

# The Imperatives of Programming in Guidance and Counselling in Higher Education

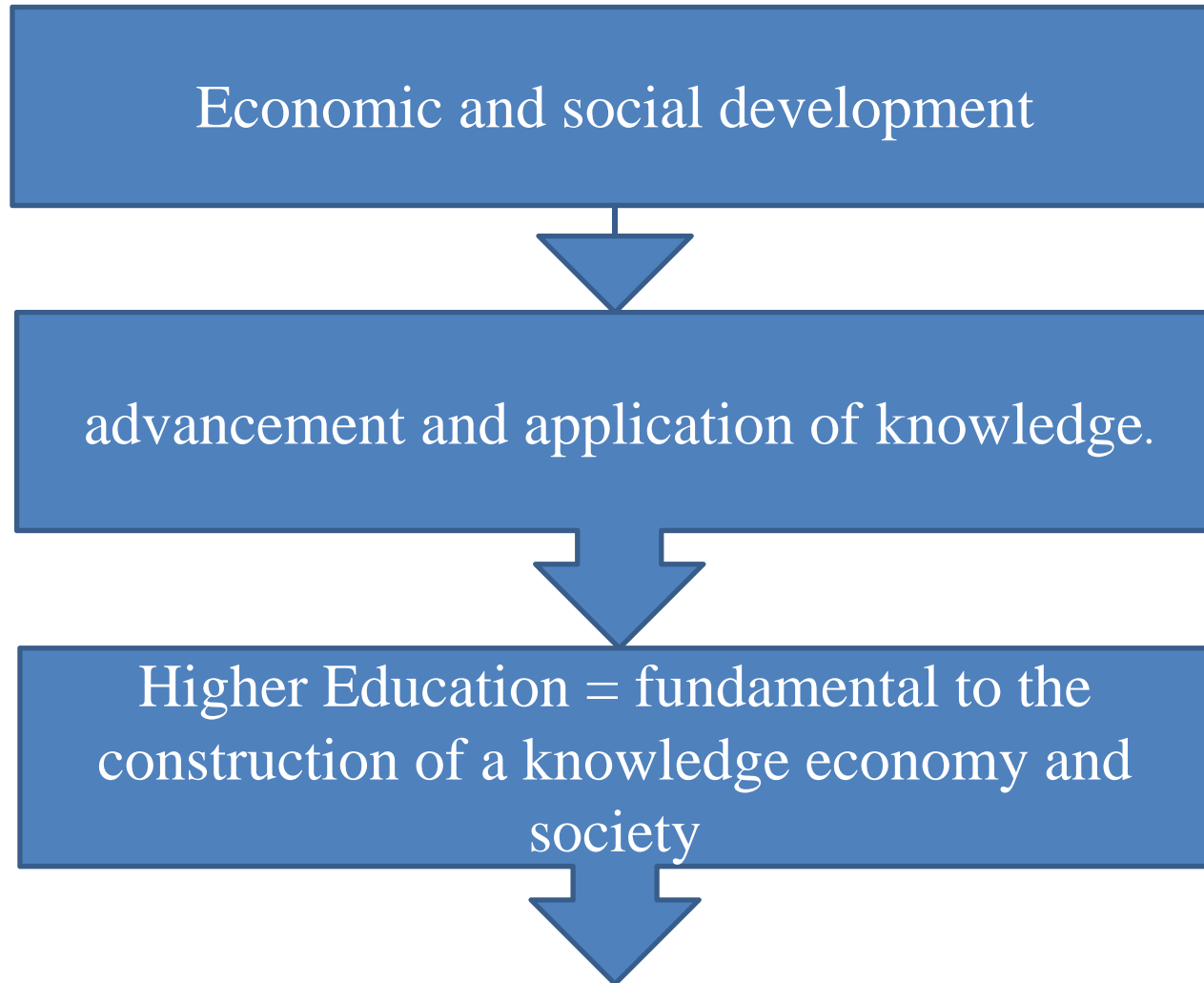
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# General



(World Bank, 1999)

## Challenges in HE

- The potential for HE to fulfill this responsibility in Nigeria and Africa generally is
  - frequently thwarted by long-standing problems of:



finance, efficiency,  
equity, quality and  
governance

- In Nigeria the problem has always been around
  - Funding
  - Autonomy and
  - Welfare

## Global Challenges

- Now, these challenges have been augmented by new global challenges (Salmi, 2001)

- 
- the growing role of knowledge in economic development
  - rapid changes in telecommunications technology, and
  - the globalization of trade and labor markets

