



Prospects and Problems of Counselling Programmes in Universal Basic Education in Ilorin, Nigeria

Bolu-Steve Foluke Nike ¹, Itodo S. A. ¹, Adegoke A. A. ¹, Ogungbade, O. K. ¹

Abstract. This study investigated secondary school principals' perception of the problems and prospects of counselling programmes in Universal Basic Education (UBE) in Ilorin metropolis. A total of 200 respondents participated in the study. The major instrument used in collecting data was titled "Problems and Prospects of counselling in UBE Questionnaire" (PPCUBEQ). Data were analysed using percentages, means, frequency counts, ANOVA and t-test statistical tools. The null hypotheses were tested at 0.05 alpha level. The study shows that there were no significant differences in the respondent's perception of the problems of counselling in UBE on the basis of gender. However, a significant difference was found on the basis of educational qualification and length of service experience. Respondents did not differ in their perception on the prospects of on the basis of gender, educational qualification and length of years in service. It is recommended that counsellors organize enlightenment programmes for principals on the importance of counselling.

Keywords: Counselling; Universal Basic Education; Nigeria

Introduction

Counselling is an 'applied psychology' which involves the relationship of trust between the counsellor and the client. Counselling entails a more personalized relationship between a professionally trained counsellor and an individual seeking for help. Counselling is a learning oriented process which stresses on rational planning, problem resolution, decision making and prevention of problems. Duntoye, (2002) defined counselling as a special kind of interaction between the counsellor and the client. Oladele (2000) regards counselling as a personal help

¹ Department of Counsellor Education, University of Ilorin

Address Correspondence to:
Bolu-Steve Foluke Nike, Department of Counsellor Education, University of Ilorin, P.M.B. 1515,
University of Ilorin, Ilorin, Nigeria E-mail: bolusteve2002@yahoo.com.

carried out mainly by means of inter-personal communication where the counsellor helps the counsellee in achieving adaptive attitudes, insight into their problems.

UBE

The UBE programme is a nine (9) year basic educational programme, and this is aimed at eradicating illiteracy, ignorance, poverty as well as stimulates and accelerates national development, political consciousness and national integration. The programme was established on 30th September 1999 and by 26th May 2004, the UBE bill was passed into law. The implantation process of the programme has been on since 1999, but the progress was hampered by lack of an enabling law to execute certain aspects of the programme. The UBE programme is the Nigeria's strategy for the achievement of Education for All (EFA) and the education related millennium development goal (Adebimpe, 2001). The UBE Commission (UBEC) was formally established on 7th October, 2004. The policy stated that at the end of 9 years of continuous education, every child should have acquired appropriate relevant skills and values which will make the students employable in order to contribute to National Development (Ehinder, 2000). UBE (UBE) is a reformed programme in Nigeria's basic education delivery (from primary all through to junior secondary school) and is to reinforce the implementation of the National Policy on Education (NPE) in order to provide greater access and ensure quality throughout the Federation as it is free and compulsory (Adomeh, Arhedo & Omoike, 2007). Importantly, Nigeria is adopting UBE as a process of fulfilling the aim of education for all (EFA) as endorsed at the world conference on education held in the year 1990 (Ekpunobi, 2006). In order to achieve this laudable goal, a 9-year continuous, free and compulsory basic education was proposed for immediate implementation.

Following the declaration by the Federal Government of Nigeria for the introduction of 9-year free and compulsory basic education structure, which covers the primary and to junior secondary school, strategies have been put in place by the Nigerian Educational Research and Development Council (NERDC) to re-structure and re-align the school curricula for the 9-year basic education (UBE Act, 2004).

Purpose of UBE

Yoloye (2004) observed that, the concept of Basic Education is not a completely new term to the Nigerian educational system and that within the last few decades; it has assumed a global significance. The expanded vision of UBE programme as contained in the implementation guideline are as follows:

1. Developing the entire citizenry to become conscious of the benefits of education.
2. Provision of free UBE for every Nigerian child of school going age.
3. Reducing drastically the incidence of drop out from the formal school system.

guidance and counselling" (NPE, 1977, p.30). Adeoye (2004) explained that counselling is broad in scope and it consists of educational, vocational and personal-social programmes which are in line with the aims and objectives of the UBE. The common counselling services in schools are Orientation Service, Information service, Placement service, Appraisal service, Personal/social service, Follow-up service, Educational service and vocational/career Counselling service. However, the above services in counselling are grouped into three broad components which are discussed below:

Educational Counselling. Adeoye (2004) explained that educational counselling helps in guiding young people to pursue the right type of education necessary, while at the same time ensuring that the right balance is kept in order to meet the human resource needs of the nation. Students also need valid and usable information that relate to all types of present and future educational opportunities. They also need information on requirements of entrance in to higher institution of learning.

