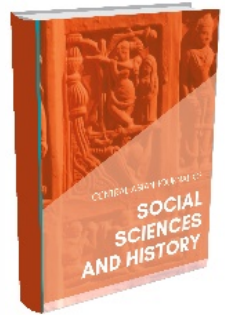




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Supervision of Guidance and Counselling Programme in Secondary Schools in Nigeria: Problems and Way Forward

Bandekaji Chris Audu

bandekajichristopher@gmail.com

Amorha Ifeagachukwu

amorhaifyzi2017@gmail.com

Abstract:

Supervision of guidance and counselling programme is key to the realization of the objectives of the programme in the educational institutions. Supervision of counsellors would help to improve the counsellor's teaching skills and enable him/her to be more effective in delivery of guidance and counselling services to the students. It is unfortunate that as important as supervision is to the development of guidance and counselling programme in the secondary school education that supervision of guidance and counselling programme have not been effective due to many problems. This paper is bent to discuss the problems hindering the effective supervision of guidance and counselling programme at the secondary schools level in Nigeria. This paper depends on secondary data collected from both print and online publications to establish the points raised in the presentation. Inadequate funding, shortage of supervisors with specialization on guidance and counselling, inadequate transportation, inadequate supervision materials, insecurity problem, inconsistent educational policies, political instability, inadequate infrastructural facilities and inadequate training of Supervisors were identified as problems hindering effective supervision of guidance and counselling programme in Nigeria secondary schools. To address these problems, the paper recommended that the budgetary allocation for education supervision should be increased and more professional supervisors in the area of guidance and counselling should be employed etc.

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1.0 Introduction

Guidance and Counseling programme in the Post-Basic Education and Career Development (PBECD) is designed to provide guidance and counseling services for students in the secondary schools. Collins (2002) observes that guidance and counselling is important because it provides an insight on working knowledge, skills and attitudes. It is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever changing environment, understand themselves, their academic, social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. Learners are counselled to alter any maladjusted behaviour. Since most citizens are involved in education process directly or indirectly, the impact of guidance and counselling is real to them while Okobiah and Okorodudu (2004) submitted that Guidance and counselling has been conceptualized as a programme of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development.

Bandekaji, Lawal, and Ogunode (2021) observes that the realization of Guidance and Counseling programme in the Post-Basic Education and Career Development (PBECD) depends on the availability of human and materials resources. Professional School Counsellors is saddled with the responsibility of carrying out the guidance and counselling services in the educational institutions.

Neyland, Leslie, John, Jennifer, Kelly and Nick (2019) observes that School guidance and counseling service prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. There are effective implementations of guidance and counseling in educational system of developed nations. The service of guidance and counseling at schools provide a good opportunity for students to cope with the demands of learning and personal development. Suleiman, Olanrenwaju, and Suleiman, (2019) and Adeyemo, (2014) submitted that Guidance counselling is a noble profession whose importance in the educational system of Nigeria is becoming increasingly recognized by the country's educational planners and policy makers. Ideally a well-trained and supervised school counsellor should be available in each institution in the federation to deal with various aspects of students' problems and this presupposes the establishment of school guidance and counselling from the primary up to the tertiary levels. It is unfortunate that the supervision of guidance and counselling in the Nigerian secondary schools have not been effective. Guidance and counselling programme have not been given maximum attention in term of supervision like other programmes in the Nigerian educational institutions. Lawal, Bandekaji and Ogunode (2021) concludes that poor supervision of counsellors in Nigerian primary schools is another problem affecting the performance of counsellors working in public primary schools. Based on this, this paper intends to discuss problems faced by guidance and counselling programme in term of supervision in Nigerian secondary schools.

2.0 Conceptual Framework

2.1 Concept of Supervision

There are many definitions of supervision, according to Asemah (2010) supervision as a way of advising, stimulating, guiding, improving, refreshing, encouraging and overseeing their operations in order for the supervisors to be successful in their task of supervision. Ezeocha (1990) views supervision as dealing mainly with improvement in teachers' performance since it helps in teaching and learning. It enables teachers to recognize and accept their achievement. Nwaogu (2000) views

supervision as playing essential role in deciding the nature and content of curriculum and selecting materials to facilitate teaching. Another brilliant and noteworthy definition of supervision is that given by Abah and Odeh (2012) who define or see supervision as an interaction between two persons for the improvement of an activity. Adepoju (1999) agrees that the term “supervision” is derived from the Latin word “super videe” meaning to oversee.