## Nigeria: A case in Point

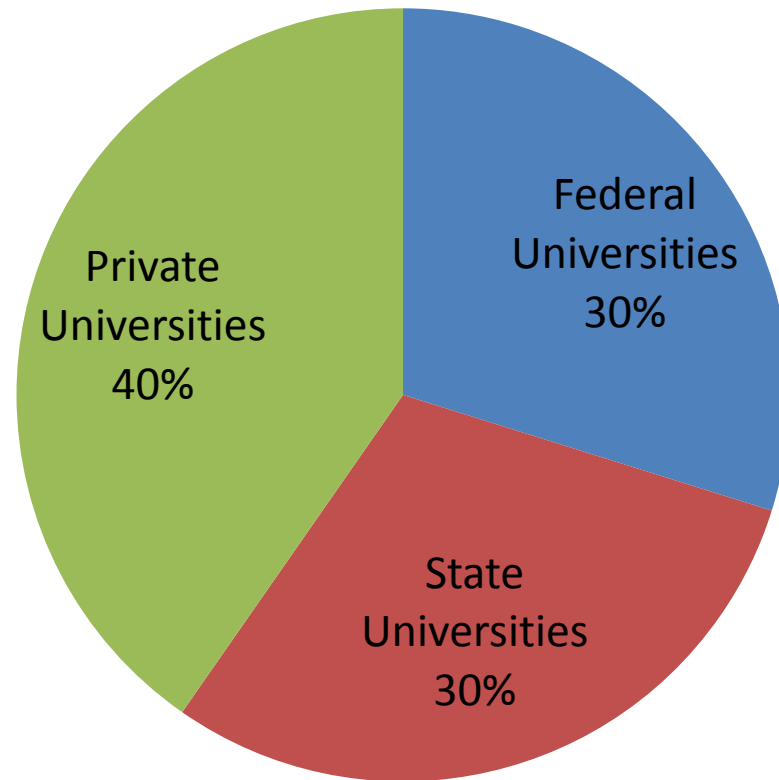
- Nigeria has yet
  - ➔ articulate a development strategy linking knowledge to economic growth
  - ➔ nor build up the capacity to do so
- As Africa's largest country with 20 percent of the region's population, Nigeria had only 15 scientists and engineers engaged in research and development per million persons:
  - Compared to 168/Brazil, 459/China, 158/India, and 4,10/U.S.(WORLD BANK 2002)
- What chance does Nigeria have of participating in the emerging global knowledge economy?

# University Education in Nigeria

A review of the country's past and present higher education policies

- 1959 Ashby Commission on Post-School Certificate and Higher Education
- Report Submitted 1960: **'Investment in Education'** now popularly known as the **'Ashby Report'**
- Between 1980 and 1992, an additional 11 universities were established
- Presently there are 124 Universities :
  - 37 + Federal Universities
  - 37 + State Universities
  - 50 + Private Universities

# Graphic Representation



# Policy Objectives

NPE (2004) highlighted the aims of university education:

1. To contribute to national development through high-level relevant manpower training;
2. To develop and inculcate proper values for the survival of the individual and the society;
3. To develop the intellectual capability of individuals to understand and appreciate their local and external environments;
4. To acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
5. To promote and encourage scholarship and community service;
6. To forge and cement national unity; *and*
7. To promote national and international understanding and interactions.



## University Education in Nigeria, cont'd

- An outgrowth of the Ashby Report was the establishment of the National Universities Commission (NUC) in 1962
  - as a department in the Cabinet Office
  - to oversee the activities of the Universities
  - intended to function as a modest university grants commission
  - To advise govt on policy issues
  - To define norms for quality assurance, and
  - ensuring a balanced and coordinated development of the system
- Later became a statutory body in 1974, the NUC was
- 1998: the end of the military era, it had become a large organization
  - involved in all spheres of university endeavor

# Assessing University's Responsiveness

- Assessing responsiveness through:
  - Access
  - teaching/learning
  - financing, and
  - management/governance (El-Khawas, 2001)
- Dfgh
- t

## Limitations of 'Responsiveness'

Achieving Responsiveness is contingent upon the:

- Increasing access to students
- Provision of increasing numbers of students with specialized skills
  - To enable the contribute in all sectors of the world economy.
- Production of a body of students with a general education that encourages flexibility and innovation to a fast-changing world.
- A sound funding profile
- Effective management of resources
- Increasing the amount and quality of in-country research
  - allowing Nigeria to select, absorb, and create new knowledge (Adamu, 2010)
- **Some more SERIOUS challenges to responsiveness**

# Examples of Students' Unrests

Year	Locations	Parts of the Causes
1984	Many Universities	Tuition fees, catering services
1986	Many Universities	High handedness of ABU VC
1988	Many Universities	Removal of subsidy on petroleum products
1989	Several schools	Introduction of Structural Adjustment Programme
1992	Many Universities	Deregulation of Nigerian currency
1998	Ambrose Alli Univ., Ekpoma	Cult activities
2003	Many universities	Increase in the prices of petroleum products

# Modes of Dressing

<b>Male Students</b>	<b>Short Knickers above the knee; Head ties; Earrings; Kaftans without trousers; Long and busy hairs and beards; Braiding; Permed hairs; Jerry curls; Plaited hairs</b>
Female Students	Body hugs; Short Knickers; Transparent clothes; Head gears; Bogus fashion jewelries; Spaghetti tops; OFF shoulders; Wicket Straps; Mono Straps; Mini Skirts; Dress and Skirt with slit above the Knees; Tight trousers and dresses; Rosy Chicks; Eye Shadow; Excessive Lipsticks; Rastafarian hairstyles; Nail attachments
Both	Shirts or any wear revealing the armpit (Sleeveless tops); T-Shirts and jean which carry immoral messages;

