Insecurity and Instruction Supervision of Post-Basic Education and Career Development (PBECD) in North-West Nigeria

Ngezack Cletus Amos

Department of Educational Foundations, Faculty of Education, Taraba State University, Jalingo, Taraba State, Nigeria

Emmanuel Bitrus

Department of Arts Education, Faculty of Education, Taraba State University, Jalingo, Taraba State, Nigeria

Abstract: The paper examined the impact of insecurity on instructional supervision of Post-Basic Education and Career Development (PBECD) in North-West geo-political Zone of Nigeria. Secondary data were used in the paper. The data were collected from the online and print publications. The paper concluded that insecurity has affected instructional supervision of Post-Basic Education and Career Development (PBECD) in North-West geo-political Zone of Nigeria. The paper also showed that insecurity has led to death of supervisors and unstable instructional supervision in Post-Basic Education and Career Development (PBECD) in North-West geo-political Zone of Nigeria. Based on this, the paper recommends that government should immediately address the various problems breeding insecurities in the Zone. Securities agencies should be strengthened and adequately funded to provide securities in the states in the region.

Keywords: Impact, Insecurity, Instruction Supervision, Post-Basic Education and Career Development (PBECD).

Introduction

The North West Zone is the largest in the country with seven states namely: Kaduna, Kano, Katsina, Kebbi, Jigawa, Sokoto and Zamfara States. The zone according to the 2006 census shows a total population of 35, 786, 944 with total percentage of 25.56%. The Zone is predominantly constituted by large numbers Muslims and minority Christians with agriculture as their major occupation. The economic transformations of the 1970s and 1980s had far-reaching impacts on economic and social relations in the region. As the national economy shifted from agriculture to heavy dependence on oil, services and importation of finished products, cash-crop production, which had been the region's mainstay, declined. The Zone is endowed with the farming, textile industries, plastic industry, and rice processing machine among others (Unknown,).

North West zone is housing the major military institutions and educational institutions of higher learning. The educational institutions in the region include; early child education, Basic education, Junior secondary schools education, Post-Basic Education and Career Development (PBECD) and higher institutions. The Post-Basic Education and Career Development (PBECD) is the education

children receive after a successful completion of nine 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 (National policy on education 2014).

The North West Zone of Nigeria is facing a lot of insecurities challenges. Ojewale (2024) reported that the frequency of bandit attacks in the northwest has been steadily increasing since 2018. The rise of bandits and their easy access to illicit weapons have destabilized the region. Armed bandit attacks impoverish farmers and hamper agricultural activities and trades in rural communities. Their violent activities and the continued expansion of conflict zones represent a major risk to the socioeconomic outlook in the northwest.

Based on data compiled by the ACLED project, bandit attacks were sporadic from 2010 to 2017, reaching their peak in 2014 with 64 incidents (see Figures 1 and 2). However, since 2018, the number of attacks has been steadily escalating, surging from 124 incidents in 2018 to 1,031 incidents in 2022. The ACLED estimate reveals a staggering 13,485 deaths attributed to banditry between 2010 and May 19, 2023. And actual numbers may be higher, since the ACLED data rely on information provided by local groups and media reports (Ojewale 2024).

Ogunode, Umeora and Olatunde-Aiyedun (2022); Obilo, Oparah, and Ajeka, (2022) reported that bandit attacks educational institutions in the region. Primary schools, Post-Basic Education and Career Development (PBECD) and higher institutions were all attacked and students and teachers kidnapped and some killed. The attacks on the educational institutions continues rapidly leading to school closure in some of the states in the North-west region (Ogunode & Ukozor 2022; Ogunode & Chijindu, 2022). The attacks on school in the region has led to unstable academic calendar, displacement of students and teachers and low enrolment (Abubakar, Otakey, Umar, Fulani, &Isah, 2023; British Council 2014).

