

**INFLUENCE OF SCHOOL SUPERVISION ON THE IMPLEMENTATION OF  
COMMERCE CURRICULUM IN SENIOR SECONDARY SCHOOLS IN  
NIGER STATE, NIGERIA**

**BY**

**ABDUL ABDUL-AZIZ**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,  
FACULTY OF EDUCATION,  
AHMADU BELLO UNIVERSITY,  
ZARIA, NIGERIA**

**JULY, 2018**

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NIGER STATE, NIGERIA**

**BY**

**Abdul-Aziz ABDUL**  
B.ED BUSINESS EDUCATION  
P13EDFC8038

**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,  
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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,  
FACULTY OF EDUCATION  
AHMADU BELLO UNIVERSITY,  
ZARIA, NIGERIA**

**JULY, 2018**

## DECLARATION

I hereby declare that this study entitled “Influence of school supervision on the implementation of commerce curriculum in senior secondary schools in Niger State, Nigeria” was carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. Literature has been duly acknowledged and list of references provided. No part of this thesis has been presented for another degree or diploma at this or any other Institution.

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ABDUL, Abdul-Aziz

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Date

## CERTIFICATION

This dissertation entitled INFLUENCE OF SCHOOL SUPERVISION ON THE IMPLEMENTATION OF COMMERCE CURRICULUM IN SENIOR SECONDARY SCHOOLS IN NIGER STATE, NIGERIA by Abdul-aziz ABDUL meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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Dr. A. Guga  
Chairman, Supervisory Committee

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Date

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Dr. A. A. Dada  
Member, Supervisory Committee

---

Date

---

Dr. M. I. Harbau  
Head of Department  
Educational Foundations and Curriculum

---

Date

---

Prof. S. Z. Abubakar  
Dean, School of Postgraduate Studies

---

Date

## **DEDICATION**

This dissertation is dedicated to my late Father Abdul Rauf, late mother Safurat, and Mama Samia and my wife, Fatima, my great children Yusuf, Samia, Aisha and Muhammad Goodluck, my dear brother Alh Sulaiman, brothers and sisters, and my grandparents may Allah reward them with aljannah Firdausi, Amin.

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## ABSTRACT

This study investigated the influence of school supervision on the implementation of commerce curriculum in Senior Secondary Schools in Niger State, Nigeria. The researcher was motivated to embark on this study in view of the prevalent problems affecting effective implementation of commerce, ranging from 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 learner progress supervision by the instructional leaders. The problem also include low quality of student work and the quality of teaching and none organizing targeted opportunities for teachers to learn more about teaching strategies and methods. The study was conducted with five objectives in mind, which are to: assess the influence of school supervision on lesson plan preparation in commerce curriculum implementation, investigate the influence of school supervision on utilization of instructional methods in commerce curriculum implementation; determine the influence of school supervision on the use of instructional materials in the implementation of commerce curriculum; determine the influence of school supervision on teachers compliance with the keeping of continuous assessment records in commerce curriculum implementation; and identify the influence of school supervision on students keeping of workbook in commerce curriculum implementation process. Also, five corresponding research questions were raised while five null hypotheses were postulated. The study adopted descriptive survey research design. Out of the total of 50 instructional leaders, 2,342 female students and 1676 male students, a sample size of 10 inspectors, 10 Principals, 10 commerce teachers and 338 students offering commerce in Minna metropolis were used for the study. Data was collected through the use of a researcher designed questionnaire tagged Influence of school supervision on the implementation of commerce curriculum questionnaire (IOSSOTICCQ). The instrument was pilot tested and a reliability index of 0.86 was obtained. The analysis of the data collected was done using both descriptive and inferential statistics. The non-parametric statistic of Kruscal-Wallis was used to determine the presence or absence of significant influence for the five null hypotheses. All the null hypotheses were tested at 0.05 alpha level of significance. Findings revealed among others that supervision has positive influence on lesson plan preparation for teaching commerce in public Senior Secondary Schools in Niger State. Supervision had no significant influence on the utilization of instructional methods in commerce curriculum implementation in public secondary schools in Niger State. Supervision significantly influenced on the use of Instructional materials by teachers of commerce in public Secondary Schools in Niger State. Supervision encouraged and enhances influence on the extent to which teachers comply with keeping of continuous assessment records in public Secondary Schools in Niger State. Supervision had no significant influence on students keeping of workbook in commerce curriculum implementation process in public Secondary Schools in Niger State. Based on the findings from the study it was concluded that supervision had influence on lesson plan preparation, utilization of instructional methods and instructional materials in commerce in Senior Secondary Schools in Niger State. Recommendations were made among others that Principals and Inspectors should be given more necessary orientation which would guide them the more in their positions as instructional supervisors thereby promoting quality lesson plan in public Senior Secondary Schools in Niger State. Workshops, seminars and in service training should be organized for the teachers on the use of arrays of instructional methods for effective curriculum implementation.

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## **LIST OF ABBREVIATIONS**

ETF	Education Trust Fund
FME	Federal Ministry of Education
FRN	Federal Republic of Nigeria
ICC	Implementation of Commerce Curriculum
ICT	Information and Communication Technology
IDE	Indiana Department of Education
ISD	Inspectorate Services Department
JCC	Joint Consultative Committee
LGEAs	Local Government Education Authorities
MBO	Management By Objectives
MOE	Ministry of Education
NBTE	National Board for Technical Education
NECO	National Examination Council
NERDC	Nigeria Educational Research and Development Council
NPEC	National Primary Educational Commission
NPEQA	National Policy for Education Quality Assurance
NSSEB	Niger State Secondary Education Board
PERT	Programme Evaluation and Review Techniques
PPBS	Planning, Programming, Budgeting System
QASO	Quality Assurance and Standard Officer
SPSS	Statistical Package for Social Sciences
SSCE	Senior Secondary School Certificate
UBE	Universal Basic Education
UNESCO	United Nation Education Scientific and Cultural Organization
UPE	Universal Primary Education
WAEC	West Africa Examination Council

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

Education is an instrument par excellence and the means of developing human intellect, technical skills, character and effective citizenship for self-reliance and national development. This underscores the value being placed on quality and standards which encompasses quality learning, resource inputs, instructional process, teachers' capacities development, effective management, monitoring and evaluation, and quality learning outcome in secondary schools. Prior to the formulation of the National Policy for Education Quality Assurance in Nigeria in 2008, the process of monitoring the quality of education service delivery in schools was by external inspection commonly referred to as quality control by the Inspectorate Services Department of the Ministry of Education. The quality control mechanism basically involved the policing of schools by the Inspectors of Education to enforce compliance with government's policies with regard to such aspects of school's operations as staffing, curriculum delivery, infrastructure, management, corporate life, laboratory practical and library services being implemented.

The quest for quality improvement in education service delivery necessitated the application of quality system management standards in the education sector. Quality assurance, therefore, is one of the most critical tasks facing every nation's educational institution so that the societal demands for improved education service delivery would achieve the best learning outcomes that enhance the quality of life of the citizenry and a continuous process of best practices in the management and utilization of human and material resources, facilities, finance, and development of positive corporate culture and strategic supervision of teaching and learning activities for the realization of the set goals in schools (Ayeni, 2010). All these are required to

ensure a complete well-rounded education and production of quality students and consistent improvement in secondary school system.

In recent time, education stakeholders have expressed their concern over the poor performance of students in the senior secondary school certificate examination (SSCE). While some blame the school administrators (principals) and the teachers others blame the students and the parents. The glaring downward trend on education achievement in senior secondary schools supervision (internal or external) has become a veritable instrument for checking teachers' job performance (Suleiman, 2008).

The broad objectives of secondary education in Nigeria are: (one) preparation of students for useful living within the society; and (two) preparation of students for higher education. Specifically, the secondary school system is geared towards catering for the differences in talents, opportunities and future roles; provide trained manpower in the applied science, technology and commerce at sub-professional grades; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; inspire students with a desire for self-improvement and achievement of excellence; foster national unity with an emphasis on the common ties that unite us in our diversity; raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens; and provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (Federal Republic of Nigeria-FRN, 2009).

The objectives of secondary education make it clear that the future of the nation (Nigeria) depends quite considerably on the quality of education it provides for its citizens. The realization of these objectives hinges on quality of teachers, infrastructure and learning environment,

resource inputs, teaching process, classroom management, academic assessment, principals' supervisory roles and students' commitment to learning (Ayeni, 2010). Secondary education is education children receive after primary education and before the tertiary stage (FRN, 2009:18). Secondary education in Nigeria started in the year 1859 when the CMS Grammar School, Lagos was established. The place of secondary school education in the country's educational system is of paramount importance. However, it appears that secondary schools are not living up to expectation in discharging their obligations. Omoregie (2005) lamented that the products of today's secondary system can either usefully live in the society or move into higher institution without their parents' aid or forgery.

Education cannot be an instrument par excellence for achieving national development where secondary education is not effectively managed to accomplish its aims and objective s. According to Ajayi (2002) and Omoregi (2005), secondary education in Nigeria is riddled with crises of various dimensions and magnitude all of which combine to suggest that the system is at the cross road. What is alarming is the rate and quality of products produced nowadays in secondary schools does not meet up with the societal demand in terms of quality. It appears that secondary education is bedevilled by a lot of challenges that are pulling down the system at a faster rate (Adamu, 2002).

Many countries across the globe have attempted to restructure their school supervision services to enhance educational quality. This desire for restructuring is stimulated and/or inspired by disappointment probably with the effectiveness of supervision and by the recent drift towards more school independence. Indeed, the ability of schools to use their greater autonomy effectively will depend to a large extent on the support services upon which they can rely on. While supervision may be essential to guide schools service delivery in decision-making and to monitor their use of resources. The judicious use of resources is a fundamental principle that

promotes quality in education. While the restructuring has been met with diverse success, their overall analysis allows us to gain deep insight into what can be achieved in a specific context (UNESCO, 2013).

According to Tucker and Pounder cited in Kalule and Bauchamina (2013), maintaining and nurturing quality instruction represent major trend in today's educational organizations and thus, calls for economic support and knowledge regarding the teaching and learning processes and effective teaching. According to Zepeda cited in Kalule and Bauchamina (2013), to develop professionally and successfully, teachers need many learning opportunities including reflection, dialogue and collaboration, particularly among their peers and with their internal supervisors. Effective school supervision provides relevant and continuous supports and encouragement in order to improve teachers' instructional practices. This could be achieved through the use of a differentiated supervision model.

That is why Bernard and Goodyear (2008: 1) said that Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s) monitoring the quality of professional services offered to the clients serving as a gatekeeper of those who are to enter the particular profession.

McCann and Gail Cited in Kalule and Bouchamma (2013) noted that to improve student learning outcome, teachers must improve their instructional practices. Reinforcing and improving their capabilities enable them to reflect on their own practice and knowledge level and strive to develop greater competency. Instructional supervision does not only improve decision-making skills but also improves student learning outcomes.

Supervision is paramount in education of any nation which enhance effective and efficient teaching and learning and also the sole duty of instructional leadership of any educational setting for quality teaching and good educational performance. The situation of low commitment to supervision in schools by Inspectors, Principals, Vice Principals and senior teachers over years are of great concern to educational administrators, parents, students, enlightened public and the government. Commerce is a branch of production which is concerned with distribution, exchange of goods and services and all activities which assist or facilitate trade, e.g. banking, insurance, transportation, communication, tourism etc. This is the background against which the researcher has decided to find out the influence of school supervision on the implementation of commerce curriculum in Senior Secondary Schools in Niger State, Nigeria.

## **1.2 Statement of the Problem**

The instructional supervisory role of principals entails defining the school mission, managing the curriculum and instruction, supervising teaching, monitoring learners' progress and promoting instructional climate. One may like to ask, to what extent has supervision affected school system? And what is the effect on teaching-learning, use and application of instructional materials and the overall relationship with the curriculum implementation in commerce?

Implementation of subjects curricula in Nigeria secondary schools today is faced with prevalent problems ranging from recruitment of unqualified teachers to handle the subject, uncondusive learning environment, inadequate learning facilities, poor package of salary, 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 learner progress supervision by the instructional leaders. The problems also include low quality of students' work and the quality of teaching and none organizing targeted opportunities for

teachers to learn more about teaching strategies and methods, policy threat, have no access to information on internet, and lack up dated libraries and standard workshops where practical delivery of instruction can be held. Furthermore, lack of regular feedback on students' performance, irregular electricity supply in secondary schools, poor road network poses threat to supervisors and vehicle to travel to various secondary schools to supervise implementation of curriculum.

Recently, Ayeni (2010) observed that engaging qualified hands to teach subjects, provision of infrastructure and a conducive learning environment, resource inputs, teaching process, classroom management, updated libraries and standard workshops, regular supply of electricity, electronic media and internet access should be available in all the teaching and learning arenas. Also academic assessment, principals' supervisory roles and students' commitment to learning ensure effective and efficient implementation of school curriculum. Classroom visitation is one approach to the principal's supervision of instruction in his schools. Every school administrator at every level must keep in touch with what is being taught and how much is being learned, depend on, (and learn from) one another (collegiality and collaboration). It is obvious, that the position and importance of supervision in schools cannot be overemphasized, due to the historical antecedence of schools in the nation. No wonder, Adamu (2003) averred that poor motivation of teachers and improper principals' supervisory roles on teaching and learning lead to poor implementation of any curriculum which lead to poor achievement of students in the affected subjects.

Researcher's observation and interaction with some stakeholders in education and teachers revealed that curriculum implementation in public senior secondary schools in Niger State is faced with serious predicaments. Some of these problems as pointed out by stakeholders include poor remuneration, delay in poor salary payment, poor teaching and learning facilities, lack of

motivation, teachers' commitment and absenteeism, inadequate instructional facilities, inspectors and teachers do not have regular capacity development of the staff concerned, the instructional leaders and students have access to information, poor methods of teaching, students' interest and teaching and learning supervision by the principals.

They further lamented that Commerce is one of the subjects affected the problem. Further interaction with some commerce teachers also revealed that the nib of these problems is lack of serious supervision of teaching and learning activities by the supervisors concerned. They also shared that lack of regular checking of lesson plans and notes, scheme of work and students' feedback is posing a serious threat to effective implementation of commerce curriculum in senior secondary schools in Niger State. This threat has also been translated to poor academic performance and lack of interest of students in commerce. It is against this background, that the researcher deemed it fit to investigate the influence of school supervision on commerce curriculum implementation in Niger State.

### **1.3 Objectives of the Study**

The main objectives of this study are to:

- (1) assess the influence of school supervision on lesson plan preparation in commerce curriculum in public Senior Secondary Schools in Niger State;
- (2) investigate the influence of school supervision on utilization of instructional methods in commerce curriculums in public Senior Secondary Schools in Niger State;
- (3) determine the influence of school supervision on the use the of instructional materials by commerce teachers in public Senior Secondary Schools in Niger State;
- (4) determine the influence of school supervision on teachers compliance with the keeping of continuous assessment records in public Senior Secondary Schools in Niger State; and

- (5) identify the influence of school supervision on students keeping of workbook in commerce curriculum implementation process in public Senior Secondary Schools in Niger State.

#### **1.4 Research Questions**

The following research questions guided the conduct of this study:

- (1) What is the influence of school supervision on lesson plan preparation in commerce in public Senior Secondary Schools in Niger State?
- (2) What influence does school supervision have on utilization of instructional methods for implementing commerce curriculum in public Senior Secondary Schools in Niger State?
- (3) What influence does school supervision have on the use of instructional materials by commerce teachers in public Senior Secondary Schools in Niger State?
- (4) What influence does school supervision have on teachers' compliance with the keeping of continuous assessment records in public Senior Secondary Schools in Niger State?
- (5) What is the influence of school supervision on students keeping of workbook in commerce curriculum implementation process in public Senior Secondary Schools in Niger State?

#### **1.5 Research Hypotheses**

The following null hypotheses were formulated and tested for the study.

Ho<sub>1</sub>: School supervision has no significant influence on lesson plan preparation for teaching commerce in public Senior Secondary Schools in Niger State.

Ho<sub>2</sub>: School supervision has no significant influence on the utilization of instructional methods in commerce curriculum implementation in public Senior Secondary Schools in Niger State.

Ho<sub>3</sub>: School supervision has no significant influence on the use of Instructional materials by teachers of commerce in public Senior Secondary Schools in Niger State.

Ho<sub>4</sub>: School supervision has no significant influence on the extent of teachers' compliance with keeping of continuous assessment records in public Senior Secondary Schools in Niger State.

Ho<sub>5</sub>: School supervision has no significant influence on students keeping of workbook in commerce curriculum implementation process in public Senior Schools in Niger State.

## **1.6 Significance of the Study**

The findings of this study would be of great value and interest to the following:

Ministries of Education, Federal Ministry of Education, National Educational Research and Development Council, National Examination Council (NECO), West Africa Examination Council (WAEC), Quality Assurance and Standard Officer and Supervisors or Inspectors, Commerce teachers, Students of Business Education Department, Curriculum and Instruction Department, because its recommendation will proffer solutions to skill and methodological constraints of instructional school supervision in public secondary schools. In view of this, Instructional supervisors will improve their skills and techniques of supervision and supervisory styles for the benefit of the learner. The research findings will also be used by head teachers to formulate school-based supervision policies. The Ministry of Education will be guided on future formulation of policy guidelines aimed at enhancing instructional supervision.

The findings from this study will also help the Nigeria Education Research and Development Council (NERC) in deciding new developments and current issues in the field of Commerce curriculum as well as the ones to be expunged from the curriculum. The results will, therefore, benefit curriculum experts, reviewers, developers and implementers. This is because the discoveries made will contribute to the planning of new programmes and in deciding whether to expand, modify or discontinue with the existing programme or reformulate the programme. The outcome of this research will play a positive role for policy makers. When such result of this

study reaches the policy makers, it will serve as important instrument to be taken into consideration in formulating educational policy meant for our educational development.