## Rape and Lesbianism Cases

- In Sept, 2011:
  - At Abia State University five male students raped a female student
  - At Enugu State University some cultists forced some female students to perform lesbianism
  - At Tai Solarin University, students gangsters raped some female students at gunpoint
  - All such instances posted the video clips to facebook , YouTube, etc

## Rape and Lesbianism Cases, cont'd

- From Edo State University a video of lesbians was posted on the net
  - with music at the background
- A forum posted a gang rape in Obafemi Awolowo University Ile-Ife

# Cultism

- Had its roots in the pirate confraternity founded by Prof. Wole Soyinka in the 50s.
- The pirate confraternity was an adventurous organization
  - main agenda were noble - to demonstrate freedom and nationalism
  - believed to be bestowed on students by University environment
- Objectives included:
  - to put pressure on the colonialists
  - shake off colonial mentality
  - assert the identity of true independence and
  - to instill university culture into members of the Nigerian higher institution
- ghjk



## Cultism, Cont'd

- Cults kill opposing cult members, kill, wound, and torment innocent students
- Cults in Nigerian Univ are similar in many ways to gang activity in the U.S. and other countries
  - except “religious” beliefs and other restrictions are placed on the members
- In 2002 15 students were killed at the Univ of Nigeria, Nsukka
- The latest attacks was the stabbing to death of a student of the University of Ado -Ekiti by a notorious cultist called 'Osama'

# Examples of Cults

CULTS
Buccaneers
Maplates
Blood Suckers
Black Cat
EiyeConfraternity
Mafiaso
Osiri
Scorpion
Dragon

CULTS
TrojanHouse
Neo Black Movement
Musketeerns
Black Axe
Temple of Eden
Fraternity
Burkinafaso
Panama
PirateConfraternity
Barracudas

CULTS
Vikings
Mafia
Red Devils
Black Barret
Green Barret
Revolution
Mgbamagbu Brother
Airwords
Kuklux (KKK)
Amazon, etc

# Achieving Responsiveness

To reposition universities towards responsiveness

- 2006: NUC Directed that:
  - All Fed Universities without SSS units should establish one
  - All existing SSS units in Fed Univs should be made functional

# Student Support Services

The NUC Triggers:

- SSS unit provides opportunities for:
  - academic development
  - assist students with basic college requirements
  - successful completion of university education
  - The goal of SSS is to **increase the college retention and graduation rates**

## Components of SSS

- SSS unit ideally has the following Depts:
  - Academic tutoring
  - Guidance on postsecondary course selection
  - Assistance to indigent students
  - Educational counseling services
  - Individualized counseling for personal, career, and academic information
  - Mentoring programmes

# Requirements

- Provision of these services is usually preceded by
  - Consultation with target population and stakeholders
  - The determination of their (perceived) needs
- Production of programme
  - Comprehensive
  - Developmental
  - Inclusive

# Rationale for a Comprehensive Counselling Programme

- A counseling programme is an integral component of the academic mission.
  - Driven by student data and based on standards in academic, career and personal/social development
  - Promotes and enhances the learning process for all students.
  - Ensures equity and access to a rigorous education for **all** students
  - Identifies the knowledge and skills **all** students will acquire as a result of the counseling programme
- It's delivered to **all** students in a systematic fashion

# Benefits of a Comprehensive School Counselling Programme

- Students

- Promotes a rigorous academic pursuit for all students
- Prepares students for the challenges of the adult life
- Relates educational programmes to future success.
- Facilitates career exploration and development.
- Develops decision-making and problem-solving skills.
- Provides strategies for closing the achievement gap.
- Assists in developing effective inter/intrapersonal relationship
- Assures equitable access to educational opportunities.



# Benefits of a Comprehensive School Counselling Programme

- Parents
  - Provides support for parents in advocating
  - Develops a system for their ward's long-range planning
  - Increases opportunities for parent/university interaction.
  - Enables parents to access university resources.
  - Provides training and informational workshops

# Benefits of a Comprehensive School Counselling Programme

- University Counselors
  - Provides direct services to all students.
  - Ensures involvement in the academic mission of Univ.
  - Enhances the role of school counselor as a student advocate
  - Provides a clearly defined roles and functions
  - Provides a tool for program management and accountability
  - Provides quality system support within the district.

# Benefits of a Comprehensive School Counselling Programme

- Lecturers/Professors
  - Provides an interdisciplinary team effort to address educational needs.
  - Provides assistance to lecture room management, teaching effectiveness, and affective education.
  - Provides consultation to assist teachers in their guidance role.
  - Promotes teaming to increase student achievement
  - Increases collaboration between teachers and the counselling units

# Benefits of a Comprehensive School Counselling Programme

- Regulatory Agency
  - Provides rationale for implementing the programme
  - Assurance that a quality programme is available to all students.
  - Supports appropriate credentialing and staffing.
  - Provides a basis for determining funding allocations for the programmes
  - Gives ongoing information about student competencies
  - Supports standards-based programming.

