

**RELEVANCE OF GUIDANCE AND COUNSELLING SERVICES IN ALLEVIATING
THE PSYCHOEDUCATIONAL CRISES OF VICTIMS OF INSURGENCY IN KANO
STATE TERTIARY INSTITUTIONS**

By

AHMED ILIYASU, Ph.D

Department of Education

Bayero University, Kano

P.M.B. 3011

E-mail: ailiyasu67@gmail.com or ailiyasu.edu@buk.edu.ng

08060843224

Abstract

This study intends to explore the relevance of guidance and counselling services in alleviating the Psychoeducational crisis of the victims of insurgency in Kano State Tertiary institutions. It was very common that many students of Kano State tertiary institutions fall victims of insurgent attacks that resulted into destabilizing educational and psychological conditions of most of the students. Some of the institutions that experienced attacks from the insurgents are: Bayero University, Kano, Federal College of Education, Aminu Kano College of Islamic and Legal Studies. The population of this study therefore includes all the students that reported their cases to Murtala Muhammad Foundation trauma and Counselling Centre. A sample size of thirty students from the three institutions was drawn using cluster sampling technique where each institution was regarded as a cluster and ten students were picked each. Quasi experimental method was used for conducting the study where the experimental group was based on the sample of thirty students being treated using various counselling services like group counselling, behaviour modification techniques like learning theories and collaborative approach for a period six weeks while thirty (30) participants as control group were randomly sampled out of the victims in the schools who were not exposed to counselling services were compared in respect of the Psychoeducational wellbeing of the experimental group. Some of the findings reveal that: Guidance and counselling services facilitate students Psychoeducational wellbeing, students that were not exposed to guidance and counselling services find it difficult to resolve their psycho educational crises easily. It was recommended that, tertiary institutions should attach relevance to the guidance and counselling centres in their institutions to alleviate students' sufferings due to various crises in the current global realities.

Keywords: Psychoeducational crisis, Guidance and Counselling Services, Insurgency

Introduction

From the time of the creation of Adam and Hawa' (Eve) the first human being on earth and his wife the search for guidance started. In any situation human being finds himself for him to succeed and alleviate his suffering he needs to seek for proper guidance. It is very common in our daily interactions we normally came across many things that are quite unfamiliar and we experienced difficult situations because of inexperience or ignorance and sometimes we found ourselves in crises situations due to the changes brought by our environment due to human and non-human activities. Whatever the situation may be and what it will cause man needs to be assisted to enjoy his life or meet his targets in life.

This is what possibly addresses the issue of providing assistance to individuals to resolve their difficulties in life. This is the central issue why in ancient, traditional societies, philosophers, priests, saints

or religion played a very significant role in guiding the destiny of others (Bulus, 2001). In Nigeria it is a common practice among many people to seek guidance from Boka, Dibia, Alfa and others when they are in challenging situations or want to make important decisions in their life. In Nigeria formal guidance and counselling started in 1960s which started by the efforts of the six Irish reverend sisters at St. Theresa College in 1959 who realized the relevance of guidance and counselling to graduating students. The federal government recognised it in 1961 by encouraging schools to establish guidance units to formally assist students to properly adjust in schools and world of work (Fabunmi, 2003).

Guidance and counselling services are aimed at assistance students to properly adjust to new situations, conditions, take advantage of environmental opportunities in and outside their country as well as smooth transition in life. These and many more factors are responsible for providing guidance and counselling services to students due to the fact that life is full of difficulties and students they need proper guidance to develop themselves and in future serve as resources to develop the country on which its future depends solely on the kind of students produced by tertiary institutions. Unfortunately these innocent students became victims of circumstances and being attacked by insurgents in so many occasions which constitute serious psychological as well as educational crisis. Such experiences made many of them to loose concentrations in their studies and to some extent develop negative attitude towards school and schooling.