Ogunode and Ajape (2021) there are two types of supervision. They include: internal and external supervision. Ogunode and Ugbome, (2021) and Wanzare, (2011) opined that internal supervision deals with all the activities performed by teachers and principals in the school to enhance teaching and learning. Internal supervision could be classified 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 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 is on a daily basis more than any other contact the pupil has with other supervisors.

On the other hands, Ogunode and Ugbome, (2021) cited Beach and Reinhartz, (2000) who view external supervision as mainly to evaluate the effectiveness of the instructional programme in terms of what it does to the people while Sergiovanni and Starratt, (2007) observed that the duties of 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.

According to Ogunode and Ugbome, (2021), the role of supervision in secondary school education include:

- a. Deciding the nature and content of the curriculum
- b. Selecting the school organizational patterns and materials that will enhance educational growth
- c. Improvement of teacher effectiveness.
- d. Ensuring that teachers are performing their duties as scheduled.
- e. Improvement of the incompetent teachers.
- f. Providing a guide for staff development.
- g. Determining the effectiveness of the teachers’ classroom management.
- h. Determining the ‘tone’ of the school.
- i. Determining special abilities possessed by teachers and deciding who to be transferred or retained, promoted, demoted or disengaged.

2.2 Concept of Guidance and Counselling Programme

Guidance and Counselling programme is one of the services offered in the Nigerian secondary schools. Oye, Obi, Mohammed and Bernice (2012a) cited Olayinka (1975) submitted that guidance is a programme that provides service to individual students based upon their needs and understanding of their immediate environment factor have on the students and the unique features of each school. Guidance and counseling can also be as the process and techniques used by a counselor to assist individual to cope with the problems in the areas of his/her life, so that he/she can become useful and contribute to the society in which he lives. One can assert that guidance and counseling is a process

developmental in natures by which an individual is assisted to understand, accept and utilize his/her abilities aptitudes interest and attitudinal patterns in relation to his/her aspiration. The implementer of guidance and counselling services in the educational institutions are known as counsellors. School counselors are certified/licensed educators who improve student success for all students by implementing a comprehensive school counseling program. School counselors design and deliver school counseling programs that improve students' outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. They uphold the ethical and professional standards of their professional body and promote the development of the school counseling program based on the following areas of the professional body National Model: define, deliver, manage and assess (ASCA, n. d.).

Functions of a Professional Counsellors include:

1. Deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.
2. Use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.
3. Ensure equitable academic, career and social/emotional development opportunities for all students
4. Work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all (ASCA, n. d.). Lawal, Bandekaji and Ogunode (2021) observes that Counsellors needs supervision to improve their service delivery at the primary schools.

Guidance and counseling supervision is the process of improving the professional capacity of counsellors to bring about improvement in guidance and counselling instruction. Guidance and counseling supervision is the act of offering a professional services to counsellors by supervisors with the aims of improving teaching and learning and development of counselling services. Guidance and counseling supervision can also be defined as an organized programme designed to improve counsellors towards delivery of quality Guidance and counseling services in school.

Effective supervision of Guidance and counseling programme will lead to the realization of the objective of Guidance and counseling programme in schools; supervision of Guidance and counseling will help counsellors to improve professionally. Supervision of Guidance and counseling will help students to achieve more. Research has it that public primary schools in Nigeria are poor supervised by the various institutions saddled with such responsibilities. Many counselors working in public primary schools in Nigeria are not enjoying maximum supervision.

