

SUPERVISION AS A CORRELATE OF IMPLEMENTATION OF CURRICULUM REFORM IN SECONDARY SCHOOL IN CROSS RIVER STATE

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Abstract

This study investigated supervision as a correlate of implementation of curriculum reform in secondary schools in Cross River State Nigeria, the study adopted correlational research design. Two research questions and two research null hypotheses were formulated to guide the study. The population of the study comprised 1,536 teachers. A sample of (388) teachers was drawn from the secondary schools using a stratified random sampling technique. A questionnaire titled: Supervision as a correlate of implementation of curriculum reform (SCICR) was the instrument used for data collection. The instrument was validated by experts in measurement, evaluation and educational management departments using content and face validity. The reliability of the instrument was achieved using the trail test Cronbach alpha method ranging from 0.71 and 0.86. The statistical tools employed for data analysis were Pearson product moment correlation coefficient at 0.05 level of significance with 386 degrees of freedom. The result of the analysis revealed that there is a significant relationship between supervision of teachers' instructional delivery and teachers' classroom observation. It was recommended among others that there should be regular instructional supervision to enhance the effective implementation of curriculum reform.

Keywords: Supervision, Implementation of Curriculum Reform, Teachers Instructional Delivery.

Introduction

The quest for quality education is necessitated in the application of a quality system with standards associated with the implementation of curriculum reforms. This is so because teachers play a pivotal role in the actualization of curriculum reform via the instrumentality of supervision of teachers' instructional delivery and teachers' classroom observation. Fanan, Ategwu and Kenn-Aklah (2023). In recent times, education stakeholders have expressed their concern over the poor performance of students in the senior secondary school certificate examination in Cross River State while some blame the school administrators (principals) and the teachers, others blame the students and the parents. The glaring downward trend in educational achievement in secondary school supervision (internal and external) has become a veritable instrument for checking teachers' job performance (Abdulaziz, 2018).

The implementation of subjects curriculum in Nigerian secondary schools today mostly in Cross River is faced with prevalent problems ranging from recruitment of unqualified teachers to handle the subjects, unconducive learning environment, inadequate learning facilities, poor package of salaries, lack of proper checking of the scheme of work and lesson notes in schools, irregularities of teachers in the classes, teachers absenteeism, inadequate management of curriculum and instruction, lack of lesson progress by the instructional leader. The problems also include low quality of students work, the quality of teaching and non-organization targeted opportunities for teachers to learn more about teaching strategies and method, policy threat,

have no access to information or internet, and lack of updated libraries and standard workshops were practical delivery of instruction can be held (Abdulziz, 2018).

The inability of teachers in accurately implementing the school curricular has been linked to the inability of the school principals to ensure that administrative or management task such as regular supervision of teachers activities in the schools are effectively carried out. Ategwu, Kenn-Aklah & Fanan (2023). Sequel to the position occupied by the principals, they are expected to maintain the way and manners teachers implement the school curriculum. Supervision of implementation of curriculum in the school is the monitoring of the implementation strategies of the curriculum by the principals to make sure that teachers perform effectively to the attainment of the school goals curriculum. Supervision primarily is based on establishing a workplace environment that encourages employee growth and development in the school, Ategwu (2018), also opined that supervision is a direct guidance and construct of working force with a view to see that teachers are working according to plans and are keeping to the tenet of teaching and implementing the curriculum, Ategwu, Fanan, Kenn-Aklah and Ekpo (2022). In another development, Ategwu (2022) opined that supervising teachers in carrying out the duties of implementation of the curriculum demands good leadership and improvement of take home packages. He further stressed that supervision was meant to strengthen the learning outcomes and boost teachers' implementation of the curriculum but unfortunately, the expectation of what supposed to reflect quality learning has not come to limelight as teachers are left on with less or without motivation. The objectives of any institutions especially school depend on effective implementation of its planned programmes or curriculum. Onyeachu (2008) observed that no matter how well a curriculum of any subject is planned, designed and documented, implementation plays an important place. This is because the challenges of most programmes emanate from the implementation stage, in that same vein, Babilola (2014) and Mkpa (2015) opined in their remarks that it is towards the implementation state that many excellent curriculum plans and other educational policies are marred without any trace. Adelele (2017) ascertained that the education or curriculum reform in Nigeria has suffered the plight of inadequate instructional materials, unqualified teachers, poor funding syndrome and inadequate teaching.

The curriculum implementation is demonstrated by the teachers as supervised by the principal. The word curriculum is derived from the Latin word "Curere" which means to run, this implies that one of the functions of a curriculum is to provide a template or design which enables learning to take place. Yusuf (2012) views curriculum reforms as the planned and unplanned implementation of educational experiences in which both students and teachers all work for the attainment of educational goals.

Supervision of implementation of instructional materials is a key figure in the proper functioning and performance of an educational system, it is common with every profession that supervision of instruction cannot be effective or successful in the absence of certain behaviour or practices. Alimi and Akifilan (2012) conducted a study on the impact of instructional supervision of students' academic performance in senior secondary schools in Ondo State, it was revealed that there is significant impact on checking pupils notes or academic performance. In another research by Sule, Ameh & Egbai (2015) on instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local government revealed that there is a significant positive relationship between instructional supervisory practices of checking teachers' lesson notes and teachers' role effectiveness. It was recommended among others that teachers' lesson note should be checked regularly and areas that need to be corrected should be pointed out.