The insecurities problems in the region appear to be threatening education development especially that of instructional supervision of Post-Basic Education and Career Development (PBECD). The importance of supervision at all levels of education cannot be over emphasized. This is because, effective and efficient administration and management of education can only be done through adequate supervision which is the yardstick that checks and balances the management of teaching and learning process as well as quality control in our educational institutions (Ogunsanju 2006; Ahaotu Ogunode & Obi-Ezenekwe 2021; Ogunode & Richard, 2021). Based on this, this paper seek to assess the impact of insecurities on Concept of on Instruction Supervision of Post-Basic Education and Career Development (PBECD) in North-West geo-political zone of Nigeria.

Purpose of the study

The purpose of this paper is to assess the impact of insecurities on Concept of on Instruction Supervision of Post-Basic Education and Career Development (PBECD) in North-West geo-political zone of Nigeria.

Research Question

To guide this paper, the following research was developed;

1. What is the impact of insecurities on Concept of on Instruction Supervision of Post-Basic Education and Career Development (PBECD) in North-West geo-political zone of Nigeria?

Concept of Instructional Supervision

Instructional supervision as "that phase of school administration which focuses primarily upon the achievement of the appropriate expectations of the educational system" (Abama 2002). Instructional supervision as a process of formerly making provision to change one behaviour to

improve learning. He maintains that behaviour can include administrative, counseling, supervisory and students' behaviour (Idoko 2005). Instructional supervision is a process of bringing about improvement in instruction by working with the people who are working with pupils (Nwaogu in Idoko 2005). Instructional supervision as behaviour as officially designed by the organization that directly affects teacher behaviour in such a way to facilitate pupils' learning and achieve the goals of the organization. The position of these authors regarding instructional supervision is that, it is basically concerned with supporting and assisting teachers to improve instruction through changing their behaviour (Alfonso et al 1975).

According to Kimosop (2002), instructional supervision is an expert technical service primarily concerned with studying and improving learning and pupils' growth. Instructional supervision can also be defined as the set of activities designed to improve the teaching-learning process. In Nigeria, there has been a critical analysis on what instructional supervision should be. Spears (2007) saw instructional supervision as an internal process (micro-inspection). He opined that micro inspection concerns itself with regular resources utilization and processes in a school and the maintenance of lines of action that promote productivity.

The purposes of instructional supervision include: to directly influence the behaviour of teachers and the teaching processes employed to promote pupils' learning; to ensure that each individual teacher within the school system has been performing the duties for which he was scheduled; to cooperatively develop favourable climate for effective teaching and learning. Others that have been identified by Ogunsaju (1988) are: to know the performance of the teachers recruited to teach in the school system; to determine whether a teacher should be transferred, promoted, retrained or dismissed; to improve the incompetent teacher; to discover special abilities or qualities possessed by teacher in the schools; to provide a guide to staff development; to know the effectiveness of classroom management and to assess the "tone" of the school and identify some of its most urgent needs.

There are two types of instructional supervision, namely external supervision and the internal supervision. Internal supervision as supervision within the various institutions by the institutional heads while external supervision deals with supervision from the local, district, regional or national offices. Internal supervision is where the head or principal in present day public school organization is the chief school administrator in the day-to-day administration and supervision of the school (Neagley, & Evans, 1970; Ogunode & Richard, 2021; Ogunode & Ajape 2021). On the other hand, internal supervision deals with all the activities performed by teachers and principals in the school to enhance teaching and learning (Wanzare, 2011). We could classify internal supervision as that type of supervision that takes place within the school itself. Head teachers, teachers and pupils do this type of supervision. Supervision by the pupils is when from time to time prefects and class leaders ensure that assignments given to pupils/students are done, when teachers are absent from the classroom. Supervision of the pupils/students" work by the teachers is very important in enhancing pupils" achievement because the teacher/pupil contact daily more than any other contact the pupil has with other supervisors. Halpin, (1966) and Ogunode, Olatunde-Aiyedun, and Akin-Ibidiran Yemi (2021) defined external supervision as playing a complementary role in the supervisory process. He looks at external supervision as complementing the role and duties of the internal supervisor by providing professional advice and guidance to teachers. External supervisor is mainly to evaluate the effectiveness of the instructional programme in terms of what it does to the people (Beach, & Reinhartz, 2000; Ogunode & Fabiyi, 2023). Sergiovanni, & Starratt, (2007) observed that the duties of the external supervision include making the work of teachers more effective through such things as improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instruction through direct contact with the classroom teacher.