2.3 Challenges Militating effective supervision of Guidance and counselling in Secondary Schools in Nigeria

There are many problems hindering effective supervision of guidance and counselling programme in Nigeria. Some of them include; inadequate funding, shortage of supervisors with specialization in guidance and counselling, inadequate transportation, inadequate supervision materials, insecurity problem, inconsistent educational policies, political instability, inadequate infrastructural facilities and inadequate training

A. Inadequate Funding

Inadequate funding of supervision in Nigeria is hindering effective supervision of guidance and

counselling programme in the secondary schools in Nigeria. Peretomode, (2009) observes that operational funds or impress are not available, thus there is no provision for stationary, even old equipment are not maintained and there are no conducive office accommodations. Abubakar .Abubakar and Danladi (2017) posits that 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. Anuna (2004) noted that inadequate funds has been the bane of the supervision and has almost destroyed inspection of schools in Nigeria. The money made available to the inspectorate unit is not sufficient for the enormous task entrusted to them. Paul (n.d.) did a study and found out that 90% agreed that inadequate funds for school inspection is a serious problem militating against effective school inspection in Nigeria. There has been gross under-funding of education generally in Nigeria. Inadequacy of funds to run Inspectorate Services has almost completely paralyzed school inspection in Nigeria. Due to financial problem suffered in varying degrees by all Ministries of Education, touring advances are not always available to inspectors who therefore cannot travel as often as required for inspection, while the few available vehicles are not always in good condition due to acute shortage of funds.

B. Shortage of Supervisors with Specialization in Guidance and Counselling

Shortage of supervisors with specialization in guidance and counselling is another problem hindering the supervision of guidance and counselling programme in the secondary schools across the country. Ogunode and Ugbome, (2021) posits that Supervisors are professionals with vast experiences in teaching and learning process. Supervisors are saddled with the responsibility of helping the teachers to improve professionally. Supervisors guide, help and mentor the teachers to grow professionally. It is sad that as important as supervisors are to the realization of quality education, quality assurance as a veritable agency is experiencing shortage of professional supervisors in the field of sciences, social sciences and humanities including guidance and counselling programme. Anuna (2004), observes that many of the personnel utilized for supervision of instruction did not have the prerequisite qualification and experience. Some states in Nigeria still employ and utilize graduate-teachers without professional teacher qualification as supervisors of the schools. Also most of the time the supervisors and inspectors supervised subjects they do not have the academic competence. Furthermore, personnel without the experience of teaching in schools were deployed to supervise teachers. Abubakar Abubakar and Danladi (2017) submits 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 the inspectors are not specialist in important areas like science and technical subjects. Ogunu (2000) who observed that in Edo State which had 1008 primary schools and 145 Secondary Schools, the entire staff involved in inspection in the Inspectorate Division of the State Ministry of Education were fifteen. It was further discovered that out of the 15 inspectors, only 6 had degrees in Education and none had specialized training in educational supervision.

C. Inadequate Transportation

Inadequate transportation system for supervisors in Nigeria is another major problem hindering effective supervision of guidance and counselling programme. Ogunode and Ugbome, (2021) submits that supervision of education especially the secondary school education involves movement from cities to cities and communities to communities and villages to villages. Supervision programme depends on logistics utilities like coaster bus, Hilux van, cars and Motor cycle. Effective supervision of education

can only be possible when the logistics utilities are available and are in good condition. Paul (n. d.) did a study and discovered that (90%) of the respondents rated inadequate transportation as very serious/serious. Inspectors need transport to visit schools assigned to them. Mobility is often hampered because there are no available vehicles for use by the inspectors. Most of the inspectors interviewed confirmed that their transport claims for supervisory travels are never paid. Inspection visits to schools especially those ones in remote and far places therefore becomes very irregular. Ahaotu, Ogunode, and Obi-Ezenekwe (2021) concludes that many Supervisors of education have often complained of inability to cover most of their areas of operation. This is compounded by 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.

D. Inadequate Supervision Materials

Many supervisors while going for supervision functions are not provided with supervision materials because of shortage or non-availability. The inability of supervisors to access the various supervision materials is preventing and frustrating supervision of programme like guidance and counselling in the secondary schools. Abubakar Abubakar and Danladi (2017) pointed out that Supervisors are faced with obstacles of insufficient materials. This is as a serious problem which hinders their assignment. The job of supervision is done through the use of material resources. What materials to use, how many are available to the instructional supervisor may depend on the type of supervision envisaged.