# Benefits of a Comprehensive School Counselling Programme

- Administrators
  - Integrates counseling programme with the academic mission of the University
  - Provides programme structure with specific content.
  - Provides a programme promoting student success
  - Assists administration to use school counsellors effectively
  - Provides a means of evaluating school counseling programme
  - Monitors data for University improvement

# Benefits of a Comprehensive School Counselling Programme

- Community
  - Provides increased opportunity for collaboration between counsellors and the community as a whole.
  - Enhances the role of the counsellor as a resource person.
  - Increases opportunities for business, industry, and the community to participate actively in the programme
  - Provides a potential work force with decision-making skills

## Needs Assessment

- Preparatory to programming is:
  - Needs assessment (NA)
  - A planning processes
  - Used for improvement in individuals, organizations, or communities
  - Identifies gaps, the main needs and appropriate interventions or solutions
  - Identifies resources to make implementing a feasible

## Statement of the Problem

- The main problem under investigation is:
  - to determine student's needs for academic, vocational, personal and social support services.
- There is the need for university-based programme
  - To comprehensively integrate the skills and knowledge to develop students into productive citizens.
- Developing and implementing a comprehensive guidance and counselling programme is a systemic change.
- The development of a comprehensive guidance and counselling programme must essentially begin with the determination of the target population
  - what should constitute the content of the programme and
  - how the content can be implemented and/or administered on the target population.



## Objectives of the Study

The objectives of the study were to determine:

- Students' needs for general support services.
- Differences in gender, marital status, employment status and sponsorship status among students
  - in their needs for academic support services.
- Differences in gender, marital status, employment status and sponsorship status among students
  - in their needs for vocational support services.
- Differences in gender, marital status, employment status and sponsorship status among students
  - in their needs for personal and social support services

## Research Questions

The following questions guided the study:-

- Do students need general support services in form of guidance and counselling?
- Are there differences in gender, marital status, employment status and sponsorship status among students
  - in their needs for general support services?
  - in their needs for academic support services?
  - in their needs for vocational support services?
  - in their needs for personal and social support services

# Hypotheses

In order to answer the research questions the following hypotheses will be tested:

- Students do not differ by gender in their needs for general support services.
- Students do not differ by marital status in their needs for general support services.
- Students do not differ by employment status in their needs for general support services.
- Students do not differ and by sponsorship status in their needs for general support services.
- Students do not differ by gender in their needs for academic support services.

## Hypotheses, Cont'd

- Students do not differ by marital status in their needs for academic support services.
- Students do not differ by employment status in their needs for academic support services.
- Students do not differ by sponsorship status in their needs for academic support services.
- Students do not differ by gender in their needs for vocational support services.
- Students do not differ by marital status in their needs for vocational support services.

## Hypotheses, Cont'd

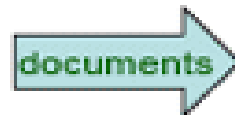
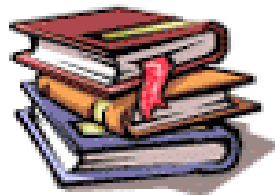
- Students do not differ by employment status in their needs for vocational support services.
- Students do not differ by sponsorship status in their needs for vocational support services.
- Students do not differ by gender in their needs for personal and social support services.
- Students do not differ by marital status in their needs for personal and social support services.
- Students do not differ by employment status in their needs for personal and social support services.
- Students do not differ by sponsorship status in their needs for personal and social support

## Conceptual Framework

- Gathering appropriate and sufficient data
  - Important in the process of developing an effective programme
- NA is only effective when it is ends-focused

# Framework, cont'd

## Needs Assessment



- Document type
- Condition
- Metadata attributes
- Selection criteria
- Usage restrictions
- Relation to other collections



- Services
- Use type
- Frequency of use
- Use mode
- User support needs



- Staff and skills
- Systems, hardware, software
- Stakeholders
- Organizational guidelines and policies
- Master plans and strategies

## Research Design

- The study employed a descriptive survey technique in both its design and procedure



## Population and Sample

- The population for this survey study comprised of all (2010/2011 session)
  - sub-degree
  - undergraduate and
  - postgraduate students

S/N	Programme	Male	Female	Total
1	Sub-degree	2, 623 (61.9%)	1, 615 (38.1%)	4, 238
2	Undergraduate	12, 339 (70.4%)	5, 184 (29.6%)	17, 523
3	Postgraduate	3, 440 (76.4%)	1, 062 (23.6%)	4, 502
	Total	18, 402 (70%)	7, 861 (30%)	26, 263

Source: Academic Planning Unit, (2011)

# Summary of Sample Size

Faculties	Levels						Total
	Sub-Degree		Undergraduate		Postgraduate		
	M	F	M	F	M	F	
<b>AIS</b>							360
<b>Agric</b>							250
<b>Education</b>							370
<b>Engr</b>							360
<b>Law</b>							300
<b>Med/Den</b>							250
<b>Sciences</b>							370
<b>SMS</b>							366
<b>Totals</b>	262	162	1234	518	344	106	2626
	324		1802		500		

# Instrumentation

- Students' Counselling Needs Questionnaire (SCNQ) was developed by the team of researchers
- SCNQ has five sections, A to E.
  - Section A is on personal information of the respondent
  - Sections B to E have items under them in which a respondent indicated their opinion on 4 - point scale