The result of this research will be useful to the government, since the Nigeria Educational Research and Development Council is under the government's control. If the federal/state government implement the results of this study, effort will be made to ensure good effective implementation in terms of delivery of Commerce curriculum content at the Senior Secondary School level of Education in Nigeria. The outcome of this research will be useful to National Board for Technical Education. It will suggest ways in which short-comings or lapses (if any) in the Commerce curriculum will be overcome. Therefore, it will facilitate smooth transition of Commerce graduates to fit in the labour market or labour world. It will also enable the students offering Commerce to compete with other Secondary school students outside the country.

The institutions will check-mate both the Head teachers and learners of various components that make up the acquisition of SSCE certificate in Minna metropolis and all the schools in Niger state. It depends on the problem which has to do with any of the components mentioned earlier. The management of these institutions shall look at the recommendations made at the end of the study to digest and implement areas which affected them in order to compete with similar institutions worldwide. Another organization which will benefit from the result of this study is the Federal Ministry of Education (MoE), Ministry of Education and Niger State Secondary Board being the highest policy-making body in education matter in the state and country.

The study will be of great importance to the commerce teachers of Senior Secondary Schools who are the key implementers of the curriculum by realizing their roles in ensuring the effective implementation of commerce curriculum. It will also provide empirical information on the

pedagogical methods used by teachers that are relevant to the teaching and learning of Commerce Senior in Senior Secondary Schools.

Quality assurance officials involved in both internal and external (supervisors) will benefit greatly from this research work. The quality control officials who are responsible for ensuring the effective implementation of curriculum including that of Commerce will benefit from the data collected from the research. The findings of this work will therefore help them to improve on their assignments.

The Joint Consultative Committee (JCC) on Education will benefit from this study because the body consists of the Federal Minister of Education and the State Commissioners for Education. It will also assist the Joint Consultative Committee (JCC) on Education, which is composed of professional officers of the federal and state ministry of education in policy making. The study will greatly benefit the curriculum planners and developers in finding the extent to which the commerce curriculum content is being implemented at Senior Secondary School levels and finally used as a guide for decision making on whether there is need to change, alter or innovate or improve upon the existing commerce curriculum content.

The study will be of great importance to the commerce teachers of Senior Secondary Schools who are the key implementers of the curriculum by realizing their roles in ensuring the effective implementation of commerce curriculum. It will also provide empirical information on the pedagogical methods used by teachers that are relevant to the teaching and learning of Commerce in Senior Secondary Schools.

This research will also be beneficial to parents who are stakeholders and joint partners, responsible for ensuring the effective implementation of the commerce curriculum. Since the implementation is normally done in the classroom through the joint efforts of the teacher and the

learners and those concerned. In this regard, those concerned are referred to as parents, school administrators, inspectors, supervisors, government itself and so forth. Thus, parents, as people that are highly concerned in ensuring the curriculum implementation will surely benefit from the findings of this research.

The findings of the study will provide useful information to the State's policy makers and school administrators on the influence of supervision on teaching and learning, and as such, will help them to make policies on the mode of supervision that will be more emphasized in the secondary schools setting in Niger State. The findings of the study will be useful to the school administrators and supervisors, since they will be properly acquainted with the techniques, qualities and principles of school-based supervision and how they can employ it to enhance effective teaching and learning at secondary schools in Minna metropolis. Teachers will also benefit from the findings of the study since school-based supervision is designed to stimulate growth and help them to help themselves on their job performance. They will be sensitized on the skilful application of instructional materials, teaching methods, techniques of classrooms management, strategies of effective evaluation and see beyond their present performance. The students will also benefit from the study, since supervision of school personnel and instruction is geared towards the improvement of the amount and quality of learning by the students.

### **1.7 Scope of the study**

The study is on the influence of school supervision on the implementation of commerce curriculum in Senior Secondary Schools in Niger State, Nigeria. The study is confined to Bosso and Chanchaga Local Government Areas of Minna metropolis in Niger State, Nigeria. The target population of the study included the inspectors, principals, teachers as well as students offering commerce in public Senior Secondary Schools in Minna metropolis. The study is also delimited to influence of school supervision on the implementation of commerce curriculum in Senior

Secondary Schools. The researcher delimited the study to students offering commerce in Senior Secondary School class II (SSII) in Minna metropolis. The research was concerned with the extent to which commerce curriculum was being implemented, the methods used by teachers in commerce curriculum implementation, roles of commerce teachers in the use of instructional materials in the implementation of commerce curriculum, and the supervisory roles of quality assurance officials in ensuring curriculum implementation. The study covered lesson plan in commerce, supervision on utilization of methods, in commerce, utilization of instructional materials in commerce, compliance with keeping continuous assessment records, and supervision on students keeping of workbook in commerce curriculum implementation process in Senior Secondary Schools in Niger State.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE`**

#### **2.1 Introduction**

This chapter reviews literatures that are related to the study under the following Subheadings: theoretical framework, conceptual framework: concept of commerce and curriculum implementation, concept of supervision, commerce curriculum for senior secondary schools in Nigeria. The scope of commerce curriculum, resources for commerce curriculum implementation, trends and development in commerce curriculum implementation, constraints in commerce curriculum implementation, prospects in commerce curriculum implementation, internal supervision and commerce curriculum implementation, influence of internal supervision in commerce curriculum implementation, strategies for assessing influence of internal supervision and curriculum implementation, empirical studies and summary are the topics to be reviewed in this chapter.

#### **2.2 Theoretical Framework**

This section is concerned with conceptualizing the theoretical context in which the investigation is rooted. According to Bertalanffy (1950), the system theory (GST) is one of the several methodologies (such as operations research, systems analysis, systems dynamics) which employ systems approach to understanding complex phenomenon and problems. GST focuses on the system's structure instead of on the system's function. It proposes that complex systems share some basic organizing principles irrespective of their purposes, and that these principles can be modelled mathematically. Also, is a set of things or parts forming a whole. Discrimination model is used by supervisors in selecting a focus for supervision and in determining most effective way to implement supervision, this model is therefore considered most relevant to this study.

The study was guided by General System Theory, Discrimination Model, Havelock's Model, and Schon's Model which are related to supervision of instruction in educational organisation. The theory and other models are used in selecting a focus for supervision and in determining the most effective way to deliver particular supervision interventions. The theory and models are important to instructional leadership in educational setting because the theory is a complex unit of many parts subject to a common plan or serving a common purpose. The supervisor and the supervisee are highly inter-related and inter-dependent. Also, the models emphasize the care supervisors must take towards an unethical reliance on dual relationships, which influence supervision and curriculum implementation in secondary schools.

**1. General System Theory** which includes the narrower field of social systems is a cross-disciplinary body of scientific thought that was developed in the twentieth century. The System theory is widely used in various fields such as industry, business and education and it relates quite well with educational organization. According to the system theory, system is a set of things or parts forming a whole or a complex unit form of many often diverse parts subject to a common plan or serving a common purpose (Bertalanffy, 1950) cited in Masiga, (2010). The Ministry of Education (MoE) is made up of many parts or sections. Among them are external and internal supervisors subject to a common plan or serving a common purpose of instructional supervision.

The system theory, views the entire educational organization as a group of parts that are highly inter-related and inter-dependent. The supervisor and the supervisee are highly inter-related and inter-dependent. An organization consists of groups of persons who must work in harmony; each person must know what others are doing. Every part works to contribute to the whole. In relation to this work, for the supervisor to achieve a harmonious relationship with those that he supervises, he must have the skill through experience or training. Supervision in public

secondary schools aimed at enhancing instructional supervision. In training for business, teachers must consider not only the specific training given, but also other learning that may take place in and out of school. Commercial education is fundamentally a programme of economic education that has to do with the acquiring, conservation and spending of wealth.

**2. The Discrimination Model** was originally developed as a conceptual framework to assist new supervisors in organising their supervisory efforts. The Discrimination Model provides a tangible structure for the supervisor to use in selecting a focus for supervision and in determining the most effective way to deliver particular supervision interventions (Luke & Bernard, 2006). Specifically, the Discrimination Model combines three supervisory roles of a teacher, counsellor and consultant with three key areas of process, conceptualization and personalization. For example, supervisors might take the role of a “teacher” when they directly lecture, instruct, and inform the supervisee. They might then act as counsellors when assisting supervisees through blind spots, counter transference, vicarious reactions and other personal issues related to the psychotherapeutic process.

When supervisors relate as colleagues during supervision, they might act in “consultancy” role. This model also emphasizes the care supervisors must take towards an unethical reliance on dual relationships. For example, the purpose of adopting a “counsellor” role in supervision is to identify unresolved issues of a personal nature that may cloud the supervisee’s judgments’ in their therapeutic relationship. However, if these issues require on-going counselling, supervisees should be referred to another therapist, rather than work on those personal issues with their supervisors. The Discrimination Model also highlights three areas of focus the supervisor should have with the supervisee to promote effective skill building: therapeutic process, case conceptualisation and personalization. Process issues are the first areas of focus that aim to

examine the process of supervision as well as the process adopted by the supervisee in their practice.

**3. Havelock's Model:** Research Development and Diffusion (RD & D) model is a rational sequence and usually begins with identification of problems and seeking ways of providing solutions to the problems: It however ends with the diffusion of the already worked out solution to the target population. Owing to its peculiar nature, the model is popularly referred to as the originator-developer-oriented, and it plans change on a very large scale. Steps adopted during the R D & D model include:

- i. Research: this involves invention and discovery of innovation by the innovator based on the need of the consumers.
- ii. Development: This involves working out solutions to problems already identified, production and packing of materials already developed by the experts.
- iii. Diffusion and dissemination of the material to mass audience (that is, the target population).
- iv. Adoption, Installation and Institutionalisation of the developed materials and ideas.

Merits of RD &D model have the following:

Effort of experts and talented teachers are harnessed for the benefit of the whole system.

1. Teachers are trained or retrained for their new task, for example, teachers could be sent on in-service training, seminars, workshops organized by the Ministry of Education to re-educate teachers so that they can implement the programme successfully.
2. The innovation developed using RD & D model is not by mere chance, nor was it ad-hoc; it was based on research and relevant data and on principles of curriculum development.

3. Materials prototypes produced by specialists and experts are likely to be of high quality. These materials are tested before use on large scale.
4. It may be dangerous to leave so vital a task to the whims and fancies of ad-hoc committees. An ad-hoc committee will not have the opportunity to harness the efforts of experts and talented teachers.
5. It is effective in the case of materials production, such as students' textbooks, teachers' guides, among others. This model will assist instructional leadership in implementing commerce curriculum and in selecting instructional materials and retraining of supervisors to enable them do well in their function. Also, it helps in school supervision to enhance teaching and learning for realization of educational goals and objectives.

**Schon's Model.** Classified by Schon (1971) cited in Yusuf (2012:202), has identified three organizational alternatives for dissemination of innovation, namely:

- (a) The centre periphery (C-P) model,
- (b) The proliferation of centre (P-C) model, and
- (c) The periphery centre or shifting centre model.

The C-P model rests on the assumptions that:

- (i) The innovation to be implemented exists and fully realized in its essentials prior diffusion.
- (ii) Diffusion is the movement of the new ideas from a centre out to its ultimate users.
- (iii) Directed diffusion is a centrally managed process of dissemination, training and provision of resources and incentives.

In this model, the innovative programmes are developed by such officials of the ministries (examiners) who act at the centre. The new ideas are disseminated to schools for implementation.

The success of the project depends on the effectiveness at the centre, the level of resources

available and how effectively the levels of resources are well managed. Other factors which determine the success of the model include:

- (a) The ways in which information moves from the periphery back to the centre.
- (b) The number of points at the periphery, and
- (c) The length of radii through which diffusion takes place, among others.

In view of the above, this model has a direct link with the present study as such, it forms the theoretical models in the study, because it involves supervision, dissemination of new ideas to schools for implementation, and availability of resources for effective utilization.

The theory above and the models guided this study because it involves supervision, dissemination of new ideas to schools for implementation and availability of resources for effective utilization. They will also assist instructional leadership in implementing commerce curriculum and in selecting instructional materials and retraining of supervisors to enable them to do well in their functions. Also, it helps in school supervision to enhance teaching and learning for realization of educational goals and objectives.

### **2.3 Conceptual Framework**

Education is regarded as instrument par excellence and the means of achieving human capital and national development. This underscores the value being placed on quality and standards which encompasses quality learning, resource inputs, instructional process, teachers' capacities development, effective management, monitoring and evaluation, and quality learning outcome in secondary schools. Prior to the formulation of the National Policy for Education Quality Assurance in Nigeria in 2008, the process of monitoring the quality of education service delivery in schools was by external inspection commonly referred to as "quality control" by the Inspectorate Services Department of the Ministry of Education. The quality control mechanism basically involved the policing of schools by the Inspectors of Education to enforce compliance

with government's policies, with regard to such aspects of school's operations as staffing, curriculum delivery, infrastructure, management, corporate life, laboratory practical and library services being implemented.

All these, are required to ensure a complete well-rounded education and production of quality students from the secondary school system as contained in the National Policy on Education (FRN., 2009) which aptly states that the broad aims of secondary education in Nigeria are: 1) Preparation of students for useful living within the society; and 2) Preparation of students for higher education. Specifically, the secondary school system is geared towards catering for the differences in talents, opportunities and future roles; provides trained manpower in the applied science, technology and commerce at sub professional grades; develops and promotes Nigerian languages, art and culture in the context of world's cultural heritage; inspires students with a desire for self-improvement and achievement of excellence; fosters national unity with an emphasis on the common ties that unite us in our diversity; raises a generation of people who can think for themselves, respect the views and feelings of others, respects the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens; and provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (FRN., 2009).

The aims and objectives make it clear that the ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the society since the future of any nation depends quite considerably on the quality of education it provides for its citizens. The realization of these objectives hinges on quality of teachers, infrastructure and learning environment, resource inputs, teaching process, classroom management, academic assessment, principals' supervision roles and students' commitment to learning. In spite of the societal demand for quality assurance education and the need for

thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that the inspectorate department and many principals give little attention to supervision of instructional activities in secondary schools.

By the end of the twentieth century, the world economy had shifted in two important ways. First, the free flow of capital had created a high level of global interdependency. Second, production and distribution were no longer regionally bound within the nation-state. Trade agreements provide evidence of these trends. Educational commodities in the global marketplace are evident as services and goods. Though increasingly evident, however, the effects of a growing global economic interdependence are not well understood theoretically or empirically. Educational services encompass both programs and ancillary services. Programs are defined as sets of curricular activities that may lead to a certificate or degree.

These may include aspects of the following: elementary, secondary, Post-secondary, University, Vocational, and technical education; child care; special education; adult and continuing education; corporate training; distributed learning; and technology-based training. Ancillary services are a necessary component to managing the needs of individuals and the logistics of servicing equipment. Activities include: the design, marketing, and sales of testing, certification, test preparation, tutoring, and other enhancement programs; management consulting; and administrative and human resources. Educational goods include the design, manufacture, and sale of textbooks, teaching materials, vocational and scientific equipment, software, videos, multimedia, school supplies, and furniture.

### **2.3.1 Concept of Commerce**

Commerce can be defined as all the activities involved in the distribution and exchange of goods and services. In other words, commerce is a branch of production which is concerned with

distribution, exchange of goods and services and all activities which assist or facilitate trade, e.g. banking, insurance, transportation, communication, and tourism. The process of living involves three major activities which are production, consumption and exchange. The central focus of commerce is exchange. In a commercial sense, exchange would concentrate on the transfer of goods and services from their producers to the customers. Commerce is therefore concerned with trade and activities which assist trade. These include the distribution of raw materials to manufacturers and finished products from the factory to the consumers. Commerce involves time and utilities. Commerce developed as a result of specialisation.

Commerce is a communicative transaction between two parties playing very familiar roles: *buyer* and *seller*. For commerce to occur, somebody must do the selling, and somebody must do the buying, and the two must share a basic understanding of how the transaction is generally supposed to flow. ecommerce web sites can't simply make products available to be bought (*surface it, they will buy...*); these sites must hold up their part of role-playing commerce transaction. Exchange of goods or services for money or in kind, usually on a large scale enough to require transportation from place to place. The system includes legal, economic, political, social, cultural and technological systems that are in operation in any country or internationally. Thus, *commerce* is a system or an environment that affects the business prospects of economies.

Commerce *is*:

1. The buying and selling of goods, especially on a large scale, as between cities or nations.
2. Intellectual exchange or social interaction.

Commerce has made goods and service available to consumers where they are needed weather the goods are produced at home or abroad.

### **2.3.2 Concept of Curriculum Implementation**

The word “curriculum” derives from the Latin word “curere” 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. Curricula usually define the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes, they should specify the main teaching, learning and assessment methods and provide an indication of the learning resources required to support the effective delivery of the course. Akpale (2010) cited in Yusuf (2012) views curriculum as the planned and unplanned educational experiences in which both students and teachers all work for the attainment of educational goals. Curriculum implementation is the process of putting into actual practice what has been planned in the curriculum (Doggoh, 2007: 18). Actually, it is at this stage that the aims and objectives, the curriculum contents, learning experiences and principles are practically pursued to actualization by passing them through the learners and enhancing changes within the learner`s behaviour. The practice is always carried out by the institution via the teachers. Indeed, failure of curriculum implementation process usually portrays doom for the curriculum and automatically the entire education system as a whole.

Also, Ben-Yunusa (2008) in “Issues on Curriculum”, states that curriculum implementation simply refers to the actual carrying out policies and changes spelt out in the new curriculum. For any curriculum plan or innovation to become fully meaningful, it must be adequately implemented. The success is determined by the way or how it is implemented. He identified three basic Models of curriculum implementation thus;

- (i) Centre periphery Model. He noted that the centre periphery model of implementation is centrally controlled either by the government or agency. The training facilities, resources required, experts that monitor the implementation regularly are all Centre periphery model of curriculum implementation of work. Effectively, there is need for

adequate communication network, effective supply of materials and a constant monitoring of feedback for the periphery. An example is Education Trust Fund (ETF).

- (ii) Proliferation of Centre Model: This model maintains that in implementation there should be both primary and secondary implementation centres. The primary centres are responsible for managing the secondary Centres. They provide them with training materials and the resource needed. The secondary centres engage in diffusing or spreading the changes in their individual area of control. This resemble what we have in the National Primary Educational Commission, Primary School Boards in the states, while the state Universal Basic Education Board coordinates the affairs in the various Local Governments and send feedback to the commission at the national level.
  