Supervision of implementation of classroom evaluations is necessitated because teachers are consistently effective when they are able to adopt to their knowledge and skills to the demand inherent in various situation so as to achieve their goals. Usman (2015) carried out a study on the impact of instructional supervision on academic performance of secondary school students in Nassarawa State. The study showed that regular instructional supervision using robust supervision strategies like checking of students notebooks, classroom visitation, inspection by school administrators, checking teachers lesson plan/notes and inspection of teachers records keeping have significantly correlate with teachers performance. Chidi and Akinwule (2017) conducted research on principals supervisory techniques as correlates of teachers job performance in secondary schools in Ebonyi State. The finding of the study revealed that there is highly positive correlation between classroom observation techniques and teachers job performance in secondary schools in Ebonyi State.

Purpose of the study

The study investigate supervision as correlate of implementation of curriculum reform in secondary schools in Cross River State. Specifically, the study sought to find out the relationship between:

- What is the relationship between supervision of implementation of instructional materials and curriculum reform
- What is the relationship between supervision of implementation of classroom observation and curriculum reform

Research questions

Two research questions were raised to guide this study.

- Supervision of implementation of instructional materials and curriculum reforms in secondary schools?
- Supervision of implementation of classroom evaluation and curriculum reforms in secondary schools?

Hypotheses

Two research hypotheses were raised to guide the study.

1. There is no significant relationship between supervision of implementation of instructional materials and curriculum reforms in secondary schools.
2. Supervision of implementation of classroom observation does not significantly relate to curriculum reforms in secondary schools.

Methodology

Correlational research design was adopted as a design for this study. The purpose of using this design is to find out the correlate of or the relationship between variables. Idaka and Anugbogu (2012) defined correlational design as the research approach that attempts to find the nature of the relationship between a set of variables. The population of the study comprised 1536 teachers draw from the 153 public secondary schools in Cross River State. The sample of the study comprised 338 teachers representing 29% of the entire population in the study, stratified sampling techniques was adopted for the study. The instrument used for data collection was the questionnaire tagged “supervision as a correlate of implementation of curriculum reform (SCICR) which was validated by experts in Measurement and Evaluation and Educational Management using face validity, the instrument was trail tested using Cronbach alpha

reliability coefficient ranging from 78-80. Research questions were answered using means and standard deviations, the statistical tool used for data analysis were Pearson product moment correlation coefficient at 378 degrees of freedom at 0.05 level of significance.

Presentation of result

Hypothesis one: There is no significant relationship between supervision of implementation of instructional materials and curriculum reforms in secondary schools.

Table 1: Pearson product moment correlation analysis of the relationship between supervision of implementation of instructional materials and curriculum reforms (N=388)

Variables	\bar{x}	SD	r-value	Critical value
Supervision of implementation of instructional materials	20.9072	2.41692		
Curriculum reforms	22.0000	1.59618	0.648*	.113

*significant at .05, critical r=.113, df=386

The result of the analysis as presented in Table 3 revealed that the calculated r-value of 0.648 is higher than the critical r-value of .113 at level of significance with 386 degree of freedom. With this result, the null hypothesis which state that there is no significant relationship between supervision of implementation of instructional materials and curriculum reforms was rejected. This result indicated that, supervision of implementation of instructional materials has a significant positive relationship with curriculum reforms in secondary schools in Cross River State.

Hypothesis two: Supervision of implementation of classroom evaluation does not significantly relate with curriculum reforms in secondary schools.

Table 2: Pearson product moment correlation analysis of the relationship between supervision of implementation of classroom evaluation and curriculum reforms (N=388)

Variables	\bar{x}	SD	r-value	Critical value
Supervision of implementation of classroom evaluation	19.9897	2.25388		
Curriculum reforms	22.0000	1.59618	0.465*	.113

*significant at .05, critical r=.113, df=386

The result of the analysis as presented in Table 4 revealed that the calculated r-value of 0.465 is higher than the critical r-value of .113 at .05 level of significance with 386 degree of freedom. With this result, the null hypothesis which stated that there is no significant relationship between supervision of implementation of classroom evaluation and teacher curriculum reforms was rejected. This result implies that, supervision of implementation of teacher classroom evaluation has a significant positive relationship with teachers' curriculum reforms.

Discussion of findings

The result of the first hypothesis revealed that there is a significant positive relationship between supervision of implementation of instructional materials and curriculum reforms in secondary schools in Cross River State. The findings substantiate the importance of instructional materials in effective instructional delivery. The finding of this hypothesis is in line with the view of Saad and Ibrahim (2016) who revealed a significant difference in the

opinion of principals and secondary schools teachers on the impact of principals supervision of teachers instructional materials on teaching Economics in secondary school in Gombe metropolis. It was concluded that supervision of instructional materials by principals has impact on teaching Economics in secondary schools. Based on the findings, it was recommended that instructional materials is needed for effective curriculum reforms.

The result of the second hypothesis showed that supervision of implementation of classroom evaluation has a significant positive relationship with curriculum reform. This is because instructional evaluation is a measure used by the teachers to assess the extent to which instructional delivery has been effectively implemented in the course of the lesson. The finding of this hypothesis is in line with the study of Usman (2015) who observed that regular instructional supervision using robust supervision strategies like checking of students notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes have significant correlation with teachers performance and academic achievement of students in secondary schools. The study recommended that government should provide opportunity for principals to attend conferences, workshops, seminars and colloquies on supervisory techniques at least once a year.

Conclusion

Based on the results and findings of the study, it was concluded that supervision of implementation of instructional classroom evaluation significantly relate to curriculum reforms in secondary school materials in Cross River State.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. There should be constant sponsorship of workshops and seminars for both the supervisors and teachers separately to enable them become knowledgeable in the expectation of the supervision of instruction in secondary schools.
2. Government should train and retrain teachers on the study area to promote their teaching effectiveness and be conversant with school curriculum reforms.

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