# Scoring of Responses

- The 4 - point scale was scored as follows:
  - VI – 3 points
  - I – 2 points
  - LI – 1 point
  - NI – 0 point
- Each section was treated separately before looking at the entire items together
- Maximum points to be scored in each of the sections per candidate is as follows:
  - Section B – 15 points (3 points to be multiplied by 5no. items)
  - Section C – 30 points (3 points to be multiplied by 10no. items)
  - Section D – 30 points (3 points to be multiplied by 10no. items)
  - Section E – 30 points (3 points to be multiplied by 10no. items)

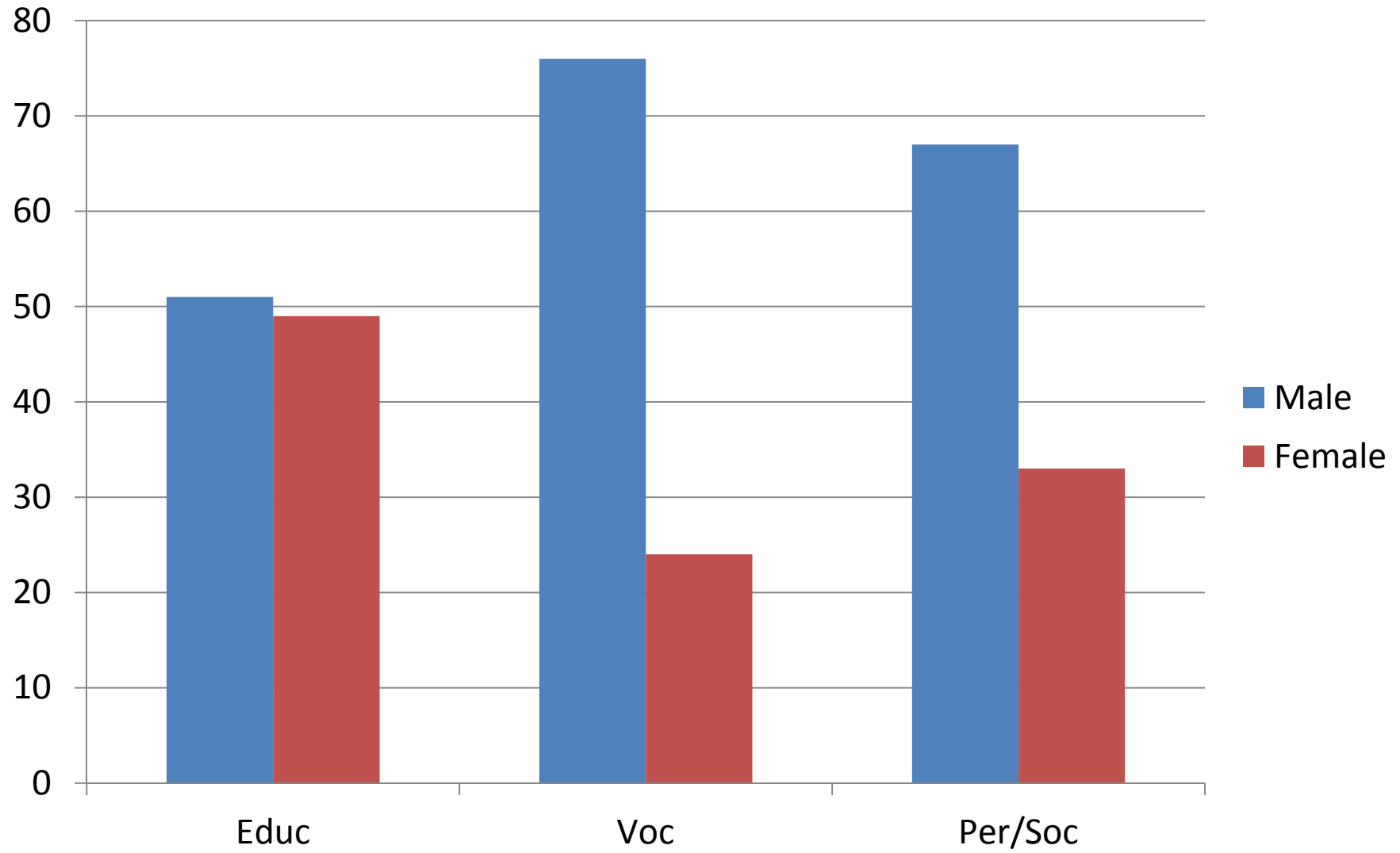
## Data Collection

- 14 research assistants were selected from second year Masters and PhD candidates
- The 14 RAs were trained on how to administer the instrument and how to reach the targeted sample size

