Curriculum Supervision in Post-Basic Education and Career Development (PBECD) in Nigeria

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Abstract: This paper examined the challenges facing curriculum supervision in Post-Basic Education and Career Development (PBECD) in Nigeria. Secondary data were used to provide empirical support for the paper. Data were collected from both print materials and online publications. The paper identified poor funding, inadequate transportation facilities, shortage of curriculum Supervisor, insecurity, poor capacity building programme, inadequate supervision materials, poor communication and poor human relations as some of the challenges that have militated against effective curriculum supervision in the Nigerian Post-Basic Education and Career Development (PBECD). To address these challenges, the paper recommended adequate funding of curriculum supervision at the Nigerian Post-Basic Education and Career Development (PBECD).

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

INTRODUCTION

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

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

The realization of the objectives of Post-Basic Education and Career Development (PBECD) depends on effective curriculum supervision. Curriculum Supervision is a process of working with administrators, teachers and pupils to bring about the improvement of effective curriculum implementation in schools. Curriculum Supervision is a professional and technical service to ensure the smooth delivery of curriculum in schools. Curriculum Supervision can also be defined as the set of activities designed to improve the teaching-learning process.

Challenges of Curriculum Supervision in Post-Basic Education and Career Development (PBECD) in Nigeria

There are many challenges facing curriculum supervision in the Nigerian Post-Basic Education and Career Development (PBECD). Some of the challenges include; poor funding, inadequate transportation facilities, insecurity, poor capacity building programme, inadequate supervision materials, poor communication, poor human relations and shortage of curriculum Supervisor

Poor Funding

Poor funding of Post-Basic Education and Career Development (PBECD) and curriculum supervision have contributed to poor curriculum supervision in the Post-Basic Education and Career Development (PBECD) in Nigeria. Anuna (2004) pointed out that inadequate funds have been the bane of supervision and have almost destroyed the inspection of schools in Nigeria. The money made available to the inspectorate unit is not sufficient for the enormous task entrusted to them. Also, Lack of funds entails no touring advance and allowances for the inspectors and the inability to service and repair the vehicles needed for the supervision (Packard, 1988). Umar, Hauwau & Nura (2017) disclosed that inadequate funding either on the part of the government, concerned ministries and individual proprietors affect the supervision and administration of schools. This inadequacy is reflected in the non-provision of the school's statutory material and physical plants. Operational funds or impress are not available, thus there is no provision for stationary, even old equipment is not maintained and there are no conducive office accommodations (Peretomode, 2009).

Inadequate Transportation Facilities

Inadequate transportation facilities for Supervisors have also militated against effective curriculum supervision in Post-Basic Education and Career Development (PBECD) across the country. This submission was agreed upon by Ogunode & Ajape (2021) who noted that inadequate transport facility is another challenge preventing effective supervision of secondary school education in Nigeria. Many state ministries and quality assurance units in majorities of states in Nigeria do not have adequate transport facilities to support the supervision programme of secondary school education in the various states of Nigeria. NOUN (2007) observed that
supervisors of education have often complained of the inability to cover most of their areas of operation. This is compounded by the inaccessibility of some areas, e.g. riverine, nomadic and rural areas where schools are located. The problem of transportation cannot be separated from poor funding of the inspectorate unit in the ministry of education and the state of all Nigerian roads.

**Shortage of Curriculum Supervisor**

Ogunode & Ajape (2021) observed that the Shortage of professional supervisors with specialization in the supervision of Post-Basic Education and Career Development (PBEC) is an enormous challenge preventing effective supervision of secondary school education in Nigeria. Many state ministries and agencies of state government do not have adequate professional supervisors for the supervision of secondary schools across the federation. The inability of the government to employ adequate supervisors is affecting the supervision of secondary school education across the country. Umar, Hauwa’u & Nura (2017) also noted that many schools in the country suffer defective teaching due to the absence of qualified staff in some subject areas. Also, insufficient and unqualified supervisors in the educational system in most cases many schools visited are not thoroughly assessed because the inspectors/supervisors are not enough for the subject areas. Another fact is that most inspectors are not specialists in important areas like science and technical subjects. According to Anuna (2004), many of the personnel utilized for the supervision of instruction did not have the prerequisite qualification and experience. Some states in Nigeria still employ and utilize graduate teachers without professional teacher qualifications as supervisors of the schools. Also most of the time the supervisors and inspectors supervised subjects they do not have academic competence. Furthermore, personnel without the experience of teaching in schools were deployed to supervise teachers. This practice hinders quality control, and consequently, resulting in poor quality output while maintaining standards of the students are affected (Umar, Hauwa’u & Nura 2017; Ogunu, 2001).

**Insecurity**

Ogunode & Ajape (2021) opined that insecurity in Nigeria is preventing effective supervision of educational institutions, especially the Post-Basic Education and Career Development (PBEC) across the federation. The high rate of insecurity in Northern Nigeria has affected the supervision of secondary schools across the various states in the Northern part of Nigeria. Also, Ogunode & Richard (2021) observed that insecurity in Nigeria especially in Northern Nigeria has contributed to poor supervision of secondary school education. Many secondary schools have been attacked across the country which had led to the closure of schools. Ogunode (2021) concluded that the high rate of insecurity in Nigeria has militated against effective supervision of schools across the various states in Nigeria. Boko Haram group had killed many students, teachers and school administrators because they are against western education in Nigeria, especially in the Northern part of Nigeria. The activities of the bandits and Boko Haram group had led to school closures and unstable academic calendars in most schools in the country.