Concept of Insecurity

Insecurity can be said to be a severe condition characterized by fighting, conflict, death, injury, and warfare that subject human societies or individuals to feelings of or state of fear, anxiety,

uncertainty, lack of protection, and inadequate freedom from danger (Abubakar, Otakey, Umar, Fulani, & Isah, 2023).Insecurity can be seen as a feeling of uncertainty, a lack of confidence or anxiety about oneself. It can also be described as the state of being open to danger or threat. Insecurity is a threat to human existence in all ramifications (Osaat & Peter 2021). Insecurity is a state of not having confident in oneself or relationships with other people. This shows lack of safety from danger and harm. The people are always in fear that nothing could be done for the development of the institution, the nation and the larger society (Dimka, 2018). Insecurity is conceived as a situation where human and national security of a state is compromised by internal or external forces or interests exacerbated by the former's weak or poor economic, military and/or human resource development conditions (Onifade, Imhonopi & Urim 2013). Achumba, Ighomereho and Akpor-Robaro (2013) insecurity is the antithesis of security which attracts such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe among others.

Insecurity is concerned with feelings of uncertainty, dangers or threats to life. Insecurity is a negative feeling involving fear, anxiety, uncertainty and injustice, among others. When an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed, the result may be frustration or insecurity. Insecurity is a threat to learning. Prevailing conflict within communities around the schools often has ripple effects on the teaching and learning activities of such schools (Nwosu, Ukwunna, Ebokaiwe & Ukwunna 2019).

There are many factors responsible for the attacks on educational institutions in Nigeria. Nnamdi (2021) as cited in Ogunode, Godwin and Unoaku (2021), outlined reasons why educational institutions are being attacked by insurgents as follows:

1. Schools are soft targets: According to Sadiq, et al (2021) Boko Haram fighters, bandits and other miscreants have found schools in some states in the region as soft targets and have abducted hundreds of students in recent times. States that recently witnessed the abduction of students and in some instances teachers include Katsina, Niger, Kano, Sokoto, Zamfara and Kaduna. All the incidents were attributed to bandits. Schools are seen as soft targets by the insurgents as a result of increasing security around key government institutions and agencies. They often have weak security, with few or no fences, and guards are few and poorly trained. State and Federal security forces are unlikely to be an impediment, as they are stretched woefully across the length and breadth of the country.

2. Secondly, mass abductions of children are issues that require urgent attention. They attract far more national and international media coverage, and tend to stir more public outrage than kidnapping adult villagers or travelers on highways. The media glare forces the government almost immediately into negotiations and may result in quicker government concessions to speed up the children's release.

3. Thirdly, kidnappers appear to be highly motivated by the concessions they can extract in exchange for releasing abductees, although state and federal officials have repeatedly denied making any. Hard evidence remains slim, but there have been several reports since the Chibok case in 2014 of governments paying ransom, releasing armed group members from detention or agreeing to halt military operations.

Insecurity in Nigeria has developed into a phenomenal plague with security challenges such as kidnapping, suicide bombing, militancy, ethnic related conflicts, armed robbery and politically induced violence which has significantly impacted the development of the country. It is estimated that over 2 million persons have been displaced as a result of insecurity in the country (UNHCR, 2019). This insecurity has destroyed the very foundations of national unity and as such fear, suspicion and apprehension have become the order of the day in today's society (Imhonopi & Urim, 2012).