It could be recalled that multiples attacks were carried out by insurgents in Kano state and some of which they targeted tertiary institutions. Among such attacks are: January 5 and 6, 2012 - multiple bombings in Kano that attacked police zonal headquarters and Bompai, January 20, 2012 – The Kano bombing where twelve people (12) died, April 29, 2012 – Bomb blast Bayero University Kano where Christian worshippers were attacked in the old campus of the university and fifteen (15) students were killed and left fifty (50) wounded. Similarly there was September 17, 2014 – Suicide Bomb blast in Federal College of Education, Kanokilling fifteen (15) students while thirty four (34) students were seriously injured. In the November 28, 2014 – Suicide triple bomb blast in Kano central mosque near emir's palace where thirty five (35) worshippers were killed and left one hundred and fifty seven (157) injured among them there were many tertiary institutions students. There was also an attack in Ibrahim Taiwo road near Kwari market in December 10, 2014 where there was a suicide twin bomb blast with sporadic gunshot killing ten (10) people. Boko Haram groups have claimed many attacks on schools in northern Nigeria since 2009 but those of 2014 were found to be worrisome and deadly as opined by Olowoselu, Bello and Onuselogu (2014).

The situation which sometimes can be neglected by relatives, parents, administrators can cause serious psycho-educational challenges on individual students. Some of the victims took time to recover from the shock of the attacks while some are not resilient to their condition. Some of them display lack of trust, fear, excessive compulsive disorder, lack of sleep (insomnia), poor grades, lack of concentrations in their studies, truancy, unorganized study habit etc. Some of the students or their significant ones reported their cases to various individuals to assist and that what made some to report to Murtala Muhammad Foundation on Grief and Trauma Counselling Centre situated at Sharada for proper counselling.

Review of Related Literature

Cummings and Cummings (2008) are of the opinion that there are four components in psychoeducation, which may vary in their concentration depending upon the condition being addressed. They further claimed it can only be psychoeducation when the four components are present, including treatment of the condition; management of the condition, compliance with the medical and psychological regimen; and prevention of progression, exacerbation, or relapse. Psychoeducational counselling are of value to several categories of clients, covering chronic physical disease, intractable psychological conditions, and certain life situations. Psychoeducation improves health outcomes and reduces healthcare costs with clients with chronic physical diseases, psychological conditions, high utilizers of medical services, substance abusers.

In managing the Psychoeducational crisis of traumatised students one has to realize it needs sophisticated group programs extensively used in clients' management and exposure to counselling settings. Effectiveness is somewhat limited in most group programs because of an over-reliance on educative features and a lack of intensive behavioral interventions, especially when the skills of trained counsellor are required and most of which are lacking in Nigerian higher institutions (Malikeh and Elham, 2013).

Cunningham (2000) in his work sees Psychoeducational approaches as well established medical intervention for cancer, where patients and families are struggling with different forms of challenge. Although persons with cancer typically fall into the normal range in terms of psychological processes, they inevitably struggle with the anxiety and depression following the extraordinary stress associated with the diagnosis and treatment of the cancer. This indicates why counsellors utilize psycho educational approaches to assist students regain their self-confidence and continue their educational pursuit with much resilience.

In a study conducted by (Lehman & Steinwachs, 1998; McEvoy, Scheifler, & Frances, 1999) stated that recent mandates at both the federal and international levels have pushed to include psychoeducation as a focal point in treatment for schizophrenia and other mental illnesses, and are backed by national policymakers (President's New Freedom Commission on Mental Health, 2003) as well as influential family self-help groups such as the National Alliance for the Mentally Ill (NAMI).

Students found themselves in psycho educational crisis mostly when there is a war, insurgency, disagreement, opposition, struggle, contention, etc. within an individual or between individuals, groups, states or nations which affect their psychological condition as well as their educational pursuit and that in return affect their relationship with others. This resulted into serious conflicts with one's self and his contemporaries and it affects his performance. That can produce positive but in most cases negative consequences. When students experienced psycho educational crisis it resulted into a negative outcome that may lead to hopelessness, substance abuse, lack of trust and psychological conflict lack of productivity in terms of academic excellence (Ella, 2015).