Vocational Guidance/Counselling. Vocational guidance is the assistance offered to an individual in making decision about career choice in order to have satisfactory vocational adjustment. Hence, this was one of the reasons while the service of counselling profession was included in the National Policy on Education. However, educational counselling is needed to achieve vocational guidance. This is because educational counselling is not enough to enable an individual plan, take the right decision and adjust equitably to his environment. A combination of educational and occupational information provides career information. After the end of nine years of the UBE Programme, the counsellor is needed to help the student choose the right pre-vocational or pre-technical class based on their subject combination (Bukoye, 2004).

Personal-Social Guidance/Counselling: Irrespective of student's educational attainment, they often need information pertaining to how they can achieve personal understanding in the course of their development. Personal social counselling is the assistance given to an individual or a student by the professional counsellor in matters that border on interpersonal problem. The modern day society is characterized by number of changes where mothers work from dawn to dusk as such information on sex education, physical and mental health development, personal appearance, social behaviour etc. are not readily provided for students at home. The counsellor in the UBE program can provide enlightenment in this area (Duntoye, Akande & Abdulkadir, 2007).

Statement of the Problem

The understanding of the aims and objectives of UBE (UBE) is the first step towards the successful implementation of the programme in Nigeria and yet the UBE programme has not been able to fully achieve their goals. In spite of all the reforms in the educational sector a lot of school age children are still dropping out of school for many socio-cultural and economic problems (Ekpunobi, 2006). Counselling is a useful tool in enhancing the goals and implementation of UBE

programme in Nigeria. This is because it can help to resolve cries within the system and at the same time helps learners to deal with problems that tend to pose barriers to their ability in achieving their academic goals.

It is a statement of fact that effective organization of UBE programme in Nigeria will be a reality when professional counsellors are employed in secondary schools (Olayinka & Omoegun 2001). In most schools professionally trained counsellor are made subject teachers rather than being counsellors. Sometimes principals prefer to employ the services of career masters which provide information and skeletal form of counselling programme. Such services rendered by these personnel who are not professionally trained are inadequate especially in the UBE scheme, because they have limited experience. Most school principals are yet to comply with the aim of National Policy on Education (1998) as it relates to the functionality of counsellors in the UBE programme (Bukoye, 2004). Educationists have stressed the importance of counsellors in the UBE scheme. As such, Durosaro (2004) revealed the need for the introduction of guidance and counselling programme right from primary school education up to the University level if the UBE program must be achieved.

Earlier studies on UBE programme include; Obanya (2000) who worked on UBE as a people Oriented Programme, Yoloye (2004) dealt with the relevance of UBE in primary schools while Igwe (2004) looked at the challenges and prospects of UBE programme in the management of primary and secondary education in Nigeria. As such, the researchers carried out a study on the prospects and problems of counselling programme in the UBE as express by principals of secondary schools in Ilorin metropolis. The purpose of this study is to examine the perceptions of principals on the problems and prospects of counselling in UBE programme.

Research Questions

The following research questions were addressed in this study:

1. What is the prospects of counselling programme in the UBE?
2. What is the problem facing the counselling programme in the UBE?
3. Is there any significant difference in perceptions of secondary school principals on the prospects of counselling in the UBE on the basis of age?
4. Is there any difference in perceptions of secondary school principals on the prospects of counselling in the UBE on the basis of educational qualification?
5. Is there any difference in perceptions of secondary school principals on the prospects of counselling in the UBE on the basis of length of years in service?
6. Is there any difference in perceptions of secondary school principals on the problems of counselling in the UBE on the basis of age?
7. Is there any difference in perceptions of secondary school principals on the problems of counselling in the UBE on the basis of educational qualification?
8. Is there any difference in perceptions of secondary school principals on the problems of counselling in the UBE on the basis of length of years in service?

