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Students' Attitudes Toward Utilization of Counseling Service in a Nigerian University

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STUDENTS' ATTITUDES TOWARD UTILIZATION OF
COUNSELING SERVICE IN A NIGERIAN UNIVERSITY

by

C. Adeyemi Akiwowo

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

January

1982

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To God the almighty father for his guidance and inspiration to carry this task to completion, I am forever thankful.

VITA

The author, Christian Adeyemi Akiwowo, is the son of Oladipo Fasesobi Akiwowo and Esther Ibijoke (Babalola) Akiwowo. He was born on March 31, 1947, in Lagos, Nigeria.

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In January 1967, Mr. Akiwowo began working for the Nigerian Ports Authority Corporation as a coding clerk and was also a member of the first division soccer team of the corporation.

After leaving the Nigerian Ports Authority in 1970, he came to the United States for further studies. In September 1970, he entered Kennedy-King College, Chicago, Illinois. In August 1971, he was admitted to the University of Wisconsin-Greenbay, Wisconsin as a transfer student with scholarship, and in May 1974, was awarded the degree of Bachelor of Science with a major in Business Administration. During his three years of schooling at Greenbay, Wisconsin, he was a member of the All-Midwest College Soccer team, and was named twice to the All-American Soccer team for 1972 and 1973 respectively.

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The author is married to the former Gladys Iyabode Olufunmilayo Omokaiye and has four children, Christopher Adewale, Taiwo Adebola, Kehinde Adebisi, and Idowu Adekunle.

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CHAPTER I

INTRODUCTION

Currently, the counseling services in higher education in Nigeria are faced with increasing demands. These increases are due, in part, to the current rate of development of Nigeria's economic, political, sociological, educational, and human resources. In 1948 when the University of Ibadan was the only institution of higher learning in the country, and the curriculum available to the students was limited, students had very few problems confronting them in choice making. Those were the days when students were the ones who "chose to go to the university personally, spent their own hard-earned savings to receive university education, and predetermined whether to be pharmacists in government hospitals or start their own chemist and druggist stores."¹

By 1980 Nigeria had built nineteen universities, many technical and trade schools, and teacher training colleges in an effort to keep up with the demands of higher education in the country. In addition, the development of new educational curricula to meet current developmental needs, which are western in orientation, has increased the number of areas of academic specialization. Thus, the problem of making a wise choice of vocation that is congruent with students'

¹Olu Makinde, "Counselling: Important factor in day to day life," (Nigeria: Daily Times, September 7, 1977), p. 7.

interests, skills, and abilities has become a serious one for today's students in Nigeria.

A lack of proper guidance of students in their educational and vocational programs has been noted in many studies in Nigeria. For example, Fapohunda studied how university students choose their major areas of studies and "found that more than 62 percent of the students reported receiving no advice about their choice of study at the university."² Also, the report of a study of 3,100 secondary school students by Olayinka in 1974 cited by Delores E. Mack indicates that "most students chose their vocations from a very limited area."³ The result of this study further suggests that "students selected these careers because of high pay and prestige and usually had neither the interest nor the aptitude necessary for the careers selected."⁴ These unrealistic identifications with status occupations leads one to suspect that many students who should be in technical or trade schools, in view of their abilities and demonstrated achievements, will eventually be misplaced in universities all over the country. Furthermore, Makinde suggests that "all the departments, faculties, institutes and units of the university should concede counseling to their students,"⁵

²Delores E. Mack, "Counseling in a Nigerian University," Personnel and Guidance Journal, May 1979, Vol. 57, No. 9, p. 457; citing, Fapohunda, O.J., "Counseling and Guidance in Nigerian Secondary Schools and Universities," (University of Lagos, Nigeria, 1974).

³See Mack, p. 457; citing, Olayinka, M., "Choosing a Career in a Modern Age," (Nigeria: Daily Times, Lagos, 14 November 1974), p. 7.

⁴Mack, p. 457.

⁵See Olu Makinde, p. 7.

as these students are bound "to face personal, financial, educational, and vocational problems"⁶ during their academic training at the university. Hopefully, this study will shed more light on how university students in Nigeria are currently responding to counseling services.

THE PROBLEM

Statement of the Problem

As more importance is attached to the introduction of counseling services on Nigerian University campuses, one would expect students to be eager to visit the counselor for help when confronted with either academic or personal problems. One reason for such expectation is the understanding of the role that counseling could play in helping students solve their problems. The effects of personal and academic problems are not only severe on the students, but also could be detrimental to the students' efforts toward achieving specific goals. However, very little information appears to be available on how university students in Nigeria are currently responding to counseling services on their campuses.

Students who are suffering from personal, academic, and/or vocational problems may become anxious, discouraged, and inundated. Available research suggests that students' reactions toward counseling services not only differ from institution to institution, but also depend on the nature of students' concerns. In addition to this is the problem of role identification for the counselors on university

⁶Makinde, p. 7.

campuses. Makinde, for instance, indicates that membership in the Counseling Association of Nigeria:

...is open to all persons whose primary duties or interests are in the areas of human relations and development particularly counsellors and others with similar responsibilities such as career masters, psychologists, psychiatrists, public relation officers, social workers, personnel officers and (that) traditional practitioners in guidance and counseling could be acclaimed honorary members.⁷

Because of these various roles, students are likely to be confused as to whom to take their problems for help. Considering the fact that most universities view counseling services as appropriate means for helping students deal with their problems, this study is an attempt to determine whether or not undergraduate campus resident students at the University of Ife would use the current available counseling services on their campus when they need help. Furthermore, it is an attempt to determine problem areas of students at the University of Ife, how students are solving or not solving their problems, and why. Finally, a study of the university students' intended behavior toward counseling services could help us better understand the students themselves and provide effective services for them.

Questions to be Answered

This study seeks to obtain answers to the following major questions:

1. Is there a significant difference between students' attitudes

⁷See Olu Makinde, p. 7.

toward counseling services and students' intention to use counseling services?

2. Is there a significant relationship between the students' perceptions of the role of the counselor in a university setting and the students' intention to use counseling services?

3. Is there a significant relationship between students' prior experiences with university counseling services and students' intention to use the counseling services?

4. Is there a significant relationship between the methods of admission of students into the university and the students' intention to use counseling services?

