How effectively do principals in Anambra state public secondary schools perform their roles relating to curriculum development and instructional management?
2) How effective has your principal performed his roles in helping his teachers grow professionally by recommending them for in-service training to improve teaching delivery?
3) How do effective role performance of the principals on curriculum and instructional development and management affect the student's academic achievement?

Hypotheses

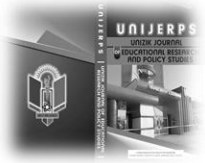
The following hypotheses guided the study:

1) There is no significant difference in teacher's assessment of the effectiveness of male and female principals' role performance on the basis of gender.
2) There is no significant difference in teacher's assessment of principal's effective role performance on the basis of school location (urban and rural).
3) There is no significant difference in teachers' assessment of the effectiveness of principals on the basis of length of teaching experience

Method

This study employed survey. A survey design is concerned with finding, describing and interpreting elicited responses on existing phenomenon of male and female teachers, urban and rural location and length of learning experiences in Anambra state. Respondents comprised of 157 government secondary schools and 600 teachers and their principals located in the public secondary schools. Three research questions were raised and three hypotheses also were formulated. Data were collected using principal effective roles performance on curriculum and instructional development and

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management questionnaire and teachers assessment of principal's effectiveness on curriculum and instructional development and management performance. The instrument used a four point likert rating scale classified as very effective (VE) effective (E) ineffective (IE) very ineffective (VI) with the value of 4,3,2 and 1 respectively. The part 'A' of the instrument was completed by teachers and covered variables such as leadership style of principals in determining instructional goals materials and method of instruction, appropriate curricular activities and facilities toward improved students' academic achievement, supervision and motivation of teaching and learning process, provision of teaching materials and information dissemination in all subjects areas. The research instrument was validated by experts in the department of educational management and policy unit, faculty of education, Nnamdi Azikiwe University, Awka Anambra state, Nigeria. The reliability of the instrument was confirmed through test and retest of the instrument at three weeks interval in two private schools which were chosen for the study. This yielded a correlation co-efficient of 0.61 that indicated high reliability of the questionnaire items constructed. The questionnaires were administered personally by the researcher and collected four days later. This method of administration and collection helped the researcher to retrieve 100% of the instruments. The questions were analysed using the mean score and standard deviation, while the t-test was used in testing hypotheses of the study. According to the analysis the score of below 2.51 was not accepted while a mean score of 2.51-3.49 was effective and 3.50 to 4.0 as very effective. The findings of the analysis of data of this study were presented in table and the interpretation followed immediately.

Results

Research Question 1: How effective do principals in Anambra state public secondary school perform their roles relating to curriculum and instructional management?

Data on teachers' respondents on principals role effectiveness on curriculum and instructional development and management by teachers of all categories in Anambra state are presented on table 1 and figure 1.

The analysis of data 1 and formula 1 showed teachers of all categories assessment of principal's curriculum and

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instructional development and management.

Table 4.1: Assessment of the principal's effective role performance by teachers of all categories on curriculum and instructional leadership.

VARIABLES	FREQUENCY	PERCENT	VALID PERCENT	CUM. PERCENT
SEX		%		
MALE	206	34.3	34.3	34.3
FEMALE	394	65.6	65.6	100
SCHOOL LOCATION				
URBAN	320	53.3	53.3	53.3
RURAL	280	46.6	46.6	100
TEACHING EXPERIENCE				
UP TO 5 YEARS	125	20.8	20.8	20.8
6-16 YEARS AND ABOVE	475	79.1	79.1	100

The results of all the data analysis on table on all categories of teachers above showed that the means scores from the teachers responses on curriculum and instructional leadership was 3.05 which showed that the teachers rating of principals effective role performance was effective as rate by teachers of all categories in Anambra public secondary schools.