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

1. What is the impact of insecurities on Concept of on Instruction Supervision of Post-Basic Education and Career Development (PBECD) in Nigeria?

Insecurities problems in Nigeria has affected the development of education. Insecurities specifically has affected instructional supervision of Post-Basic Education and Career Development (PBECD) in the in North-West geo-political zone of Nigeria. Studies by GCPEA (2020); Ogunode and Kolo (2021); Ogunode, Ahaotu and Obi-E (2021) revealed that insecurities has led unstable academic calendar in the schools in the zone and this directly affected the supervision of Post-Basic Education and Career Development (PBECD) in the region.

Also, researches by Mohammed and Ogunode (2022) and Obilo, Oparah and Ajeka, (2022) established that school activities in the region was suspended for a period of time because of insecurities challenges. This suspension disrupted the instructional supervision programme of Post-Basic Education and Career Development (PBECD) in the various states in the zone. Ogunode and Kolo, (2021) submitted that Insecurity is threatening the development of education in Nigeria. Basic schools, secondary schools and higher institutions are under attack. The continuous attacks on the educational institutions have adverse effects on the school supervision, teachers' job performance and student's learning. The insecurities affected effective supervision that resulted poor supervision of schools that included Post-Basic Education and Career Development (PBECD) in the in North-West Nigeria (Ogunode, & Ibrahim,2023).

Supervisors in the region were also affected. Most of the supervisors were kidnapped and killed. Some of the supervisors in the zone were displaced while some lost their families members to the problem of insecurities in the region. Ogunode (2021) noted that insecurity have prevent effective administration of secondary school programme in the country. Many school administrators, teachers, non-teaching staff and students have been killed. Some school administrators, teachers, non-teaching staff and students have been kidnapped and many infrastructural facilities destroyed by Boko Haram members. Secondary school programme have been disrupted due to closing down of school in Northeast Nigeria. Also, Musa (2018) observed that bandits and Boko Haram has targeted the Nigerian education system, assaulting educational institutions, school administrators, supervisors, students, and teachers in Northeast, North-central and North-west Nigeria and disrupting access to education and social services of learners. Teachers and school supervisors have been threatened, and in some cases, killed. Schools have been damaged and destroyed, and often transformed into shelters for internally displaced people (IDP).

The cable (2018) and Global Coalition to Protect Education from Attack, (2020) reported that the United Nations Educational, Scientific and Cultural Organization (UNESCO) noted Boko Haram has killed 2,300 teachers in Nigeria's northeast since the start of the insurgency in 2009. Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's northeast since the start of the insurgency in 2009. In the 2018 UNESCO global education monitoring report (GEM), the UN agency said 19,000 teachers which included school supervisors have been displaced in the region, affecting access to education. The death of these supervisors in the region has reduced strengthen of supervision in the zone and in the country at large (World Bank 2018).

Findings

The paper disclosed that insecurity has affected instructional supervision of Post-Basic Education and Career Development (PBECD) in North-West geo-political Zone of Nigeria. The paper also established that insecurities problems has led to death of supervisors and unstable instructional supervision in Post-Basic Education and Career Development (PBECD) in North-West geo-political Zone of Nigeria.

Conclusions and Recommendations

The paper discussed the impact of insecurity on instructional supervision of Post-Basic Education and Career Development (PBECD) in North-West geo-political Zone of Nigeria. The paper concluded that insecurity has affected instructional supervision of Post-Basic Education and Career Development (PBECD) in North-West geo-political Zone of Nigeria. The paper also showed that insecurity has led to death of supervisors and unstable instructional supervision in Post-Basic Education and Career Development (PBECD) in North-West geo-political Zone of Nigeria.

Based on this, the paper recommends that government should immediately address the various problems breeding insecurities in the Zone. Securities agencies should be strengthened and adequately funded to provide securities in the states in the region.

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