5. Do demographic variables significantly affect students' intention to use counseling services?

Purpose of the Study

A review of the literature reveals that there is a general agreement among previous researchers that university students in Nigeria have a great need for counseling services. Yet, very little information is available regarding some of the various parameters of counseling that allows one to understand what motivates university students in Nigeria to use counseling services on their campuses. For example, V. N. Arene hypothesized that "counseling is a cultural art, and needs to be cultural in its function to be acceptable and effective in

society."⁸ Further, in an "overview of the implications that various theories and approaches" of counseling may have for the Nigerian cultural setting, S. A. Gesinde stated his preference for the Rogerian approach.⁹ Many studies similar to the two cited above have been conducted in the Nigerian milieu, but they do not provide us with concrete information concerning students' reactions toward counseling services.

Since it is generally agreed upon that personal, educational, and vocational problems of students are among the major areas of focus of a university counseling service, the purpose of this investigation is to determine the attitudes of University of Ife undergraduate campus resident students toward their use of university counseling services and toward their intended use of such services.

Finally, while this study recognizes the genuine desire of an institution of higher learning to develop counseling services as tools for helping students meet their needs, and to provide for their development as whole persons, it is also important for the institution to seek answers that are necessary to organize and to maintain an effective organization of such services. In this respect, three basic questions are in order:

- 1) What kinds of attitudes do University of Ife students have toward their use of counseling services?

⁸V. N. Arene, "Rationale and Cues for Counselling Adaption in Nigeria," Journal of the Counselling Association of Nigeria, December, 1978, pp. 237-249.

⁹S. A. Gesinde, "Client-Centered Therapy: Implications for Counselling in Nigeria," Journal of the Counselling Association of Nigeria, December, 1978, pp. 250-260.

- 2) What kinds of attitudes do University of Ife students have toward their intended use of counseling services?
- 3) What factor(s) seem to influence University of Ife students to seek help from anyone?

It is on the basis of these three major questions that this study seeks to investigate whether or not campus resident students at the University of Ife will use the counseling services offered to them when the need for it arises and why. It will also assess the following fundamental questions which are not only important to students of the University of Ife but crucial for the development of counseling programs in higher education in Nigeria:

- 1) What kinds of problems are students faced with on the University of Ife campus?
- 2) Where do the University of Ife students go with their problems?
- 3) Do the University of Ife students use counseling services to meet their needs?
- 4) Why do some students use the University of Ife counseling services, while others do not?
- 5) Do the University of Ife students have a choice as to whom they go for counseling?
- 6) Does the establishment of counseling services on a university campus automatically guarantee its utilization?

By knowing what is related to each of the questions of this study, it may be feasible to understand why students use and do not use the current counseling services at the University of Ife.

DEFINITION OF TERMS

<u>Babalawo</u>	A priest of the Ifa oracle, e.g., prophets.
<u>Christian Scientist</u>	A religion that derives its teachings from the scriptures, and that practices spiritual healing.
<u>Ibadan</u>	A city and the capital of the State of Oyo, Nigeria. (Population: over 3.5 million, approx.).
<u>Ifa</u>	God of divination.
<u>Ife</u>	A town situated approximately 50 miles northwest of Ibadan, Oyo State, Nigeria. (Population: 230,000, approx.).
<u>Joint Admission and Matriculation Board Examination</u>	A scholastic aptitude test which must be passed by students before acceptance into a Nigerian university.
<u>Old Method of Admission</u>	A university admission criteria in Nigeria demanding that a student passes three advanced subjects after completing high school.
<u>Part I</u>	Students in their Freshman year at the University of Ife.
<u>Part II</u>	Students in their Sophomore year at the University of Ife.
<u>Part III</u>	Students in their Junior year at the University of Ife.
<u>Part IV</u>	Students in their Senior year at the University of Ife.
<u>Pirate</u>	Students who reside illegally on the University of Ife's campus.
<u>Scripture Union</u>	A bible organization which emphasizes the teachings of the books of the Old and New Testaments.

DELIMITATIONS

This study is limited in the following areas:

- 1) It is limited in its application to other university students outside of the University of Ife.
- 2) It is limited in its application to other university counseling services in Nigeria.
- 3) It is limited because certain areas of the research instrument allow for free responses of students which is subject to bias.
- 4) It is limited in its application to other times subsequent to the time of the investigation which was May, 1980.
- 5) It is limited in its application to other University of Ife students who do not reside on the campus.
- 6) It is limited in its application to other University of Ife students who are not classified as undergraduates.

Chapter II of this study is divided into two sections in order to survey the other studies in the areas of counseling programs in institutions of higher learning, and the attitude toward an object and the attitude toward the intended behavior with respect to the particular object.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Until recently, the growth of counseling services in Nigerian institutions of higher learning has been very limited. A new emphasis on counseling services for students and on the Federal Government assuming a leadership role in the implementation of such services¹⁰ has brought about a greater interest in research efforts in this field. Many of these efforts have made their significant contributions to the current development of counseling services in the country. However, because counseling services exist on university campuses to provide both educational and personal advantages to a student body, the extent to which such services are successful is certainly an area worthy of assessment.

This dissertation addresses itself, primarily, to the investigation, examination, and analysis of the University of Ife undergraduate campus resident students' attitudes toward their use of University Counseling Services. Secondly, it seeks to determine the University of Ife undergraduate campus resident students' attitudes toward their intended use of counseling services. To achieve these ends, the study

¹⁰See Federal Ministry of Information (Federal Republic of Nigeria), "National Policy on Education," Printing Division, Lagos FGP 2410 (76)/177/1,000,000, 1977, p. 30.

focuses on problem areas for undergraduate students at the University of Ife, and how they currently are solving or are not solving their problems. From the results of the investigation, proposals are made which could be beneficial to both the institution and its community in general. The first section of this review of literature focuses upon previous studies done on counseling programs in institutions of higher learning.

INVESTIGATION THAT DEALS WITH COUNSELING PROGRAMS IN INSTITUTIONS OF HIGHER LEARNING

Viewing optimistically the potentials of a University Counseling Program as a means for helping students deal with their problems, it should be apparent that a University Counseling program which does not meet its students' needs is a waste of both human and financial resources, and is thus doomed to failure. To put it in another way, since University Counseling programs have been developed to help students to cope with their problems, such programs need to be comprehensive enough for dealing with all areas of students' concerns. However, it is also apparent that many university students, for various reasons, do not utilize the counseling services that are available to them at their institutions. In this respect, it is assumed that students who do not use counseling services are expressing the attitudes they have concerning the value of counseling. Thus, it is important for administrators of University Counseling programs to be aware of the prevailing attitudes, sentiments, and prejudices that students have toward them to do effective work.