## Data Analyses

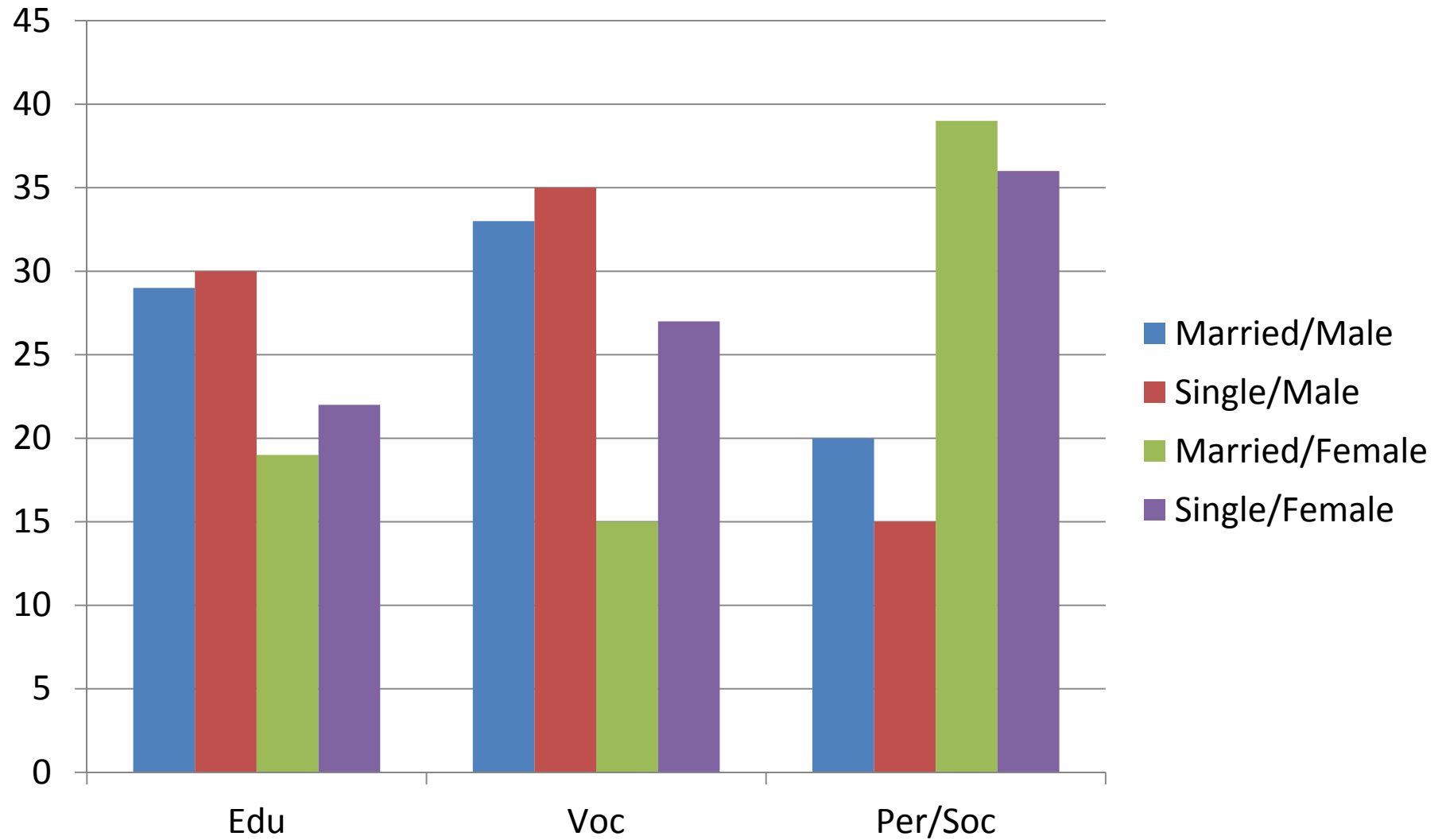
- Descriptive analysis was used to analyse research question one
- T- test related samples was used to analyse hypotheses i, iii, v, vii, ix, xi, xiii and xv
- While analysis of variance was used to analyse hypotheses ii, iv, vi, viii, x, xii, xiv and xvi

