

## Utilization of Orientation Service for Handling Problem Behaviours of Undergraduates in Public Universities in South East, Nigeria.

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### ABSTRACT

The study aimed at ascertaining the utilization of orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria. It specifically sought to ascertain the extent to which school counsellors utilize orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria based on Counsellors gender. The study adopted the descriptive survey research design. The population for the study consisted of all the 80 counsellors comprising of 25 male counsellors and 55 female counsellors currently serving in all the ten public owned universities in South East, Nigeria. No sampling was done since the number is small and manageable. A self-structured instrument was validated. The reliability index for cluster1 is .69. Seventy three out of eighty copies of the administered instrument were retrieved signifying 91.25% return of duly filled copies of the administer instrument. The data collected were analyzed using mean and standard deviation to answer the research question. The hypotheses were tested using t-test statistic. The findings showed that school counsellors utilize orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria to a great extent, The finding also revealed also that there is no significant difference in the mean scores of male and female school counsellors utilization of orientation, services for handling problem behaviours of undergraduates in public universities in South East, Nigeria. Based on the findings recommendation was made.

Keywords: Orientation Service, Problem Behaviours.

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### INTRODUCTION

Orientation as a counselling service is provided to an individual or a group of individuals who are just entering a new environment. The individual may be a student who has just started schooling (in the primary, secondary or tertiary institutions). If not well groomed by a school counsellor the student life will likely be crowded with obnoxious behaviours [1,2,3]. The prevalence of various obnoxious behaviours' among undergraduates in the world calls for a serious attention. Specifically in Nigeria, the need to find lasting solutions is one of the major reasons for the advocacy of equipped guidance and counselling units in public universities. [4,5,6] noted with concern that the problem behaviours among undergraduates with the attendant increase in cultism, examination malpractice, violent acts and vandalism was one of the major reasons why government decided to

introduce guidance and counselling services in the school. [7], observed that problem behaviours in our present day tertiary institutions have become an important subject of discourse as parents; lectures and school community find it so difficult to control and shape such behaviour. Ubom further reiterated that most parents experience stress, anxiety, tension, emotional and psychological imbalance due to these problem behaviours exhibited by their children [8]. These problem behaviours at times cause rift, misunderstanding or fight among neighbours in their various compounds. Undergraduates who exhibits such behaviours pose problems to their fellow undergraduates and lectures as they destroy their peer's property, steal in school, bully their friends. All these problem behaviours pose threats to their colleagues and lecturers and often cause injuries to their

fellow students. With the increase in enrolment of undergraduates in school, the issue of placing a control through the utilization of counselling services for handling problems behaviours calls for a serious attention as they extends to the large society [9].

[10] described problem behaviour as behavioural problems which constitute terrible ailments that can affect undergraduates' life or destroy creativity, academic career or interpersonal relationships. They observed that problem behaviours are the greatest hindrance or obstacle to creativity and achievement. [11], opined that they are school offences that run counter to its rules and regulations and results to indiscipline and general disorder. The researcher is of the opinion that problem behaviours of undergraduates are behaviours which interfere with lecture room procedures and are disruptors to the teaching and learning process. In the context of education, [12] explained that problem behaviours are behaviours that are undesirable or inappropriate given the norms and values of the context of behavioural exposure. Problem behaviours are a serious issue and are of concern which if not handled will leads to obstruction of undergraduates' future aspirations and other serious and devilish problem behaviours. These problems behaviours exhibited by undergraduates in our society, calls for intervention which guidance and counselling provides. This implies that in order to contend with the hydra-headed muster of problem behaviour, a functional guidance and counselling unit which will assist in providing the much needed services are highly required in our schools (primary, secondary and tertiary institutions). No wonder the Federal Republic of Nigeria (2013) insisted that guidance and counselling units must be established in secondary schools and universities as contained in her National Policy on Education (NPE). Counselling in the this context is understood as a way of providing the most useful educational activities to help

