



# **An Examination of Teacher Education Management and Innovative Reforms Agenda for Curriculum Implementation in Secondary Schools in IMO State, Nigeria**

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## **Authors' contributions**

*This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.*

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## **ABSTRACT**

The study examines managing teacher education and innovative reforms agenda for curriculum execution in secondary schools in Imo state, Nigeria. The study adopted descriptive survey design. The population comprised of Five hundred and thirty (530) secondary school Principal in Imo state school system. The sample consisted of 200 duty principals randomly selected by stratified technique from each of the three education zones of the state, Okigwe, Orlu, and Owerri. Fifteen (15) items questionnaire was the instruments for data collection and the instrument was validated by experts in Imo state University, Owerri. The questionnaire which recorded a reliability coefficient of 0.89 was administered face to face to 200 respondents by the researchers who also retrieved same. The data collected were analyzed with mean and standard deviation and null hypothesis were tested using the z-test statistics at 0.05 level of significance. Based on the results, the

researchers made crucial recommendations that government and stakeholders in education should emphasize on managing teacher education and innovative reform agenda to enhance development of the nation.

*Keywords: Education; teacher education; innovative reforms.*

## 1. INTRODUCTION

Education is the fulcrum that propels meaningful development to any nation. It is a veritable tool that the global world uses skillfully to achieve mostly national aims and objectives. According to Agu et al [1] is a process of teaching, training, and learning offered in schools to improve knowledge and develop skills. The essence of education is to pass on to new generations existing knowledge of the physical environment, skills, and morals in them for their own benefit and that of the society [2]. Education is not complete without the teacher and management of education. Teacher management is a component of human resources management, defined as the search for the best possible match between human resources and the needs of an organization, in terms of quantity and quality [3]. Teacher education on the other hand refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community [4]. It is specific skills acquired by a teacher to enable him discharge his teaching in the classroom, and provide with the necessary skills and professional abilities that will help him become an effective and efficient teacher.

More so, various studies have shown that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively [5]. Bearing in mind the high premium placed on

teacher education, it is crucial to review the programme timely for important reforms and innovations.

Reform means change into an improved form or introducing a better method or course of action. Educational reform implies renovation of educational concepts, policies and structures with the view to achieving identifiable objects [6]. A reform in education according to National Policy on education (NPE, 2013) is the provision of experiences that produces competent individuals who know how to learn, sensitivity to reality, aware of the environment variation and stress management. On the other hand, Innovation means new ideas, or methods often viewed as the application of better solutions that meet new requirement, or unarticulated needs. Nnorom, & Oladotun [4] opines that innovation is a social change in the process, an act of the old methods to new discoveries in order to improve them existing system, by making them more efficient and effective. One most obvious impediment to innovations in education is linked with long tradition of resistance to change and the eager to maintain the status quo. When a new innovation is developed, it takes time before it will be implemented. This basically shows that educational change is slow and difficult for implementation of new programmes. Innovation in education is essential to developed and developing nations [7] of the world more especially where standard practices and existing educational models have become obsolete. Redundancy in innovative reform can lead to educational stagnation [3]. Innovation in education encourages teachers and students to explore research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills. Innovation does not mean creating something from nothing. Just like with any good science project, it relies on researching existing solutions to come up with a new hypothesis to test [8]. Innovation includes finding better ways of doing something and new ways to look at problems.

For instance, if the students building recycling bins to support sustainability in school, the students did not simply build bins. They identified problems with the waste management program, researched solutions and created an advertising plan to promote their solution with help from other areas of the school. These concerns are what bother the researchers. The problem is that no study has been carried out to find empirical answers to the following questions; what are the challenges of managing teacher education and innovative reforms agenda for curriculum execution in Nigeria? And what are the innovations for enhancing the delivery of teacher education in our schools for achieving curriculum execution. These questions form the backdrop of what bothers the researchers and therefore constitutes the problem of the study.

### 1.1 Statement of Problem

The mission state of the nation in education is that Nigeria will be the largest economics in the world in time to come in view of the fact that educational processes have become imperative if the goals of the curriculum initiatives would ever be realized. The federal government of Nigeria aware of the importance of teachers in education system highlights in the national policy on education, FRN (2013) that no education can rise above the quality of its teachers and teacher education must continue to be given major emphasis in planning and development. The policy statement indicates that teachers are indispensable and adequate effort should be made to develop them to meet the expectations. Management of teacher education in the country is inadequate and most teachers are under growing pressure to perform well. There is a constant cry by the teachers, that the professional development and innovative reforms in educational system is no longer in the priorities of educational managers. The researchers therefore want managing teacher education and innovative reform agenda back to our educational system for curriculum execution.

### 1.2 Aims and Objectives of the Study

The aim of the study was to examine the challenges of managing teacher education and innovative reform for curriculum execution in schools in Nigeria. Specifically, the study was to:

1. Identify the challenges of managing teacher education and innovative reforms for curriculum execution in Imo state, Nigeria?

2. Find out the innovative reforms for enhancing the delivery of teacher education in schools for achieving curriculum execution in Imo state, Nigeria?

### 1.3 Research Questions

1. What are the challenges of managing teacher education and innovative reforms for curriculum execution in Imo state, Nigeria?
2. What are the innovative reforms for enhancing the delivery of teacher education in our schools for achieving curriculum execution in Imo state, Nigeria?

### 1.4 Hypothesis

Hoi: there is no significant difference between the mean ratings of the response of principals and teachers on the ways managing teacher education and innovative reform contribute towards achieving curriculum execution in schools in Nigeria.