- (iii) Shifting Centre Model: This involves the implementation of an Innovation or Change/review in a particular place at a time. The idea dies off. Later another locality embraces the innovation and implements it in its own way. This may continue from place to place. This is typically a reflection of the universal primary education (UPE) scheme in Nigeria. It has been acknowledged that in 1954, UPE was introduced in the western region, eastern region in 1959 but with some modifications, then in the year 1973, the Federal Government of Nigeria introduced it Nation wide. It has been noted that the experiment in both The West and the Eastern regions operated independently. There are participants of curriculum implementations within and outside the school. Participants within the school include Local School Board of Education, Principal/Headmasters, teacher/lecturer supportive/nonteaching staff, parent/teachers Association, and the learners/pupils/Students. The teacher is the “decomposer” of the curriculum from its broad, complex, and unwieldy nature to its most simple and behaviourally attainable bits at the classroom level. That is

why it has been said that the classroom teacher is the principle executive of any functional curriculum. Without him, there can hardly be any effective curriculum plan and its implementation.

The success for curriculum implementation is determined when;

1. The number of schools implementing the curriculum is limited and the objective techniques are few and clearly defined with minimum disruption.
2. The support of parents, funding agencies and school boards is highly essential for successful implementation of any new curriculum.
3. The required facilities meant for the implementation are properly generated and utilized as stipulated.
4. An effective leadership is acquired and projects that are most successful are those whose leadership is committed through the entire programme right from inception, and throughout implementation.
5. The less complexity the schools structure is, the more likely chances of successful implementation of any viable curriculum innovation in any given institution.
6. The curriculum innovation that requires major changes in teacher behaviour are usually discontinued or poorly implemented. The curriculum innovation that is desired to succeed must make minimal and realistic demands on teachers.

Therefore, in implementing Commerce curriculum, all the learning experiences/contents of the curriculum should be fully acknowledged and implemented in order to achieve what is set to be achieved. In addition to that, Yusuf (2012: 182) noted that “curriculum materials if creatively, efficiently and effectively used, will enhance learning, improve the teacher’s competence and

also make learning more meaningful". Learners at the Centre of the curriculum for a particular curriculum design mentioned earlier, the learner is placed at the centre. As discussed in the model above, learners are always at the centre of the curriculum, learners are the very reason a curriculum is developed. They are the ones who are directly influenced by it. Learners in all levels make or unmake the curriculum by their active and direct involvement.

How each individual learner contributes to the realization of a planned curriculum would depend on the interactions and internalization of the different learning experiences provided. After all, in curriculum implementation, the concluding question will always be: has the learner learned? Teachers' curriculum developers and implementers in the teaching and learning process, the other side of the coin is the teacher. Most curricula start to gain life from the time they are conceived and written. Planning and writing the curriculum are the primary roles of the teacher. A teacher is a curriculum maker, he/she writes a curriculum daily through a lesson plan, a unit plan or a yearly plan. The teacher designs, enriches, and modifies the curriculum to suit the learner's characteristics. Teachers are empowered to develop their own curricula taking into consideration their own expertise, the context of the school and the abilities of the learners. By so doing, teachers become architects of school curriculum.

In school organization, there is always a curriculum manager or school administrator. In fact, for school principals, one of their functions is being a curriculum manager. They supervise curriculum implementation, select and recruit new teachers, admit students, and procure equipment and materials needed for effective learning. They also plan for the improvement of school facilities and physical plans. The role of the administrators can never be ignored. The principle of command responsibility and institutional leadership rests on the shoulders of the school administrators. The final decision making in terms of the school's purpose rests on the shoulders of school administrators. In the academic institution, school administrators have a

great stake or concern about what kind of curriculum their schools offer and how these are implemented.

### **2.3.3 Concepts of Supervision**

Supervision is a professional, continuous and cooperative exercise that covers all aspects of the life of a school; hence, the instructional supervision sub- systems of the school. The main purpose of influencing sub-systems is to ensure that there is improvement in the learning situation and the quality of learning in the school. But beyond these formal sub-systems is the informal support sub system, which provides a great deal of assistance to the formal. Supervisory system varies; for example, teachers help one another, student also help one another, teachers help students, and students help teachers; they exchange, suggest or discuss ideas, experiences, resource materials etc. However, supervision is carried out by persons designated to do so. They are known by various names, both within and outside the school system which include supervisor, inspector, superintendent, principal, vice- principal, Head of Department and so forth. The participants of supervision are the instructional leaders such as inspectors, principals, commerce teachers and commerce students in Senior Secondary II (SSII).

According to Wanzare (2012), instructional supervision embraces all activities that are directed specifically toward establishment, maintenance, and improvement of teaching and learning process in schools. The individuals who function in supervisory positions in the school, provide leadership to teachers, and have the primary responsibility for working with teachers to increase the quality of student learning through improved instruction, are referred to as instructional supervisors, and may include principals (head teachers), assistant principals, specialist consultants, curriculum directors, instructional lead teachers, departmental heads, and master teachers (Beach & Reinhartz, 2000; Glickman et al., 2004; Wanzare, 2012).

Among the major skills required of instructional supervisors include the following (Wiles & Bondi, 2004): (a) interpersonal skills, which include those of communication, motivation, decision making, problem solving, and conflict management; (b) technical skills, which include ways to approach goal setting, assessment, planning, instructional observation and research and evaluation; (c) information skills; (d) human relations skills, (the ability to work with and through others in a morally elevating way); (e) administrative skills (influencing, recording); (f) skills for managing change; (g) self- awareness skills; and (h) conceptual skills, the ability to see the big picture, imagine, speculate, and envisage change.

Schools personnel remain one of the most significant resources in the school. Supervision of the school personnel is central to the attainment of the goals and objectives of the school. The National Policy on Education (FRN., 2009) has highlighted in precise terms the objectives of educational supervision, which is “to ensure quality control through regular inspection and continuous supervision of instructional and other educational services”. There are various definitions of educational supervision. Educational supervision has all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction. It also involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction.

The effective improvement of instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. Ayodele (2002) argued that Secondary Schools are presently supervised by two categories of people, viz: (i) internal supervisors those within-the school, supervisors as principals, vice-principals and Heads of Departments: (ii) external supervisors those outside the school, supervisors as the formally designated officials from the inspectorate division of the Ministry of Education and the various

Areas or Zonal Education Offices. The primary responsibility of supervisors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. Supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and method of teaching and evaluation of instruction (Ogakwu, 2010). It is also a process that involves an evaluative, long-term relationship between a “more senior member of a profession” and “a more junior member or members of that same profession” (Bada, 2010). Other schools of thought see supervision as a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs, and at the same time try to emphasize the importance of good human relations in an organization (Ogunsaju, 1983 cited in John, 2012).

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 the teaching environment in order to promote effective teacher performance and learning in the school. Supervision is thus, a combination or integration of a number of processes, procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in the schooling process. We should note that educational supervision focuses on changing the behaviour of staff for an improved performance. In most cases, it is internally arranged by the school head and at times assisted by other agencies and stakeholders. Supervision pays more attention to personnel and instructional delivery than the pupils in the school. In order to enhance instruction, the role of the supervisors should be supportive, assisting, explanative, encouraging, guiding, advisory, improving and sharing rather than directing.

## **2.4 Commerce Curriculum for Senior Secondary Schools in Nigeria**

Commerce is central to existence. Therefore, there is need for the individual student to be aware of the rudiments of Commerce so as to fit into the community as well as the future career with respect to choice and development. The introduction of Commerce Education in the Post Basic Education level would therefore offer a strong foundation and a platform for disseminating information on Commerce.

The general objectives of Education in Commerce at this level are to:

1. enable students have a broader understanding of the importance of commercial activities;
2. enable students cultivate the right attitude to commercial activities;
3. provide useful general notions and commercial skills necessary for students who immediately enter into the world of work either as employee or employers-of labour and of course, as a challenge for further education;
4. develop a habit of wise use of services offered by commercial institutions.

### **Themes**

1. Basic information
2. Trade and Business Organization
3. Associations and Enterprises
4. Aids to Trade
5. Business Capital and Customs Services
6. Establishment and management of Business
7. Capital market
8. Economic Groupings of West Africa

### 2.4.1 Scope of Commerce Curriculum

	THEME	Class Level : SS1
I	<b>I Basic Information</b>	<ol style="list-style-type: none"><li>1. Introduction to Commerce</li><li>2. History of Commerce</li><li>3. Occupation</li><li>4. Production, Division of Labour Special Exchange</li></ol>
II	<b>Trade and Business Organizations SSI</b>	<ol style="list-style-type: none"><li>1. Types and Trade</li><li>2. Home Trade</li><li>3. Foreign Trade (Internal)</li><li>4. Commodity Exchange</li><li>5. Sole Proprietorship</li><li>6. Partnership</li><li>7. Money</li></ol>
III	<b>Associations and Enterprises SSII</b>	<ol style="list-style-type: none"><li>1. Career Opportunities</li><li>2. Cooperative Societies</li><li>3. Public Enterprise</li><li>4. Limited Companies</li><li>5. Trade Associations and other Enterprises</li></ol>
IV	<b>Aids to Trade SSII</b>	<ol style="list-style-type: none"><li>1. Transportation</li><li>2. Communication</li><li>3. Advertising</li><li>4. Tourism</li><li>5. Insurance</li><li>6. Banking</li><li>7. Warehousing</li></ol>
V	<b>Business Capital and Management of Business SSIII</b>	<ol style="list-style-type: none"><li>1. Capital</li><li>2. Credit</li><li>3. Profit</li><li>4. Turnover</li></ol>
VI	<b>Establishment and Management of Business</b>	<ol style="list-style-type: none"><li>1. Business Law</li><li>2. Structure of Business</li><li>3. Introduction to Business Management</li><li>4. Introduction to Marketing</li><li>5. Consumer Protection</li><li>6. Business Documents</li><li>7. Commercialization</li><li>8. Private</li><li>9. Deregulation</li></ol>
VII	<b>Capital Market SSIII</b>	<ol style="list-style-type: none"><li>1. History of the Nigerian Capital Market</li><li>2. Stock Exchange</li><li>3. Second Tier Securities</li></ol>
VIII	<b>Economic Groupings of West Africa</b>	<ol style="list-style-type: none"><li>1. Economic Groupings of West Africa</li></ol>

Source: Nigerian Educational Research Development Council, (2007).

#### **2.4.2 Resources for Commerce Curriculum Implementation**

Resources are the main component in educational improvement and achievement of educational goals. Resources encompass everything that provides information to the teacher and learner for qualitative and effective teaching and learning Commerce in the schools, especially in senior secondary schools (Mordi, 2009). Shaibu (2013) defines resources as persons or things that are required and brought to bear with a given process in an attempt to achieve a target goal. According to Nwachukwu (2012), resources in Commerce include all forms of school facilities that are used to promote, encourage and enhance qualitative teaching and learning Commerce. It could therefore be said that resources used in teaching and learning Commerce in senior secondary schools include both human and material resources. Babalola (2008) made reference to what he considered as resources to include; men, machines, students, materials and money which are to be planned, organized, directed, controlled and coordinated to achieve better teachings and learning Commerce.

Human resources include all the human beings that function to aid teaching and learning economics – the teacher, the staff of the school, the learners, members of the community and other resource persons in the community- viz carpenters, traders, mechanics, retired accountants, soldiers, engineers, farmers and so forth (Sabina, 2010). The teacher is always a role model for learners. His knowledge, ability, adequate professional training, repertoire of teaching skills, all combine to impact on students learning Commerce in the schools. He directs and enables learners develop the skill necessary for gaining intellectual access to information, acquire knowledge and understanding, use resource for personal growth and develop the capacity to recognize a need for information to know and where to find it, how to select, organize and communicate it to others (Ibe, 2009).

In furtherance of what makes up resources in educational sector, Shaibu (2013), classified resources for teaching and learning into four categories; human resources to include teachers, students and support staff; material resources such as equipment, charts, scientific models; infrastructural resource comprises building, water, laboratory and financial resources refers to required funding for purchase of relevant materials and equipment. Also, Olagboye (2004) describes educational resources as assets which facilitates the attainment of educational objectives and make the process of teaching and learning smooth and effective at all levels of educational system. So, educational resources are all human and material stores put into use by teachers and other relevant stakeholders in educational system in other to ensure effective and efficient teaching and learning processes.

Materials resources include visual aid or non-projected materials-map, wall charts, pictorial materials and other two dimensional objects that are locally made or commercially produced. There are audio-visuales; these are projected materials-teaching machine like radio, TV, all sorts of projectors with sound attributes (Olaofe, 2013). Some renowned authors' text books such as 'Essential Commerce for Senior Schools, Small Business and Entrepreneurship' and New Syllabus Commerce for Senior Schools are recommended for teaching commerce. Types of instructional selection non-projected media, Projected media, Real objects, Overhead transparencies Models, Opaque projection, Field trips, Slide Kits, Filmstrips, Printed materials (books, Films worksheets), Video, VCD, DVD, Visuals (drawing, Computer/multimedia photographs, graphs, charts, presentations posters, Visual boards (chalk board, whiteboard, flannel board and so forth), and Audio materials such as tape recorder.

### **2.4.3 Trends and Development in Commerce Curriculum Implementation**

At present, we can identify some current trends that could carry on the nature of education in the future. The first trend is the paradigm shift from teacher-centred to student-centred approach to

learning. The second is the broadening realization that education is not simply a delivery of facts and information, but an educative process of cultivating cognitive, affective, psychomotor and much more the contemplative intelligence of the learners of a new age. The third is explosive trend which is the increase in the use of new information and communication technology or ICT. As it stands, the primary roles of educational technology in delivering the school curriculum's instructional program have been identified: Upgrading the quality of teaching-and-learning in schools; increasing the capability of the teacher to effectively inculcate learning, and for students to gain mastery of lessons and courses; broadening the delivery of education outside school through non-traditional approaches to formal and informal learning, such as Open Universities and lifelong learning to adult courses; Revolutionizing the use of technology to boost educational paradigm shifts that give importance to student-centered and holistic learning.

Also, Fullan (2002), states that "The role of the principal has become dramatically more complex, overloaded, and unclear over the past decade". Indeed, the role of the principal has been in a state of transition, progressing from the principal as an instructional leader or master teacher, to the principal as a transactional leader and, most recently, to the role of transformational leader. Improved education for our children requires improved instructional leadership. As instructional leader, the principal is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning. Thus, current literature will be referred to, concerning what makes for effective leadership. What are the qualities of effective instructional leaders or, perhaps more importantly, how can these qualities be developed? Research findings vary greatly here; however, there are common trends that emerge throughout the research which can answer these questions and discussion on these.

Findley and Findley (1992) cited in Chell, (2015) states that if a school is to be an effective one, it will be because of the instructional leadership of the principal. He also concurs that, "Research on effective schools indicates that the principal is pivotal in bringing about the conditions that characterize effective schools". Ubben and Hughes cited in Chell (2015) claim that "although the principal must address certain managerial tasks to ensure an efficient school, the task of the principal must be to keep focused on activities which pave the way for high student achievement" (p. 102). If our goal is to have effective schools, then we must look at ways to emphasize instructional leadership. How, then, do we change what is, to what should be? Firstly, there must be an understanding of the meaning of the term instructional leader and, secondly, there must be an examination of what leadership qualities are needed and what actions are necessary to fulfil this role. A discussion on these two areas follows.

Understanding the meaning of the term instructional leadership presents a problem. Many writers acknowledge there is no succinct definition of instructional leadership, nor are there any specific guidelines or directions as to what an instructional leader does (Flath, 1989) cited in Chell, (2015). Thus, writers use their own definition and, as a result, meanings vary considerably from one practitioner or researcher to another. Flath makes mention of this in her research: Bird and Little (nd) do distinguish between educational leadership and instructional leadership. They say that educational leadership describes those initiations that attempt or tend to preserve or produce a favourable educational ethos within the school, while instructional leadership refers to the specific branch or educational leadership that addresses curriculum and instruction. She also cites Acheson and Smith; that an instructional leader is an administrator who emphasizes the process of instruction and facilitates the interaction of teacher, student and curriculum.

Also, Mendez cited in Chell, (2015) describes it in yet another way: there are three major forces that serve to shape and describe a school - the public, the staff and the students - and that these

forces interact through the curriculum. The role of the instructional leader is to manipulate these forces in order to maximize the quality of instruction. In examining instructional leadership qualities, one finds that, the research varies. In addition to what is said, to ensure curriculum delivery, other community members apart from a teacher do assist within and outside the school. For instance, school supervisors, administrators, parents and examination bodies etc. Flath, (1989) cited in Chell, (2015) concluded from his research on instructional leadership qualities that "there is no single leadership skill or set of skills presumed to be appropriate for all schools or all instructional situations". On the other hand, Kroeze cited in Flath, (1989) cited in Chell, (2015) found that certain instructional leadership activities could be grouped together presented in the following four categories:

1. Goal emphasis. Set instructional goals, high expectations and focus on student achievement.
2. Coordination and organization. Work for effectiveness and efficiency.
3. Power and discretionary decision making. Secure resources, generate alternatives, assist, and facilitate to improve the instructional program.
4. Human relations deal effectively with staff, parents, communities, and students.

However, literature reveals that there are recurring themes on instructional leadership qualities as seen from the works well-known of authors. Baskett and Miklos (1992) cited in Chell, (2015) present a person-centred leadership approach which emphasizes sensitivity to working with teachers, peers, super ordinates and members of the public. Also, in the work of Anderson and Pigford (1987) cited in Chell, (2015) five general leadership qualities of effective leaders are identified.

1. Have a vision. Work toward a shared understanding of the goals, progress toward their achievement and coordinate curriculum, instruction and assessment.
2. Translate the vision into action. Work as a team; emphasize school wide goals and expectations.
3. Create a supportive environment. Promote an academically-oriented, orderly, and purposeful school climate.
4. Know what's going on in the school. Find out what teachers and students are doing and how well.
5. Act on knowledge. Intervene as necessary by accommodating different teacher's personalities, styles, and teaching strategies.