E. Insecurity Problem

Insecurity problem in Nigeria is hindering many educational programmes especially the supervision programme. Supervision of schools have stopped many states in Northern Nigeria due to insecurity problem. Ogunode and Ugbome, (2021) observes that insecurity in Nigeria especially in Northern Nigeria is also affecting supervision of secondary school education. Many secondary schools have been attacked across the country which had led to closure of schools. Ogunode (2021) concluded that insecurity in Nigeria is preventing effective supervision of educational institutions, especially the secondary school education across the federation. The high rate of insecurity in Northern Nigeria is affecting supervision of secondary schools across the various states in Northern 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.

F. Inconsistent Educational Policies

Supervision of guidance and counselling is also hindered due to unstable educational policies in the country. Ani, (2007) submits that the instability caused due to frequent changes in government policies affect education of students. Frequent changes in school curriculum and school system by the ministries and schools also affect the overall performance educational system. Ahaotu, Ogunode, Obi-Ezenekwe (2021) and NOUN (2007) observes that this has to do with frequent change in educational policy without adequate knowledge of the supervisors which often leads to confusion or uncertainty. The supervisors are not carried along when policies affecting education are to be changed/amended. For example, change of school calendar, abolition and re-establishment of bodies like National Primary Education Commission (NPEC), abolition and re-introduction of private universities etc.

G. Political Instability

Frequent change in government cannot have an organized administrative pattern in its education also

affects supervision programme of secondary schools in Nigeria. Peretomode (2009) notes that education in this country has always remained the scarification lamb of the country's polity. This is due mainly to its structure and programmes. Every four years government go and another government comes in with new policies and programme and new administrators abandoning previous programme and starting new policies and programme.

H. Inadequate Infrastructural Facilities

Inadequate infrastructural facilities also hindered supervision of schools. Many supervisors are not being provided with adequate facilities to aid their assignments. Paul (n. d.) found out that 85% of the respondents agreed as very serious/serious. For any inspection to be effective, infrastructures need to be put in place and also in workable condition. Information gathered from the various Inspectorate Units of Ministries of Education reveal that the inspectorate division lack adequate infrastructural facilities such as computers, photocopiers and even stationary to work with.

I. Inadequate Training

Poor training of supervisors is another problem hindering effective supervision of guidance and counselling programme in the secondary schools in Nigeria. Ogunode and Ugbome, (2021) submits that training and retraining programmes are very important for the development of supervisors of education. Training programmes are meant to improve the skills, abilities, knowledge and methods of improving instructional supervision. Ogunu (2000) observed that in Edo Education, touring advances are not always available to inspectors who therefore cannot travel as often as required for inspection, while the few available vehicles are not always in good condition due to acute shortage of funds. Paul (n. d.) discovered in his study that (95%) of the studied subjects rated this problem as very serious/serious problem militating against effective school inspection in Nigeria. It is quite unbelievable that in the 21st century, Nigeria is still operating school inspection with non-professionals that is staff without a degree in Educational Supervision.

Conclusion

This paper concludes that Counsellors needs supervision to grow professionally. Supervision of guidance and counselling programme is key to the realization of the objectives of the programme in the educational institutions. Supervision of counsellors would help to improve the counsellor's teaching skills and enable him/her to be more effective in delivery of guidance and counselling services to the students.

Suggestions

Based on the challenges identified in this paper, the following suggestions were made:

1. Government should increase the allocation for educational supervision and more priority should be given to the supervision of guidance and counselling at the secondary schools.
2. More professional supervisors with specialization in guidance and counselling should be employed and deployed to field to aid effective supervision of guidance and counselling programme.
3. More instructional materials should be provided for Supervisors to enable them carry out their functions.
4. More transportation resources should be provided for supervisors to enable them travel to schools in rural areas.
5. Security men should be provided for supervisors going to high risk of insecurity communities and the government should address all issues pushing out insecurities problems in the country.

6. Adequate infrastructural facilities should be provided for supervisors in their offices to enable them carry out their assignments.
7. Government should ensure educational policies are stable and political party that comes to power should try and continue with policies met on ground.
8. Government should ensure that constant training and retraining programme are organize for supervisors in the secondary schools across the country.

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