## 2. METHODS

The study adopted descriptive survey design. The population comprised of 530 secondary school Principal in Imo state school system. The sample consisted of 200 duty principals randomly selected by stratified technique from each of the three education zones of the state, Okigwe, Orlu, and Owerri. Fifteen (15) items questionnaire was the instruments for data collection and the instrument was validated by experts in Imo state University, Owerri. The questionnaire which recorded a reliability coefficient of 0.89 was administered face to face to 200 respondents by the researchers who also retrieved same. The data collected were analyzed with mean and standard deviation and null hypothesis were tested using the z-test statistics at 0.05 level of significance.

**Summary of Z-test analysis on the mean response of teachers and Principals on the managing teacher education and innovative reforms in secondary schools in Imo state.**

### Test of Hypotheses

#### Hypotheses One

Hoi: There is no significant difference between the mean ratings of teachers and principals Orlu educational zones 1 and 2 of Imo state on the challenges of managing teacher education and innovative reforms for curriculum execution in Nigeria

| Subjects   | N <sub>200</sub> | Mean | SD   | Df. | Z-cal | Z-critical | Decision |
|------------|------------------|------|------|-----|-------|------------|----------|
| Principals | 100              | 2.67 | 1.07 | 198 | 1.17  | 1.96       | Accept   |
| Teachers   | 100              | 2.59 | 1.12 |     |       |            |          |

The data above showed the summaries of the scores, means, standard deviations and the Z-test of difference between the mean responses of principals and teachers on the challenges of managing teacher education and innovative reforms for curriculum execution in Imo state, Nigeria. The table gave result of z-calculated is 1.17 while the z-critical is 1.96, meaning that z-crit. Is higher than z-cal, the hypothesis is not rejected rather accepted. This indicates that there is no significant difference on the mean rating of the teachers and principals on the challenges of managing teacher education and innovative reforms for curriculum execution in secondary schools in Imo state, Nigeria.

### Hypotheses Two

**Ho2:** There no significant difference between the mean score of principals and teachers on the innovative reforms for enhancing the delivery of teacher education in schools for achieving curriculum execution.

Summary of z-test analysis on the mean score of principals and teachers of Imo state on the innovative reforms for enhancing the delivery of teacher education in schools for achieving curriculum execution.

| Subjects | N <sub>200</sub> | Mean | SD   | Df.  | Z-cal | Z-critical | Decision |
|----------|------------------|------|------|------|-------|------------|----------|
| Teachers | 100              | 2.65 | 1.08 | 1.98 | 1.18  | 1.96       | accept   |
| Students | 100              | 2.67 | 1.14 |      |       |            |          |

The table above showed the summaries of the scores, means standard deviations and z-test of difference between the mean responses of teachers and students of Imo state on the innovative reforms for enhancing delivery of teacher education in schools for achieving curriculum execution. The table showed that z-cal. Is 1.17, z-crit. 1.96, more so, z-crit. is higher than z-cal. indicating that there is no significant difference on the mean rating of both the teachers and students of Imo state hence they generally agree on the benefits on innovative reforms for enhancing the delivery of teacher education in schools for achieving curriculum execution.

students, poor infrastructure and lack of modern methods of learning and new developmental strategies to such as e-learning, internet oriented, modern libraries and other modern facilities that can enhance teaching and learning. Inadequate funding and poor budget allocation by the federal government, State and local authorities in Nigeria are also major challenges facing managing teacher education and innovative reform agenda in schools in Nigeria. The above findings are in line with the view of Ikediugwu [5] as she observed that policy makers, government and resource personnel are major players that can enhance innovative reforms and develop modern facilities in schools in the country. The second research question sought to determine the various ways the innovative reforms would enhance the delivery of teacher education in our schools for achieving curriculum execution in Imo state. The result recorded average mean score which is above the critical value. This mean score is critical mean; it indicates teachers and students agreement on the benefits of innovative reforms would enhance the delivery of teacher education in our schools for achieving curriculum execution in secondary schools in Imo state. The above findings agree with the view of Nwafor [3] as he observed that innovative reform energizes specific skills acquired by a teacher to enable him discharge

### 3. DISCUSSION OF FINDINGS

The study empirically examined the challenges of managing teacher education and innovative reform agenda for curriculum execution in Imo state. The first research question tries to establish the challenges of managing teacher education and innovative reform agenda for curriculum execution in Imo state. It was discovered that the teachers and students responded positively, which showed insufficiency and poor motivation of managing teacher education and innovative reform agenda, Poor supervisory activities over affairs of teachers and

his teaching in the classroom, and provide with the necessary skills and professional abilities that will help him become an effective and efficient teacher.

## 5. CONCLUSION

It is important for government, managers of schools and all stakeholders to consider it necessary to encourage education in Nigeria, since education is very essential to lives and contribute significantly to development of nation. Therefore, managing teacher education and innovative reform agenda must be given due attention and necessary awareness thereby protecting the educational right of all citizen of the nation.

## 6. RECOMMENDATION

Based on the findings, the researchers recommended thus;

1. Government should provide teachers with modern educational facilities to enhance learning and development of teachers. For instance, teachers provided with computers will be computer literate, so as to be abreast with world happenings as the world as it stands today.
2. Teachers should be highly recognized as they are mind builders. Without them, the society would be stagnant with comedy of errors. For this, the salaries of teachers should be paid at when due so as to motivate and encourage them.
3. Teacher education programme should have as their ultimate aim, the development of a teaching personality in their graduates as stated in the policy statement (NPE, 2013) that "teacher education shall continue to be given major emphasis in all educational planning and development", there should be a shift from the existing paradigm that make teaching profession one of the least paid jobs to the high paid so as to attract and retain the best brains in the profession.
4. Modern facilities such as well equipped libraries, computers/ laptops, internet facilities to mention but a few encourages

teachers and learners motivation. Government should a matter of urgency empower education by providing necessary materials for students and curriculum development.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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