In addition to these leadership qualities aforementioned, Fullan (2002) states that "schools operated by principals who were perceived by their teachers to be strong instructional leaders exhibited significantly greater gain scores in achievement in reading and mathematics than did schools operated by average and weak instructional leaders. Thus, perception could be included as a strong determinant of effectiveness. Some authors (Haughey & MacElwain, 1992 cited in Chell, 2015) emphasize instructional supervision as a fundamental component of instructional leadership, viewing this role as imperative to improved instruction and student achievement. Haughey and MacElwain (1992) cited in Chell, (2015) point out that there is general agreement among writers that the focus of instructional supervision is the enhancement of student learning but it is in the practice of instructional supervision that they differ. These authors point out some of the areas in which researchers differ.

Daresh (2007) views the importance of supervision which requires school leaders to see supervision not as a series of tasks but as a sustainable model of cultivation which relates some aspects that can be viewed for the improvement of the educational sector and effective cultures

established more and more progressive interactions in which it demands real processes which will yield both good ideas and social cohesion in the system.

The issue of both instructional improvement and accountability are addressed in an interesting supervision model developed by Dagley and Orso (1991) cited in Chell, (2015). Their two-part model works in a cyclical fashion. One part is a summative evaluation to determine if minimal standards of accountability are met; the other is a formative evaluation which focuses on growth and improvement. The two parts operate cyclically such that if minimal accountability standards are met, teachers move immediately to the formative side of model where they focus on improving a targeted teaching area. Once completed, teachers can return to the formative side to work on another target area or move to the summative side to begin a new cycle. If accountability standards are not met, teachers are either terminated or enter intensive assistance. Once intensive assistance is completed successfully, they can re-enter the cycle at the formative side. An area integral within all instructional leadership or supervision models is that of planning in-service training or staff development. To have credibility, principals need to work closely with students, developing teaching techniques and methods as a means for understanding teacher perspectives and for establishing a base on which is to make curricular decisions. Also, a teaching principal strengthens the belief that "the sole purpose of the school is to serve the educational needs of students".

#### **2.4.4 Constraints in Commerce Curriculum Implementation**

Many educationists have discussed the issue of curriculum implementation in Africa identified as the major setback for attaining goals of education in Africa (Obanya, 2007). Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects (Chikumbi & Makamure, 2000). Putting the curriculum into operation requires an implementation agent. The teacher is identified as the agent in the curriculum implementation

process. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, scheme of work and lessons to be delivered to students. Implementation is said to take place when the teacher constructed syllabus, the teacher personality, the teaching materials and the teaching environment interact with the learner. Challenges for the Implementation of Commerce Curriculum in Senior Secondary Schools maintaining a viable educational system requires various elements, considerations and of course, various resources. Therefore, in any system of education, the following must be given adequate consideration.

### Problems of Supervision in Developing Nations

The following are the problems of supervision in developing nations:

1. Challenges of School Supervision and Inspection.
2. Insufficient Staff/Shortage of Inspectors or Supervisors.
3. Supervisors and inspectors from the Ministry of Education are usually insufficient or not adequate to carry out the duties required. According to Ogunu (2005) the consequences of this shortage of supervisory personal is that most often, a lot of unprofessional practices are carried out in our schools at the detriment of the children.
4. Improved Selection Criteria For Supervisors/Inspectors.

Supervision is a task that requires meticulous, firm and objective assessment. Therefore those given the responsibility should be very careful in carrying out their duties. A special aptitude test should be administered, testing various aspects of candidates' personality to determine their suitability. This exercise according to Obanya (2005) stimulates confidence which is a necessary ingredient for skill acquisition and performance.

5. Training and Retraining of Supervisors

The training of new supervisors and retraining of the old ones should be put into consideration, to enhance teaching. Special centres should be made available/established by the government for this purpose. This is important because of the idea of introducing the new trend in teaching and learning which negates the old or obsolete method.

#### 6. Motivation and Reinforcement of Teachers

If supervisors are motivated and reinforced with available working materials such as statuary, transportation, conducive working environment and enhanced salaries and allowances, this will motivate the supervisors to perform better.

### **Challenges of School Supervision and Inspection**

1. Teachers who Resist Supervision: Three categories of teachers can be identified, the experienced, academically and professionally qualified, the non- professional but academically qualified, and unqualified. The existences of unqualified teachers who resist supervision in our secondary schools constitute a hindrance to modern and effective supervision of instruction.
2. Inadequate Staff: Many schools in the country suffer defective teaching due to the absence of qualified staff in some subject areas.
3. Material Resources: Supervisors are faced with the absence of materials. This is a major problem which hinders their assignment e.g. charts, maps, projectors, etc.
4. Poor Human Relations: This relationship becomes difficult to establish because different kinds of human beings are involved and they also require different supervisory application.
5. Financial Constraint: Inadequate funding either on the part of government, concerned ministry and individual proprietors affect supervision and administration of schools. This

inadequacy is reflected in non-provision of school's statutory material and physical plants.

6. **Inconsistent Educational System:** The in-stability caused due to frequent changes demoralized, due to poor communication in government polices affects education of students. Frequent changes in school curriculum and school system by the ministries and schools also affect the overall performance of educational system.
7. **Political Instability:** the frequent change in government cannot have an organized administrative pattern in its education.
8. **Payment of Teachers:** Payment of teachers 'salaries is seldom regular and promotions are delayed without justification. In a situation where teachers are frustrated and fail to show interest in supervision, the job of a supervisor is made more difficult for the achievement of the objectives of instructional supervision.

**Administrative Problems:** Administration fails to specify the scope of responsibilities and results in structural supervision which it is expected to bring about in the school.

**Poor Communication:** Many supervisors including the school head and departmental heads do not know how to communicate with their staff. Teachers are sometimes demoralized due to poor communication.

**Low Staff Morale:** Teachers are the centre-piece of any educational system. No education system can rise above the quality of its teachers. Teachers whose morale is low are not likely to perform as expected in the school system. According to Ajayi and Oguntoye (2003), the numerous problems permeating the entire educational system in Nigeria such as cultism, examination malpractices, drug abuse, indiscipline, persistent poor academic performance of students in public examinations and many more seem to suggest that teachers have not been performing their job as expected. Fadipe (2003) posited that teachers, apart from students, are the

largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Teachers irregular promotion, low pay package (when compared to other public workers), societal perception of the job and many more have dampened the morale of teachers. When teachers are not motivated, their level of job commitment may be low and the objectives of the school may not be accomplished and seeming shabby treatment the teacher receives from their employers and the apparent frustration resulting from this is another hindrance for effective supervision. Commerce curriculum implementation will not be realized.

**Incessant Teachers Strikes:** Nigerian civil servants, teachers in particular, are not adequately remunerated. Worse still, their salaries are not regularly paid, often, leaving them with little choice but to strike. This is an incredibly disheartening situation. Most years, the time table is quickly disrupted (Osam, 2009).

**Corruption and Quest for Material Wealth:** Many Nigerians believe that it is possible to succeed without hard work. Based on this, the concept of “dignity of labour,” which was watch word for all enterprising and career public servants, has been relegated to the background. This has unfavourably affected the development of vocational and technical education. Many Nigerian students do not want to work hard but are eager to obtain certificates for hard work at the end of their educational career. Worse still, are situations where parents and teachers participate in examination malpractice by giving their children/wards financial or moral encouragement to cut corners to achieve “success” in vocational institutions. Osam (2009) opines that these activities have given way to the institutionalization of corruption and the ultimate adoption of unhealthy attitudes and behaviours in public office that are inimical to national development.

**Frequent change in policies on education:** The term policy can be explained as statement, which expresses aims or goals, and the means of achieving them. Policy provides a road-map for actions tailored towards achieving or meeting specific goals. According to Jaiyeoba and Atanda (2005); education policy represents definite courses of action proposed by the government in power or an executive authority and adopted as expedient to the issues and problems of education. Education policies, which may take the form of ordinance, code or even an act, have been observed to change with changes in the political leadership of Nigeria. Principals of schools are often caught in this web when government changes existing educational policy. The consistencies in educational policies have been argued to be responsible for the poor service delivery in the system.

**Inadequate Facilities for Supervision:** School facilities are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba and Atanda (2005) posited that educational facilities are those things which enable a skilful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. The state of infrastructural decay in many secondary schools in Nigeria is a manifestation of poor funding and management of the system. Ahmed (2003), revealed that in most of the nation's secondary schools, teaching and learning take place under uncondusive environment, lacking the basic materials and thus hindering the fulfilment of Commerce Curriculum implementation and educational objectives.

**Teaching Method:** The primary goal for teaching vocational and technical education is to teach students both practical and theoretical of the subject matter but unfortunately, this is said not to be so in our schools (Omo-Ojugo & Ohiole Ohiwerei, 2008). Several authors have identified factors causing this problem to include the lack of adequate instructional materials and/or poor ineffective teaching method. Ahmed (2003) has singled out the expository approach said to be

the dominant teaching method commonly used for instruction in schools. The expository approach, according to him, is instruction in which the teacher stands most of the time giving verbal explanations in the form of talk-and-chalk while the students listen and write notes from the chalk-board. Ahmed describes such teaching method as inadequate and limited and tends to negatively affect the learners' views of practical concepts and associated methods.

**The Teacher:** The importance of teachers in curriculum planning, development and most importantly implementation cannot be overemphasized. Teachers most times are not involved during policy formulation even though they are expected to implement this curriculum. A major setback in effective curriculum implementation is the problem of unqualified teachers, especially specialist teachers in areas like vocational and technical subjects. In recent times, curriculum is designed up to implementation without adequate manpower to translate these documents into reality. Poor implementations of the curriculum, lack of adequate and qualified teachers in secondary schools are parts of leading hindrances to curriculum implementation (Ajibola, 2008).

**Fiscal Inadequacy:** Lack of funds often results in principals' inability to organize in-house orientation and in-service programme for their staff or travel out to other schools and resources centres to gain access to new developments in curriculum and instruction that could benefit their schools. There is an urgent need for government to provide adequate funds and the right caliber of personnel for the supervision of instruction if commerce curriculum implementation is to be realized.

#### **2.4.5 Prospects in Commerce Curriculum Implementation**

The Role of Technology in Business Studies Information and Communication Technologies (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in business studies. These tools include simulations,

multimedia resources, databases, spread sheets, and computer-assisted learning modules. Teachers can use ICT tools and resources both for a whole-class instruction and to design programs that meet diverse student needs. Information and Communication Technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Through internet, websites, students can now access resources held in libraries, archives, public institutions, and private businesses across the country and around the world.

They can find the most current information on topics relevant to all business studies courses. ICT resources allow secondary school students to conduct far more-ranging and authentic research than ever before. Students must be made aware of issues of privacy, safety and responsible users. Applications such as databases, spread sheets, word processors, and presentation and multimedia software can be used to enhance student learning in all business study courses. In ICT courses, students acquire skills in the use of word processing, spreadsheets, database, desktop publishing, website design, and presentation and multimedia software that meet current business standards that are transferable to other courses as well as to the workplace that are useful in business conducted today, and creating an authentic and relevant learning environment for students (Queen's, 2006).

The digital classroom gives rise to new teaching and learning styles that can be more flexible and adaptable, it raises equity and access that are to be fully understood. Curricular changes are extrapolated to some secondary schools. These illustrate the move from a bricks and mortar to a clicks and mortar, virtually in secondary schools. It creates fundamentally online education program. It plans to ensure that it is "market-oriented, independent, client-centered, competency-based, high quality, cost-effective, regional, and quickly initiated, e-Marketing and e-Banking and so forth.

## **2.5 Supervision and Commerce Curriculum Implementation**

Much of the work of the supervisors from the Ministry of Education revolve around professional guidance of teachers, identifying problems in schools, proffering solutions and helping professional colleagues to perform the job of teaching to maintain the required and adequate standard. The supervisors from the ministry communicate policies to teachers and receive feedback on adequacy of resources from teachers. They also monitor the development within the system more so when quantitative expansion is embarked upon within the system. The inspectorate service opens the government 'eyes' to factors militating against government's huge investment in education. The supervisory personnel from the Ministry of Education also provide professional advice to problems confronting teachers in the schools. The Head teacher is usually the supervisor within the school. He/She is foremost on instructional leader. However, there are many other managerial activities expected of him/her in the school.

It is regrettable that many head teachers do not often see themselves in the supervisory role of promoting the quality of teaching and learning in schools rather they see their main roles to be those of teachers, administrators, and managers of personnel and finances, counsellors and disciplinarians for students, liaison with parents and school board Ministry of Education, and supervisors of academic areas of the institutions, this collaborative nature of leadership is often stressed. Bernd (1992) cited in Chell, (2015) states that, increased teacher involvement in school decisions are (sic) effective tools for focusing the staff and students outcomes (p. 68). Hallinger (2008) says leadership teams at the secondary level help to carry out the critical functions of curriculum and instructional coordination and supervision. Cooper (1989) cited in Chell, (2015) asserts that schools need to create models of shared leadership which incorporate the talents and energy of principals, teachers, students, and parents.

This mode of instructional leadership provides for learning and working with others - teachers, students and parents - to improve instructional quality. It is their responsibility to create a strong school culture, enabling teachers to collaborate with them in redesigning the instructional program so that all students can learn. Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects (Chikumbi & Makamure, 2000). Putting the curriculum into operation requires an implementation agent. The teacher is identified as the agent in the curriculum implementation process. Curriculum implementation therefore, refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, scheme of work and lessons to be delivered to students. Implementation is said to take place when the teacher-constructed syllabus, the teacher personality, the teaching materials and the teaching environment interact with the learner. Implementation further takes place as the learner acquires the planned or intended experiences, skills, knowledge, ideas and attitudes that are aimed at enabling the same learner to function effectively at the society.

The learner is therefore seen as the central figure of curriculum implementation process. Obanya (2005) defined implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Obanya (2007) contends that, effective curriculum is the one that reflects what the learner eventually takes away from an educational experience, which he termed 'the learned curriculum'. Obanya noted that in many cases, there would be gap between the intended curriculum and the learned curriculum, and defined effective curriculum implementation as concerned with narrowing such a gap as much as possible in order to ensure success in commerce curriculum implementation in Senior Secondary Schools in Niger State and in Nigeria as a whole.

### **2.5.1 Relevance of Supervision in Commerce Curriculum Implementation**

In the educational system, the inspector occupies a position which has rights and duties attached to it. It therefore follows that the occupier of this position will be judged by a standard while performing his/her role. The standard by which the inspector will be judged and upon which the success or failure of the inspector or supervisor is based depends on the pattern of behaviour which the teachers with whom the inspector of education interacts expect from him as well as the action or reaction which the Inspector himself expects from the teachers. Sweltser remarked that: (The satisfaction of teachers with the school system depends on the extent to which they perceive the role of their Inspectors/Supervisors expectation). In the past, Inspectors of Education in Nigeria carried out their functions in a way that earned them all sorts of uncomplimentary names. To the school proprietors, especially the teachers, Inspectors of Education were ‘tin-gods, omniscient, and sacrosanct, distant authoritarian cousins in the family of educators, conscious cynics, pontifical, snooper visors, with hunters who came to school to harass, bully and terrorize teachers. This image of Inspectors has lingered on till today.

It is often assumed by Inspectors of Education that they have superior knowledge in certain respects to that of the teachers. The Inspector’s emphasis is placed upon ensuring that laid down rules and regulations are obeyed and existing standards are maintained. This is usually done through correcting what has not been properly or correctly done. It also implies that attention has to be focused upon the teachers’ weaknesses which must be pointed out without necessarily indicating how to improve the weaknesses observed or done in a dictatorial manner. It involves telling the person what to do and how to do it. If the person being inspected runs afoul of the law, he/she may be reprimanded by the Inspector, fired by the Inspector or by a higher boss on the recommendation of the Inspector. To this extent, Inspectors of education in their relationships

and interaction with teachers and the public at large exhibit no respect and / or consideration for those they deal with this attracts negative feelings to the profession.

**What the situation should be-** Today, inspection duties have been enlarged to provide guidance to teachers for the benefit of the learners. This is so probably because attention is now focused mainly on the child rather than on the teacher. The new philosophy is child- centred. As a result of the huge government commitment on education and societal expectations, growth and development of the nation, inspection of schools is still being carried out but teachers are now, more than ever before, regarded as equals (if not superior) colleagues. A more sympathetic attitude is now adopted by Inspectors of education to point out mistakes committed by teachers as indeed any other person and to advise the latter on what to do and how such a correction should be made.

The major concern of school supervision is the enhancement of the quality of instruction in schools. The inspectorate division of the Ministry of Education is a major Supervising Agency of Government. According to Oyedeji (2008), the Ministry of Education pays routine visits to schools in order to identify the problems of each school. Where new schools are established, Inspectors may pay an advisory visit in order to give necessary advice. The Ministry may also carry out a full inspection. Supervision has its influence on the learner through other people and things.

From the above, the role of supervision will include:

- i. Deciding the nature and content of the curriculum.
- ii. Selecting the school organizational patterns and materials that will enhance educational growth.
- iii. Improving teacher's effectiveness.

- iv. Ensuring that teachers are performing their duties as scheduled.
- v. Improving the incompetent teachers.
- vi. Providing a guide for staff development.
- vii. Determining the effectiveness of the teachers' classroom management.
- viii. Determining the 'tone' of the school.
- ix. Determining special abilities possessed by teachers and deciding who to be transferred, retained, promoted or disengaged.

The Head teacher is usually the supervisor within the school. He/She is foremost on instructional leader. However, there are many other managerial activities expected of him/her in the school. It is regrettable that many head teachers do not often see themselves in the supervisory role of promoting the quality of teaching and learning in schools rather they see their main roles to be those of teachers, administrators, and managers of personnel and finances, counsellors and disciplinarians for students, liaison with parents and school board Ministry of education, and supervisors of academic areas of the institutions. In carrying out the role of a supervisor, the head teacher should be visible in all the corners and crannies of the school and not hide away in his office all day long. The primary responsibility of supervisors is to see that high standards are maintained and that schools are run in accordance with the laid down regulation. It is an expression of standard or a means by which a certain set standard in education can be achieved.