Research Hypotheses

The following hypotheses were tested in this study:

1. There is no significant difference in perceptions of secondary school principals on the prospects of counselling in the UBE on the basis of age.
2. There is no significant difference in perceptions of secondary school principals on the prospects of counselling in the UBE on the basis of educational qualification.
3. There is no significant difference in perceptions of secondary school principals on the prospects of counselling in the UBE on the basis of years in service.
4. There is no significant difference in perceptions of secondary school principals on the problems of counselling in the UBE on the basis of age.
5. There is no significant difference in perceptions of secondary school principals on the problems of counselling in the UBE on the basis of educational qualification.
6. There is no significant difference in perceptions of secondary school principals on the problems of counselling in the UBE on the basis of length of years in service.

Methodology

The research design adopted for this study was the descriptive survey method. The design allows the researcher to collect data and describe it in a systematic manner (Adana, 1996). The target population of the study consisted of all principals in Ilorin metropolis. A total number of 200 respondents were selected. Simple random sampling was used in selecting five government schools from each of the four local Governments in Ilorin which includes Ilorin East, Ilorin South, Ilorin West and Asa. Each of these schools has both junior and secondary school sections, the principals and the vice principals were purposively selected from each of these school. Ten respondents were chosen from each school (5 from junior and 5 from senior sections) and this makes a total of 50 respondents in each LGA.

Data was collected using a questionnaire entitled "Perception of prospects and problems of counselling in UBE Questionnaire" (PPPCUBEQ). The items questionnaire were derived from review of related literature. The instrument had three sections, A, B and C. Section A contained demographic data while section B consisted of items on the Problems of counselling programme in the UBE. Section C dealt with Prospects of counselling in the UBE. The 4 point Likert type rating scale response format was adopted for use on section B as thus: Strongly Agree-(SA)-4 points, Agree-(A)-3 points, Disagree-(D) -2 points and Strongly Disagree-(SD) -1 point. The questionnaire contained 20 items. The questionnaire was given to four experts who affirmed that it covered the intended contents and, therefore, valid for use. The reliability of the instrument used for the study was established using test-retest method within an interval of four weeks. The

instrument was administered to 20 students in a private secondary school, these students did not form part of the final respondents used for the study. The Pearson Product Moment Correlation Coefficient was used to compute the correlation co-efficient of the instrument. A reliability co-efficient of 0.74 was obtained. The data were analysed using both descriptive and inferential statistics. Frequency count and simple percentage were used for the descriptive statistics while mean scores and ranking were used to answer the main research question.

Results

This section presents the result of the analysis of data obtained for the study. The data collected were analysed using both descriptive and inferential statistics.

Table 1: Distribution of Respondents by Personal Data

	Variable	Frequency	%
Gender	Male	135	67.5
	Female	65	32.5
	Total	200	100
Educational Qualification	OND/NCE	5.0	2.5
	HND/ B.Ed.	135	67.5
	M.Ed.	60	30.0
	Total	200	100
Length of years in service	Below 10 years	107	53.5
	11-21 years	45	22.5
	22- 31 years	36	18.0
	Above 32 years	12	6.0
	Total	200	100

Table 1 shows that 135 (67.5%) of the total respondents are males while 65(32.5%) are females. 5 (2.5%) of the respondents are OND/NCE holders, 135 (67.5%) are HND/B.Ed. holders while 60 (30%) have M.Ed. certificate. Also, respondents that have below 10 years' experience are 107 (53.5%) while 45 (22.5%) of the respondents have between 11-21 years' of experience.

Prospects of the Counselling Programme in UBE

The findings on the prospects of the counselling programme in UBE are shown in Table 2.

Table2: Principals' Perceptions of the Prospects of the Counselling programme in UBE

In my view, the counselling programme in UBE can help:	Mean	Rank
Students to achieve their educational goals	3.25	1 st
Students to make the right choice of career	2.97	2 nd
Build the students personality	2.86	3 rd
Facilitate self-understanding	2.84	4 th
Identify different occupational areas available after school	2.82	5 th
Promote educational goals	2.70	6 th
Improve the school curriculum	2.61	7 th
Harness human resources for UBE programme	2.51	8 th
Expand the UBE programmes	2.49	9 th
Build a sense of commitment to the unity of the nation	2.43	10 th

Problems Facing the Counselling Programme in UBE

The findings on the problems facing the counselling programme in UBE are shown in Table 2.

