

COUNSELLING SERVICE: A PANACEA FOR STUDENTS BEHAVIOUR PROBLEMS IN TERTIARY INSTITUTIONS

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Abstract

The main focus of this paper is to identify the various challenges facing students in tertiary Institution while pursuing their educational goals. The common concerned of these students centre around how to cope with learning, peer pressure, and the variety in the different thoughts which run through their minds that are lofty and seem unachievable in real life. A qualitative design was used to conduct the study which allows for verbal description of settings, procedures and behaviours in order to capture full pictures of situations and dynamics within the school. A convenience sampling technique was used to select 949 participants as sample size from the total student population of Ahmadu Bello University, Zaria, in the 2015/2016 academic session. A designed client form was used to collect data from the participants. The data was analysed using simple frequency count and percentages. The result revealed that students experience numerous' challenges such as academic, personal social, emotional, sexual, courtship and drug problems while pursuing their educational activities. It is therefore recommended that the provision of counselling service and other techniques be used to assist students cope with the problems of acquiring education in a tertiary Institution.

Introduction

Students admitted into higher educational system of learning come from a wide variety of home background to pursue learning in a multifaceted process with core activities. There is also diversity in their entry point and academic profiles. There are students who are in tertiary Institutions to fill their existential vacuum; others are there because their parents want them to be there. Some are there because they have genuine desire to study and get a degree to secure a future. Yet, there are those who are there to socialize, not knowing what to do with regards to the course of study being pursuing, plan their time or develop appropriate study skills (Umoh, 2004). This diversity in outlook and purpose of learning translate into different behaviour problem patterns and performances that affect students' life on the campus.

As a result, different types of problems are experienced by students in tertiary Institutions that undermine learning and its activities. The indicators that learning is difficult for some students include factors resident in the students such as forgetfulness, absent mindedness, truancy, inability to take down notes, disorganization, refusal to learn, and fear of failure and so on. Other personal factors stemming from the family are problems at home, lack of support from parents, disunity and quarrels between parents, fear of challenges that attend success and displacement of feelings among others. These and many more create serious uncertainties in student's mind that could lead to development of negative behaviours and attitudes which are not known and strange (Adegoke. 2000).

In the same vein, there is an increase in factors that create emotional and psychological problems of students. This is because of the misuse of academic environment of freedom that tertiary Institution educational system provides the individuals learner. This climate of freedom where there is no one to tell you or ask you to do anything, causes serious concerns or difficulties such as fear of failure in examinations, resistance to the pressure of over ambitious parents, changing dependency status, feeling of inferiority and not having interest in the course of study (Esere. 2004). Others are demand on time and crowded school timetable, peer group influence, difficulty in participating in group activities, impact of social media upon the psyche of the student and manifestation of anger outburst (Adeoye, 2004).

Consequently, a student in the midst of these challenges which makes learning difficult, would require help in order to survive and attain his academic goal. Thus, the need for and the importance of counselling is apparent. At tertiary educational level, it is necessary that counsellors who are to assist these students, become aware of certain factors pertinent to youth and adult counseling. Therefore, the counsellor is at duty to inform the student about their responsibilities in school as regards what is expected of them. This awareness would encourage them to make choices and decisions that could aid their freedom to explore and choose maturely.

Statement of the problem

It is the wish of every student to obtain higher grades in educational activities while in school, it is the duty of every student to present him or her self in lecture halls, take notes, write and submit assignments/test, prepare and take examinations, For many students these activities are a peculiar task that cannot be sustained. It creates considerable ambivalence feelings of insecurity for serious academic activities. The desire to learn is challenged by many factors such as peer influence, low self esteem, wrong choice of course, emotional feelings and thinking among others. These factors easily create feelings of fear which disposes the individual to manifest inability to cope. Discouragement sets in when the individual judges himself or herself as incomplete to engage in meaningful learning. These behaviours problems do hinder proper learning from taking place.

Some of the learning problems of students are feeling bored, uninterested, difficulty concentrating, a course of study is too difficult, unable to recall what is read, lacks study skills, works hard but the result are not good enough and so no. Other challenges include poor interpersonal relationship with course mates, roommate's quarrels, cannot make friends, not accepted by others, anxiety, anger problems, loneliness, stealing, lying, and cheating, severer addiction and a host of others,, These challenges result to pro-long academic period that cause the affected student to behave in ways that are destructive to self and are unacceptable by the school, parents, and even the society. Based on this background, counseling as a support service is recommended to students of tertiary Institutions. The paper also intends to discuss counselling service as a tool for minimising students behave to self and learning.

Objectives of the Study

The research objective for this study include to:

1. Examine the types of behaviour problems students manifest in school
2. Identify ways Counsellors help students to reduce and manage behaviour problems in school.

Research Hypothesises

The study hypothesises states that;

1. There is no significant difference in types of behaviour problems students manifest in school.
2. There is no significant difference in the ways counsellors manage behaviour problems of students in school.

Methodology

A qualitative research design was used to conduct the study. This design was selected because it allows for use of verbal description to capture full picture of situations and dynamics within and without the school. That is, encourages the use of questions, interview and observations for data generation.

Population

The target population for the study is all undergraduate students of the university. It consist of 13 faculties within the main Campus of the university comprising of male and female students across all levels of educational study in the University.

Sample and sampling Technique

The sample size for the study is made up of 949 students across different level of study in 2015/2016 academics session. The choice of participants for the study was by convenience random sampling technique where students from different faculties who came for counseling were made to filled in their details on a designed form.