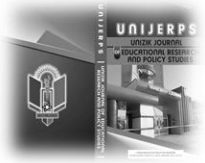
As to items, item 1 was a mean of 3.36. This indicated that the principals performed their roles on leadership in determining instructional goals, materials and methods of instruction effectively. Similarly, the teachers' responses to item 2 generally agreed that the principals performed their roll effectively with a mean score of 3.12 in selection of appropriate curricular activities and facilities towards students'

academic achievement. The standard deviation (SD) of the teacher's responses were 0.96, 0.72 respectively. These figures were low and implied that the mean scores for the principals' leadership in determining curriculum and instruction and the principal roles in selection of appropriate curricular activities and facilities were true representation of the opinions of the teachers on the items. The result of item 3 revealed a means score of 3.05 which also showed that the principals performed their roles on supervision and motivation of teaching and learning process, bringing about improvement on academic performance of students effectively. The same pattern was followed for items number 4 and 5 with mean scores of 2.82 and 2.97 respectively which shows effective performance by the principals on their roles of providing teaching materials to aid teaching performance of the teachers and information dissemination on teachers' subject areas with a standard deviation of 0.42 and 0.54 respectively. From the data above one can see that the teachers were of opinion that the principals performed their roles effectively on curriculum and instructional leadership.

The standard deviation of the overall mean score of the teacher's responses was 1-16. This figures were how and showed that the mean scores of curriculum and instructional leadership stood for the general rating or opinion of teachers on principals role performance.

Research Question 2: How effective have your principal performed his role in helping his teachers grow professionally by recommending them for in-service training to improve teaching delivery?
Data on teachers' responses of males and females participants on principals recommending teachers for in-service training for improved teaching delivery are presented on table 2 and figure 2. Analysis of data on table 2 and figure 2 showed that the teachers' ratings of principals of male and female teachers.

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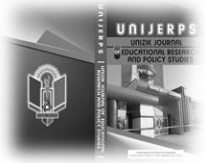
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Table 4.2 Assessment of the principal's effective role performance on recommending teachers for in-service training to improve teaching delivery by male and female teachers

S/N	N	ITEM	MEAN	SD	DECISION
1	600	How do your principal recommend teachers for in-service	3.22	1.24	Effective
2	600	Does your principal supply information on in-service	3.21	1.43	Effective
3	600	Does your principal allocate money for training in-service	3.20	1.42	Effective
4	600	How does your principal encourage teachers to retaining themselves	3.10	1.32	Effective
5	600	How often does your principal organize workshop in your school	2.50	0.10	Effective
		Overall	2.38	1.10	

The results of the data analysis in table 2 above showed that the mean score from teachers on principals recommending teachers for in-serve training to improve teaching delivery by male and female teachers was 2.38 which showed that teachers rating of principals effective roles performance was ineffective as rated by male and female teachers in Anambra state.

As to items, item 1 with a mean score 3.02. This showed that principals performed their roles on recommending the male and female teachers for in-service training. Also, teacher's responses to item 2 agreed that principals carried out their roles on supplying information on in-service training to the male and female teachers to improve teaching delivery with a mean score of 3.21 and the standard deviation of 1.43. This figure was low and implied that mean score for principals supplying information on in-service training was true representation of the opinion of the teachers on the item. The result of item 3 revealed a mean score 3.20 which rated the principals effectively performing their roles of allocating money for in-service training for the teachers. The same pattern was followed for item 4 with a


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mean score of 3.10 which was effectiveby principals on their roles of encouraging teachers male and female to go for training by themselves to effectively deliver teaching of their subjects with a standard deviation of 1.32. From the data one can see that the teachers were of the opinion that principals performed theirs roles effectively on principals encouraging teachers' males and females to go for training by themselves. The result of item 5 showed a mean score of 2.50 which revealed that teachers rated principals low on principals organizing of workshops for male and female teachers with a standard deviation of 1.10, from this date one can see that principals did not perform effectively on item 5 on the table.

The standard deviation of overall mean score of teachers' responses was 1.10. This figure was low and showed that the mean scores on principals effective role performance on recommending teachers in-service training to improve teaching delivery by male and female teachers stood for the general rating of teachers on principal's role performance.

Research Question3: How does effective role performance of principals on curriculum and instructional development and management leadership affect the student's academic achievement?