Table 3: Principals' Perceptions of the Problems Facing the Counselling programme in UBE

In my view, the problems facing the counselling programme in UBE are:	Mean	Rank
Inconsistency of government policies	3.59	1 st
Inadequate funding by the government	2.96	2 nd
Inadequate facilities to provide effective counselling services	2.86	3 rd
Lack of trained counsellors to handle the counselling duties	2.74	4 th
Inadequate information on the importance of counselling in secondary schools	2.68	5 th
Principals' negative attitude towards counselling profession	2.61	6 th
Lack of enough psychological tests in schools	2.55	7 th
Cultural barriers in form of belief system	2.51	8 th
Negative attitude of counselling practitioners themselves	2.40	9 th
Inadequate remuneration of counsellors in secondary schools.	2.17	10 th

Table 2 revealed that item 2 ranked 1st with a mean score of 3.25 and which states that "in my view as a principal, counselling can help students achieve their educational goals" while item 6 was ranked 2nd with a mean score of 2.96. Table 3 also shows that item 4 ranked 1st with a mean score of 3.25 and it states that "as a principal the problem of counselling programme in UBE is inconsistency of government policies" while item 5 was ranked 2nd with a mean of 2.97.

Six null hypotheses were generated and tested in this study. The researcher used t-test and Analysis of Variance (ANOVA) to analyse the hypotheses. The results of the analysis are presented in the tables below.

Hypothesis 1: There is no significant difference in the perception of secondary school principals on the prospects of counselling in UBE on the basis of gender.

Table 4: Mean and t-test comparison of respondents on the basis of gender

Gender	N	Mean	SD	Df	Cal. t-variance	Critical t-value
Male	135	27.37	2.758	198	0.65	1.96
Female	65	27.65	2.836			

Table 4 reveals that the calculated t-value of 0.65 is less than the critical t-value of 1.96. Therefore, the hypothesis is accepted.

Hypothesis 2: There is no significant difference in the perceptions of secondary school principals on the prospects of counselling in UBE on the basis of educational qualification

Table 5: ANOVA in perception of prospects of counselling in UBE Board by educational qualification

	Sum squares	of Df	Mean square	Cal. f-ratio	Crit. t-value
Between groups	3.547	2	1.773	.228	3.00
Within group	1534.133	197	7.787		
Total	1537.680	199			

Table 5 shows that the calculated f-ratio of .228 is less than the critical f-ratio of 3.00. Therefore, hypothesis 4 is also accepted.

Hypothesis 3: There is no significant difference in the perceptions of secondary school principals on the prospects of counselling in UBE on the basis of length of years of service

Table 6: ANOVA in perception on prospects of counselling in UBE on the basis of length of years in service

	Sum squares	of Df	Mean square	Cal. f-ratio	Cri. t-value
Between groups	21.868	3	7.289	.943	3.00
Within group	1515.812	196	7.734		
Total	1537.680	199			

Table 6 shows that the calculated f-ratio of .943 is less than the critical f-ratio of 3.00. Therefore, hypothesis 6 is accepted.

Hypothesis 4: There is significant difference in the perceptions of secondary school principals on the problems of counselling in the UBE on the basis of gender.

Table 7: Mean and t-test comparison of respondents on the basis of gender

Gender	N	Mean	SD	Df	Cal. t-value	Cri. t-value
Male	135	27.18	2.12	198	1.12	1.96
Female	65	26.82	2.17			

Table 7 shows that the calculated t-value of 1.12 is less than the critical t-value of 1.96. Therefore, the hypothesis which states that there is no significant difference in the perceptions of secondary schools principal on the problems of counselling in the UBE on the basis of gender was accepted.

Hypothesis 5: There is significant difference in perceptions of secondary school principals on the problems of counselling in the UBE on the basis of educational qualification.

Table 8: ANOVA in perception of the problems facing counselling in the UBE Board on the basis of educational qualification

	Sum of squares	Df	Mean square	Cal. f-ratio	Cri. t-value
Between groups	202.297	2	101.148	28.1*	3.00
Within group	708.983	197	3.598		
Total	911.280	199			

p<0.05

Table 8 indicates that the calculated f-ratio of 28.1 is greater than the critical f-ratio of 3.00. Therefore, hypothesis 2 which states that there is no significant difference in perceptions of secondary schools principal on the problems of counselling in UBE on the basis of educational qualification is rejected.

