

Impact of Supervision on Curriculum Implementation in Post-Basic Education and Career Development (PBECD) in Nigeria

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Abstract:

Supervision of curriculum is vital to the realization of school objectives. Supervision ensures effective delivery of curriculum. This paper assessed the impact of supervision on curriculum implementation in the Post-Basic Education and Career Development (PBECD) in Nigeria. The paper used secondary data. The secondary data were collected from print and online publications. The paper observed that supervision is very important to the realization of curriculum objectives in the schools. The paper concluded that supervision has led to effective curriculum implementation in the Post-Basic Education and Career Development (PBECD) in Nigeria and improvement in the quality of education. Supervision has led to effective lesson presentation, lesson note preparation, note marking, classroom management and students assessment. Based on this findings, the government should ensure effective school supervision because it has important role in aiding effective implementation of curriculum. Government should ensure adequate funding of supervision to guarantee employment of adequate Supervisors and provision of supervision resources. Government should ensure constant training and retraining for Supervisors to improve their capacity of school supervision.

Keywords: Curriculum Implementation, Supervision, Post-Basic Education and Career Development (PBECD).

Introduction

Post-Basic Education and Career Development (PBECD) is the education children receive after the successful completion of ten years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship (Federal Republic of Nigeria, 2013).

The objectives of Post-Basic Education and Career Development (PBECD) are to: a). Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with the opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background; b). offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; c). provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; d). provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and agricultural, industrial, commercial and economic development; e). develop and promote Nigerian languages, art and culture in the context of the world's cultural heritage; f). inspire students with a desire for self-improvement and achievement of excellence; g). foster patriotism, national unity and security education with an emphasis on the common ties despite our diversity; and h). raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour ((Federal Republic of Nigeria, 2013).

The realization of the objectives of Post-Basic Education and Career Development (PBECD) depends on the effective implementation of curriculum. Chikumbi and Makamure, (2000), conceptualized curriculum implementation as putting into practice the officially prescribed courses of study, syllabuses and subjects. From the above, curriculum implementation is the virtual and practical execution of prescribed courses of study in school, syllabuses and subjects in the classrooms within a given time. Curriculum implementation can also be viewed as the process of the planned prescribed courses of study being translated into syllabuses, schemes of work and lessons by professional teachers to be delivered to students in the classroom online or physically.

Curriculum implementation is the process of carrying out an organized and planned curriculum document into actions in the educational environment through professional teachers, learners, school administrators, and parents as well as interaction with physical facilities, instructional materials, and psychological and social environments. Curriculum implementation is the act of executing a planned curriculum document into the practical curriculum (Akin Ibidiran, et al, 2022).

Curriculum implementation can be seen as the execution of an organized curriculum programme in the educational institutions. Curriculum implementation is the conversion of theoretical curriculum programme to reality via teaching and learning in the educational institutions (Femi, 2020). Ejike, and Oke (2018), curriculum implementation fosters curriculum evaluation and this guides the learning outcomes. The major implementers of curriculum are the teachers. They set up learning opportunities aimed at enabling learners acquire the desired knowledge, skills, attitudes and values through adoption of appropriate teaching methods and materials to guide students' learning. The curriculum planned and developed is implemented through the medium of instruction. Okebukola (2004), viewed curriculum implementation as the transition of the objectives of the curriculum from

paper to practice. That is, only effective curriculum implementation ensures achievement of the objectives for which the curriculum was designed to attain. Effective curriculum implementation is attained by effective supervision (Ogunode & Ohiosumua 2023; Ogunode, Akin-Ibidiran & Ibidiran 2021).

Dodd in Ogunode and Richard (2021) defined supervision as a constant and continuous process of more personal guidance based on frequent visits when attention is directed to one or more aspects of the school and its organization. Supervision is the process of bringing about improvement in structure by working with people who are working with pupils. Supervision is a process of stimulating growth and a means of helping teachers to help themselves. Supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. The word, supervision was derived from a Latin word, "Supervideo" meaning to "oversee" (Nwaogu in Ogunode and Ajape (2021).

Supervision is "that part of school administration which has particular pertinence for the appropriateness of instructional expectations (products) of educational programmes (Owoeye 2002). Supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet targets. Supervision in school therefore is a vital process and combination of activities which is concerned with the teaching and improvement of the teaching in the school framework (Ajayi 2000).