Arnold L. Form mailed an instrument to 604 students to investigate "the relation that the students' social-cultural backgrounds and experiences have on their attitudes toward counselors and their evaluation of counseling services at Michigan State College in 1951."¹¹ The results of this study suggested that 84% of the students had favorable attitudes toward the counseling center. While 16% of the students held mild, indifferent, or negative attitudes toward the center, the data also indicated that 40% of these who had never used the counseling center held positive attitudes toward it. Thus, Form contends that "more favorable attitudes toward personnel services were engendered by a greater number of contacts that students had with the center."¹²

Form further states that while attitudes toward counseling can be isolated and measured, they, however, change when direct experience with counseling services are obtained. The following students' background characteristics were found by Form to be more frequently related to the different counselor attributes:

(1) year in college, (2) age, (3) knowledge of the center's functions, (4) number of counseling interviews, (5) school enrolled, (6) sex, (7) participation in extra-curricular activities, (8) size of home community, (9) marital status, and (10) nature of problems brought to the counselor.¹³

Because counseling services in any University exist to provide

¹¹Arnold L. Form, "Measurement of Student Attitudes Toward Counseling Services," Personnel and Guidance Journal, Vol. 32, No. 2, 1953, pp. 84-87.

¹²A. L. Form, p. 86.

¹³See Arnold L. Form, p. 86.

assistance to students, the students need to be encouraged to use these resources for their own benefits. Similarly, it is important that counselors themselves inform the community in which they serve of the kinds of services they provide. Roy E. Warman¹⁴ made a study in 1960 to identify the counseling role of the University Counseling and Testing Center... the center's professional staff, other student personnel workers, teaching faculty, and students before and after counseling rated a 100-item questionnaire in terms of their perceptions of the counseling role. Upon analyzing the data, Warman found that:

All groups of subjects, except the professional counseling psychologists, generally considered problems concerned with Vocational Choice most appropriate for discussion at the Counseling Center, College Routine problems next appropriate and Adjustment to Self and Others problems least appropriate.¹⁵

Due to differences in the views about what is appropriately discussed with the counselor, Warman concluded that "relevant others' perceptions of the counseling function of the counseling psychologist have not kept up with developments which have occurred within the field over the past few years."¹⁶ Furthermore, he feels that a lack of agreement as to the counseling role would make it even more difficult in establishing an effective communication and working relationships with the community being served by a counseling center.

In a similar study involving the professional staffs of 21 college

¹⁴Roy E. Warman, "Differential Perceptions of Counseling Role," Journal of Counseling Psychology, Vol. 7, No. 4, 1960, pp. 269-274.

¹⁵Roy E. Warman, p. 274.

¹⁶Roy E. Warman, p. 273.

and University Counseling Centers, Warman¹⁷ found "that Vocational Choice is considered the most appropriate of the three groups of problems for discussion with the counselors."¹⁸ This is followed by Adjustment to Self and Others, and College Routine. Warman recommends that caution be utilized in generalizing about the results from one counseling center to another.

In 1972, Charles J. Gelso and others conducted a study in which they employed Warman's (1960) Counseling Appropriateness Checklist to assess "the determinants and correlates of students' and clients' perceptions of the appropriateness of various types of problems for counseling" at the University of Maryland.¹⁹ Their results indicated that the Counseling Center staff perceived personal-social adjustment problems as more appropriate for student-counselor relationships at the Center than did the students, faculty, or student personnel staff groups. This result supports Warman's contention that there "exist a communication gap, at least, with respect to counselors' and other campus groups' perceptions of the appropriateness of adjustment problems for treatment at Counseling Centers."²⁰ Further, the study also suggested that with greater information dissemination systems, the

¹⁷Roy E. Warman, "The Counseling Role of College and University Counseling Centers," Journal of Counseling Psychology, Vol. 8, No. 3, 1961, pp. 231-238.

¹⁸Roy E. Warman, p. 237.

¹⁹Charles J. Gelso and others, "Perceptions of the Role of a University Counseling Center," Journal of College Student Personnel, Vol. 13, No. 5, 1972, pp. 441-447.

²⁰Charles J. Gelso and others, p. 443.

communication gap between counselors and the other groups could be diminished.

Darrell Smith²¹ studied the preference of University students for counselors and counseling settings and showed that a significant difference in students' preferences exists in the following factors: (1) sex, (2) age, (3) marital status, (4) academic school enrollment, (5) local residence, (6) basic value orientation, and (7) education of the father.²² While the majority of the students preferred a fellow student's assistance with personal-social concern, their peers were the least preferred in the areas of vocational problems. These findings further suggested that:

(1) a university employs a students-helping-students model for counseling situations; (2) students prefer a counselor whose religious beliefs are similar to their own when they want help with moral, ethical, or religious problems; (3) students desire to see a counselor of the same sex when they have a personal-social concern; (4) students are open to seeking counselor help in either a centralized setting (Comprehensive Counseling Center) or decentralized settings (several readily accessible locations on campus); (5) students show a definite preference for a one-to-one counseling approach.²³

JoAnn Hummers and John P. DeVolder²⁴ compared male and female students' use of the University Counseling Center at Western Illinois

²¹Darrell Smith, "Preferences of University Students for Counselors and Counseling Settings," Journal of College Student Personnel, Vol. 15, No. 1, 1974, pp. 53-57.

²²Darrell Smith, p. 55.

²³Darrell Smith, pp. 56-57.

²⁴JoAnn Hummers and John P. DeVolder, "Comparisons of Male and Female Students' Use of a University Counseling Center." Journal of College Student Personnel, Vol. 20, No. 3, 1979, pp. 243-249/

University. They selected the following areas of students' concerns for their study: (1) studying, (2) vocational goal, (3) self-identity, (4) sex, (5) religion, (6) drugs, (7) pregnancy, (8) abortion, (9) draft, (10) suicide, (11) homosexuality.

In general, the students of this study were found to be mostly concerned with studying, vocational goal, self-identity, sex, religion, and drugs. Also, an examination of the areas of students' concerns according to sex revealed that studying was most important for men, followed by vocational goal and sex. For the women, their concerns are primarily in the areas of vocational goal, self-identity, studying, sex, and pregnancy. This study further reveals that more women than men had talked with another person about their personal concerns. Although almost 40% of the students had previously experienced counseling at the center, 83% of these students felt that they had benefitted from the experience.