Hypothesis 6: There is no significant difference in perceptions of secondary school principals on the problems of counselling in the UBE on the basis of length of years in service.

Table 9: ANOVA in perception of the problems facing counselling in UBE on the basis of length of service

	Sum of squares	Df	Mean square	Cal. f-ratio	Cri. t-value
Between groups	127.897	3	42.632	10.67*	3.00
Within groups	183.383	196	3.996		
Total	911.280	199			

p<0.05

The result on table 9 reveals the calculated f-ratio of 10.67 is greater than the critical f-ratio of 3.00. Therefore, hypothesis 3 which states that there is no significant difference in perception of secondary school principals on the

problems of counselling in UBE on the basis of length of years in service is rejected.

Discussion, Conclusions and Recommendations

The study revealed that counselling in UBE programme can help students achieve their educational goals. This corroborates the view of Idowu (2004) that counselling programme consists of services which aim at helping students in achieving their educational goals and at the same time develop their potentials. Also, majority of the respondents believed that the major problem of counselling in the UBE programme is the inconsistency of government policies. Kolo (1992) observed that because of the lackadaisical attitude of the federal and state governments to counselling programme, funds are not adequately provided to the school counsellors to run guidance programme. Most of these policies keeps changing over time.

On the prospects of counselling profession in the UBE, male and female principals did not differ in their opinion. Idowu (2004) opined that the principals believed that the objectives of National Policy on Education and the UBE could be brought about more easily through the services of counsellors. Educational qualification of the respondents notwithstanding, they all agreed that counselling profession is important in the UBE programme. This is in agreement with Adana (1984) who stated that the counselling program consist of services that aimed at helping the students from the beginning to the end of school system to cope with, function well, and get the best out of the educational system. No significant difference was found in the perception of the principal on the prospects of counselling in the UBE on the basis of length of years in service. To buttress this Olayinka (1999) emphasized the use of counselling in the national reconstruction and transformation.

Despite the differences in their gender, respondents did not differ in their perception on the problems of counselling in the UBE programme. Makinde (1981) observed that irrespective of gender, Nigerians see counselling as an invasion of individual privacy and as such these kind of people tend to frustrate rather than support counselling programme in schools. This makes the functionality of counsellors difficult in the UBE agenda.

Respondents differ in their opinion on problems of counselling in the UBE program on the basis of their educational qualifications. The level of education plays a crucial role in the way people perceived things. UBE program has clearly spelt out the use of counselling in the programme. With the level of education of principals, some are yet to see the importance of the profession in the UBE scheme of things. This may be attributed to conservatism or resistance to changes and innovation in education (Yahaya, 2004). The principals' length of service years affects their perception. This could be as result of the experience of the principals over time. However, Adeoye (2004) explained that their length of service years notwithstanding the onus rest on the principals to take up the challenge of

ensuring that government policy in respect of counselling programme is executed. Kolo (1992) explained that due to lack of information over the years, many organizations that require the services of counsellors in Nigeria do not appreciate the services and this constitute problems for counselling practitioners.

It was concluded that:

1. No significant difference was found in the perceptions of secondary schools principals on the prospects of counselling in the UBE on the basis of gender
2. No significant difference was found in the perceptions of secondary schools principal on the prospects of counselling in the UBE on the basis of educational qualification
3. No significant difference was found in the perceptions of secondary schools principal on the prospects of counselling in the UBE on the basis of gender
4. No significant difference was found in the perceptions of secondary schools principals on the problems of counselling in the UBE on the basis of gender
5. A significant difference was found in the perceptions of secondary schools principal on the problems of counselling in the UBE on the basis of educational qualification
6. A significant difference was found in the perceptions of secondary schools principal on the problems of counselling in the UBE on the basis of length of years of service

An implication of these findings is that, with the frequent changes in educational policies, professional counsellors need to update themselves so as to be relevant to the UBE programme. The principals and counsellor are encouraged to work hand in hand with each other so as to enhance the successful implementation of counselling programme in UBE. The services of professional counsellors are needed if the aim of the UBE programme are to be achieved. This creates a bright future for counselling practices in the schools.