It could easily be deduced therefore that quality in education is a totality of the combination of such indispensable variables as quality teachers, quality instructional materials and quality infrastructure (classrooms, seats, tables and chalkboards). Others include, favourable teacher/pupils ratio, favourable students/classroom ratio and quality instructional supervision. All these and more surely results quality product (student) who is exposed to a balanced and result oriented education, especially secondary education. Supervision involves the stimulation of

professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and method of teaching and evaluation of instruction (Ogakwu, 2010).

The supportive and educative process of supervision is aimed toward assisting supervisees in the application of theory and techniques to their works. Numerous developmental models of supervision have been proffered in an attempt to further advance the sound application of supervisory services. Developmental models of supervision have in common a focus on supervisee change from novice to experienced professional through a delineated stage process with representative challenges facing supervisees at each level. If teachers find out that supervision and inspection are more of formalities than quality control, they would not be gingered towards high performance. If school supervision yield concrete control which will lead to transfer or promotion of teachers, teachers would strive very hard to perform better as they would like to be promoted or even recognized as performing well. The problem is that teachers seem not even commended when they perform well, how much of being promoted. No teacher has ever boasted of being very weak practice.

In a school based supervision, according to the Inspector's Manual (2001), the head teacher should:

- a) visit teachers in their classes regularly and discuss their observations with them;
- b) help both new and experienced teachers with planning their schemes of work and lessons and counsel them regularly;
- c) have authority, and use it with the teachers, to set school level objectives, and to determine the school's activities to achieve those objectives;
- d) collect teachers' lesson plans regularly and comment on them;

- e) be accessible to both teachers and students and listen to their concerns and interact informally with them;
- f) trust their teachers and delegate authority to them; and
- g) check regularly on the safety and welfare of teachers and students and take care of problem as they arise.

Adhering strictly to the above, amounts to a systematic and efficient supervision, this will result in an effective and efficient school characterized by:

- i. Excellent achievement by many students in examinations.
- ii. Excellent performance in games, sports, drama, debates, music, festivals etc.
- iii. Well 'behaved' students; and
- iv. The success of past students.

The ideal optimum balance in the teacher-inspector relationship is one of mutual respects. A balanced attitude based on mutual respect exists only when each of the two incumbents is respected and encouraged to practice and pursue the satisfactions of his position until that pursuit infringes on the right of others. Leadership skills, status intellectual, honesty, communication skills, empathy and personality dynamics. These human relations tools equip the Inspector to maintain the needed attitude balance in his working relationship with the school as a change agent. Experience is a great teacher but needs directed reflection to be the most effective. One of the most important things you will do is reinforce desirable instructional behaviours. This reinforcement will help to make the student's teaching behaviours become part of a conscious decision making process rather than just an intuitive action. Limited focus in observations, timeliness in feedback, genuine reinforcement of appropriate behaviours and discussion of authentic teaching behaviours will result in effective reinforcement of instructional behaviours. Specify the constructive behaviour that has positively affected student learning.

- i. label and define the behaviour so that the student- teacher will recognize it in later conferences

- ii. Connect the behaviour to student learning—how/why did it work
- iii. Extend the behaviour to other teaching situations by suggesting how the teaching behaviour could be appropriately used in other situations—brainstorm with student-teacher.

Clarify your student- teacher’s decision making processes, reflection on performance and analysis on teaching behaviours through the appropriate use of illuminating questioning without implying judgments.

- a. facilitate student- teacher participation in formative and summative conferences
- b. improve dialogue and promote understanding by listening carefully and asking follow-up questions helps in understanding the student’s perspective on issues like student readiness, content, organization, methods, class motivation, proactive thinking, accurate assessment (if a serious discrepancy in the cooperating teacher and student teacher’s perception of things is noted, a triad may be needed). Brainstorm solutions and ideas with your student-teacher instead of always giving them the “answers” to student problems. Encourage them to use creative problem-solving strategies to meet the varying needs of students and discover alternative approaches for instruction, management or assessment. This type of activity can help the student build on successes for future planning.

- a. work with them to develop as many new ideas as possible
- b. expand their thinking about processes and procedures they have successfully used or heard about
- c. help them to see past situations in which methodology has worked to different circumstances in which the methods could be utilized.

Remediate inappropriate decisions or actions and redirect the teacher to more appropriate strategies. This should be done in a non-threatening manner with growth as its goal. Often times, the remediation will stem from a teacher either not understanding or misunderstanding a cooperating teacher's expectations.

Being proactive rather than reactive will not only help a student's success but will also a2His concern should be for better education for students and how to help teachers to achieve that objective. He should not pretend to know everything and should, in fact, let the teacher realize that Inspectors too are not perfect. The modern Inspector does not, therefore, force the teacher to accept every advice as gospel truth but should be willing when the occasion arises to learn from the teacher who may be practicing a method the Inspector had never seen before ...”In summary the Inspectors should aid teaching in order to ensure learning takes place in our classrooms for success of objectives of school to be achieved and aid teaching of commerce subject implementation.

### **2.5.2 Influence of School Supervision in Commerce Curriculum Implementation**

Educational change abounds and nowhere is this more noticeable than in the transformation of many schools into learning organizations (Razik & Swanson, 2001; Leithwood, 2001). Less obvious, however, are the implications this transformation holds for the helping force termed "educational supervision". For those educators whose responsibilities include teacher supervision, there is a need to understand this person-oriented process in a setting emphasizing empowerment, needs satisfaction and role effectiveness. This study explores the learning organization dimension of schools to identify implications for specific components of supervision, namely, knowledge, interpersonal/technical skills and task areas.

To examine the learning organization impact on educational supervision, it is important to understand what a learning organization orientation means. Senge (2006) provides a conceptual

definition of this orientation by referring to a learning organization as a setting "...where people continuously expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continuously learning how to learn together". From an operational perspective, educators might attribute this description to that of a school "in which teachers and students have ongoing opportunities to experience success, innovative learning is supported and encouraged, group potential is recognized and utilized, and cooperative effort is embraced and practiced" (Treslan, 2008).

Notwithstanding the fact that many schools currently demonstrate this orientation, it can be assumed that these schools place educators in critical leadership roles requiring effective supervisory assistance. But what form of supervision is most effective in this setting? Glickman, Gordon and Ross-Gordon (2005) propose that developmental supervision has much to offer here. Defined as the application of "...certain knowledge, interpersonal skills and technical skills to the tasks of direct assistance, group development, curriculum development, professional development, and action research that will enable teachers to teach in a collective, purposeful manner uniting organizational goals and teacher needs and provide for improved student learning", this view of supervision represents a paradigm shift from mere inspection of people as subordinates to encouraging collegial interactions. Although this supervisory approach involves working with teachers directly to influence student learning indirectly, it is tantamount to suggesting that yesterday's practices fall short of meeting current educator needs!

A sample of learning organization implications across three vital components of developmental supervision, are knowledge, interpersonal/technical skills, and task areas. These implications are couched in the form of impacts on role-related responsibilities of educators working in this setting. Information has been gleaned from a review of the literature along with the experiences

of this researcher and educational colleagues. Expanding capacity to create truly desired results (that is, ensuring that teachers and students have ongoing opportunities to experience success) reflects needed changes in existing school and classroom functioning. Bureaucratic expectations must be transformed from restricting to facilitating shared decision making, creating a welcoming environment supportive of innovation and experientialism.

Relaxing rigid curricular guidelines and facilitating student and teacher exploration of knowledge applications hence learning. To accomplish this, teachers need assistance in honing interpersonal skills and overcoming communication barriers, allowing them to assume their effective teacher leadership role (Sergiovanni, 1999 cited in Treslan, 2008). This is necessary not only to encourage cooperative student-teacher dialogue but also to help teachers maximize their role empowerment. The end result should be transformation of classroom and school into a laboratory, and enabling teachers to serve as action researchers in classroom settings characterized by effective pedagogical practice.

The supervisory challenge lies in adopting an appropriate supervisory approach that can be embraced by teachers, viewed as collaborative, and considered to contribute to professional development. From a practical perspective, fostering of collective action to bring about these changes is the very essence of collaborative supervision which is premised on participation by perceived equals in the making of instructional decisions. Those in supervisory positions should remember that collaboration is both an attitude and a repertoire of behaviours, where the outcome becomes a mutual plan of action. Since teachers are professionals, it would be prudent for any supervisory assistance to emphasize collaboration and be as non-directive as possible. In so doing, teachers can acquire increased classroom control over decisions essential to them and their students.

**Table 1: Learning Organization Implications for Developmental Supervision Components**

	<b>Knowledge</b>	<b>Interpersonal/Technical Skills</b>	<b>Task Areas</b>
Expanding capacity to create truly desired result (i.e., teachers and students have ongoing opportunities to experience success)	Change Bureaucracy Decision making	Exercising Interpersonal skills Overcoming Communication Barriers	Teachers as action Researchers
Nurturing new and Expansive learning Patterns (i.e., innovative learning is Supported and encouraged)	Innovation/experimentation Self-directed learning Beginning teacher potential	Stakeholder effectiveness and efficiency Facilitating Student/teacher Inquiry Exercising technical Skills	Effective curricula development Teacher Professional Development
Freeing collective aspiration (i.e., group potential is recognized and utilized)	School effectiveness Supervisory approaches Student/teacher Empowerment	Fostering effective Communication	Deploying Constructivist Pedagogy
Learning how to learn together (i.e., cooperative effort is embraced and practiced)	Collaborative effort Learning process Developmental supervision phases	Collaborative and/or non-directive supervisory Approaches Creating a new learning perspective	Teacher Career/school goal pursuit Teacher group development Teacher membership in collective staff endeavours

Source: Treslan, D. L. (2008). The school as a learning organization.

Nurturing new and expansive learning patterns (that is, where innovative learning is supported and encouraged) suggests that as learning organizations, schools emphasize the how, not the what, of knowledge acquisition. Glickman *et al.*, (2005) believe that this environment pre-empts testing knowledge understanding via a specific test criterion in favour of a more constructivist pedagogy. To achieve the goal(s) of this challenging environment, teachers can use assistance from the supervisory process in better understanding the phenomenon of innovation/experimentation, self-directed learning, and the tapping of beginning teacher potential.

This assistance could include stressing the importance of experience in comprehension, and helping students to question, examine, hypothesize and conjecture, and communication is crucial to the management of this learning environment, given that teachers are required to facilitate the inquiry process. As a result, teachers need to hone their assessment, planning, observation, research and evaluation skills. Working to overcome deficiencies in these areas will require supervisors to play a major role in assisting teachers to become effective curricula developers and contribute to teacher professional development. This assumes that interpersonal skills will be revisited and effectively utilized by all concerned. However, supervisors will need to accept teachers' professional judgments concerning what is best for student learning in order for supervisory assistance of this nature to be seen as non-judgmental.

Freeing collective aspiration (such as, recognizing and utilizing group potential) implies freedom in stakeholder-institution interactions. Extended to the classroom, this can mean being empowered to accept responsibility for decisions made and acts performed. For supervisors, this means knowledge of school effectiveness, instructional empowerment initiatives, and understanding the range of supervisory approaches best suited to realizing these goals. In particular, supervisors need to appreciate the critical role of communication in group functioning,

since tapping group potential is central to deployment of constructivist pedagogy and associated knowledge discovery.

Classroom teaching utilizing group potential can result in a need for assistance in the form of professional development activities. Materials dealing with effectiveness, criteria, empowerment, and releasing group potential will be much in demand by those practicing constructivist pedagogy and learning. Here, astute supervisors should choose an intervention based on teacher readiness and need, apply the chosen approach in a collegial manner, and foster teacher development while gradually increasing teacher choice and decision making responsibility. Interestingly, this can be an ideal occasion for supervisors to assess the developmental levels of the teachers they work with to effectively match supervisory assistance with individual needs.

Overall, this particular aspect of schools operating as learning organizations lends itself to the nature of developmental supervision with its emphasis on individual and group interactive dynamics for goal achievement. Freeing collective aspiration focuses on minimizing over-zealous rules and regulations, de-emphasizing formality, and stressing the person, as prerequisites for goal achievement. It becomes clear that teachers profit professionally from receiving supervisory assistance supporting this environment, including collaborative supervisory interventions embracing full development of teacher and student potential; opportunity to learn from failure; and provision of praise for activities well done (Glickman *et al.*, 2005).

Learning how to learn together (i.e., embracing and practicing cooperative effort) contradicts the more traditional belief that learning only occurs when small packets of knowledge are presented to a learner who, through recall and testing, displays understanding (that is, learning) of those concepts. Learning organizations provide a propitious setting to re-examine this practice simply

because an entirely new approach to learning is encouraged (Fosnot cited in Reagan, Case & Brubacher, 2000). In these, schools freedom of expression, opportunity to explore, encouragement to create, and willingness to view failure as a learning experience defines a new paradigm of learning (Senge, 2006). Concomitantly, this approach to learning is particularly dependent on group activities. To be effective in these classroom settings, teachers can benefit from supervisory assistance aimed at positioning student knowledge acquisition first and foremost in a list of pedagogical priorities. It is also worthy of note that this learning organization dimension, when applied to the school, implies effective collaboration between home, school and larger community.

Effective assistance to teachers here will require those in supervisory positions to have extensive knowledge in the areas of collaborative effort, the learning process and phases of developmental supervision. This is particularly important as teachers redesign the traditional learning environment through emphasis on constructive pedagogy and learning. Creating this new learning perspective should also bring with it awareness and acceptance of the fact that experience plays a major role in guiding the learner's mind. Thus, supervisors need to appreciate that at the heart of this exercise lies the fact that teachers need to create an environment of encouragement for their students. Owens (2004) states that new learning requires an environment free from the confines of formality, impersonality and efficiencies currently found in many schools and classrooms. With supervisory assistance teachers can demonstrate that learning how to learn together constitutes a rich new learning experience for their students. Professionally, this can result in teachers need to experience participation in collective staff endeavours focusing on innovation and experimentation, career fulfilment, and addressing the learning needs of students.

Hallinger (2008) says leadership teams at the secondary level help to carry out the critical functions of curriculum and instructional coordination and supervision. Cooper (1989) cited in Chell, (2015) states that schools need to create models of shared leadership which incorporate the talents and energy of principals, teachers, students, and parents. This mode of instructional leadership provides for learning and working with others-teachers, students and parents to improve instructional quality. It is their responsibility to create a strong school culture, enabling teachers to collaborate with them in redesigning the instructional program so that all students can learn.

Gordon (2005) proposes that developmental supervision has much to offer here. Defined as the application of "...certain knowledge, interpersonal skills and technical skills to the tasks of direct assistance, group development, curriculum development, professional development, and action research that will enable teachers to teach in a collective, purposeful manner, uniting organizational goals and teacher needs and provide for improved student learning", this view of supervision represents a paradigm shift from mere inspection of people as subordinates to encouraging collegial interactions. Although this supervisory approach involves working with teachers directly to impact student learning indirectly, it is tantamount to suggesting that yesterday's practices fall short of meeting current educator needs.

## **2.6 Strategies for Assessing Influence of Supervision and Curriculum Implementation**

To reach a goal, one must first establish it as a priority and this will require change in the organizational setup. It will entail a change in and a reassessment of supervisory time so that it now includes time for planning for organizational change. But what changes need to occur? What strengths does the organizational structure have that could be built upon; what weaknesses could undermine? What actions should be taken? It is critical to proceed with accurate information of organizational needs. There are numerous ways to be informed. For example, ask

the people involved; read official records; speak with an objective third-party; or distribute an open-ended survey, such as a brief questionnaire, to some or all of the stakeholders. Also, to determine areas of strengths and weaknesses, a check and ranking list can be used. One well recognized guide in this area is that of the Delphi Technique (Glickman, 1990 cited in Treslan, 2015) which combines an open-ended survey with a ranking list to clearly determine priorities.

Once needs have been assessed, planning can proceed in an orderly manner guided by the objectives which have been set and by the activities which have been outlined. Following this, timelines can be set, resources can be determined, and evaluation can take place. Some well-established planning techniques need to be mentioned. They include: (a) Management By Objectives (MBO), a method which describes explicitly how the goal(s) are to be accomplished; (b) Gant charts that provide a timeline of activities; (c) Programme Evaluation and Review Techniques (PERT) which show interrelationships of activities that are needed in a large project; and (d) Planning, Programming, Budgeting System (PPBS) which is a financial accounting system. Instructional improvement plans help one get organized; however, plans can not materialize without action.

## **2.7 Empirical Studies**

Empirical Research is based on observed and measured phenomena. It is a research derives from the knowledge of actual experience rather than from theory or belief. Below is a list of relevant empirical studies which were reviewed for the study.

Adenike (2013) conducted a study on instructional supervisory roles of secondary school principals and inspectors of the Ministry of Education in Lagos state. The focus of the study was to investigate: instructional supervision of school principals and instructional supervision of inspectors from the Ministry of Education, and instructional supervision and effective

administration of the school. A total of 20 principals and 20 inspectors were randomly selected. A descriptive research of the survey design was adopted for the study. Two sets of questionnaire were used to gather information from the sample chosen for the study. The validity of the instruments was ascertained. The internal consistency of the instruments was established through test-retest method which produced a coefficient of 0.76 and 0.78 respectively. Two hypotheses were generated and tested at 0.05 level of significance.

The data collected were analyzed using Pearson Product Moment Correlation to test the relationship. The study revealed that there was a significant relationship between principals and inspectors instructional supervision. The study showed that principals and inspectors were alert to their possibilities for improvement of instruction possesses the ability to work and actively engaged in discharging their duties in terms of monitoring and evaluation. Based on the findings, it was recommended that the Principals and inspectors should be given more necessary orientation which would guide them the more in their positions as instructional supervisors. They should be refreshed through working in conjunction with neighbouring Universities. Workshops, seminars and in service training should be organized for them. Inspectors from the Ministry of Education should be equipped to make reports available and follow up to see that weaknesses identified in schools are corrected.