meet the needs, aspirations, goal and objectives of the undergraduates students, the parents, lecturers and the society. This means that guidance counsellors pays attention to the most important human characteristics (cognition, affective and psychomotor skills) of the individuals which help him make useful decisions on his/her present and future maxim development [10]. Functionally, [2] also maintained that counselling is a process of helping the individual towards overcoming obstacles to his/her personal growth which could be educational, societal, or personal, wherever it may be encountered. In this regard, the undergraduates strives to achieve optimum development of his personal resources. This is expected to be curbed through orientation services. First among other services is the orientation service. Orientation of counselling services is essentially for all newly admitted undergraduates, all newly posted lecturers and non-academic staff of the school. The services are supposed to be provided by the institutional guidance counsellor immediately the new undergraduates resumes, newly posted lecturers and non-academic staff arrives the school on admission/appointment. It is not a one-day affair. It may take the first two to three days immediately after they have entered the school [2]. From the above observation this is not so. Worst still is the admission of first years which is at the sole discretion of the vice chancellors who most often never ceases to admit so long as candidates are available. This scenario is likely to throw the counsellors into a dilemma as to the actual time to field the orientation ceremony. The poor timing of this orientation exercise is most likely to account for the early problems of adjustment experienced by newly admitted undergraduates' students that in the final analysis culminate and calls for an effective utilization of counselling services for handling problem behaviours among undergraduates in Enugu State. Thus, the service utilized as indicated above may likely help learners

(undergraduates) “overcome difficult and challenging life circumstances and risk factors in his/her new environment” [9]. School counsellors attends to students/ learner’s’ educational, vocational, emotional, social and personal development and adjustment [8]. School counsellors also have to provide information on counselling to parents and school authorities to facilitate informed planning and policy making. Learners bring to school barrages of psycho-social problems such as family break up, abuse and teenage pregnancy, and losses of parent and significant caregivers which require the service of school counsellors to decrease the intensity of trauma which interferes with learning and emotional well-being of undergraduates. With all these at their disposal, effective utilization of orientation service among undergraduates in public universities may be possible but the extent to which it is utilized is a mirage partly because of the continuous rise of undergraduates engaging in cultism, fighting, stealing etc. [10] stressed the need for counsellors who are responsible for counselling services to have their work load reduced and the time table reorganized to enable them to have time to deal with career enquiries and student personal problems. Researchers point out that the provision of orientation service should be an on-going process due to the dynamic nature of society. The changing environment has impact on learners’ behaviour, which in turn affects the teaching/learning process of the undergraduates [12]. Gender is a variable to be considered in the topic under investigation. Gender in this context means the range of characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context, these characteristics may include biological sex, sex-based social structures, or gender identity. In this context, we refer to male and female school counsellors. Male counsellors seem to give special attention to more male students who came for counselling than female

students who came for help. The aim is to avoid being gossiped that he is a womanizer. As such, the result of the counselling session seems not to tally with the outcome. Instead of the result to sanitize the students problem behaviours, the problem of being tagged as a womanize worsen the situation. The male counsellor likewise maybe uncomfortable in a counselling session with female undergraduates. Worst still, female counsellors seem to bear the consequence of problem behaviour than males’ counsellors from homes partly because children gets to them easily than their male counter parts who instead of counselling them ends up abusing and quarrelling them. This might be due to their inexperience as well as reduced value experienced in some problem behaviours. With the above consequences, counsellors gender may have an impact on the utilization of orientation service for handling problem behaviours among undergraduates in public universities in South East, Nigeria. Indeed in South East, Nigeria, the fact that for over three decades now, with all the new innovations in the education industry worldwide, no in-service training have been approved for tertiary institutions counsellors to help them update their knowledge in the art of counselling. This is likely to negatively influence the way and manner they utilize orientation service which in other words would be a defect on handling undergraduates problem behaviours. Despite this clarion call for the establishment of guidance and counselling units in all tertiary institutions, the concern for eradicating various problem behaviours such as examination malpractice, bullying, lying, fighting, stealing, insubordination, disobedience, destructive tendencies (vandalism), hyperactivity, drug abuse, sexual abuse, truancy and other social vices rough orientation service has persisted. As a result of the foregoing the researcher got motivated to ascertain the utilization of orientation service for handling problem behaviours of undergraduates in public universities in

South East, Nigeria. Poised with these problems, the researcher empirically sought to find out the guidance counsellors status in the utilization of

orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.

