

Effects of Guidance and Counselling on Internally Displaced Students' Learning Resilience in Umar Ibn Ibrahim El-Kanemi College of Education, Science and Technology (UIIECEST), Bama

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Abstract

This paper investigates the effects of Guidance and Counselling on Internally displaced students' learning resilience in Umar Ibn Ibrahim El-Kanemi College of Education, Science and Technology (UIIECEST), Bama and its implications for Higher Education. The study focused on the effects of Guidance and Counselling on the social and emotional learning resilience of internally displaced students and was also aimed at capturing the implications of internal displacement for higher education. A sample of 50 students and 10 teachers was used in the study. Three research questions and two hypotheses were formulated to facilitate the findings of the study. The study adopted Quasi-experimental research; Socio-emotional Learning Resilience Scale was the instrument used for data collection. The validity of the instrument was determined through experts' judgement while the reliability was computed using Cronbach Alpha and the computed reliability was 0.83. The data collected for the study was analysed using mean score and t-test statistics. Based on the findings of the study, it was recommended among others, that students, especially the internally displaced ones, should be enlightened on the importance of visiting the guidance counsellor whenever they have academic or vocational problems.

Keywords: Guidance, Counselling, Internally, Displaced, Learning, Resilience,

Introduction

Guidance and counselling is an interaction process co-joining the counselee, who is

vulnerable and needs assistance, and the counsellor, who is trained and educated to give this assistance; the goal of which is to help the counselee to learn to deal more effectively with himself and the reality of his environment (Abiola, 2017). The student's life is getting complex day by day; guidance and counselling is needed to help the students for optimum achievement and adequate adjustment in their varied life situations (Adana, 2010). According to Adana (2010), guidance and counselling is a professional field, which has a broad range of activities and services aimed at assisting individuals to understand themselves, their problems, their school environment and their world. The development of effective study habit in relation to how one can utilize and manage his/her assets and abilities for optimal development is an essential service for guidance and counselling services.

Adekunle (2013) opined that displacement is a time-tested coping strategy for escaping the effects of conflict. When people do not feel safe in their communities and when other coping strategies (such as hiding or negotiating with warring groups) do not work, they flee. In recent years, the plight of displaced persons has become a problem of global significance and implications (Adekunle, 2013). According to Chukwuka (2007), Nigeria regularly experience displacement because of Boko Haram attacks and ethno-religious crisis. Infact, Nigeria has been affected by recurrent internal conflicts and generalized violence since the end of military rule and the return of democracy in 1999. The systematic and overlapping patterns of inequality in the country have been described as “breeding grounds” for conflict. As a result, the country is faced with the ongoing challenge of responding to reoccurring crisis with sizeable internally displaced population. Nigeria is made up of a web of ethnic, linguistics, religious and social groupings (Alade, 2016).

Corey (2007) observed that internally displaced people, the vast majority of whom are women and children, face a range of threats such as physical safety and restrictions on their freedom of movement. Many are traumatized by the violence that prompted them to flee and are afraid to return to their homes. Those whose homes have been damaged or destroyed by conflicts have nowhere to go back to. Ajayi (2015) lamented that most internally displaced families live and share resources with host communities. They also tend to live in cramped and unhygienic conditions.

According to Abiola (2017), with many internally displaced persons sheltered in schools, often in need of humanitarian assistance and life-saving interventions, displaced children are generally unable to pursue their education. Boko Haram attacks on schools since 2012 and state governments' closure of facilities in the worst affected areas, such as Borno state, have drastically decreased access to Education. Many of the internally displaced persons in Bama, Borno State are students who have experienced physical, psychological, social and emotional trauma as a result of conflict and displacement. Social and emotional learning resilience are necessary for internally

displaced students' learning and coping strategies, to enable them cope effectively with their academic pursuit. Social learning resilience deals with students' ability to learn at same pace with other students and interact freely with their teachers and fellow students. This includes asking and answering questions in class and participating in group work and assignments (Ajayi, 2015). Emotional learning resilience on the other hand deals with students' ability to develop and maintain the necessary emotions that facilitate learning. This includes learning confidence, concentration in class and interest in learning (Adana, 2010).

Internal displacement also has implications for higher education. When students are not able to develop the necessary resilience to cope with their studies, it tends to affect them even in their higher educational pursuit. Such students may not have the confidence to make presentations and may find it difficult to interact with their lecturers and fellow students. The higher learning environment is a highly social setting and internally displaced students need to develop social and emotional resilience to cope with their academic pursuit in higher learning. These realities prompted the researchers to investigate the effects of guidance and counselling on internally displaced students' learning resilience in UIICEST, Bama.

Statement of the Problem

Attendance and performance rate have declined drastically in UIICEST, Bama. Many students of the institution still suffer from the impact and trauma of displacement and conflict. These students still recount their losses and ordeals during the time of conflict and displacement and that have affected them psychologically, emotionally and socially. Due to these imbalances, such students find it difficult to learn in school. Some cannot even concentrate in class, study their books or do their assignments. These problems tend to affect these students even up to higher institutions of learning. To add to these plights, many of the students have problem of accommodation as they are being squatted by other students of host schools. It is based on the above-mentioned problem that this study was prompted to ascertain whether guidance and counselling can help internally displaced students.