**Poor Capacity Building Programme**

Ogunode & Ajape (2021) stated that the poor capacity development of supervisors is another problem militating against effective supervision of Post-Basic Education and Career Development (PBEC) in Nigeria. Some instructional supervisors working in the various state ministries of education are not constantly exposed to training and retraining programmes and this is affecting the performance of the supervisors. Research has it that instructional supervisor that goes for training and retraining programme regularly performs better than those who do not go for training and retraining programme. The poor capacity development programme of instructional supervisors is responsible for the poor supervision of secondary school education in Nigeria. This submission
agreed with the conclusion of NOUN (2007) that argued that most of the personnel used as supervisors of instruction in most states in Nigeria do not have the pre-requisite teachers’ qualifications and experience. Most supervisors lack professional supervisory skills. NOUN (2007) noted that some supervisors still adopt autocratic, fault-finding styles of inspection. This makes the school head and teachers become apprehensive. This set of supervisors always assumes mastery of the subjects and expects the teacher to be subservient to them. They assume that supervisors have the knowledge and regard the teachers as inferior workers who should take instruction from them without questioning; this will always breed disdain and contempt instead of cooperation.

**Inadequate Supervisory Materials**

Shortage of supervisory materials is another big problem that affected the supervision of Post-Basic Education and Career Development (PBECD) in Nigeria. Many supervisors used their pens, plain sheet and recording materials to carry out supervision functions in the schools. Ogunode (2021) submitted that inadequate supervisory material is a problem that has contributed to ineffectiveness in the supervision of Post-Basic Education and Career Development (PBECD) in Nigeria. Many supervisors working in the various state ministries of education and agencies do not have adequate supervisory materials to carry out effective supervision in secondary schools across the federation. Also, Umar, Hauwau & Nura (2017) agreed that supervisors are faced with the obstacle of insufficient materials. This is a serious problem which hinders their assignment. The job of supervision is done through the use of material resources. What materials to use and how many are available to the instructional supervisor may depend on the type of supervision envisaged. The types of materials or equipment needed may also depend on whether the instructional supervisor is internal or external personnel (Ani, 2007)

**Poor Communication**

Poor communication skills of many supervisors have prevented effective curriculum supervision in the Post-Basic Education and Career Development (PBECD) schools in Nigeria. This submission is attested to by Umar, Hauwau & Nura (2017) who asserted that many supervisors including the school head and departmental heads do not have effective means to communicate with their staff. This is due to inadequate communication skills. Teachers are sometimes demoralized due to poor communication. Also Peretemode (2009) aptly noted that communication is the most essential tool in the supervisory relationship. The supervisor must be versatile in the act of communicating to avoid a situation where the message can be misinterpreted.

**Poor Human Relations**

Poor human relations skills of supervisors have led to poor supervision of curriculum in some Post-Basic Education and Career Development (PBECD) in Nigeria. Umar, Hauwau & Nura (2017) observed that good relationship is difficult to establish because of the different kinds of human beings involved and they also require a different supervisory application. Maintaining a cordial relationship between the supervisor and supervisee is not always an easy task. Individual differences can taint the relationship. Principal's hostility is another form of poor human relations that affects the supervision of instruction. Peretomode (2009) stated that: an "unfriendly attitude comes from teachers and their heads but the principals are said to be worse for it". This is because seniority in civil service is measured in terms of salary Grade Level (GL) rather than academic qualification. Some old principals with many years of experience do not open up to change especially when it is initiated by a younger person. It is 'You want to teach me my job' syndrome. An inspector of the school observed that the majority of them are not easily brought to order and they are very uncooperative because they believe that a lower-level officer is also lower in wisdom
and skills. They always assume mastery of subjects and expect the teachers to be subservient. According to Ogunu (2001) in Umar, Hauwau & Nura (2017), supervisors assume superior knowledge and regard the teachers as inferior workers who should take instruction without questioning. This always breeds disdain and contempt.

**Conclusion and Recommendations**

This paper looked at the challenges of curriculum supervision in Post-Basic Education and Career Development (PBECED) in Nigeria. The paper concluded that poor funding, inadequate transportation facilities, shortage of curriculum Supervisor, insecurity, poor capacity building programme, inadequate supervision materials, poor communication and poor human relations as the main challenges facing effective instructional supervision.

To solve these problems, the paper hereby recommended that:

1) The government should increase the funding for the supervision of secondary schools across the country

2) The government should employ more professional supervisors in the ministries and agencies

3) More supervisory materials should be provided for all supervisors working in the state ministries and department in charge of supervision

4) The government should provide adequate transportation facilities for all the departments and agencies in charge of secondary school supervision across the federation

5) The government should ensure training and retraining programmes are constantly organized for supervisors across the federation to improve their communication skills and human relationship skills;

6) The government should fight all forms of institutional corruption in the ministries and agencies of government handling instructional supervision in the country;

**References**

6. administrators and planners held at the University of Benin.