# Gender Difference

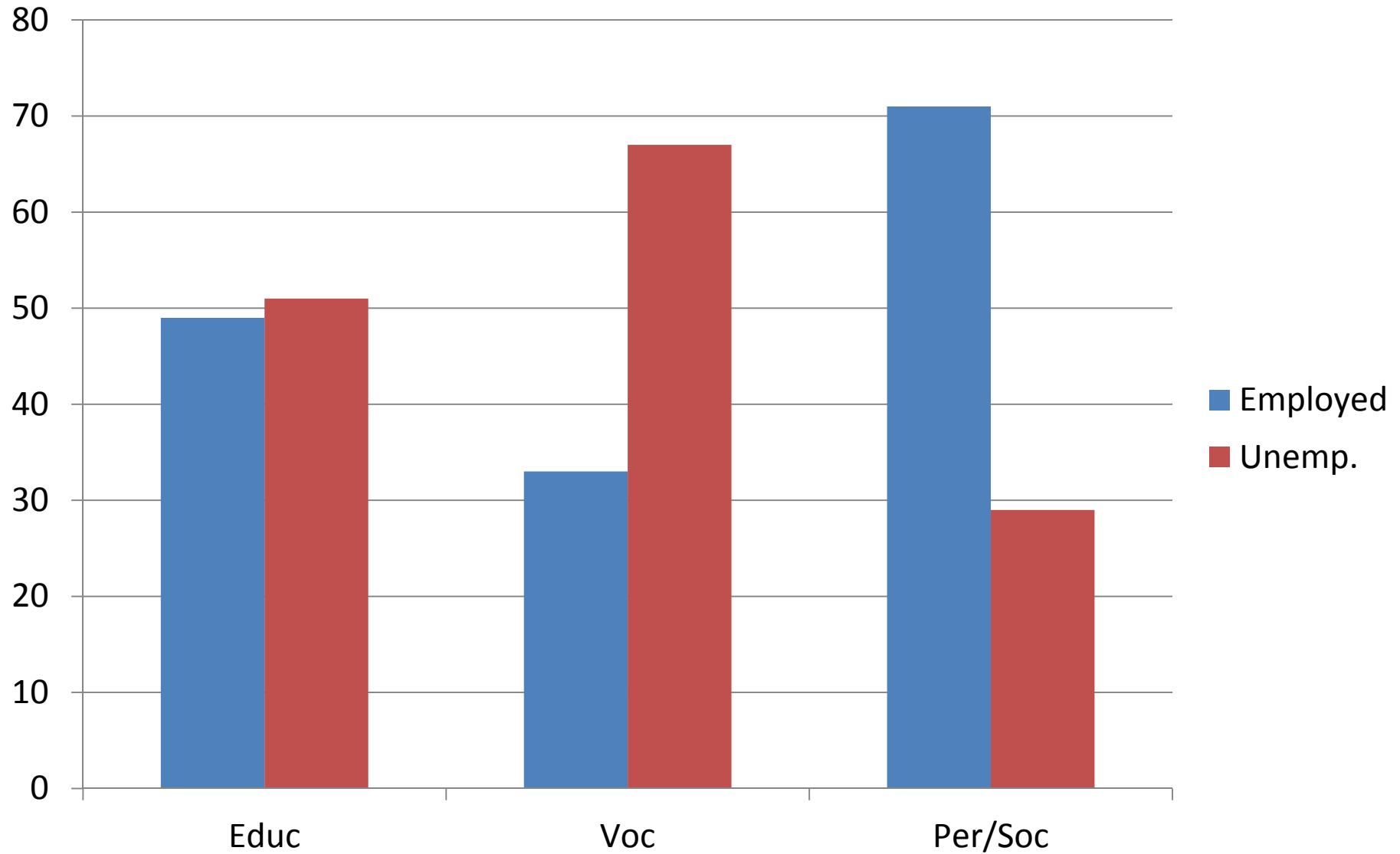




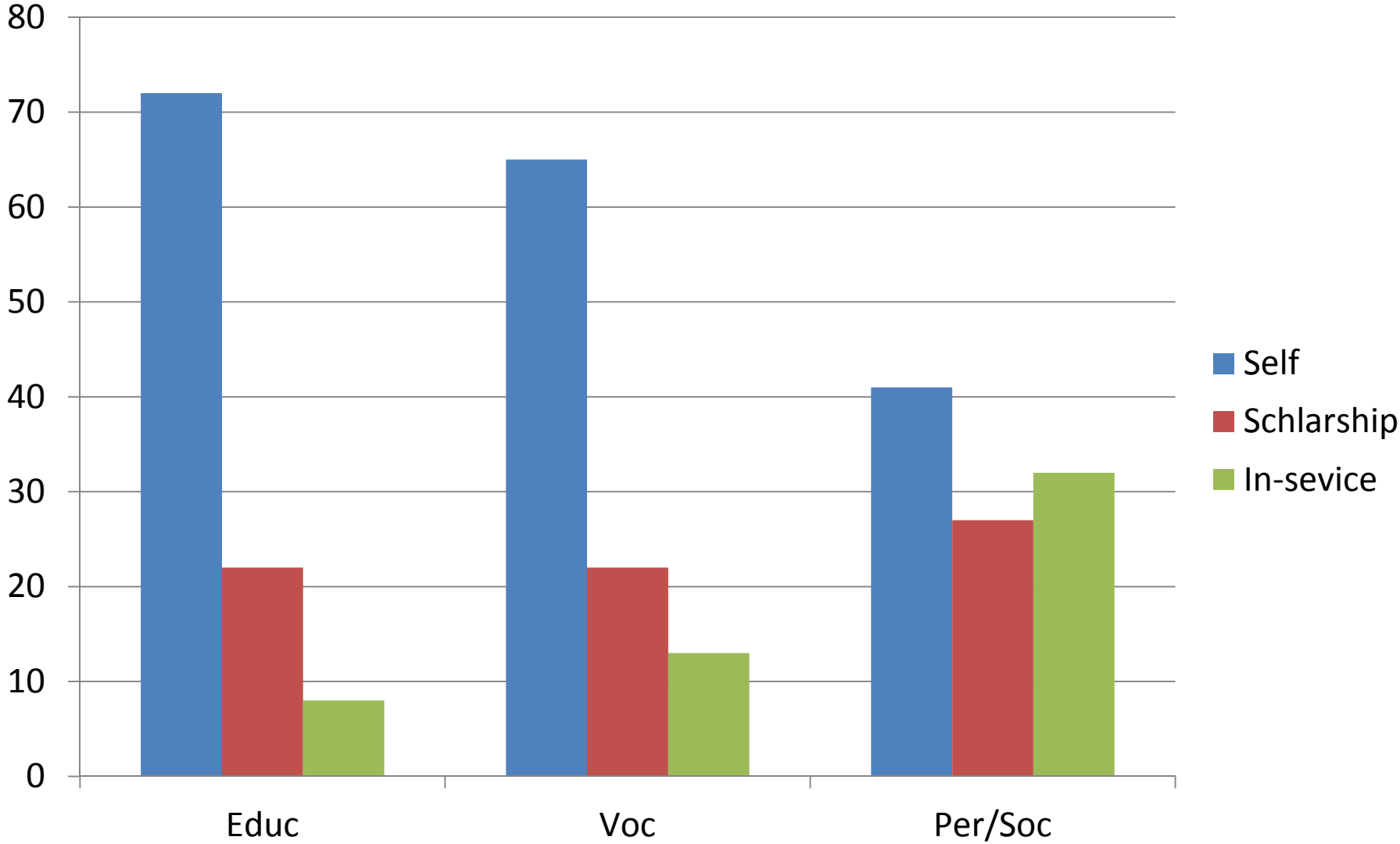
## Difference by Marital Status



## Differences by Employment Status



# Differences by Sponsorship Status



# Ahead

- Analyses on-going
- There will be FGD for:
  - Members of the Univ. community
  - University neighbourhood
  - Parents
- ghjk

## APPENDIX B

### STUDENTS' COUNSELLING NEEDS QUESTIONNAIRE (SCNQ)

#### Introduction

This is a survey which aims to seek information from students about their needs for academic, vocational, personal and social support services in Bayero University, Kano. All information provided will be used strictly for purposes of establishing a Counselling and Students' Support Services Centre and for evolving a comprehensive Guidance and Counselling Programme in the University.

#### Instructions

You are required to please respond to all items in a manner that best describes your feelings. Please tick only one for each item under the columns provided by the right hand side of the items. VI, means very important; I, means important; LI, means less important; and NI, means not important. The key is as follows:

#### SECTION A: PERSONAL INFORMATION

- i. Faculty: ... ..
- ii. Programme: .....
- iii. Level:
  - a. Sub-degree.....
  - b. Undergraduate.....
  - c. Postgraduate.....
- iv. Gender:
  - a. M.....
  - b. F.....
- v. Marital Status:
  - a. Married
  - b. Single
  - c. Divorced
  - d. Widowed
- vi. Employment Status:
  - a. Employed
  - b. Unemployed
- vii. Sponsorship Status:
  - a. In-service
  - b. Scholarship
  - c. Self-sponsored

**SECTION B: GENERAL NEED FOR SUPPORT SERVICES**

S/N	Items	3	2	1	0
1	We need a Centre where students can go for additional support about academic, vocational, personal and/or social concerns.				
2	In addition to the existing structures we need an outfit that can receive and dispense of students' academic concerns.				
3	We need support on what to do with our certificates (knowledge) after graduation.				
4	Students need support on personal and social concerns to prevent academic problems.				
5	Students need somebody to confide in on issues to do with academic, vocational, personal and social concerns				