It is a clear fact that for counsellors to render their services in alleviating the condition of victims of insurgency in tertiary institutions they need to be properly trained and some researchers like Pattison & Haris (2006) are of the opinion that formal counselling is delivered by a trained and qualified counsellor acting in accordance with a recognised ethical code. Counselling skills are used by those working with children and young people in a specific role, and include listening, being empathic and helping people to feel valued and understood. Liz and Roberts (2011) mention that schools counselling is an activity which in many ways resonates with the broader agenda of simplifying service delivery, and making schools genuine community resources delivering a wide range of services for children, young people, and families.

Statement of the Problem

Students innocently fall victims of circumstances in many attacks of the insurgents be it in primary, secondary or tertiary institutions in Nigeria in general and Kano state in particular some of them were killed, kidnapped, raped and forced into unnecessary hardship and uncertainty some even drop out from school while some find it difficult to adjust to their traumatic conditions. These attacks constituted a large portion of students psychological and educational crisis which made some to stay longer than necessary to graduate from their studies and some even went to an extent of endangering their life because of inexperience on how to bounce back to normal psychological and educational condition. The tertiary institutions students of Kano state have experienced terrible situations of insurgents' attacks as such the study is set out the relevance of guidance and counselling services rendered to victims of insurgents' attacks in alleviating their Psychoeducational crisis.

Objectives of the Research

The specific objectives of the study include the following:

1. To identify the impact of the guidance and counselling services in alleviating the Psychoeducational crisis of the victims of insurgency of Kano state tertiary institutions students.
2. To ascertain the extent of the differences of the impact of guidance and counselling services on alleviating the Psychoeducational crisis of the male and female victims of insurgents' attacks in Kano state tertiary institutions.
3. To ascertain the differences between the experimental and control group in terms of relevance of guidance and counselling services rendered for alleviating the Psychoeducational crisis of the tertiary institutions students of Kano state.

Research Questions

The study provided answers to the following research questions:

- i. What are the impact of the guidance and counselling services in alleviating the Psychoeducational crises of the victims of insurgency of Kano state tertiary institutions students?
- ii. What are the impact of the guidance and counselling services on alleviating the Psychoeducational crises of the male and female victims of insurgents' attacks in Kano state tertiary institutions?
- iii. What are the difference between the experimental and control group in terms of relevance of guidance and counselling services rendered for alleviating the Psychoeducational crises of the tertiary institutions students of Kano state?

Hypotheses:

The following hypotheses guided the outcome of the study.

- i. There is no significant difference on the relevance of guidance and counselling services rendered to male and female victims of insurgents' attacks in Kano state tertiary institutions.
- ii. There is no significant difference between the experimental and control group in terms of relevance of guidance and counselling services rendered for alleviating the Psychoeducational crises of the tertiary institutions victims of insurgents' attacks in Kano state tertiary institutions.

Methodology

The research design adopted for the study is quasi experimental design involving pre-test, post- test control group procedure. This provides the researcher to use non- random assignment of clients to groups (the treatment and the control groups). To curtail the possibility of the likelihood of some intervening variables to influence the result of the study the design was taking into consideration (treatment effect). Some of the extraneous variables controlled are the likelihood of interaction among the clients of the experimental and control groups; Randomised sampling used eliminated the possible biases that may likely occur probably inconsistency of the research instrument. Graziano and Raulin (1993) opine that, quasi experimental situations as compromise designs; an apt description when applied to much educational research where the random selection of schools or subjects is quite impracticable. Randomised controlled trials are often viewed as the highest standard in the evaluation of interventions within psychology, medicine and health care. Quasi-experimental procedures in naturalistic settings are an alternative to randomized controlled trials (RCT) and they are suitable when investigating whether interventions work in practice (Howard, Moras, Brill, Martinovich & Lutz, 1996). Best and Khan (2010) diagrammatically represented the design as follows:

R1	O1	X	O2
R2	O3		O4

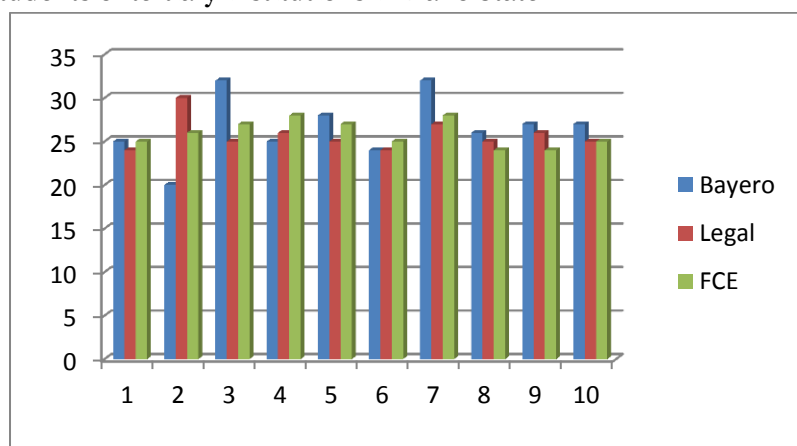
The total population of the tertiary institutions as at the time of the study attending Grief and Trauma Counselling Centre of Murtala Muhammad Foundation stands at eighty (80) where purposively thirty (30) were selected from the three institutions (Bayero University, Aminu Kano College of Islamic Legal Studies and Federal College of Education) considering each as a cluster taking into cognizance the gender sensitivity that what made them to be five male and five female students from each school.

The control group was selected based on their school records in the sick bay who received medical attention without attending counselling centres for further consultation using screening of victims of insurgency attack instrument (SVIAI). The experimental group was exposed to various guidance and counselling services as well as clinical intervention by the centre clinical psychologist and observations were carried out, diagnosis, past medical history if any and intervention measures employed by the consultants well as follow ups to alleviate the psycho educational crisis of the victims.

Results and Findings

Research Question One: What are the impact of the guidance and counselling services in alleviating the Psycho-educational crisis of the victims of insurgency of Kano State tertiary institutions students?

Graph 1: Impact of guidance and counselling services on alleviating psycho-educational crisis among students of tertiary institutions in Kano State



The above chart indicates the impact of guidance and counselling students on the selected samples of the thirty students that reported themselves for counselling at the Murtala Muhammad Foundation Centre of Grief and Trauma Counselling Centre. The responses were recorded during the various sessions conducted with the students by the consultants in the centre which were rated on individual basis but taking into considerations schools of the victims. The blue signified Bayero University, red School of Legal Studies while the Green indicates students Federal College of Education. The graph indicates high impact among some of the Bayero University students and in some instances with little differences as shown by horizontal axis.

H₀₁: There is no significant difference on the relevance of guidance and counselling services rendered to male and female victims of insurgent attacks in Kano State tertiary institutions.

Table 1: t-test analysis of the differences of the relevance of guidance and counselling services among male and female victims of insurgents' attacks of Kano state tertiary institutions

Respondents	N	-- X	SD	df	t-cal	t-crit	Decision
Male	15	26.4	3.16	14	0.78	1.76	**NS
Female	15	25.7	1.39				

Source: Field study (2016), **NS= Not Significant

The table above indicates the t -cal of (0.78) is less than the t -crit (1.76) at 14 degree of freedom (df) of 0.05 significance. Indicating the outcome of the relevance of guidance and counselling services in alleviating the psycho educational crisis of the victims of male and female students of Kano state tertiary institutions do not differ significantly. The Null Hypothesis One (H_{01}) is therefore accepted, not rejected.

Ho₂: There is no significant difference between the experimental and control group in terms of relevance of guidance and counselling services rendered for alleviating the Psychoeducational crisis of the tertiary institutions victims of insurgents' attacks of Kano state tertiary institutions students.

Table 2: t-test analysis of the differences between experimental and control group in terms of the relevance of guidance and counselling services rendered for alleviating the psycho educational crisis of the victims of insurgents' attacks of Kano state tertiary institutions.