Delores E. Mack²⁵ provides a description and an evaluation of the counseling program at the University of Lagos, Nigeria. She observed that the present location of the counseling center is unsuitable, noisy, and often difficult to hear what a client is saying. Further findings by Mack indicated that the counseling services were not fully utilized partly due to the students' suspicious attitudes that the confidential information revealed may be used against them. Added to these are problems related to confusion about the role of

²⁵Delores E. Mack, "Counseling in a Nigerian University," Personnel and Guidance Journal, May, 1979, Vol. 57, No. 9, pp. 457-461.

counselors in Nigerian schools, and the negative attitudes of some teachers who view counseling as unnecessary.

From the result of this study, one could summarize Mack's recommendation as indicating that:

- (1) an effort should be made to provide adequate space for the University of Lagos counseling center;
- (2) there is an urgent need for more professional counselors at the center;
- (3) information concerning the functions and services of a counseling center should be disseminated to the entire university community;
- (4) more studies are needed in order to determine the effects of various parameters of the counseling situation in the Nigerian milieu.

The question of what should the College Counseling Center try to accomplish has been asked by Charles F. Warnath.²⁶ He pointed out that the College Counseling Center will continue to encounter difficulties as long as it maintains its traditional role on campus as the exclusive agency for individual counseling. In an effort to increase the impacts of university counseling centers, many professional counselors in higher institutions have now started to reassess their roles. These efforts are necessary if the counselors expect the students to utilize counseling services fully.

As posited by Warnath, "a revised model for the college counselor is necessary to replace that of the clinician-therapist mentality which the counselor has depended upon as the yard-stick for his professional

²⁶Charles F. Warnath, "New Myths and Old Realities," Jossey-Bass Inc., Publishers, 1971, p. 11.

adequacy."²⁷ While he emphasizes that the counselor must be more than a competent therapist... the new model must cover all potential activities that counselors may be called upon to perform in the service setting without compromising their professional integrity.²⁸

Warnath stresses that the current emerging approach represents a fundamental change in job orientation. The counselor in a university setting is now required to move out of his office in the campus community and perform some of his jobs under public observation. These new and creative methods of offering counseling services to the students would allow a university counseling program to serve a larger proportion of students needing assistance.

INVESTIGATION THAT DEALS WITH ATTITUDE TOWARD
AN OBJECT AND ATTITUDE TOWARD THE INTENDED
BEHAVIOR WITH RESPECT TO THAT PARTICULAR OBJECT

The research question of whether there is a relationship between attitude toward an object and behavior toward that object has been of interest in psychological research for more than fifty years. One of the earliest definitions, in an attempt to operationally define the term attitude, was given by Thurstone as "... the affect for or against

²⁷Charles F. Warnath, p. 26.

²⁸Charles F. Warnath, p. 26.

a psychological object."²⁹ Thus, Thurstone reasoned that one could predict, to a reasonable degree of accuracy, the way an individual would behave in general in any given situation by collapsing attitudinal variables onto a single unidimensional continuum to measure the overt behavior of that person.

While developing his theory of propositional control in a series of 'heat tank' experiments, D. E. Dulany³⁰ asked the subject about the payoffs of a specific act, about the values he attaches to the payoffs of that act, and what he needs to do at that moment. As a result of this study, Dulany found that he was able to predict specific responses of a subject in a specific situation with a high degree of accuracy by measuring the subject's Behavioral Intentions. Thus, he stated in his concluding remarks that "different reinforcement parameters have separable effects on different propositional processes and that these then combine with rules of inference and quasi-inference to yield intentions and final responses."³¹

²⁹Arthur R. Carlson, "The Relationships Between a Behavioral Intention, Attitude Toward the Behavior and Normative Beliefs About the Behavior," 1968, Dissertation Abstracts International, #69-10, 654, p. 1. Citing, L. L. Thurstone, "The Measurement of Social Attitudes," Journal of Abnormal Social Psychology, 1931, 26, pp. 249-269. Reprinted in M. Fishbein (ed.), "Readings in Attitude Theory and Measurement," New York: John Wiley and Sons, 1967.

³⁰D. E. Dulany, "Awareness, Rules and Propositional Control: A Confrontation with S-R Behavior Theory." In D. Horton and T. Dixon (eds.), Verbal Behavior and General Behavior Theory. New Jersey: Prentice-Hall Publishers, 1968. Cited in 29, p. 11.

³¹D. E. Dulany, p. 365.

Martin Fishbein³² extended Dulany's theory of propositional control to social behavior in 1967 and found that measurement of Behavioral Intention to be a close approximation of actual behavior. This led to his critical remark against attitude research when he stated that:

After more than seventy-five years of attitude research, there is still little, if any, consistent evidence supporting the hypothesis that knowledge of an individual's attitude toward some object will allow one to predict the way he will behave with respect to the object.

In a study³³ involving 49 female undergraduate students from the introductory course in psychology, Arthur Carlson asked the subjects to indicate thirty behavioral intentions with respect to a twenty-one year old, male, African, Negro student. He administered the questionnaire twice to each subject. Carlson's results, as shown by the multiple correlation coefficients for the subjects across behaviors, supported Fishbein's contention regarding the predictive power of Behavioral Intentions. Most of the multiple correlation coefficients are in the high .80's and the .90's.

In the same vein, Icek Ajzen and Martin Fishbein³⁴ administered 100 questionnaires to undergraduate male and female students and found evidence supporting Fishbein's hypothesis that an individual's behavioral intention to act with respect to some object closely approximate

³²Martin Fishbein, "Attitudes and the Prediction of Behavior." In Fishbein, M. (ed.), Readings in Attitude Theory and Measurement. New York: Wiley, 1967(c), p. 477.

³³Arthur R. Carlson, pp. 20-30.