#### Statement of the Problem

Ideally, guidance and counselling is an essential ingredient required for standardization and achievement of the objectives of Nigerian education. Yet, guidance and counselling is seen as a conveyor belt for the successful implementation of education

programmes in Nigeria. The educational system recognizes the fact that without adequate guidance and counselling, educational policies may not succeed. Specifically, [7] listed the major objectives of schools counselling services and these includes:

personal-social career counselling to promote students' emotional health, adjustment in school and intelligent career decision and plans; Collecting occupational and educational information and making them available to students regularly in well-structured classified manner; maintaining personal cumulative data records on each student in the school; referral of students with more than the normal counselling needs to the appropriate agencies; consultation with parents over students' personal and emotional problem that are family based; administration of standardized and locally adopted psychologically tests for diagnosis of emotional problems etc.

These objectives enable the undergraduates to strive for the achievement of optimum development of his personal resources. The implication of this is that counselling in the schools is expected to help the undergraduates develop the most effective ways of identifying and achieving desired and desirable goals for better adjustment and living. This means that counselling should function to facilitate normal development and prevent great frustrations, anxieties and stresses that may result from the exhibition of nefarious behaviours. Rather than experiencing positive outcomes, undergraduates have continued to show incessant problem behaviours leading to serious societal problems such as; insurgencies and economic vandalism as is eminent today. To this end, the researcher expresses

doubts over the availability of orientation service in our tertiary institutions as well as in its utilization in handling the problem behaviours exhibited by undergraduates. With these precedential doubts, the problem of research is hereby stated: to what extent are orientation service made available in South East, Nigeria? To what extent has it been used in handling problem behaviours? What is the extent of involvement of males and females counsellors for handling problem behaviours of undergraduates in public tertiary institutions in South East Nigeria? It is the crave for answers to these questions that necessitated the study.

#### Objective of the study

The objective of this study examined the utilization of orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria. Specifically the study sought to:

1. ascertain the extent to which school counsellors utilize orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.

#### Research Question

The following research questions guided the study. They are:

1. To what extent do school counsellors utilize orientation service for

handling problem behaviours of undergraduates in public universities in South East, Nigeria?

## METHODOLOGY

The study adopted a descriptive survey design. The area of the study was all the public Universities in South East, Nigeria. The population for the study consisted of all the 80 counsellors comprising of 25 male counsellors and 55 female counsellors currently serving in all the ten public owned universities in South East, Nigeria. The population is small so no sampling was done. The instrument used for data collection was a 5 item questionnaire called Utilization of orientation service for handling problem behaviours of undergraduates scale (UOS-FHP-BOUS). The instrument had a 4-point response format of Very great extent (VGE), Great extent (GE), Little Extent (LE) and Very little extent (VLE). Each response option has a numeral value assigned to it as follows VGE -4 points, GE -3 points, LE -2 points, and

3.50-

2.50-

1.50-

0.00-

For all the null research hypotheses, the decision rule is that if the critical t-value is greater or equal to t-table value at a given degree of freedom ( $n_1 + n_2 - 2$ ) the null hypotheses of no significant

VLE -1 point. The instrument was validated by three experts; two from Guidance and counselling Department and one from measurement and evaluation, all from Faculty of Education, Enugu State university of Science and Technology (ESUT), Enugu. The internal consistency of the instrument was determined using Cronbach Alpha reliability estimate and it yielded a reliability coefficient of .69. The study was carried out among counsellors from public universities from South Easter, Nigeria . Eighty copies of the questionnaire were distributed but seventy three copies were retrieved from the respondents representing 91.25 percent return rate. Data collected were analyzed using mean, standard deviation and grand mean. using real limit of numbers as stated below:

4.00 VGE

3.49 GE

2.49 LE

1.49 VLE

different was rejected, if on the other hand the calculated t-value is less than the value of the t-critical from the table, then the null hypotheses was not rejected.

### Presentation of Results

This section presents the results of the study according to the

research question that guided the study.

### Analysis of Data

The data analyzed was presented in Tables 1

**Research Question 1:** To what extent do school counsellors utilize orientation

service for handling problem behaviours of undergraduates in public universities in South East, Nigeria?