**SECTION C: NEEDS FOR ACADEMIC SUPPORT SERVICES**

S/N	Items	3	2	1	0
1	I have difficulty remembering what I read at the point of examination.				
2	I have excessive fear for examinations.				
3	Notes-taking during lectures is often of serious concern.				
4	I need somebody to talk to on other academic issues such as graduation requirements.				
5	I sometimes feel reluctant to attend my lectures.				
6	Central, Faculty and Departmental registration exercise is often a burden.				
7	I need some assistance on how to avoid carry over and spill over.				
8	I have a problem understanding examination questions.				

9	I need assistance in organization of my studies.				
10	I have difficulty understanding what is going on in class.				

**SECTION D: NEEDS FOR VOCATIONAL SUPPORT SERVICES**

S/N	Items	3	2	1	0
1	I want to begin my career plans now.				
2	I do not have an idea on which job my present study will lead me to.				
3	I need career awareness, exploration and decision-making skills.				
4	My present programme of study is not commensurate with my vocational aspiration.				
5	I need to begin the process of selecting my future career now.				
6	I feel my programme is not appropriate with my career aspirations.				
7	I happen to be in my present programme of study by accident.				
8	I feel unhappy about uncertainties of getting job after graduation.				
9	I care so much about for job after completion of my study				
10	My present studies will maximize my chances of getting job after graduation.				

**SECTION E: NEEDS FOR PERSONAL AND SOCIAL SUPPORT SERVICES**

S/N	Items	3	2	1	1
1	I often encounter some personal or social issues that affect my academic pursuit.				
2	I have some relationship concerns.				
3	I need support on how to maintain good relationship with my significant others.				

4	I need to renew/strengthen my relationship with God.				
5	I think everybody hates me.				
6	Selection of my spouse appears to be a huge burden.				
7	I am involved with drugs.				
8	Some experiences of the past are bugging me down.				
9	I have some concealed ill-health.				
10	My physical challenges are interfering with my academic pursuit.				