Instrumentation

A designed client form was used to collect the data where closed-ended short statements and filling in the details were-the characteristics of the questionnaire. The stated nature of problems was picked out and recorded as frequency count for each student who visited the counseling centre. The data collected is presented in tabular form below for ease of reading and interpretation.

Results and Discussions

The results and discussions for the study are presented as follows;

Research Hypothesis 'one

1. There is no significant difference in types of behaviour problems students manifest in school.

This first research hypothesis of the study was to find the types of behaviour problems students manifest in school. To achieve this objective, a record of students' client forms were sorted out based on the type of problems they stated as their desire for counselling. The result is used to produce table for ease of reading and data interpretation. The data results is presented in table 1 as follows:-

Table 1: Types of behaviour problems students present for counseling

Faculty	Per.			Sex harassment	Courtship	Drug abuse	Total
	Academic	Social	Emotional				
Art	22	27	23	8	20	21	121
Agriculture	12	13	11	2	10	2	50
Education	18	27	22	4	10	8	89
Engineering	35	33	20	6	22	20	136
Enviromental Design	22	11	21	5	12	10	81
Sciences	16	27	19	4	15	8	89
Social Sciences	35	35	24	6	19	15	134
Medicine	27	15	29	2	10	6	89
Pharmacy	18	15	25	1	8	5	72
Veterinary Medicine	17	29	23	4	7	8	88
Gross Total 949							

The results in table 1, indicates the types of behaviour problems students manifest or experienced in school 'which include, academic problems, personal social, emotional, sexual harassment, courtship and drug abuse. Among the highest frequency counts across the faculties are: Engineering with the highest count of 136, followed by Social Science with 134 and the third is Faculty of Arts with 121. Faculties of Education, Sciences and Medicine tally with 89 count each as forth position. Faculty of Veterinary Medicine has 88 as the fifth. Environmental Design has 81 counts and is the sixth in rank. The least count is faculty of Agriculture has 50 counts and is second to the last follow by the faculty of Pharmacy with 72 frequency count. This result reveals that the studied faculties in the university (Main Campus) have all the identified and listed behaviour challenges and are being faced by the students.

This finding is consistent with the view of Makinde (1980) who reported that observable behaviour is what counsellors are to be concerned with and that it constitutes the criterion against which counselling outcomes are to be assessed. The role of the counsellor after identifying the challenges is to help individuals to learn new experiences that will help to change their behaviours. Adeoye (2000) stressed that counselling service is the nurturing of the individual at every of his/her development in order to eventually become useful to him/herself and the society as a whole. It is one way to provide remediation for maladjusted youths behaviours.

Research Hypothesis Two

2. There is no significant difference in the counselling method used to manage behavior

The second hypothesis identifies counseling methods used to manage behavior problems of student in school. To achieve this objective, student's responses were sorted out using simple frequency count and percentages to identify counseling services they benefit from. The result is presented in table 2 as follows:

Table 2: Counselling methods used for students' benefit

Variable	Frequency	Percentage
Orientation	600	63.22%
Posters/Leaflets	300	31.61%
Visited counselling Centre for counselling	500	52.68%
Career talk	350	36.88%
Information service	400	42.14%
Follow-up service	150	15.80%

A look at table 2, shows that orientation service has 600 responses representing 63.22% as the most highest, followed by Visited counselling with 500 responses representing 52.68%. The third service is information with 400 responses representing 42.14%. The fourth service is career talk with 350 responses representing 36.88%. The fifth service is Poster/Leaflets with 300 responses 31.61%. The sixth service is follow-up with 150 responses representing 15.80%. This result reveals that orientation and Visited counselling are the most beneficial to students followed by Information service also benefits the students.

These findings explain the professionalism and expertise of the university counsellors in nurturing students through counselling which assist them make self-analysis using their capabilities, interest, achievements and personality traits as bases for consequent actions or decisions (Idowu, 2004). Counselling helps students to reach the peak in all facets of their human functioning (Adana, 1984). Thus, the activities in counselling as a service are aimed at helping students to effect change in their behaviour processes thereby acquiring ability to enhance their functioning, live a more productive and self-satisfying life. The activities in counselling service include the use of a variety of approaches in one to one or group interaction to plan and make decision using data obtained from other services to assist students (Adana, 2004).

Conclusion

It is evident that students do encounter problems while acquiring knowledge in schools. When they realize that mature behaviours attract reinforcement while immature socially unapproved behaviours attract none. Then, they will go out to seek for help to become self-directed and self-motivated to act willingly in socially desirable ways. Counselling serviv in school provide such remediation for maladjusted students and help the normal ones to become

more productive. Hence, counselors can assist in curbing behaviour problems through counseling and other psychological approaches which takes cognizance of the needs of students.

Recommendations

There are a number of counselling interventions that can be employed by counsellors in attempting to resolve students behaviour problems. Such interventions must march with the student's developmental traits, needs and environment. Treatment intervention include the following:

1. Use of confrontation technique: This is to emphasis taking responsibility and facing the consequences of one's behaviour
2. Provide accurate and adequate information which will help the students to make more clearly thoughtout decisions.
3. Provide assertiveness training to enable students possess skills necessary to say no or terminate any involvement, if they recognize there is potential consequences.
4. Facilitate decision making skills to enable students define the nature of their choice, identify alternatives, benefits and consequences of each and implement their desired alternative!
5. Create peer-cluster involvement such as clubs and societies within the school. These will help engage students to modify behaviours and attitudes positively.

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