Ogunode and Ibrahim (2023) conceptualized instructional supervision as the process of improving teaching and learning in educational institutions because of realizing the goals of education. Instructional supervision is critical to the development of education. Ezekwugo (2005) instructional supervision is a planned programme required for the improvement of instruction. This implies that instructional supervision involves a set of activities, which are called to make the teaching-learning process better for the learner. Supervision is an organized programme meant to give direction, guidance and control of an individual or organization or an institutions with the aims of improving their performance and ensuring they are doing the right things. Supervision is carried out in all forms of educational institutions including higher institutions (Ogunode, 2023).

Dare (2009) reveals the following as rational for school supervision and inspection in Nigeria: (1) to improve teaching and learning activities in schools; (2) to assist teachers to develop the required teaching skills; (3) to equip teachers with the skills of curriculum development; (4) to evaluate the conditions of teaching and learning in the school; (5) to ensure and sustain the link between the school and the ministry of education; (6) to evaluate and approve schools for external examinations such as West Africa Examination Council Senior School Certificate Examination (WAECSSCE) and National Examination Council Senior School Certificate Examination (NECOSSCE); (7) to carry out investigation either in respect of a petition for school upgrading; (8) to ensure that schools use the curriculum developed by the ministry of education and (9) to assess the adequacy of staff and facilities in the schools.

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Curriculum implementation remain one of the most significant function of the school. Supervision of the school curriculum is central to the attainment of the goals and objectives of the school. Effective supervision of curriculum have led to smooth implementation of curriculum and improved school performance (Abubaker, 2020)). NOUN (2006) indicated that instructional supervision constitutes the leverage point for instructional improvement, teacher's competence and efficiency of the educational system and is concerned with using methods, principles and practices of various

techniques to establish, develop and execute the goals, policies, plans and procedures necessary to achieve educational goals.

The essence of supervision is therefore the monitoring of the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. Thus, the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher performance and learning in the school (Peter, nd)).

Supervision in school has helped in changing the behaviour of staff for an improved performance via effective curriculum implementation. Supervision aid the effective delivery of instruction in the school. Effective supervision of educational administration and planning curriculum in Nigerian universities will guarantee adequate funding, employment of adequate academic staff, provision of adequate infrastructural facilities, admission of qualified students into the programme, implementation of CCMAS and academic development (Ogunode, Olatunde-Aiyedun, & Akin-Ibidiran, 2021; Umar; Hauwa`u A & Nura 2017).

According to Jaiyeoba (2004) supervision impacts positively in promoting smooth, effective, efficient learning and harmonious relationship that school management is expected to provide. Supervision led to improvement in lesson presentation, lesson note writing, classroom management, students' assessment, facilities provision and used of different teaching methods which are all component of school curriculum (Ohiare, Ogunode & Sarafadeen, 2021; Ogunode, & Adanna, 2022).

School supervision has improved the teaching curriculum and extra-curriculum activities (Femi, 2020). Adiele in Peter (2018) discovered that schools teachers perform better when supervised with modified Cogan's clinical supervisory approach and that the students perform better when taught by teachers supervised with the modified approach. He concluded that schools teacher perform better in curriculum delivery in classrooms when under clinical supervision and students also perform better when taught by teachers been supervised. There is significant relationship between effective supervision and effective curriculum implementation in schools (Opeyemi, 2018; Ohibime & Mohammed,2022). Curriculum supervision has led to quality education and teachers' job performance and improved students' academic performance in schools.

Findings

The paper discovered that curriculum supervision is very vital to the realization of school objectives. Supervision aided effective curriculum implementation in the Post-Basic Education and Career Development (PBECD) in Nigeria. Supervision led to improvement in lesson presentation, lesson note writing, effective classroom management, students' assessment and note marking.

Conclusion and Suggestions

This paper examined the impact of supervision on curriculum implementation in the Post-Basic Education and Career Development (PBECD) in Nigeria. The paper observed that supervision is very important to the realization of curriculum objectives in the schools. The paper concluded that supervision has led to effective curriculum implementation in the Post-Basic Education and Career Development (PBECD) in Nigeria and improvement in the quality of education. Supervision has led to effective lesson presentation, lesson note preparation, note marking, classroom management and students assessment. Based on this findings, the government should ensure effective school supervision because it has important role in aiding effective implementation of the curriculum. Government should ensure adequate funding of supervision to guarantee employment of adequate

Supervisors and provision of supervision resources. Government should ensure constant training and retraining for Supervisors to improve their capacity in school supervision.

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