³⁴Icek Ajzen and Martin Fishbein, "The Prediction of Behavioral Intentions in a Choice Situation," Journal of Experimental Social Psychology, Vol. 5, No. 4, 1969, pp. 400-416.

the individual's actual behavior toward that object. The questionnaire of the study contained the following eight behavioral acts which the investigators believe to represent a wide range of activities in which students may be expected to engage:

- (1) Going to a party on a Friday night.
- (2) Visiting an exhibition of modern art on a Friday night.
- (3) Watching a western on TV on a Friday night.
- (4) Going to a concert on a Friday night.
- (5) Playing a game of poker on a Friday night.
- (6) Going to a French movie on a Friday night.
- (7) Participating in a discussion on a Friday night.
- (8) Reading a mystery novel on a Friday night.³⁵

As a result of this study, Ajzen and Fishbein demonstrated that "behavioral intentions to perform specific behavioral acts can best be predicted by considering the attitudes as well as normative beliefs toward these acts."³⁶ In addition, a multiple regression equation when these variables are combined indicates that predictions of specific behavioral intentions are highly accurate.

In another study Ajzen and Fishbein used the "Prisoner's Dilemma (PD)"³⁷ game to test several hypotheses derived from Fishbein's extension of Dulany's theory of propositional control and to demonstrate the model's usefulness in the prediction of game behavior. In this particular study, the participants consisted of 96 undergraduate students, 48 males and 48 females. Three motivational orientations regarding

³⁵Ajzen, I. and Fishbein, M., pp. 404-405.

³⁶Ajzen and Fishbein, p. 414.

³⁷Icek Ajzen and Martin Fishbein, "The Prediction of Behavior From Attitudinal and Normative Variables," Journal of Experimental Social Psychology, Vol. 6, No. 4, 1970, pp. 466-487.

"cooperation, individualism, or competitions were considered, and the participants in any given game were always of the same sex, and were assigned randomly to experimental conditions."³⁸

When the results were analyzed, it was found that Fishbein's extension of Dulany's model was highly successful. Behavioral intentions were highly predictive of game behavior.

At the core of Fishbein's subsequent investigations on prediction of behavior by way of behavioral intentions was his hypothesis that "an individual's intention to perform a given act is a joint function of his attitude toward performing that behavior (A_{act}) and of his beliefs about what others expect him to do in that situation."³⁹

As they had done in the past, Ajzen and Fishbein in another study in 1972 used four hypothetical situations involving risk in their probabilities for success, and found evidence supporting the hypothesis that "one of the factors influencing a person's beliefs about what others expect him to do is his perception of the other's attitude toward the act in question (A_{act})."⁴⁰ In addition, the data of this study also showed that "a person's behavioral intentions in the hypothetical situations were related to his attitudes toward the behaviors in question and his normative beliefs about them."⁴¹

³⁸Ajzen and Fishbein, p. 474.

³⁹Icek Ajzen and Martin Fishbein, "Attitudes and Normative Beliefs as Factors Influencing Behavioral Intentions," Journal of Personality and Social Psychology, Vol. 21, No. 1, 1972, pp. 1-9.

⁴⁰Ajzen and Fishbein, p. 8.

⁴¹Ajzen and Fishbein, p. 8.

Mitchell⁴² supports Ajzen and Fishbein's contention that the measurement of behavioral intentions closely approximates the way an individual will behave toward an object. He studied the relationship between teachers' attitudes toward an in-service training program and the teachers' intentions to utilize the program's materials in their classrooms in an elementary school. The result of this study suggested that the general intention measure was a better predictor of each behavior act as opposed to the general attitudinal measure.

In 1978, Jack Friedlander⁴³ administered a questionnaire to 108 students of each sex at the University of California at Los Angeles. In this study, the students were asked to rate the school's co-curricular services and to demonstrate through questionnaire their intent to use the service. The results show the behavioral intentions of students to be a better predictor of specific behaviors of students. Thus, Friedlander emphasized the need "to attempt to improve the accuracy of prediction between a student's response to a service or program and the student's behavior with respect to that service or program."⁴⁴

From the review of the literature presented in this chapter, evidence supports a general concern among investigators regarding

⁴²M. Mitchell, "Teachers' "Attitudes" vs. Teacher Behavior," Fort Lauderdale, Florida: Nova University, 1972, /ERIC #ED 063280/ p. 91.

⁴³Jack Friedlander, "Student Ratings of Co-Curricular Services and Their Intent to Use Them," Journal of College Student Personnel, Vol. 19, No. 3, 1978, pp. 195-201.

⁴⁴Jack Friedlander, p. 201.

provision of effective counseling programs for students in higher institutions of learning. The studies reviewed indicate that counseling services have their numerous problems. For instance, problems related to students' attitudes toward counseling services, and to the perceived role of the professional counselors in a university setting.

Furthermore, the review of literature suggests that an individual's behavioral intention to act toward an object in any given situation is a better predictor of how that individual will behave with respect to that object. This study attempts to determine the University of Ife undergraduate students' attitudes toward counseling services and their intentions to use the University counseling facility. With the new emphasis placed on counseling of students on the campus, it is assumed that the undergraduate students will show certain definable attitudes toward the counseling services offered them through their University Student Affairs Office. Also, it was noted that more research is needed in the area of counseling of students in the Nigerian milieu. Hopefully, this study would allow one to determine the current degree of students' utilization of counseling services at the University of Ife, and to predict their probability of utilizing it in the future.

CHAPTER III

THE METHODOLOGY OF THE STUDY

This research project is designed to study the University of Ife undergraduate students' attitudes toward counseling, their intended use of counseling services, and the problem areas for the students. In this chapter, the methodology used to achieve the purpose of the study is presented.

POPULATION

The participants were 450 Part I, II, III, and IV undergraduates at the University of Ife. The University is located approximately 150 miles north of Lagos⁴⁵ in Oyo State, Nigeria. A written permission to conduct the study was obtained from the Office of the Vice-Chancellor of the University.

The total number of all undergraduate resident students at the University of Ife, according to available statistics from the residence porters, is estimated at 6,000.⁴⁶ However, this investigator contends that this figure is grossly underrepresented in that nearly all rooms surveyed contained, at least, one 'pirate' student (see p. 8). If these

⁴⁵Lagos is a city and the capital of the Federal Republic of Nigeria.

⁴⁶Information collected from the Porters at Fajuyi, Angola, Awolowo, Moremi, and Mozambique Halls of Residence at the University of Ife.

'pirates' are included, an estimated 8,500 or more students are currently residing on the campus of the University of Ife in contrast to the 6,000 figure provided by the University authorities. As a matter of fact, some of the students who participated in the study confided that they are 'pirates.'