<i>Respondents</i>	<i>N</i>	<i>-- X</i>	<i>SD</i>	<i>df</i>	<i>t-cal</i>	<i>t-crit</i>	<i>Decision</i>
Male	30	26.07	2.42	29	14.26	1.70	*S
Female	30	14.77	2.88				

Source: Field study (2016), **S= Significant

The data above suggest that the t -cal (14.26) is greater than the t -crit (1.70) at 29 degree of freedom (df) of 0.05 significance. Indicating the outcome of the relevance of guidance and counselling services in alleviating the psycho educational crisis of the victims of insurgents' attacks in Kano state tertiary institutions differ significantly in respect of experimental group and that of the control group. Therefore, the Null hypothesis two (H_{02}) is rejected.

Discussions

From the table one above it is clearly pointed out that guidance and counselling have high impact and relevance towards alleviating the psycho educational crisis of the Kano state tertiary institutions who experienced insurgents' attacks in their campuses and that affect their psychological conditions and academic activities. It was very common at that time to hear that a students couldn't even like to talk to anyone on his school activities or doesn't like to even go to school until when some parents or guardians brought such students to the Centre of Grief and Trauma Counselling for counselling then gradually started to appreciate thee services which was rendered through systematic investigation of a student's strengths and weaknesses in various domains e.g., cognitive ability, achievement, information processing, language and behaviour. This made the school to be a safe place for the victims to continue with their studies when they realized that preventing and responding to violence in schools requires more than flexibility; it also demands a holistic, multi-sectorial approach (United Nations, 2007).

Another important findings of the study shows that there was no significant difference across the institutions whose students experienced insurgents' attacks in respect of the relevance of guidance and counselling services rendered towards alleviating their Psychoeducational crisis. It is a common knowledge that the counsellor and other consultants in the centre used to have counselling sessions with the students and tolerate them better than other people who usually sympathize with them but hardly emphasize their situations and provide realistic intervention to alleviate their conditions. It is therefore realized that during the follow up period majority of the students returned back to their normal school activities and developed coping mechanism with the current challenges of insecurity and were able to take proactive measures on depending themselves. The findings concur with a claim made by Liz and Robert (2013) supporting young people to achieve their full potential in the world of work or in further and higher education and in becoming participative and involved citizens is the key to guidance and counselling services of a school.

It is also important to note that students who were exposed to counselling due to psycho educational crisis as a result of the insurgents' attacks show more resilience and coping mechanism and

continue with their academic pursuit easily without much complications in respect with their intra and interpersonal relationship. This is unconnected with the intervention made by professionals in helping situation to assist individual student live in the midst of realities of life. Many of the victims who were not opportune to be assisted via guidance and counselling services find it difficult to cope and some of them have refused going back to their respective schools while some depend on drugs to take away their bad thoughts and feelings of insecurity. To some even couldn't easily sleep at night and usually they tend to have negative idea about life and the entire society. This confirms the claim made by (Baginsky, 2004) where states counselling is an activity which in many ways resonates with the broader agenda of simplifying service delivery, and making schools genuine community resources delivering a wide range of services for children, young people, and families. The use of guidance and counselling services in schools is meant to improve the mental health of children and young people. This, in turn, improves their quality of life as well as their educational engagement and attainment

Conclusions

Psychoeducational crises are some of the students concerns that prevent them from concentrating in their academic activities due to unstable psychological condition due to becoming victims of circumstances of bomb attacks in the three metropolitan higher institutions in Kano state. Many students consider the school environment not safe for learning that resulted into psychological discomfort, unorganized study habit and behaviour related abnormality among students of the institutions. The study therefore concluded that guidance and counselling services are very relevant in alleviating the Psychoeducational crises of such students so that they can concentrate and continue pursuing their academic activities so that they can attain self- development and be useful to the society.

Recommendations

Arising from the study the following are recommended:

- i. Tertiary institutions in Kano state should provide effective and functional guidance and counselling services to their students in order to benefit from the school system and resolve their psychological and educational crises.
- ii. Qualified and competent guidance and counselling should be employed to man the counselling centres of the tertiary institutions in Kano state instead of assigning academic staff to head the unit who may not necessarily have the required training in guidance and counselling.
- iii. Guidance and counselling services in the tertiary institutions of the state should be provided with all the necessary support (resources) for it to be functional so that it can serve students better.

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