Research Questions

1. What is the effect of guidance and counselling on the social learning resilience of internally displaced students?
2. What is the effect of guidance and counselling on the emotional learning resilience of internally displaced students?
3. What are the implications of internal displacement to higher learning?

Hypotheses

H₀₁: There is no significant difference in the social learning resilience of internally displaced students exposed to guidance and counselling services and those not exposed to such services.

Ho2: There is no significant difference in emotional learning resilience of internally displaced students exposed to guidance and counselling services and those not exposed to such services.

Methodology

Quasi-experimental research design was employed in carrying out this study. The population for the study consisted of 210 students of UIICEST Bama. The sample comprised of 50 students from UIICEST Bama. Purposive sampling technique was adopted in sampling the respondents. The researchers' choice of purposive sampling was to enable them identify the students who are internally displaced. The students were grouped into two. Group A received guidance and counselling services which include empathy, encouragement and cognitive behavioural therapy. Group B did not receive such services. However, both group A and B were pre-tested and post-tested. The research instrument used for this study was Socio-Emotional Learning Resilience Scale. The instrument consisted of two sections; Section A sought for the demographic data of the subjects while section B consisted of 12 questions which sought to test the resilience of students affected by internal displacement. The instrument was rated on a five point Likert scale and was scored accordingly: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The experiment took a period of two weeks. The data obtained from this study were analyzed using mean score and t-test. The decision rule for accepting or rejecting an item is that if the calculated mean is up to 3.00 and above, the item is accepted and where it is less than 3.00, the item is rejected.

Presentation of results

Research question 1: What is the effect of guidance and counselling on the social learning resilience of internally displaced students?

Table 1: Effects of guidance and counselling on social learning resilience of internally displaced students

s/n	Item	Mean	Decision
1	Due to guidance and counselling I interact freely with my teachers and fellow students	3.61	Accepted
2	Due to guidance and counselling, I attend group discussion and contribute immensely	3.40	Accepted
3	Due to guidance and counselling, I ask and answer questions during lessons	3.52	Accepted
4	Due to guidance and counselling, I relate with others to solve my problems	3.36	Accepted
5.	Guidance and counselling has promoted my social development and learning resilience	3.50	Accepted

From the analysis on table 1, it could be deduced that guidance and counselling promotes the social learning resilience of internally displaced students in UIICEST, Bama.

Ho1: There is no significant difference in the social learning resilience of internally displaced students exposed to guidance and counselling services and those not exposed to such services.

Table 2: t-test Analysis of Mean Difference between the social learning resilience of internally displaced students exposed to guidance and counselling services and those not exposed to such services

Group	N	Mean	SD	Df	t-cal	P-Value	Decision
Group A (Exposed to G & C)	25	95.11	10.39	48	14.56	0.000	Reject H ₀
Group B (Not exposed to G&C)	25	62.36	34.00				

P < 0.05

Table 2 shows that t-value is 14.56 at 48 degree of freedom and P < 0.05, indicating that the mean score of Group A ($\bar{x} = 95.11$) was greater than the mean score of Group B ($\bar{x} = 62.36$). The mean differential is high (32.75). Since the P-Value (0.000)

is less than 0.05 level of significance, the null hypothesis was rejected. This implies that there is a significant difference between the social learning resilience of internally displaced students exposed to guidance and counselling services and those not exposed to such services.

Research question 2: What is the effect of guidance and counselling on the emotional learning resilience of internally displaced students?

Table 3: Effects of guidance and counselling on emotional learning resilience of internally displaced students

s/n	Item	Mean	Decision
1	After attending guidance and counselling session, my confidence to face my studies improved	3.21	Accepted
2	Guidance and counselling has improved my ability to concentrate in class	3.10	Accepted
3	Guidance and counselling has relieved me of my emotional burdens	3.25	Accepted
4	I feel a lot happier after going for guidance and counselling session	3.33	Accepted
5.	I stopped blaming myself and others after attending guidance and counselling sessions.	3.05	Accepted

From the analysis on table 3, it could be deduced that guidance and counselling promotes the emotional learning resilience of internally displaced students in UIICEST Bama. This is evident in the fact that it promotes internally displaced students' learning confidence and relieves them of emotional burdens thus making them happier and helping them to concentrate in class learning activities.

Ho2: There is no significant difference in emotional learning resilience of internally displaced students exposed to guidance and counselling services and those not exposed to such services.