Two hundred sixty-two Part I and Part II students of both sexes were selected from two courses in Social Sciences. The remaining 188 students are in their Part III and Part IV year and were randomly selected from the University residence halls. To determine the random selection of both Part III and Part IV male and female students, every fifth room in each hall of residence was chosen from a list of rooms provided by the residence porters. Thus, the sampling techniques can be characterized as a combination of probability and non-probability sampling methods.

In total, 450 questionnaires were administered to the students, and 93.5% or 421 of them were returned. Twenty-nine questionnaires were not returned. Of the 421 students who responded, 127 were females. The composition of the sample according to class, sex, totals, and percentages is shown in Table 1.

Table 1

Composition of the Sample According to Class,
Sex, Totals, and Percentages

Sex	Part I	%	Part II	%	Part III	%	Part IV	%	Totals	%
Males	70	16.6	124	29.4	57	13.5	43	10.2	294	69.8
Females	37	8.8	31	7.4	36	8.6	23	5.5	127	30.2
Totals	107	25.4	155	36.8	93	22.1	66	15.7	421	100

RESEARCH QUESTIONNAIRE

The questionnaire was designed similarly to the one used by Jack Friedlander with undergraduate students at the University of California at Los Angeles in 1978.⁴⁷ With the benefit of the power of the instrument as demonstrated in previous studies, the investigator was able to refine the questionnaire (Appendices A and B, pages 129 and 139) appropriately for the Nigerian setting.

The first 16 questions consist of background and biographical data, such as class standing, current major, sex, number of hours employed, marital status, age bracket, school performance average, religion, affiliation with ethnic associations, major at the time of admission, number of semesters at the university, and the student's state of origin. Following this section are 19 questions based on a Likert-type scale covering three of the various areas of students'

⁴⁷See Jack Friedlander, "Student Ratings of Co-Curricular Services and Their Intent to Use Them," Journal of College Student Personnel, 1978, Vol. 19, No. 3, pp. 195-201.

needs served by the University of Ife's Student Affairs Office. These areas include: success in an academic environment, career information and postgraduate planning, and personal crises. One open-ended question at the end of this section permits a student to state the reasons for wanting to use the counseling services at the university. Of concern here is a student's other relative needs that may have been omitted in the questionnaire.

A series of questions relate to the kinds of services that the students have used: 1) Prophets (for example, Yoruba Babalawo); 2) Scripture Union; 3) Christian Scientist; 4) Moslem Student Organization; 5) Health Center at the University of Ife; 6) Lecturer; and 7) Other services that are not included in the above. For the services used by the students, the students are asked to indicate the kind of problems they took to that person.

Another open-ended question asks the students to indicate the kinds of services that are currently available to the students at the University of Ife's Counseling Center.

The next series of questions ask the students to check, 1) what they perceive to be a counselor's job, 2) their preference between individual and group counseling approaches, 3) if they have used the University of Ife counseling services during the past and previous years, 4) their preference regarding the counselor sex, 5) if they are satisfied or unsatisfied with their current academic major, and 6) who decided their current majors for them.

In addition, two questions are related to the students' preferred location for the counseling office and the students' reasons for the

chosen place.

The next question provides a list of nine problem areas of students. In the introductory chapter of this study, it is noted that available studies on Nigerian university students indicate that the students, indeed, have certain areas of concern to which they must attend. While the major purpose of this study is to determine the University of Ife students' attitude toward counseling services and the students' intended use of the services, the questionnaire of the study also seeks to determine other problem areas of the students. The nine problem areas chosen are as follows: 1) Academic, 2) Financial, 3) Housing, 4) Making career choice, 5) Health, 6) Developing relationship with opposite sex, 7) Alcohol, 8) Drug, and 9) Emotional.

The students in the sample are asked to check as many of these problems as they are appropriate to them, and to indicate the sources of help they utilized in the solving of their problems.

In the last section of the questionnaire, the students are asked to indicate whether they will use the University's Counseling Services again if they have used it in the past, and to give their reasons for or against future utilization of the services. The students are asked to give three adjectives that best describe their previous experiences with the University of Ife Counseling Services. These students' reasons and the adjectives that students used were then rated by six doctoral students who are in their residency year in guidance and counseling as: 1) Positive, 2) Negative, 3) Neutral, 4) Student has not used counseling, and 5) Student does not know that counseling services exist on the campus. While some of the participants may state

that they have knowledge of the counseling services at the University and whereas they don't, a question was asked of the students to indicate the sex of the counselors at the counseling center at the time of the study. Another question relates to how the students would react to a referral to see a counselor, and the students' responses were rated by the six doctoral students indicated above as: 1) will go, 2) will not go, and 3) neutral. The last question attempts to determine if any of the students have utilized the services of psychiatrists and psychologists in the past.

The two instruments used in this study are basically similar, except for 19 questions which are worded differently to determine the students' attitudes and their intentions to utilize counseling services.

Form A

In questionnaire Form A (Appendix A, p. 129) (N = 199), the students are asked to rate 19 need assessment statements according to the importance that the students attached to the University of Ife's counseling program in meeting a particular need. The instructions for completing this section are as follows:

Listed below are a number of need items common to many members of the campus community.

1. Read each need statement.
2. Consider how important it is to you that the University counseling services assist you in meeting each need.
3. Rate each need statement by circling the response which most adequately reflects your own opinion using the following

scale: (5) Absolutely essential, (4) Very important, (3) Moderately important, (2) Slightly important, (1) Not important, (X) No opinion.

Form B

In questionnaire Form B (Appendix B, p. 139) (N = 222), the students are asked to rate their intentions to use the University of Ife's counseling services should the need arise. The instructions for completing this section are as follows:

Listed below are a number of need items common to many members of the campus community.

1. Read each action statement.
2. Consider how important it is to you that the University counseling services assist you in meeting each need.
3. Rate each statement by circling the response which most adequately reflects the action you will take using the following scale: (5) Absolutely will use, (4) Very much will use, (3) Moderately will use, (2) Slightly will use, (1) Will not use, (X) No opinion.

The reader may refer to questions 17-35 in both Form A and Form B of the sample questionnaires presented in Appendices A and B (pages 129 and 139) in order to understand the differences in the way the items on the two forms are worded.

The composition of the sample students according to class, sex, questionnaire forms, totals, and percentages is shown in Table 2.