The counsellors should organize enlightenment programmes for principals on the importance of counselling in the UBE programme. Professional counsellors should be employed by the government. This is because a trained School counsellor is skilful in establishing warm relationship and creating a good learning environment for the students. The government should also provide adequate funds for the implementation of counselling programmes in schools. This will aid effective take off of the counselling programmes in schools.

References

- Adana, B.S. (1996). *Statistical methods for students*. Ilorin: Unilorin Press.
- Adana, B.S. (2004). The school guidance programme. In A.I. Idowu (Ed) *Guidance and Counselling in Education*. Ilorin: INDEMAC Publication.
- Adebimpe, O.A. (2001). The place of library in the accomplishment of Universal Basic Education Programme: *Journal of Education Development*. Pp. 82-85.

- Adeoye E.A. (2004). Relationship between the counsellor and other school guidance personnel. In A.I. Idowu (Ed.) *Guidance and Counselling in Education*, Ilorin: INDEMAC Publishers.
- Adomeh, I.O.C., Arhedo, A. and Omoike, D. (2007) *Contemporary issues in history of education* in O.O. Aluede & D. Omoike (Eds.): trends in history of education in Nigeria (pp. 221-139) Agbor: Krisbec Publications 121-139
- Bukoye, R.O. (2004) *Introduction to guidance and counselling services in schools Ilorin*. God May provide Printing and Publishing Enterprises.
- Duntoye, J.A. Akande F.F. and Abdulkadir O.R. (2007). *The Basics of Guidance and Counselling Ilorin*. Integrity Publications.
- Durosaro, I. A. (2004). *Elementary school counselling*. In A.I. Idowu (Ed) *Guidance and Counselling in Education*, Ilorin: INDEMAC Publication.
- Ehinderio, S. (2000). *The Universal Basic Education and the Primary School Curriculum*. In *Planning and Implementation of UBE in Nigerian Education*. Adepoju T.L. Education Industrial Nigeria Ltd. Ibadan.
- Ekpunobi, A.N. (2006, August 13-19): *Universal Basic Education Commission*. Paper presented at the 47th Annual Conference of Science Teachers Association of Nigeria held in Calabar.
- Idowu, A.I. (2004). *Guidance and Counselling: An overview*. In A.I. Idowu (Ed.) *Guidance and Counselling in Education*, Ilorin: INDEMAC Publishers.
- Igwe, S.O. (2004). The UBE Programme in Nigeria: *Challenges and Prospects in Management of Primary and Secondary Education in Nigeria* (Eds.) Fagbamiye E.O., Babalola J. Fabunmi O. and Ayeni NAEPA Publication.
- Kolo, F.D. (1992) *Guidance and counselling perspectives*. Zaria: Stevano Printing Press.
- Makinde .O. (1993). *Fundamental of guidance and counselling*. London: Macmillan Publishing Ltd.
- National Policy on Education (1977). Lagos: Federal Government of Nigeria.
- Obanya, PAI (2000) Education and the Nigerian Society revised: *The UBE as a people Oriented Programme*: Prof. J.A. Majasan First Anniversary Memorial Lecture. Conference centre U.I. 17th March.
- Obong I.J. O. (2006, August 13-19): *The Role of Teachers in the Implementation of UBE in Nigeria*: paper presented at the 47th Annual Conference of STAN in Calabar.
- Oladele J.O. (2000) *Guidance and counselling a fundamental Approach*. 3rd Edition, Focus on the 6-3-3-4 of Education System Lagos John-Lad Publishers Ltd pp. 276-272.
- Olayinka M .S. (1999). *Counselling for national reconstruction and transformation*. A keynote address delivered at the Annual National Conference of the counselling Association of Nigeria on 23rd Aug 1999 at the University of Lagos
- Olayinka M.S. and Omoegun M.O. (2001) *Principle of Practice of Guidance and Counselling*. Lagos Bab-Sheriff Ltd.
- Olori, T. Ibuku, W. Oyedeji, L. and Tahir, G. (2005): *Lack of Resources Threaten*.
- UNESCO local Report (2005): *Education for All (EFA) Global Week*, Magazine.
- Universal Basic Education (UBE) Act (2004): *The Compulsory, free, universal Basic Education Act and other relate matters*. Abuja: UBE.