The study has a direct relationship with the present study in the sense that it was conducted to discuss the role of the instructional leadership. Also the difference is that, it was conducted in Lagos while the present study was carried in and out of Minna Metropolis. In view of their dissimilarities, this study was carried out to fill the identified gaps. In the area of similarities, the study conducted on instructional supervisory roles of secondary school principals and a descriptive research of the survey design was adopted for the study. While on dissimilarities the researcher used two objectives, two sets of questionnaire to gather information from the sample

chosen and two hypotheses were used. Total population of 40 respondents were used; the study covered five divisions in Lagos State while Minna Metropolis is two Local Government areas in the State. The gap in study was that the Teachers and Students were not used and the objectives should have covered areas like lesson note, instructional materials, and Students workbook should have been included in the study and similar studies should be carried out in other parts of Nigeria.

Usman (2015) examined the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State with reference to Senior Secondary Certificate Examination (SSCE). The objectives of the study were (i) to establish the relationship between Instructional Supervision and students' academic performance in SSCE. (ii) to ascertain if Instructional Supervision is regularly carried out in Secondary Schools in Nasarawa State. (iii) to establish the influence of Instructional Supervision on Teachers' performance in Secondary Schools in Nasarawa State. (iv) to adduce recommendations on strategies to improve Supervision of the Teaching-Learning process, and the general performance of students in Secondary Schools of Nasarawa State. Five corresponding research questions were used to guide the study to a rational conclusion. (1). To what extent does regular supervision have relationship with student's academic performance in Secondary School? (2). what is the relationship between class visitations by principals and students' academic performance in Secondary School? (3). To what extent does a positive or negative remarks by Supervisors have impact on Teacher's job Performance (4). To what extent does regular instructional supervision have relationship with teacher's performance in Secondary Schools in Nasarawa state? Descriptive Survey method was adopted with the population of 525 teachers and 58 Senior Secondary schools out of which a sample size of 92 teachers in 37 selected Senior Secondary Schools were randomly selected.

The instrument titled “Instructional Supervision and Students’ Academic Performance Questionnaire (ISSAPQ)” was used to obtain relevant data. The instrument was validated and pilot tested which showed a reliability index of 0.974 and 0.928 were obtained respectively for the instrument used. Pearson product moment correlational statistics (Pearson r) and t-test at 0.05 level of significance was used to analyse the data generated and answer the research questions. The study shows 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 record keeping have significant correlation with teachers’ performance and academic achievement of students in Secondary Schools. Recommendations like proper alignment of government policies with educational needs of the society, provision of adequate and relevant instructional materials for teaching, regular in-service training for teachers’ capacity development, depoliticization of the free education programmes and proper evaluation of school administrative procedures and educational outcomes were adduced for remediation.

The study has a direct relationship with the present study in the sense that it was conducted to examine the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State. The similarities in the studies are five research questions that were used to guide the study. Descriptive Survey method was also in the studies adopted to examine the Impact of Instructional Supervision on Academic Performance. The difference lies in the locations in which the studies were conducted. Usman (2015) was also differs as it was conducted in Nasarawa state with 92 teachers in 37 selected Senior Secondary Schools, Pearson Product Moment Correlational statistics (Pearson r) and t-test 525 principals and secondary school teachers the present study was carried out in Minna Metropolis, with 30 instructional leaders and 368 students, in ten selected Senior Secondary Schools in Niger state and chi-square

was used in the present study to analyse the data collected in the study. The gap in reviewed study is that it does not cover instructional methods.

Ifeoma (2010), conducted a study on the roles and actions of school principals in managing curricular reforms in Anambra State. Three research questions guided the study. Specifically, the study sought to identify the extent to which: 1) The head teachers provide curriculum and instructional leadership to teachers; 2) The head teachers provide instructional support to teachers; and 3) The curriculum and instructional leadership needs of the head teachers. Survey research design was used in the study with a population of 980 head teachers and 12,563 teachers in 21 Local Government Education Authorities (LGEAs), all in Anambra State. Stratified random sampling technique was used to sample 80 principals and 1678 secondary school teachers who took part in the study. A 22-item questionnaire was used for data collection.

Data was analysed using mean scores, and findings indicated that principals have not manifested appropriate instructional leadership roles. They do not provide adequate leadership actions and they do not discuss with teachers on how inventive creativity should be made an explicit goal of teaching and learning. It was also discovered that principals do not work jointly with staff and expert consultants to implement the use of ICT. Finally, principals and teachers agree that leadership power is so crucial for teachers' roles and actions in curricular reforms in educational invention processes. Among the recommendations made were principals should improve on instructional leadership roles, initiate transforming leadership actions and align their leadership power to stimulate schools' implementation of curricular reforms.

The study has a direct relationship with the present study in the sense that it was conducted to discuss the role of the instructional leadership. It also differs as it was conducted in Anambra state with 80 principals and 1678 secondary school teachers; the population for this study was

made up of 13,821 respondents. This population comprises 980 head teachers and 12,563 teachers in 21 Local Government Education Authorities (LGEAs), all in Anambra State of Nigeria. While the present study was carried out in Minna Metropolis, two Local government areas were used in Senior Secondary Schools in Minna Metropolis of Niger State of Nigeria and population of respondent are 8,622 which comprises Inspectors, Principals, commerce Teachers and Students. The similarities are the use of the same descriptive survey type of research and questionnaire as instrument for carrying out the research. The gaps are Inspectors and students were not used, lesson plan, teaching methods and students' workbook are not included in the reviewed study and were used in the present study.

Masiga (2010), conduct a study on skills and methodological constraints to effective instructional supervision of public primary schools in Central Division of Mumias District. The objectives of the study were to analyze supervision styles preferred, find out the skills or techniques used in supervisory activities, and investigate ways commonly used to supervise curriculum implementation by supervisors. The study adopted descriptive survey design. The target population consisted of 23 Principals, 23 deputy head teachers and 23 senior teachers plus 2 Quality Assurance and Standards Officers (QASOs) in the Division. The researcher drew a sample from the 23 primary schools through simple random sampling. The researcher wrote the names of the 23 primary schools on separate pieces of paper equal in size, folded and mixed them. The researcher then randomly picked 12 papers and wrote down the names of the schools which were then included in the study. The researcher purposively picked 3 teachers from each school that is, the head teacher, deputy head teacher and senior teacher plus 2 Quality Assurance and Standards Officer which gave a total sample of 38.

Questionnaires and interview schedule formed the basic research instruments. The instrument was pilot tested to determine the reliability of the instrument and a reliability coefficient of 0.71

was obtained. Data collected in the study were edited, coded and entered in the Statistical Package for Social Sciences (SPSS) Version 17.0, from which descriptive statistics (means, percentages, frequencies, and standard deviations) were used to answer the research question. Findings showed that there were skills and methodological constraints to instructional supervision. These were lack of employing all supervision styles, inadequate methods were used in curriculum implementation, and lack of training. The researcher recommended that supervisors should emphasis more on supervision styles; attend regular in-service training so as to keep supervisors abreast with new supervisory techniques and do away with the outdated techniques and poor human relation skills. Supervisors should apply all methods used to supervise curriculum implementation and be more involved in the classroom observation so as to really know the situation on ground. Good and friendly working relationship should exist between the supervisors and the teachers so that instructional supervision is carried out in a friendly environment.

The study has a direct relationship with the present study in the sense that it was conducted to discuss the role of the instructional leadership. Descriptive survey research was used in both studies. The study also has the same number of objectives with the present study. Also, the difference between the present study and the reviewed work is that, it was conducted in Central Division of Mumias District, Kenya while the present study was carried in and out of Minna Metropolis.

Okendu (2012), carried out a study to determine whether instructional processes and supervision have any measurable bearing on the academic performance of secondary school students in Degema (Delga) local government area, Rivers State, Nigeria. Four research questions and three null hypotheses were posed to guide the study to a logical conclusion. The study adopted survey research design, with the population of 83 out of which sample size of seventy-seven (77)

secondary school teachers were used. A structured research questionnaire was administered on a sample size. The instrument was pilot tested and a reliability coefficient of 0.77 was obtained.

Data generated from the research questions and null hypotheses were treated with statistical independent t-test of pooled and non-pooled variances and Pearson Product Moment Correlational Statistics (Pearson  $r$ ). The results of the data analysis indicated that regular instructional supervision has a significant bearing on students' performance, instructional supervision has a significant relationship with instructional processes, instructional problems has a significant relationship with instructional supervision, and teachers classroom instructional processes has a significant difference on the academic performance of secondary school students while institutional administration has no significant bearing on teachers classroom supervision, instructional supervision has no significant relationship with educational planning and academic program planning of secondary schools in Delga. Recommendations were proffered based on the findings to improve instructional processes and instructional supervision and enhance the academic performance of students in secondary schools in Degema local government area, Rivers State, Nigeria.

This study has a direct relationship with the present study in the sense that it was designed to determine whether instructional processes and supervision have any measurable bearing on the academic performance of secondary school students in Degema (Delga) local government area, Rivers State, Nigeria. In the reviewed study, four research questions and three null hypotheses were used, while five research questions and five null hypotheses were used in the present study. Another difference in the study is the area in which the study was conducted, Degema local government, Rivers State and the present work was in Minna metropolis, Niger state, Nigeria. In addition, t-test of pooled and non-pooled variances and Pearson Product Moment Correlational Statistics (Pearson  $r$ ) was used while descriptive and inferential statistics was used in the present

study. The similarities in both studies are the use of structured research questionnaire and descriptive survey research. However, the major gaps left in the reviewed study are; it does not cover areas like lesson note, instructional methods, instructional materials and students' workbook.

## **2.8 Summary of Literature Review**

Conceptual Framework, Education has given rise to transformations in the teachers' roles in education delivery in the reviewed literature, Commerce was seen as a communicative transaction between two parties playing a very familiar roles: *buyer* and *seller*. Concept of curriculum implementation implies that one of the functions of a curriculum is to provide a template or design which enables learning to take place. The concept of supervision is "to ensure quality control through regular inspection and continuous supervision of instructional and other educational services". Supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and method of teaching and evaluation of instruction. Issue of curriculum implementation in Africa identified as the major setback for attaining goals of education in Africa due to administrative problems, low staff morale, poor communication, and incessant teachers' strikes.

The Role of Technology in Business Studies Information and Communication Technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in business studies. The satisfaction of teachers with the school system depends on the extent to which they perceive the role of their Inspectors/Supervisors expectation. Learning organization as a setting is "...where people continuously expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where

people are continuously learning how to learn together". To reach a goal, one must first establish it as a priority and this will require change in the organizational setup. It will entail a change in and a reassessment of supervisory time so that it now includes time for planning for organizational change. Empirical Research is based on observed and measured phenomena.

Commerce curriculum for Senior Secondary Schools in Nigeria, scope of commerce curriculum, and current trends in commerce curriculum implementation were reviewed. The first trend is the paradigm shift from teacher-centred to student-centred approach to learning. Constraints in Commerce curriculum implementation is the major setback for attaining goals of education. Relevance of supervision in commerce curriculum implementation is the enhancement of the quality of instruction in schools. Influence of supervision in commerce curriculum implementation is transformation of many schools into learning organizations. Empirical Studies is based on the observed and measured phenomena. It is a research derived from the knowledge of actual experience rather than from theory or belief.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the general methodology that was used for the study. The chapter consists of research design, population, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, and reliability of the instrument, procedure for data collection and procedure of data analysis.

#### **3.2 Research Design**

The study investigated the influence of school supervision on Commerce curriculum implementation in Senior Secondary Schools in Niger State, Nigeria. The appropriate design for the study is descriptive survey research design. Survey research design according to Agber (2003) and Yabo (2007) is concerned with finding, describing and interpreting an existing phenomenon, condition or relationship between or among people or items considered to be representative of the entire group. Based on this fact, this research design was found to be appropriate for this study.

#### **3.3 Population**

The target population of this study was made up of all the 23 public Senior Secondary Schools in Minna metropolis in Niger State. The respondents for this study consisted of inspectors, Principals, teachers and all the SSII students offering commerce in Minna Metropolis numbering eight thousand, six hundred and twenty-two (8,622), made up of fifty (50) instructional leaders, two thousand, three hundred and forty-two (2,342) female students and one thousand six hundred and seventy-six (1676) male students. The population distribution is shown in table 2.

**Table 2: Population Distribution of the Study**

S/NO.	Name of Schools	No. of Inspectors	No. of Principals	No. of Teachers	Students
	MINNA METROPOLIS	42			
1	DSS MAIKUNKELE 'A'		1	1	96
2	ADSS M/KELE		1	1	66
3	DSS MAITUMBI		1	3	750
4	HILL-TOP MODEL		1	1	369
5	DSS BOSSO MINNA		1	1	233
6	DSS CHANCHANGA 'A'		1	2	288
7	DSS CHANCHAGA 'B'		1	1	145
8	UBE MODEL SSS T/FULANI MINNA		1	1	121
9	DSS BEJI		1	2	360
10	DSS GIDAN MANGORO (GBADA)		1	1	162
11	DSS GARATU		1	1	113
12	DSS PYATA		1	1	126
13	DSS SHATA		1	1	30
14	DSS BEJI		1	2	360
15	ABSS MINNA		1	3	824
16	GGSS OLD AIRPORT MINNA		1	3	907
17	GSS MINNA		1	3	737
18	DSS MINNA		1	3	645
19	DSS TUNGA MINNA		1	4	944
20	GGDSS BOSSO RD MINNA		1	3	707
21	WDC MINNA		1	1	160
22	DSS LIMAWA		1	1	230
23	DSS KWASAU D/KURAN GWARI		1	1	187
	<b>TOTAL</b>	<b>42</b>	<b>23</b>	<b>41</b>	<b>8622</b>

Source: Niger State Ministry of Education, Planning, Research and Statistics department (2016).

### 3.4 Sample Size and Sampling Technique

The sample size for this study was made up of three hundred and sixty eight (368) subjects. The choice of this sample size was based on the recommendation of Krejcie and Morgan (1970)

sampling size table. They observed that as the population increases, the sample size increases at a diminishing rate. According to them, a population size of 1 – 9000, a sample size of 368 suffices. The sample for this study consisted of ten (10) Inspectors, ten (10) Principals, ten (10) commerce Teachers and three hundred and thirty eight (338) students offering commerce in Minna metropolis. This gives a total sample of 368. This sample size was arrived at using cluster sampling technique which was instrumental through the use of simple random sampling where the name of the schools were written in a piece of paper mixed together and the assistance of a classroom teacher from Government Day Secondary School, Bosso was sought to pick out ten (10) schools at random. Here, the schools and the sample size as presented on table 3:

**Table 3: Sample Distribution of the Respondents**

S/N	School	No of Inspectors	LGA	Principal	Teacher	Students
1.	Bosso Sec. School	1	Bosso	1	1	34
2.	Day Sec School Chanchaga ‘A’	1	Bosso	1	1	34
3.	Gidan Mangoro	1	Bosso	1	1	34
4.	Hill Top Model School	1	Bosso	1	1	33
5.	College of Arts and Islamic Studies	1	Bosso	1	1	33
6.	UBE Model Sec. School	1	Chanchaga	1	1	34
7.	ABSS, Minna	1	Chanchaga	1	1	34
8.	Govt. Voc. Centre	1	Chanchaga	1	1	34
9.	DSS Tunga	1	Chanchaga	1	1	34
10.	Zarumai Model School, Minna	1	Chanchaga	1	1	34
	<b>Total</b>	<b>10</b>		<b>10</b>	<b>10</b>	<b>338</b>

**368**

### **3.5 Instrumentation**

The instrument used in this study was a researcher designed questionnaire tagged influence of supervision school on the implementation of commerce curriculum questionnaire (ISSOTICCQ). This instrument involves the use of the four (4) points rating scale which includes Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was divided into two sections namely; section “A”, contained demographic data such as name of school, and status. Section “B”, contained five research questions with ten questionnaires each make up fifty questions used in assessing the influence of school supervision on the implementation of Commerce Curriculum in Senior Secondary Schools in Niger State, Nigeria.

#### **3.5.1 Validity of the Instrument**

The content validity was determined by giving to researcher’s supervisors and experts in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria to make meaningful comments, corrections and observations. The items were restructured in line with the comments, observations and corrections made.

#### **3.5.2 Pilot Study**

A pilot study was carried out in Government Girls’ Secondary School, Old Airport road, Minna; Minna Metropolis to ascertain whether the instrument was able to measure what was meant to measure. Twenty (20) copies of the questionnaire were distributed to the respondents. The result of pilot test table is in appendix C.

#### **3.5.3 Reliability of the Instrument**

Reliability is the degree of consistency that the instrument or procedure demonstrates (Abbas, 2009). To ensure the reliability of the instrument, data collected from pilot test was analyzed using Cronbach alpha and a reliability index of 0.86 was obtained. The instrument was therefore

adjudged reliable for use since the reliability index stood between 0.5 to positive one (1). This is in line with Abbas (2009) statement that a reliability index that is close to one (1) is reliable.

### **3.6 Procedure for Data Collection**

The researcher personally visited Senior Secondary Schools in Minna Metropolis, that is, the sampled schools in their respective areas in Minna Metropolis. A letter of introduction was obtained by the researcher from the office of the Head of Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. The letter of introduction assisted the researcher to obtain the required information and assistance needed. Copies of structured questionnaires were administered by the researcher with the aid of two research assistants who were specially trained for two days on the modality for the conduct of the research.

### **3.7 Procedures for Data Analysis**

The data collected through the questionnaire were analyzed using both the descriptive and inferential statistics. The bio-data of the respondents were analyzed with the use of frequencies and percentages, while the research questions were answered with the use of mean and standard deviation. All the five null hypotheses were tested using Kruskal Wallis at 0.05 level of significance. The non-parametric statistics of Kruskal-Wallis was used because the data gathered was a categorical data that can take on a discrete number of values or categories with no inherent order to the categories.

## CHAPTER FOUR RESULTS AND DISCUSSIONS

### 4.1 Introduction

This chapter presents the data analysis including the discussion of results. Data were obtained from inspectors, Principals, teachers, and students offering commerce in Senior Secondary Schools in Minna Metropolis, Niger State. A total of ten (10) Inspectors, ten (10) Principals, ten (10) Commerce Teachers and three hundred and thirty eight (338) students offering commerce in Minna metropolis responded to the questionnaire. The analyses of the data collected were done using both descriptive and inferential statistics. The analysis done in respect of the data collected is presented in the following order.