Table 2

Composition of the Sample According to Class, Sex,
Questionnaire Forms, Totals, and Percentages

Sex	Questionnaire	Part I	%	Part II	%	Part III	%	Part IV	%	Totals	%
Males	Form A	30	7.1	60	14.3	31	7.4	19	4.5	140	33.3
	Form B	40	9.5	64	15.2	26	6.2	24	5.7	154	36.6
Females	Form A	16	3.8	15	3.6	15	3.6	13	3.1	59	14
	Form B	21	5.0	16	3.8	21	5.0	10	2.4	68	16.1
Totals		107	25.4	155	36.9	93	22.2	66	15.7	421	100

ACQUIRING THE DATA

The questionnaire was administered in two processes in April, 1980 at the University of Ife campus. The first inventories were distributed among 262 Parts I and II male and female undergraduates who were enrolled in two Social Science classes. The students in these classes are from all academic majors and faculties. The second inventory administration was distributed randomly among Parts III and IV students in their residence halls.

As it is noted earlier in this Chapter, 29 students did not return their questionnaires. Thus, both Tables 1 and 2 show the general sample to be 421.

Approximately four-fifths of the questionnaires were administered by five research assistants, with this investigator assisting in the distribution of the remaining one-fifth. Both Part I and Part II students in the Social Science classes used approximately 45 minutes of

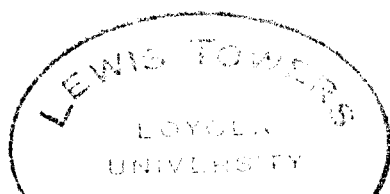
their class period to complete the questionnaire. The questionnaires distributed among Part III and Part IV students were administered in the hall of residence.

THE INTERVIEW WITH THE DIRECTOR OF THE STUDENTS' AFFAIRS OFFICE

In order to gain additional data that may help in explaining the students' questionnaire response, the investigator conducted an interview with the Director of the Students' Affairs Office. The following eight major questions were presented:

- 1) What is the general administrative structure of the Students' Affairs Office?
- 2) What are the sources of students' referral?
- 3) How are the students informed of the existence of the counseling services on campus?
- 4) Specifically, what kinds of needs do the students have?
- 5) Is the Students' Affairs Office able to meet the needs of the students?
- 6) What are the professional backgrounds of the staffs at the office?
- 7) Does the office provide help for students who are also experiencing emotional problems?
- 8) Is there a counseling office on the campus and where is it located?

The data collected from the interview will be presented in Chapter IV.



STATISTICAL METHODOLOGY OF THE STUDY

Because it is important to know the proportion of the sample who intend to use counseling service for each of the independent variables considered, chi-square statistical test of significance is used to test four of the five hypotheses of the study. One-way analysis of variance (ANOVA) is performed on part of the data.

Hypothesis 1 compares the response of the sample to items 17 through 35 in questionnaire Form A, the attitude measure, with the sample response to items 17 through 35 in questionnaire Form B, the intention measure, according to their ratings. A comparison of the means of these items from both Form A and Form B will be used to analyze this hypothesis. T-test analysis was used to compare the means of the attitude measure group with the intention measure group to determine whether or not they are significantly different. A table of the means and the t-value for both groups will be presented. In addition, a table showing the percentages of the sample responding "absolutely essential" or "very important" (Form A) and of those responding "absolutely will use" or "very much will use" (Form B) will be used to descriptively analyze Hypothesis 1.

Hypothesis 2 attempts to determine if a significant relationship exists between the students' perceptions of the role of the counselor in a university setting and the students' intention to use the counseling services. The variables considered in testing this hypothesis will be presented by giving the chi-square, frequencies and percentages in tables.

Hypothesis 3 attempts to determine if a significant relationship exists between the students' prior experiences with the University counseling services and the students' intention to use the counseling services. Again chi-square will be used to descriptively analyze the frequencies and the percentages of each variable in those tables. Hypothesis 4 asks if a significant relationship exists between the methods of admission of students to the University of Ife and the students' intention to use counseling services. Chi-square statistical analysis will be used to test the significance of this hypothesis.

Hypothesis 5 attempts to determine if there is a significant relationship between selected demographic variables of the students and the students' intention to use counseling services. This hypothesis will be analyzed using chi-square and one-way analysis of variance procedures to test whether the means of the selected demographic variables are significantly different from each other.

After presenting statistical analyses for the five hypotheses indicated above, the researcher will present in Chapter IV other demographic data concerning the two groups of subjects.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The major purpose of this study was to determine whether there are significant differences between students' attitude toward counseling services and students' intention to utilize counseling services. As a secondary purpose, the study also seeks to investigate the problem areas of students and the sources of help that the students utilize in resolving their problems. Each of the hypotheses being tested will be discussed separately. All of the hypotheses will be descriptively analyzed using frequencies, percentages, and chi-square statistical tests. Other selected variables were tested by the one-way analysis of variance procedures.

Four hundred and fifty undergraduate male/female students at the University of Ife, Nigeria participated in the study. The sampling technique used is a combination of probability and non-probability sampling methods. For example, 262 of the sample are in their part I and part II year at the university and are selected from two social science courses. The remaining 188 students are in their part III and part IV year and are randomly selected from the university residence halls. Of the 450 questionnaires administered, 421 or 93.5 percent are returned. The composition of the sample according to class, sex, totals, and percentages is presented in Table 1 (p. 27).

In order to determine the students' actual behavior with respect to the university counseling services, two separate questionnaires, Form A and Form B (Appendices A and B, pp. 129), are used for the study. In questionnaire Form A, the attitude measure, 199 of the sample rated 19 need items in terms of how important it is to them that the University of Ife counseling services help them in meeting their needs. Similarly, in questionnaire Form B, the intention measure, 222 of the sample rated the action that they will take toward the university counseling services in dealing with the 19 need items. Apart from these 19 items, the two Forms, A and B, are similar.

The first hypothesis to be tested states:

H₀₁: There will be no significant differences between students' attitudes toward counseling services and students' intentions to use such services.

Previous research by Friedlander⁴⁸ confirmed findings by Ajzen and Fishbein⁴⁹ that knowledge of an individual's attitude toward a particular object does not necessarily serve any predictive purposes in terms of how that individual would behave with respect to that same object. To assess the potential influence of behavioral intentions on our result, the two questionnaires of the study (Form A and Form B) are designed according to Friedlander's criteria.

⁴⁸Jack Friedlander, "Student Ratings of Co-Curricular Services and Their Intent to Use Them," Journal of College Student Personnel, 1978, Vol. 19, No. 3, pp. 195-201.