**Table1: Mean ( $\bar{X}$ ) Rating with Standard Deviation of the Extent to which School Counsellors utilize Orientation Service for Handling Problem Behaviours of Undergraduates in Public Universities in South East, Nigeria**

S/N	Items	Male Counsellors		Female Counsellors		Overall		Decision
		N=22		N=51				
		$X_1$	$SD_1$	$X_2$	$SD_2$	$X_3$	$SD_3$	
1.	Orientation service is used by counsellors to help students eliminate fighting	2.68	1.29	3.35	0.97	3.02	1.13	GE
2.	Orientation service facilitates the transition of new students into the institution so as to avoid# joining cult group but keep to school rules and regulations	3.91	0.43	2.92	0.27	3.42	0.35	GE
3.	Orientation service prepares students against unruly behaviour with the aim of helping students responsible	2.64	0.79	3.65	0.77	3.15	0.78	GE
4.	Orientation service is used by counsellors to initiates students integration into the intellectual, cultural, and social climate of the school	3.91	0.29	3.86	0.52	3.89	0.41	VGE
5.	Orientation service is used by counsellors to help students stop stealing and gain opportunities while been law abiding	3.41	1.01	2.63	0.53	3.02	0.77	GE
<b>Grand Mean</b>		<b>3.31</b>	<b>0.76</b>	<b>3.28</b>	<b>0.61</b>	<b>3.30</b>	<b>0.69</b>	<b>GE</b>

Data in Table 1 indicates that of the 5 items of the extent to which school counsellors utilize orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria, the respondents agreed with 1of the items (4) as they recorded a mean score of (3.89) to a very great extent, 4 of the items (1, 2, 3and 5) to a great extent with mean scores of (3.02, 3.42, 3.15 and 3.02). The standard deviation for all the items raised is 0.69

#### Hypothesis 1

There is no significant difference in the mean rating of male and female school counsellors utilization of orientation

which is small signifying that the responses are closely clustered around the mean. The Table also shows that the respondents grand mean score for the overall items raised is (3.00). Following the guideline for the interpretation of the respondents data, the answers to research question one is that school counsellors utilize orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria to a great extent.

service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.



**Table 2: t-test Result of the Mean Scores of Male and Female School Counsellors Utilization of Orientation Service for Handling Problem Behaviours of Undergraduates in Public Universities in South East, Nigeria**

Counsellors Gender	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
Female Counsellors	22	3.31	0.76	71	0.17	$\pm 1.96$	NS Do not reject $H_0$
Male Counsellors	51	3.28	0.61				

Significant at  $P < .05$ ,  $df = 71$ , critical t-value =  $\pm 1.96$

The t-test analysis of the data in Table 2 revealed that the t-calculated value (0.17) is less than the critical t-value of  $\pm 1.96$  at degree of freedom (df) 71 and at 0.5 level of confidence. This implies that the calculated t-value is less than the critical t-value. Thus, the null hypothesis is not

rejected as there is no significant difference in the mean scores of male and female school counsellors utilization of orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria.

#### Discussion of the Findings

For the discussion of the findings inherent in this study, research questions and research hypotheses that are related will be treated together. The first research question sought ascertain the extent to which school counsellors utilize orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria. The result in Table 1 showed that school counsellors utilize orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria to a great extent. The first research hypothesis ascertained if there is no significant difference in the mean rating of male and female school counsellors utilization of orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria. The analysis of the t-test comparison according to Table 2 showed that there is no significant difference in the mean rating of male and

female school counsellors utilization of orientation service for handling problem behaviours of undergraduates in public universities in South East, Nigeria. The finding corroborates with [5], who held that some cases of truancy and malingering in school is due to lack of orientation culture. Ogidi further noted that the major aim of orientation services is to provide information and support to build an identity as a life-long learner that will aid them to handle problem behaviour such as avoiding negative attitude. In the same line of thought [8], stressed that orientation service helps the students to realize what is expected of them in the new environment which entails avoiding fight, crime and examination malpractice. In support of the above standing [9] found that orientation helps women to seek help when they have problem behaviours while men are discouraged from it.

#### CONCLUSION

Conclusively from the above analysis and interpretations done and the information from related literature, it implies that School counsellors utilize orientation, appraisal, informational, placement, referral and follow-up

services for handling problem behaviours of undergraduates in public universities in South East, Nigeria to a great extent whereas educational service is to a very great extent.

## RECOMMENDATION

To achieve this mission the following recommendation was made based on the finding of this study. Deliberate efforts at establishing/ strengthening orientation service in schools must be initiated with a

view to protecting children from violence. Pre- service and in- service capacity of guidance counsellors and school psychologists therefore must be prioritized.

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