### 4.2 Description of study Variables

Table 4 shows the frequencies and percentages of the study variable which include the status of the respondents (that is, Inspectors, Principals, Teachers and Students).

**Table 4: Classification of the respondents by Status**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Inspectors	10	2.7
Principals	10	2.7
Teachers	10	2.7
Students	338	91.9
Total	368	100

Table 4 presents the classification of the respondents by status which 10 or 2.7% of the respondents were inspectors, while 10 or 2.7% were principals, 10(2.7%) were teachers and 170 or 91.9% were students. This shows that majority of respondents were students.

### 4.3 Response to Research Questions

Based on the 4-points rating scale, the mean of the scale is 2.5. The decision is that means scores equal to or above 2.5 were considered ‘agree’ whereas those below 2.5 were regarded as ‘disagree’. The descriptive analysis done on each of the five (5) research questions are presented as follows:

**Research Question One:** What is the influence of supervision on lesson plan preparation in commerce in Senior Secondary Schools in Niger State?

To answer this research question, opinions of Inspectors, Principals, Teachers and Students offering commerce in Minna metropolis, Niger State were gathered and analysed. The summary of the descriptive analysis is presented in table 5.

Table 5: **Influence of school supervision on lesson plan preparation in commerce in Senior Secondary Schools in Niger State**

<b>Respondents</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
Inspectors	10	1.993	0.9847
Principal	10	2.947	1.0744
Teachers	10	2.184	2.1016
Students	338	3.722	1.4847
<b>Total</b>	<b>368</b>	<b>2.7115</b>	<b>1.4113</b>
<b>Decision Mean</b>		<b>2.5</b>	

Table 5 shows the opinion comprising of Inspectors, Principals, Teachers and students offering commerce in Minna metropolis on the influence of supervision on lesson plan preparation in commerce in Senior Secondary Schools in Niger State. The table showed the cumulative mean of 2.7115 and Std. Dev. of 1.4113. The standard deviation of 1.4113 is smaller and close to cumulative mean, which signifies that larger number of respondents agreed with the statements. The mean of 2.7117 is greater than the decision mean of 2.5. By implication, this result means

that supervision had positive influence on lesson plan preparation in commerce as perceived by the respondents in Senior Secondary Schools in Niger State.

**Research Question Two:** What influence does school supervision have on the utilization of instructional methods for implementing commerce curriculum in public Senior Secondary Schools in Niger State?

To answer this research question, opinions of Inspectors, Principals, Teachers and Students offering commerce in Minna metropolis, Niger State were gathered and analysed. The summary of the descriptive analysis is presented in table 6.

Table 6: **Influence of school supervision on the utilization of teaching methods for implementing commerce curriculum in public Senior Secondary Schools in Niger State**

<b>Respondents</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
Inspectors	10	2.416	1.1035
Principal	10	1.076	0.6580
Teachers	10	2.152	2.9286
Students	338	2.433	2.5000
<b>Total</b>	<b>368</b>	<b>2.0192</b>	<b>1.7975</b>
		<b>2.5</b>	
<b>Decision Mean</b>			

Table 6 above, revealed the result of the descriptive analysis on the opinion comprising of Inspectors, Principals, Teachers and Students offering commerce in Minna metropolis on the influence of supervision on instructional methods for implementing commerce curriculum in public Senior Secondary Schools in Niger State. The table revealed the cumulative mean score of 2.0192 and std. dev. of 1.7975. The standard deviation of 1.7975 is large and far away from the average mean, which signifies that larger number of respondents disagreed with the statements. The mean 2.0192 is lower than the decision mean of 2.5. By implication, this result means that supervision had no influence on lesson plan preparation in commerce as perceived by the

respondents are lower than the decision mean of 2.5. This therefore means that supervision had no influence on utilization of teaching methods for implementing commerce curriculum in public Senior Secondary Schools in Niger State.

**Research Question Three:** What influence does school supervision have on the use of instructional materials by commerce teachers in public Senior Secondary Schools in Niger State? To answer this research question, opinions of Inspectors, Principals, Teachers and Students offering commerce in Minna metropolis, Niger State were gathered and analysed. The summary of the descriptive analysis is presented in table 7.

Table 7: **Influence of school supervision on the use of instructional materials by commerce teachers in public Senior Secondary Schools in Niger State**

<b>Respondents</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
Inspectors	10	2.583	1.0179
Principal	10	3.260	1.1332
Teachers	10	2.628	2.9372
Students	338	3.388	1.0478
<b>Total</b>	<b>368</b>	<b>2.964</b>	<b>1.5340</b>
		<b>2.5</b>	
<b>Decision Mean</b>			

Table 7 shows the opinions of inspectors, principals, teachers and Students offering commerce in Minna metropolis on the influence of supervision on the use of instructional materials by commerce teachers in public Senior Secondary Schools in Niger State. The table showed that average mean of 2.964 and std. dev. of 1.5340. The standard deviation of 1.5340 is smaller and close to average mean, which signifies that larger number respondents agreed with the statement. By implication, the supervision had positive influence on the use of instructional materials by commerce teachers to enhance the implementation of commerce curriculum in public Senior Secondary Schools in Niger State.

**Research Question Four:** What influence does school supervision have on compliance on the keeping of continuous assessment records in public senior secondary schools in Niger State?

To answer this research question, opinions of Inspectors, Principals, Teachers and Students offering commerce in Minna metropolis, Niger State were gathered and analysed. The summary of the descriptive analysis is presented in table 8.

Table 8: **Influence of school supervision on the keeping of continuous assessment records in public Senior Secondary Schools in Niger State**

<b>Respondents</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
Inspectors	10	2.592	1.2999
Principal	10	2.000	1.0185
Teachers	10	2.991	1.3017
Students	338	2.822	0.9468
<b>Total</b>	<b>368</b>	<b>2.601</b>	<b>1.1417</b>
<b>Decision Mean</b>		<b>2.5</b>	

Table 8 show the opinion comprising of Inspectors, Principals, Teachers and Students offering commerce in Minna metropolis on the influence of supervision on compliance with the keeping of continuous assessment records in public Senior Secondary Schools in Niger State. The table showed that the average mean of 2.601 and std. dev. of 1.1417. The standard deviation of 1.1417 is smaller and close to average mean, which signifiers that larger number respondents agreed with the statements. Average mean was greater than the decision mean of 2.5. This result confirms the fact that supervision had influence positive on teachers' compliance with the keeping of continuous assessment records in public Senior Secondary Schools in Niger State.

**Research Question Five:** What is the influence of school supervision on students keeping of workbook in commerce curriculum implementation process in Senior Secondary Schools in Niger State?

To answer this research question, opinions of Inspectors, Principals, Teachers and students offering commerce in Minna metropolis, Niger State were gathered and analysed. The summary of the descriptive analysis is as presented in table 9.

**Table 9: Influence of school supervision on students keeping of workbook in commerce curriculum implementation process in Senior Secondary Schools in Niger State**

<b>Respondents</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>
Inspectors	10	2.252	1.0577
Principal	10	2.177	1.0131
Teachers	10	2.291	0.9990
Students	338	3.132	2.0098
<b>Total</b>	<b>368</b>	<b>2.463</b>	<b>1.2699</b>
		<b>2.5</b>	
<b>Decision Mean</b>			

Table 9 above, revealed the result of the descriptive analysis on the opinion comprising of Inspectors, Principals, Teachers and Students offering commerce in Minna metropolis on the influence of supervision on students keeping of workbook in commerce curriculum implementation process in Senior Secondary Schools in Niger State. The table revealed that the cumulative mean score of 2.463 and std. dev. score of 1.2699. The standard deviation was obtained, were lower than the decision mean of 2.5. This signifies that larger number of respondents disagreed with the statement. The mean 2.0192 is less than the decision mean of 2.5. This therefore means that supervision does not influenced students keeping of workbook in commerce curriculum implementation process in Senior Secondary Schools in Niger State.

#### **4.4 Hypotheses Testing**

The five null hypotheses were tested using Kruscal-Wallis for contingency at 0.05 level of significance. The summary of each of the hypotheses tested is presented as follows:

**Hypothesis One:** Supervision has no significant influence on lesson plan preparation for teaching commerce in public Senior Secondary Schools in Niger State.

Data were gathered and analyzed in respect of null hypothesis one in order to determine the significant of the influence of supervision on lesson plan in public Senior Secondary Schools in Niger State. The summary was presented in table 10.

Table 10: **Summary of Kruscal-Wallis contingency statistics on the influence of school supervision on lesson plan in public Senior Secondary Schools in Niger State**

Variable	N	Mean	Std. Dev.	Df.	Hcal.	Crit.	Sig.	Decision
Inspectors	10	1.993	.9847					
Principals	10	2.947	1.0744	364	3.47	2.25	0.000	Rejected
Teachers	10	2.184	2.1016					
Students	338	3.722	1.4842					

The non-parametric statistics on table 4.7 showed the sig p-value of 0.000 was found to be lower than the 0.05 alpha level of significance and the Hcal calculated value of 3.47 was found to be higher than the  $X^2$  critical value of 2.25 at df 364. This means that supervision had significant influence on lesson plan preparation for teaching commerce in public Senior Secondary Schools in Niger State. The implication of this result was to reject the null hypothesis which stated that supervision has no significant influence on lesson plan in public Senior Secondary Schools in Niger State.

**Hypothesis Two:** Supervision has no significant influence on the utilization of instructional methods in commerce curriculum implementation in public Secondary Schools in Niger State.

Data were gathered and analyzed in respect of null hypothesis two in order to determine the significance of the influence of supervision on utilization of instructional methods in commerce curriculum implementation in public Secondary Schools in Niger State.

The summary is presented in Table 11.

**Table 11: Summary of Kruscal-Wallis contingency statistics on the influence of supervision on utilization of instructional methods in commerce curriculum implementation in public Secondary Schools in Niger State**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Df.</b>	<b>Hcal</b>	<b>Crit.</b>	<b>Sig.</b>	<b>Decision</b>
Inspectors	10	1.993	.9847					
Principals	10	2.947	1.0744	364	4.89	2.25	0.006	Rejected
Teachers	10	2.184	2.1016					
Students	338	3.722	1.4842					

The non-parametric statistics on table 11 shows the sig p-value of 0.000 which was found to be higher than the 0.05 alpha level of significance and the calculated Hcal. Value of 4.89 was found to be higher than the  $X^2$  critical value of 2.25 at df 364. This means that supervision has significant influence on the utilization of instructional methods in commerce curriculum implementation in public Secondary Schools in Niger State. The implication of this result was to reject the null hypothesis which stated that supervision has no significant influence on the utilization of instructional methods in commerce curriculum implementation in public Secondary Schools in Niger State.

**Hypothesis Three:** Supervision has no significant influence on the use of Instructional materials by teachers of commerce in public Secondary Schools in Niger State.

Data were gathered and analyzed in respect of null hypothesis three in order to determine the significance of influence of supervision on the use of Instructional materials by teachers of commerce in public Secondary Schools in Niger State. The summary is present table 12.

Table 12: **Summary of Kruscal-Wallis contingency statistics on the influence of supervision on the use of Instructional materials by teachers of commerce in public Secondary Schools in Niger State**

Variable	N	Mean	Std. Dev.	Df.	Hcal	Crit.	Sig.	Decision
Inspectors	10	1.993	.9847					
Principals	10	2.947	1.0744	364	3.82	2.25	0.002	Rejected
Teachers	10	2.184	2.1016					
Students	338	3.722	1.4842					

The non-parametric statistics on table 12 showed the Sig. p-value of 0.000 which was found to be lower than the 0.05 alpha level of significance and the calculated Hcal' value of 3.82 was found to be higher than the  $X^2$  critical value of 2.25 at df 364. This means that supervision had influence on the use of Instructional materials by teachers of commerce in public Secondary Schools in Niger State. The implication of this result was to reject the null hypothesis which stated that supervision has no significant influence on the use of instructional materials by teachers of commerce in public Secondary Schools in Niger State.

**Hypothesis Four:** Supervision has no significant influence on the extent to which teachers' compliance with keeping of continuous assessment records in public Secondary Schools in Niger State.

Data were gathered and analyzed in respect of null hypothesis four in order to determine the influence of supervision on the extent to which teachers' compliance with keeping of continuous assessment records in public Secondary Schools in Niger State. The summary is presented in table 13.

Table 13: **Summary of Kruscal-Wallis contingency statistics on the influence of school supervision on the extent to which teachers' compliance with keeping of continuous assessment records in public Secondary Schools in Niger State**

Variable	N	Mean	Std. Dev.	Df.	Hcal	Crit.	Sig.	Decision
Inspectors	10	1.993	.9847					
Principals	10	2.947	1.0744	364	5.12	2.25	0.000	Rejected
Teachers	10	2.184	2.1016					
Students	338	3.722	1.4842					

The non-parametric statistics on table 13 shows the sig p-value of 0.000 which was found to be less than the 0.05 alpha level of significance and the calculated Hcal value of 5.12 was found to be higher than the  $X^2$  critical value of 2.25 at df 364. This means that supervision has influence on the extent to which teachers' compliance with keeping of continuous assessment records in public Secondary School in Niger State. The implication of this result was to reject the null hypothesis which states that supervision has no significant influence on the extent to which teachers' compliance with keeping of continuous assessment records in public Secondary Schools in Niger State.

**Hypothesis Five:** Supervision has no significant influence on students keeping of workbook in commerce curriculum implementation process in public Secondary Schools in Niger State.

Data were gathered and analyzed in respect of null hypothesis five in order to determine the impact of supervision on students keeping of workbook in commerce curriculum implementation process in public Secondary Schools in Niger State. The summary is presented in table 14.

**Table 14: Summary of Kruscal-Wallis contingency statistics on the influence of school supervision on students keeping of workbook in commerce curriculum implementation process in public Secondary Schools in Niger State**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Df.</b>	<b>Hcal</b>	<b>Crit.</b>	<b>Sig.</b>	<b>Decision</b>
Inspectors	10	1.993	.9847					
Principals	10	2.947	1.0744	364	4.23	2.25	0.000	Rejected
Teachers	10	2.184	2.1016					
Students	338	3.722	1.4842					

The non-parametric statistics on table 14 shows the sig p-value of 0.001 which was found to be higher than the 0.05 alpha level of significance and the calculated Hcal value of 4.23 was found to be lower than the  $X^2$  critical value of 2.25 at df 364. This means that supervision has no significant influence on students keeping of workbook in commerce curriculum implementation process in public Secondary Schools in Niger State. The implication of this result was to retain the null hypothesis which states that supervision has no significant influence on students keeping

of workbook in commerce curriculum implementation process in public Secondary Schools in Niger State.

#### **4.5 Summary of Major Findings**

The major findings from this study in view of the hypotheses tested are as follows:

1. Supervision positively influenced lesson plan preparation for teaching commerce in public Senior Secondary Schools in Niger State (calculated Hcal value of 3.47 >  $X^2$  critical value of 2.25).
2. Supervision had no significant influence on the utilization of instructional methods in commerce curriculum implementation in public Secondary Schools in Niger State (calculated Hcal value of 4.89 <  $X^2$  critical value of 2.25).
3. Supervision significantly influenced the use of instructional materials by teachers of commerce in public Secondary Schools in Niger State (calculated Hcal value of 3.82 >  $X^2$  critical value of 2.25).
4. Supervision encourages and improves the extent to which teachers comply with keeping of continuous assessment records in public Secondary Schools in Niger State (calculated Hcal value of 5.12 >  $X^2$  critical value of 2.25).
5. Supervision had no significant influence on students keeping of workbook in commerce curriculum implementation process in public Secondary Schools in Niger State (calculated Hcal value of 4.23 <  $X^2$  critical value of 2.25).

#### **4.6 Discussion of Findings**

Findings of this research study were discussed based on the results of research questions and tested null hypotheses. The discussion is as follows:

The non-parametric statistics carried out on hypothesis one showed that the sig p-value of 0.000 was less than the 0.05 alpha level of significance and the Hcal value of 3.47 was found to be

higher than the  $X^2$  critical value of 2.25 at df 364. This means that supervision significantly has influence on lesson plan preparation for teaching commerce in public Senior Secondary Schools in Niger State. The implication of this result was to reject the null hypothesis which states that supervision has no influence on lesson plan in public Senior Secondary Schools in Niger State. This result was earlier confirmed by the descriptive statistics which revealed the opinion comprising of Inspectors, Principals, Teachers and Students offering commerce in Minna metropolis on the influence of supervision on lesson plan preparation in commerce in Senior Secondary Schools in Niger State. The result of the descriptive statistics shows the total mean of 2.7115 which is greater than the decision mean of 2.5. By implication, this result means that supervision enhances lesson plan preparation in commerce in Senior Secondary Schools in Niger State. This finding trod the same path with the findings of Manual (2001) whose findings revealed that school supervision helps the new and experienced teachers with planning their schemes of work and lessons and counsel them effectively.

The Kruscal-Wallis for contingency test on hypothesis two showed that the sig p-value of 0.006 was higher than the 0.05 alpha level of significance and the calculated value of 4.89 was found to be higher than the  $X^2$  critical value of 2.25 at df 364. This means that supervision has significant influence on the utilization of instructional methods in commerce curriculum implementation in public Secondary Schools in Niger State. The implication of this result was to reject the null hypothesis which states that supervision has no significant influence on the utilization of instructional methods in commerce curriculum implementation in public Secondary Schools in Niger State. The descriptive statistics on research question two also confirmed this result as it was revealed that the total mean score of 2.947 was higher than the decision mean of 2.5. This therefore, means that the influence of supervision on the utilization of instructional methods in

commerce curriculum implementation in public Senior Secondary Schools in Niger State was high.