Data of teachers' responses of urban and rural teachers of 280 participants on effect of principal's role performance on curriculum and instructional leadership and how it affects the academic achievement of the students in Anambra state are presented on table 3 and figure 3.

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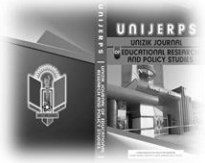
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Table 4.3 assessment of the principal's effective role performance on curriculum and instructional leadership on student's academic achievement in Anambra state

S/N	N	ITEM	N	MEAN	SD	DECISION
1		How effective has your principal coordinated the students continuous assessments of the students	600	3.43	1.66	Effective
2		How often do your principal reward students who did well in core subjects of math and English?	600	3.31	1.54	Effective
3		How well has your principal supply the necessary learning materials for students' academic achieve	600	3.30	1.53	Effective
4		How effective has your principal supervise the covering of student's syllabus?	600	3.31	1.54	Effective
5		How well does your principal reward teachers, whose students made 100% passes in their subjects	600	3.03	1.26	Effective
		Overall	600	3.25	1.06	

The results of the data analysis in the table above showed that the mean score from the teachers responses on teachers rating of their principal's effective role performance on curriculum and instructional leadership on student's academic achievement was 3.25 which showed that teachers rating of principals effective role performance on this item was effective by teachers in urban and rural areas of Anambra state.

Item 1 was with a mean score of 3.43 that showed that principals performed their roles on leadership on coordinating the students continuous assessment leading to higher student's academic achievement also, the teachers responses to item 2 generally agreed that principals performed their roles effectively with a mean score of 3.31 in rewarding students who did well in core subjects of mathematics and English language. The standard deviation(SD) of the teacher's


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responses was 1.54. This figure was low which implied that the mean score for principals'leadership in determining rewarding students who did well in mathematics and English was true representation of opinion of teachers on item 2. The result of item 3 showed a mean score of 3.30 which also showed that principals performed their roles effectively on supplying of necessary learning materials for students, bringing about improvement on academic achievement of the students. The same pattern was followed for items 4 and 5 with mean scores of 3.31 and 3.03 respectively which were effective performance by principals on their roles of supervising the coverage of students' syllabus and rewarding of teachers whose students made 100% passes in their subjects with a standard deviation of 1.54 and 1.26 respectively. From the data above one can see that teachers were of the opinion that principals performed their roles effectively on items 4 and 5.

The standard deviation of overall mean score of teacher's responses was 1.06. This figure was low and showed that the mean score on curriculum and instructional leadership on student's academic achievement in Anambra state.

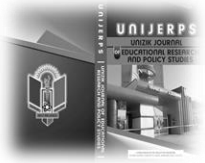
Hypothesis Testing

Hypothesis 1: There is no significant difference in teacher's assessment of the effectiveness of female and male principals on basis of gender

Table 4: Test of significant difference of mean of effective role performance of male and female principals on basis of gender.

GENDER	N	X	SD	t-cal	Df	t-critical at 0.05 level of significance	Decision
MALE	206	3.27	1.35	0.52	598		Not significant
FEMALE	394	3.20	1.36				

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The data in the table above show the result of the first null hypothesis. The hypothesis was tested using the t-test at probability level of 0.05 to ascertain whether assessment of teachers will differ significantly based on principal's gender.

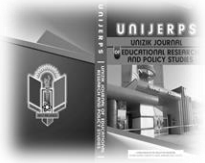
From the table above teacher's assessment of principals effective role performance, the number (N), mean score and standard deviation for male teachers were 206, 3.37 and 1.35 respectively while the female teachers, the number (N) , mean score and standard deviation were 394, 3.20 and 1.36 respectively. When the mean score subjected was to t-test, a calculated t-value of 0.52 was obtained, while the table for t at a calculated t-value of 0.52 was obtained, while the table value for t at probability level of 0.05 was 1.67. Comparing the computed value for t was lower than the table value for t, as a result, the null hypothesis one (HO,) which stated that there was no significant difference in teachers' assessment of the principals' role performance on the basis of gender is sustained and the alternative rejected.