Table 4: t-test Analysis of Mean Difference between the emotional learning resilience of internally displaced students exposed to guidance and counselling services and those not exposed to such services

Group	N	Mean	SD	Df	t-cal.	P-Value	Decision
Group A (Exposed to G & C)	25	71.62	17.36	48	12.46	0.000	Reject H ₀
Group B (Not exposed to G&C)	25	48.41	23.81				

P < 0.05

Table 4 reveals that significant difference exists between the emotional learning resilience mean scores of internally displaced students exposed to guidance and counselling services and those not exposed to such services. Therefore, the null hypothesis was rejected, and it was concluded that there is a significant difference between the emotional learning resilience of internally displaced students exposed to guidance and counselling services and those not exposed to such services.

Research question 3: What are the implications of internal displacement to higher learning?

Table 5: Implications of internal displacement to higher learning

s/n	Item	Mean	Decision
1	Internal displacement limits students' aspiration to go for higher learning due to lack of financial resources and traumatic experiences	3.83	Accepted
2	Internal displacement militates against students' performance in higher education due to past traumatic experiences and losses	3.73	Accepted
3	Internal displacement militates against the development of higher education as well as national development	3.65	Accepted

From the analysis on table 5, it could be deduced that internal displacement has implications for higher learning. It may limit students' aspirations to go for higher education due to losses and traumatic experiences. It may also lead to poor development of higher learning as well as poor national development.

Discussion of findings

Finding from research question one indicated that guidance and counselling promoted social learning resilience in internally displaced students of UIICEST, Bama. Guidance and counselling helped internally displaced students to interact freely with their teachers and fellow students, ask and answer questions during lectures and participate in group discussions and assignments. This finding corroborates the findings of Adekunle (2013) who discovered that guidance and counselling helps explore students' inner potentials and learning skills. Findings from hypothesis one revealed that there is a significant difference between the social learning resilience of internally displaced students exposed to guidance and counselling services and those not exposed to such services. This finding is in agreement with the findings of Abiola (2017) who discovered a significant relationship between guidance and counselling and effective learning in secondary schools.

Findings from the analysis of research question two reveal that guidance and counselling promoted the emotional learning resilience of internally displaced students in UIICEST, Bama. This is evident in the fact that it improved internally displaced students' learning confidence and relieved them of emotional burdens, thus making them happier and helping them to concentrate in class. This finding corroborates the findings of Ajayi (2015) who discovered that guidance and counselling helps to motivate students towards higher achievement in school. The results of testing hypothesis two revealed that significant difference exists between the emotional learning resilience mean scores of internally displaced students exposed to guidance and counselling services and those not exposed to such services. This finding is in conformity with the findings of Chukwuka (2007) who discovered a significant relationship between guidance and counselling and students' attitude to learning in secondary schools.

Research question three on the implication of internal displacement on higher learning was analysed and the result revealed that internal displacement has implications for higher learning. It may limit students' aspirations to go for higher education due to losses and traumatic experiences. This finding is in consonance with the findings of Alade (2016) who observed that conflict and internal displacement have contributed immensely to the falling standard of tertiary education in Nigeria. It has led to destruction of physical facilities and interrupted academic calendars in most tertiary institutions in North-Eastern Nigeria. It has also led to loss of dear ones and has left many in trouble and sorrows. Also, many students have dropped out of school due to the hardship and other effects of displacement and conflict.

Conclusion

The plight of displaced persons has in recent years become a serious problem of global significance and implications. The total number of displaced persons is currently estimated around fifty million worldwide, with the majority of these people in Africa and Asia. Internal displacement is common in Borno State as a result of the Boko Haram menace. Many of the displaced persons are students who have experienced some sorts of psychological, social or emotional trauma, which affect their learning in school. This has implications for higher education, as many students may not want to further their education to tertiary levels due to social and emotional coping problems. Even when they do, they may find it difficult to cope due to lack of social and emotional learning skills. From the findings of this study, it could be deduced that guidance and counselling is a necessary tool for building social, emotional and cognitive learning resilience among internally displaced students. It is therefore concluded in this study that there is need to set-up and maintain a proactive and effective guidance and counselling unit in UIIECEST, Bama as it will be of immense benefits to internally displaced students.

Recommendations

Based on the findings of this paper, the following recommendations were made:

1. Government should ensure that guidance and counselling services should be properly implemented to cover all primary, secondary schools and tertiary institutions in Borno State and other states affected by the Boko Haram terrorist activities.
2. Only qualified personnel should be recruited to be guidance counsellor in schools.
3. All the necessary facilities such as offices, writing materials, and other aids should be provided to promote effective counselling in schools.
4. Students especially the internally displaced ones should be enlightened on the importance of visiting the guidance counsellor whenever they have an academic or vocational problem.
5. Free education, vocational training and financial empowerment should be provided for internally displaced persons to empower the internally displaced.

Implications of the Study for Higher Education

The implications of the findings on higher education are as follows:

1. Internally displaced students need to be counselled to develop emotional and social resilience because of the traumatic experience which may discourage them from going for higher education.
2. Guidance and counselling units are necessary in tertiary institutions for improved learning among students, especially internally displaced students who would be rehabilitated by them.
3. The knowledge for Social and emotional learning resilience are necessary for internally displaced students to enable them cope in higher learning environment, thus the need for effective guidance and counselling becomes necessary for all students.

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