The non-parametric statistics carried out on hypothesis three revealed that the p-value of 0.002 was less than the 0.05 alpha level of significance and the calculated value of 3.82 was found to be higher than the  $X^2$  critical value of 2.25 at df 364. This means that supervision had influence on the use of Instructional materials by teachers of commerce in public Secondary Schools in Niger State. The implication of this result was to reject the null hypothesis which states that supervision has no significant influence on the use of Instructional materials by teachers of commerce in public Secondary Schools in Niger State. Also, the descriptive statistics on research question three on the opinion comprising of inspectors, principals, teachers and students offering commerce in Minna metropolis shows the total mean of 2.964 which is greater than the decision mean of 2.5. By implication, this result therefore means that supervision enhanced the use of instructional materials by commerce teachers in the implementation of commerce curriculum in public Senior Secondary Schools in Niger State. The research findings of Oyedeji (2008); Jaiyeoba and Atanda (2005) support this result by revealing that the effective use of instructional materials for the implementation of curriculum that facilitate effective teaching and learning in schools was due to constant and meaningful supervision of instructional process.

The Kruscal-Wallis for contingency test on hypothesis four showed that the sig p-value of 0.000 was found to be lower than the 0.05 alpha level of significance and the calculated Hcal value of 5.12 was found to be higher than the  $X^2$  critical value of 2.25 at df 364. This means that supervision has influence on the extent to which teachers' compliance with keeping of continuous assessment records in public Secondary Schools in Niger State. The implication of this result was to reject the null hypothesis which states that supervision has no significant influence on the extent to which teachers' compliance with keeping of continuous assessment

records in public Secondary Schools in Niger State. Similarly, the descriptive analysis carried out on research question four shows the total mean of 2.601 which is greater than the decision mean of 2.5. By implication, this result confirms the fact that supervision promotes teachers' compliance with the keeping of continuous assessment records in public Senior Secondary Schools in Niger State.

The result of this research was not far from the fact revealed by Adenike (2013) that instructional supervision has relationship with the teachers conduct in schools. The non-parametric statistics carried out on hypothesis five revealed that the sig p-value of 0.001 which was found to be less than the 0.05 alpha level of significance and the calculated Hcal value of 4.23 was found to be less than the  $X^2$  critical value of 2.25 at df 364. This means that supervision has no significant influence on students keeping of workbook in commerce curriculum implementation process in public Secondary Schools in Niger State. The implication of this result was to retain the null hypothesis which states that supervision has no significant influence on students keeping of workbook in commerce curriculum implementation process in public Secondary Schools in Niger State. This was further confirmed by the descriptive analysis carried out on research question five which revealed that the total mean score of 3.722 was higher than the decision mean of 2.5. This therefore, means that the influence of supervision on students keeping of workbook in commerce curriculum implementation process in Senior Secondary Schools in Niger State was high. This was in line with the assertion of Masiga (2010) who emphasized instructional supervision as a fundamental component of instructional leadership, viewing this role as imperative to improve instruction and students performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

This study investigated the influence of school supervision on the implementation of commerce curriculum in Senior Secondary Schools in Niger State, Nigeria. The objectives of the study were conducted into five categories: identify the influence of supervision on lesson plan preparation in commerce curriculum implementation in Senior Secondary Schools in Niger State; investigate the influence of supervision on utilization of instructional methods in commerce curriculum implementation in Senior Secondary Schools In Niger State; determine the influence of supervision on the use of instructional materials in the implementation of commerce curriculum in Senior Secondary Schools in Niger State; determine the influence of supervision on teachers compliance with the keeping of continuous assessment records in commerce curriculum implementation in Senior Secondary Schools in Niger State, and identify the influence of supervision on students keeping of workbook in commerce curriculum implementation process in Senior Secondary schools in Niger State. Similarly, five corresponding research questions were answered while five null hypotheses were tested.

The study adopted descriptive survey research design. Out of the total of fifty (50) instructional leaders, two thousand three hundred and forty-two (2,342) female students and one thousand six hundred and seventy-six (1676) male students, a total of ten (10) Inspectors, ten (10) Principals, ten (10) commerce teachers and three hundred and thirty eight (338) students offering commerce in Minna metropolis were used for the study. Data was collected through the use of a researcher designed questionnaire tagged Influence of School Supervision on the Implementation of Commerce Curriculum Questionnaire (IOSSOTIOCCQ). The instrument was pilot tested and a reliability index of 0.86 was obtained. The analysis of the data collected was done using both descriptive and inferential statistics. The non-parametric statistic of Kruscal-Wallis was used to

determine the presence or absence of significant influence for the five null hypotheses. All the null hypotheses were tested at 0.05 level of significance. The result of study revealed among others that supervision has influence on lesson plan preparation for teaching commerce in public Senior Secondary Schools in Niger State (calculated Hcal value of 3.47 >  $X^2$  critical value of 2.25). Also, supervision has influence on the utilization of instructional methods in commerce curriculum implementation in public Secondary Schools in Niger State (calculated Hcal value of 4.89 <  $X^2$  critical value of 2.25). Finding showed that supervision has influence on the use of Instructional materials by teachers of commerce in public Secondary Schools in Niger State (calculated Hcal value of 3.82 >  $X^2$  critical value of 2.25).

## **5.2 Conclusion**

Based on the findings from this study, it can be concluded that supervision has influence on effective teaching of commerce in public Secondary Schools in Minna, Niger State. It enhances teachers' preparation of lesson plans, the use of instructional materials, use of instructional methods and teachers' compliance with the keeping of continuous assessment records.

Though the results revealed that supervision had no influence on students' keeping of work book, it may only mean that the supervision only helped to sustain what both the teachers and students believed in. Influence of supervision has created or facilitates the creation of a climate where people are willing to cooperate to meet organizational objectives and serve personal needs. Supervision has solved controversial issues on the bases of facts and controversial issues on circumstances. Matters concerning employees have being decided on merit and not on personal sympathies of a particular employee or group. Supervision has accepted higher level management and staff decisions and directives as sincere expression of what should be done to meet organizational objectives, personal feeling about organizational policies, higher management and staff decisions are to remain private. They should not be discussed openly with

employees, even though employees may be questioning a policy you do not personally agree with. Supervision has give credit to employees who do a good job, recognition, praise and promotion should be given an objective bases related to job responsibility and the accomplishment of organizational objectives and overall performance of their groups. Supervision has enable gaps identified addressed in all its ramifications.

### **5.3 Recommendations**

Based on the findings of this study, the following recommendations were made:

1. .Principals and Inspectors should be given more necessary orientation which would guide them more in their positions as instructional supervisors thereby encourage keeping and maintaining their work book better.
2. Workshops, seminars and in service training should be organized for the teachers on the use of arrays of instructional methods for effective curriculum implementation.
3. Supervisors should apply all methods used to supervise curriculum implementation and be more involved in the classroom observation so that teachers can utilize more instructional method to enhance the implementation of commerce curriculum.
4. Principals should improve on instructional leadership roles, initiate transforming leadership actions and align their leadership power to stimulate schools' implementation of curricular activities.

### **5.4 Suggestions for Further Study**

Further studies can be carried out on the following suggested topics.

1. Principal school-based supervision practices to enhance Universal Basic Education in the State,
2. Influence of school supervision on the management of Secondary Schools in the State.

3. A study could be further carried out on this aspect of supervision specifically on assessment of availability of infrastructural facilities for school supervision.

### **5.5 Contributions to Knowledge**

The study established that;

1. Supervision has helped the teachers to develop and improve skills in instructional design and to use a model of instruction as a guide to instructional planning.
2. Supervision has helped identify inefficiency in the schools and find out gaps in proper functioning of schools and ensure they are bridged.
3. Supervision had helped teachers in planning, selecting of strategies and resources with proper monitoring and evaluation techniques’
4. Supervision had helped teachers in getting proper guidance from experts.
5. Supervision had provided democratic leadership to teachers to put them on the right track and set before them goals within the reach.

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## **APPENDIX A**

### **QUESTIONNAIRE ON THE INFLUENCE OF SCHOOL SUPERVISION ON THE IMPLEMENTATION OF COMMERCE CURRICULUM IN SENIOR SECONDARY SCHOOLS IN NIGER STATE, NIGERIA**

Department of Educational  
Foundations and Curriculum,  
Faculty of Education,  
Ahmadu Bello University, Zaria.

Dear Student, Sir /Madam,

#### **QUESTIONNAIRE**

I am a postgraduate student in the above-mentioned institution, currently conducting a research on the topic “impact of supervision on the implementation of commerce curriculum in senior secondary schools in Niger state, Nigeria”. I implore you to go through the following questions and tick the appropriate options provided. You are assured that your responses will be treated with utmost confidentiality and would be used only for the purposes of this research.

Thank you for your cooperation

Yours Sincerely,

Abdul-Aziz ABDUL.

## SECTION A: BIO-DATA

Please tick ( ✓ ) in the appropriate box or write your opinion in the spaces provided.

1. **Status:**

(a) Commerce Teacher (     ) (b) Principal (     ) (c) Inspector (     )

(d) Commerce Student

2. **Gender:** (a) Male (     ) (b) Female (     )

3. Area Directorate of Education (Offices) in the state:

(a) Bosso (     ) (b) Chanchaga (     )

**Keys:**

SA=Strongly Agreed

A=Agreed

D=Disagreed

SD=Strongly Disagreed

## SECTION B

Please tick (✓) the appropriate column that suits your assessment.

	<b>Influence of school supervision on Lesson plan preparation in commerce curriculum Implementation.</b>	SA	A	D	SD
1.	Supervision of lesson plans makes teachers to work harder teaching in commerce curriculum implementation.				
2.	If lesson plans are regularly supervised, teachers may cover more topics in commerce curriculum implementation.				
3.	Regular supervision of lesson plans on commerce may improve the quality of teaching in commerce curriculum implementation.				
4.	Regular supervision of lesson plans makes teachers to be more conscious of writing lesson plan on commerce than the actual teaching in curriculum implementation				
5.	The supervision of lesson plans on commerce makes teaching and learning process orderly in implementation of commerce curriculum				
6.	Supervision of lesson plans makes Commerce teachers to implement the commerce curriculum content.				
7.	Supervision of lesson plans reveal teachers who are competent enough to implement Commerce curriculum content.				
8.	Supervision of Lesson plans is necessary for effective and smooth implementation of Commerce curriculum content.				
9.	Supervision of lesson plans in Commerce curriculum in senior secondary schools may facilitate fast implementation.				
10.	Supervision of teachers' lesson plans in Commerce leads to mastery of skills in lesson preparation in implementation of Commerce curriculum content.				

	<b>Influence of School Supervision on Utilization of Instructional Methods in Commerce Curriculum Implementation.</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
11	Regular Supervision of excursion methods can be effectively used by commerce teachers in Commerce curriculum implementation .				
12	Supervision of teachers using Advanced Inquiry method in teaching commerce in my school improves commerce curriculum implementation.				
13	Supervision of teachers using Concept Mapping in teaching commerce in my school improves curriculum implementation.				
14	Supervised teachers use Lecture Method in teaching commerce in my school to implement commerce curriculum.				
15	Supervision of Simulation method in teaching makes Commerce curriculum implementation effective.				
16	Supervised teachers teach better when Field methods are used in Commerce curriculum implementation.				
17	Supervision of teachers using Learner-centred method in teaching commerce makes learning curriculum implementation better.				
18	Supervision of teachers leads to use of new methods and teaching strategies in commerce curriculum implementation.				
19	Supervision of teachers leads to identifying inappropriate use of methods affecting implementation of commerce curriculum.				
20	Supervision of teachers using Dramatization Method in teaching commerce in my school enhances curriculum implementation.				

	<b>Influence of School Supervision on use of Instructional Materials in the Implementation of Commerce Curriculum.</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
21	Supervision of commerce teachers leads to the use of Instructional materials by commerce teachers and assist in covering more topics in commerce curriculum implementation.				
22	Supervision of commerce teachers leads to the use of appropriate of instructional materials in implementation of commerce curriculum.				
23	Supervision of Commerce instructional materials has assisted teachers in implementing of commerce curriculum.				
24	Supervision of teachers guides in the use of tape recorder as instructional material in implementation of commerce curriculum.				
25	Supervision of teachers using instructional materials makes interpretation better in implementation of commerce curriculum.				
26	Supervised teachers in my school use filmstrips in teaching commerce curriculum implementation.				
27	Supervision of teachers in my school led to use of video C.D as instructional material in implementation of commerce curriculum.				
28	Supervision of teachers make instructional materials available in my school in implementing of commerce curriculum.				
29	Supervision of teachers led to use of charts in class activities in implementation of commerce curriculum.				
30	Supervised teachers benefit immensely from the use of overhead projector in implementing of commerce curriculum.				

	<b>Influence of School Supervision on teachers Compliance with keeping of Continuous Assessment records in Commerce Curriculum Implementation.</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
31	Regular supervision of continuous assessment form basis for improving the academic performance in commerce curriculum implementation.				
32	Regular supervision of teachers enhance compliance with keeping of continuous assessment records in commerce.				
33	Regular supervision of continuous assessment by principals serves as veritable tool for grading of students in commerce curriculum implementation.				
34	Supervision of continuous assessment gives room for assessing level of commerce curriculum implementation.				
35	Supervision of students' progress report leads to effectiveness and efficiency in commerce curriculum implementation.				
36	Supervision has led teachers to keep assessment record in commerce curriculum implementation.				
37	Supervision of continuous assessment leads students to hard work in commerce curriculum implementation.				
38	Supervision of continuous assessment record not properly recorded can be put right to encourage hardworking students in commerce curriculum implementation.				
39	Supervision of continuous assessment records are often reflected in examination to boost students' performance in commerce curriculum implementation.				
40	Supervision of teachers regularly has led to appropriate keeping of students' performance record in commerce curriculum implementation.				

	<b>Influence of School Supervision on students keeping of work book in Commerce Curriculum implementation process.</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
41	Supervision enable proper keeping of students work book in my school thereby enhancing curriculum implementation process.				
42	Supervision of work book leads to students' commitment to learning in commerce thereby enhancing Curriculum implementation.				
43	Supervision of work book facilitates writing of assignments in commerce Curriculum implementation process.				
44	Supervision of students work book brings about progress and effectiveness in commerce curriculum implementation process.				
45	Regular supervision of work book leads to efficiency in commerce Curriculum implementation process.				
46	Supervision of students work book properly kept encourage hardworking students in commerce curriculum implementation process.				
47	Supervision of students Work book is often reflected in examinations to boost students' promotion in commerce curriculum implementation process.				
48	Supervision of students work book make students participate in commerce curriculum implementation process.				
49	Supervision of students work book has enable students to learn commerce better and faster in commerce curriculum implementation process.				
50	Supervision of students work book in commerce has made curriculum implementation more practical and real.				

Kindly indicate your comment and observation if any in the space provided below.

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## **APPENDIX B**

### **TRAINING MANUAL FOR ASSISTANTS**

The following instructions were given to the research assistants in the field of this research.

1. Report at the principal's office.
2. Self-introduction to the respondents.
3. Submit letter collected from head of department to principal or inspector officer's office.
4. Each respondent should tick the gap appropriate to them.
5. The people involved are inspectors, principals, Commerce teachers, and commerce students.
6. The students have to be guided on free of opinion on how to fill the questionnaires.
7. The names of respondents are not required on the questionnaires and their locations.
8. Get the targeted teachers and explain the purpose of the studies to them to allay their fears to avoid misinterpretation of the instrument.
9. Be polite with the respondents. Avoid being rude or harsh to them.
10. No hate speech or violent words in the course of distribution and collection of test items
11. Avoid misunderstanding issues.
12. Be attentive while collecting test items to avoid missing scripts.
13. Be smart and dedicated in the point of the field exercises.
14. Speak good and simple English, considering the educational level of the students.
15. How to attend to questions that may be raised from the respondents.
16. Explain to them that the instrument will be collected after two days of administering.

## APPENDIX C

RELIABILITY

/VARIABLES=VAR00001 VAR00002

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE CORR

/SUMMARY=MEANS.

### Reliability

[DataSet0]

### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
	Valid	20	100.0
Cases	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha <sup>a</sup>	Cronbach's Alpha Based on Standardized Items <sup>a</sup>	N of Items
.84	.86	2

**Item Statistics**

	Mean	Std. Deviation	N
VAR00001	1.4000	.50262	20
VAR00002	2.6500	.48936	20

**Inter-Item Correlation Matrix**

	VAR00001	VAR00002
VAR00001	1.000	-.899
VAR00002	-.899	1.000

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.025	1.400	2.650	1.250	1.893	.781	2

APPENDIX D

DEPARTMENT OF EDUCATIONAL FOUNDATIONS & CURRICULUM  
FACULTY OF EDUCATION  
AHMADU BELLO UNIVERSITY, ZARIA

Instrument Validation Form

Dear Sir/Ma,

The candidate is a postgraduate student of Educational Foundations and Curriculum Department, Ahmadu Bello, Zaria. He/she is hereby humbly requesting your assistance in validating this research instrument. Please, grant the candidate all the necessary assistance. Thank you.

 16/02/2018  
Head of Department  
Dept. of Educational Foundations & Curriculum  
Ahmadu Bello University, Zaria

Student's Surname: ABDULL Other Names: ABDULLAZIZ

Registration Number: P13 EDFA 8028 Programme: M.Ed

Title of the Instrument: DESCRIPTIVE SURVEY

Please comment on the following:

1. Appropriateness of the instrument for the research work: fairly appropriate
2. Clarity and simplicity of the language used: language used is clear and simplified
3. Suitability of the instrument for the level of respondents: The instrument is simple and at the level of the respondent
4. The extent in which the items cover the topic it meant to cover: Satisfactory
5. Is the instrument properly structured in line with objectives and research questions? Items of the instrument are in line with objectives and research questions
6. Others (grammatical errors, spelling errors and others): very few grammatical errors and spellings were observed and corrected.

7. General comment on the instrument.....  
.....

Suggestion(s) for improving the quality of the instrument

1. Improve on item wordings
2. Focus on addressing issues as outlined in the objectives and research questions
3. ....
4. ....

**ATTESTATION SECTION**

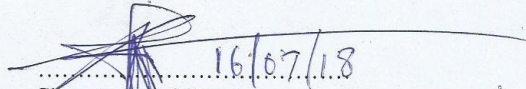
I hereby testify that the above named student brought his/her instrument for validation

Name of Attester: Dr A A Dada

Designation: Supervisor

Name and Address of Institution: Abu Zaria

Phone No: 08036155035 E-mail: dadaabdullahialiyu@gmail.com

  
Signature and Date 16/07/18

Thank You