Hypothesis 2: There is no significant difference in teacher's assessment of principal's effective role performance on the basis of school location (urban and rural areas).

Table 5 test of mean assessment of principal effective role performance on the basis of school location (urban and rural areas)

SCHOOL LOCATION	N	X	SD	Df	t-cal	t-critical at 0.5 level of significant	Decision
URBAN	320	3.14	1.77	598	0.08	1.67	No Significant
RURAL	280	3.27	1.87				

The data in the table above shows the result of the second hypothesis. The hypothesis was tested using the t-test at probability level of 0.05 to ascertain whether the principals' effective role


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performance in urban schools will differ from that of rural public secondary schools. The table showed a result of a mean score of 3.14 and standard deviation of 1.77 for principal's role performance in urban public secondary schools. While principals' role performance in rural public secondary schools was rated by teachers' to have overall mean score of 3.27 with a standard deviation of 1.88.

When the mean scores were subjected to test analysis, a computed t-value of 0.08 was obtained, while the table value fort at probability level of 0.05 was 1.67. Comparing the computed and table value fort, it was observed that the table value fort was higher than the computed value fort, as a result, the hypothesis which stated there is no significant difference in the assessment of principals role performance of principal's by the teachers on the basis of school location is accepted.

Hypothesis 3: This hypothesis is stated in null form as there is no significant difference in teacher's assessment of principal's effective role performance of public secondary schools on the basis of length of teaching experiences.

Table 6 test of mean assessment of principal's effective role on the basis of length of working experience

Working experience	N	X	SD	T-cal	Df	t-critical 0.05	Decision
0- 5 years	125	3.34	1.82	0.14	598	1.67	Not significant
6-16 or more	475	3.07	1.75				

From the table above, the mean scores representing the assessment of principals' role performance were used in testing the hypothesis. Based on the data, test was carried out on the mean scores of all the two groups comparing the difference in performance of the two experience categories of teachers. It was observed from the table that the number (N), mean scores, standard deviations for group up to 5years were 125, 3.34 and 1.82 respectively while group 6-16 years or more where 475,3.07 and 1.75 respectively. When the mean score were

subjected to t-test analysis, a calculated t-value of 0.14 was obtained, while the table value fort at probability of 0.05 was 1.67. Comparing the calculated and table values fort, it was observed that value for table, values for table t was higher than the calculated value for t-thus, the hypothesis which stated that there is no significant difference in the assessment of principal effective role performance of public secondary school principals but teachers on the basis of length of working experience is sustained and the alternative rejected.

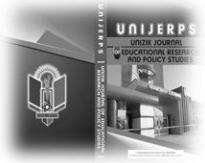
Findings of the Study

1. The results of the statistical analysis shows that the mean assessment of the principal's effective role performance of public secondary school principals on curriculum and instructional leadership in Anambra state were significantly effective and above the decision rule of 2.51.
2. There is no significant difference in teachers' assessment of male and female principals of public secondary school in Anambra state on curriculum and instructional leadership based on gender.
3. There is no significant difference in teachers' assessment of principals of public secondary schools in Anambra state in curriculum and instructional leadership based on school location of urban and rural.
4. There is no significant difference in teachers' assessment of principals of public secondary schools in Anambra state in curriculum and instructional leadership based on length of working experience.

Discussion of Results

These findings were in the line with principal role performance as identified by Udeozor(2004). It recognized that principals of public secondary schools carried out role of curriculum and instructional leadership. The position of principal is very essential in ensuring that the school achieves its objectives. Ozigi (2012) contends that "the organization, administration, instruction, spirit, purpose and academic achievement of a school reflect to a great extent the personality of the administrator/principal and his staff. The school projects his image. Peters (2017) contends that the principal should personify the values of the school academically and should exercise some kind of wisdom and moral leadership. These findings show that principals in

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Anambra state public secondary schools are active in curriculum and instructional leadership they facilitate motivation, in these findings teachers in Anambra state public secondary enjoy support from their principals and are engaged in school programme and planning of curriculum and instructional development and management of the school. From the study results, it was discovered that the principals carried most teachers along in all most every areas of curriculum and instructional development and management in their role performance, only on few occasions did teachers report negative on principals behaviour on curriculum and instructional planning, development and management. These findings upheld the views of Derek Rowtree (2012) defines principal as administrative and academic leader of the school who has considerable autonomy in deciding its organizational goal, curriculum and instructional, and staffing. He is however constrained by checks and balances exercised by governing body, attitude of staff, feelings of parents and overall policy of local education authority. This finding was very true because it is expected to prepare the way for enhanced principal role performance commitment on the part of the teachers and students for better academic achievement.

The data relevant to the first research question revealed that certain variables determine principal's effective role performance. The leadership style of the principal within a school in curriculum and instruction recorded the highest mean score of 3.05 which shows that it was considered the most important determining factor of a school principal effective role performance determinant. This implied that an effective leadership style in curriculum and instruction network between the principal, teachers and students is very important because it plays a role in influencing the principal role performance at a given time. The need for effective leadership network in a school system is indispensable. The finding upheld the views of Rowdy (2015) when he contended that relative level of achievement of any organization or even a nation is a significant measure of leadership effectiveness. This was why curriculum and instructional leadership is emphasized in educational organization because it is an important factor for the improvement and higher achievement in an educational organization. Efficiency and effectiveness determine which

educational organizations fail or succeed (Bradley, 2010).

An on the spot observation of all schools visited showed evidences of effective leadership in curriculum and instruction network in existence. The researcher noted delegation of authority to other staff and students of the schools and cordial relationship among teachers and students as a result of efficient and effective leadership style in place which led to high academic achievement.

The result of the statistical analysis in all the tables showed that there were no significant differences in teachers' assessment of principals' role performance on the basis of principals' gender, school location and length of working experience. However, the study revealed that, what influenced the principals role performance were those variables that enhanced principals role performance such as the leadership style of the principal on curriculum and instruction and personnel management abilities, these are what usually differentiate the principal effective role performance of one school from another is usually determined by the administrative competence of principals based on the principal's leadership effectiveness and not on gender, school location and length of working experience which had overall mean score of 3.05

Conclusion

From the above analysis, it can be seen how important principals effective role performance in curriculum and instructional leadership style are, in achieving the goals of secondary education and how ministry of education, state, federal and educators both past and present have highlighted principals role performance in curriculum and instruction as a means of increasing secondary educational standard. Therefore the findings obtained in this research based on the test carried out, sustained earlier opinion held.

Recommendations

Based on the findings from this study, the following recommendations are given for more effective and efficient principal role performance in curriculum and instructional leadership for principals' public secondary schools in discharging their roles.

1. The principals should keep it up as they performed effectively in all their roles in curriculum and instructional leadership.

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2. Principals of public secondary schools should give more attention to leadership style in determining curriculum and instructional goals, materials and methods of instruction and delivery by teachers if the ultimate goals of secondary schools which is to promote child growth and development is to be achieved.
3. Principals should make the importance of their role on curriculum and instruction known to all categories of teachers. This can be made through seminar, orientations and meetings with teachers so as to perceive principals' role in curriculum and instruction as very vital in achieving the educational goals of the school.
4. Principals should perform their roles in curriculum and instruction leadership whether in urban or rural schools of Anambra state to give all teachers and students equal benefits from their roles for a higher academic achievement.
5. Principals should take individual teachers good ideas and suggestions in curriculum and instructions as important, for it enhances the efficient performance of teachers in terms of lessons delivery.
6. The task of improving standard of secondary education is entrusted on the school principals by government and society, therefore government should do all it can to increase their effort to give the principals all the encouragement, tools, training and funds to perform their roles in curriculum and instructional leadership better.
7. Anambra state education department should allocate good amount of fund to secondary schools principals to run the schools for higher learners' achievement.
8. There should conducive and adequate supply of modern plants and facilities in secondary

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schools to enable principals to carry out their roles in curriculum and instruction leadership effectively and efficiently.

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