⁴⁹Icek Ajzen and Martin Fishbein, "The Prediction of Behavioral Intentions in a Choice Situation," Journal of Experimental Social Psychology, Vol. 5, No. 4, 1969, pp. 400-416.

Table 3 lists the mean scores, percentage responding "very important" or "absolutely essential" (Form A), percentage responding "absolutely will use" or "very much will use" (Form B), standard deviations, and t-values obtained for both the attitude and the intention measures. There are significant differences in students' attitudes and students' intentions with regard to both Form A and Form B. In the area of "success in an academic environment" the attitude group has a mean of 4.25 and the intention group has one of 3.79. This is a difference of 0.46. Also, the attitude group registered a mean score of 3.90 for the need "to become an independent or self-motivated learner, while the intention group's mean is 3.47. This is a difference of 0.43. Another area of lower intention score is for the need to experience a sense of satisfaction from learning. The attitude group has a mean score of 4.26, while the intention group has one of 3.44. The difference here is 0.82. Similarly, in area of students' need to become better able to listen to, respect and value other's feelings, intuitions and preferences the attitude group has a mean score of 3.74, and the intention group has one of 3.26. The difference in mean score is 0.48.

Again looking at Table 3, the mean scores of the measure, Form B, is consistently lower than those of the attitude measure, except in three areas. One of these areas is for the need to gain perspective, understanding, and skill in dealing with interpersonal relationships. Here the attitude group has a mean of 3.11, while the intention group has one of 3.26. A second area is for the need to overcome anxiety resulting from such things as test taking, participation in group

Table 3

A Comparison of the Attitude Measure and the Intention Measure According to Their Means, Percentages Responding "Very Important" or "Absolutely Essential", Percentages Responding "Absolutely Will Use" or "Very Much Will Use", Standard Deviations, and t-values

Questionnaire Item	GROUP I (Attitude)		FORM A		Questionnaire Item	GROUP II (Intention)		FORM B		t
	N	Mean	% responding "very important" or "absolutely essential"	S.D.		N	Mean	% responding "absolutely will use" or "very much will use"	S.D.	
HOW IMPORTANT IS IT THAT UNIVERSITY COUNSELING SERVICES HELP IN MEETING YOUR NEED:					IF THE NEED SHOULD ARISE, I PLAN TO USE OR I WOULD USE:					
1. To be able to succeed in an academic environment	198	4.25	58.8	2.0	1. Unife counseling services to be able to succeed in the university environment	222	3.79	46.9	1.9	2.47*
2. To overcome anxiety caused by such things as test taking, participation in group discussions and public speaking	199	3.65	42.2	2.1	2. Unife counseling services to receive assistance in overcoming anxiety caused by such things as test taking, participation in group discussions and public speaking	215	3.70	31.6	2.5	-0.24
3. To become an independent or self-motivated learner	197	3.90	54.7	2.0	3. Unife counseling services to become an independent or self-motivated learner	217	3.47	37.8	2.2	2.10*
4. To assess your strengths and weaknesses so that you can use your strengths to become a more effective leader	191	4.07	50.8	2.1	4. Unife counseling services to assess my strengths and weaknesses so that I can use my strengths to become a more effective leader	218	3.69	48.2	1.9	1.91

**Significant at the .01 level

*Significant at the .05 level

Table 3 (continued)

Questionnaire Item	GROUP I (Attitude)		FORM A		Questionnaire Item	GROUP II (Intention)		FORM B		t
	N	Mean	% responding "very important" or "absolutely essential"	S.D.		N	Mean	% responding "absolutely will use" or "very much will use"	S.D.	
5. To experience a sense of satisfaction from your learning	192	4.26	53.7	2.1	5. Unife counseling services to help me experience a sense of satisfaction from my learning	222	3.44	39.7	1.8	4.19**
6. To be able to cope with pressures and stresses which are often inherent in university work (such as competitiveness, the impersonalness of massive education and tribalistic practices)	191	3.89	41.2	2.3	6. Unife counseling services to receive help to cope with pressures and stresses which are often inherent in university work (such as competitiveness, the impersonalness of massive education, sex discriminatory and tribalistic practices)	221	3.72	34.2	2.4	0.74
7. To get help in resolving personal difficulties or crises which interfere with what you are trying to do at Unife	191	3.58	38.2	2.2	7. Unife counseling services to get help in resolving personal difficulties or crises which interfere with what I am trying to do at Unife	213	3.51	32.4	2.3	0.26
8. To gain perspective, understanding, and skill in dealing with interpersonal relationships (such as boyfriend-girlfriend, parental, sexual, co-student or marital)	195	3.11	20.6	2.5	8. Unife counseling services in order to gain perspective, understanding, and skill in dealing with interpersonal relationships	218	3.26	31.1	1.9	-0.68

**Significant at the .01 level

*Significant at the .05 level

Table 3 (continued)

Questionnaire Item	GROUP I (Attitude)		FORM A		Questionnaire Item	GROUP II (Intention)		FORM B		t
	N	Mean	% responding "very important" or "absolutely essential"	S.D.		N	Mean	% responding "absolutely will use" or "very much will use"	S.D.	
9. To be able to deal with emotional difficulties such as apathy, a sense of frustration or meaninglessness, depression, or anxiety	191	3.63	37.2	2.3	9. Unife counseling services to help me deal with emotional difficulties such as apathy, a sense of frustration, meaningfulness, depression, or anxiety	219	3.40	31.1	2.4	0.99
10. To increase your self-understanding, self-acceptance, and self-confidence	195	3.70	46.7	2.0	10. Unife counseling services to help me increase my self-understanding, self-acceptance, and self-confidence	219	3.40	38.7	2.1	1.47
11. To become better able to listen to, respect and value other's feelings, intuitions and preferences	195	3.74	41.2	2.2	11. Unife counseling services to assist me to become better able to listen to and respect other's feelings, intuitions, and preferences	222	3.26	32.0	2.2	2.22*
12. To become better able to listen to, respect and value your own feelings, intuitions and preferences	188	3.45	38.7	2.0	12. Unife counseling services to assist me to become better able to listen to, respect, and value my own feelings, intuitions, and preferences	219	3.10	30.2	2.1	1.71

**Significant at the .01 level

*Significant at the .05 level

Table 3 (continued)

Questionnaire Item	GROUP I (Attitude)		FORM A		Questionnaire Item	GROUP II (Intention)		FORM B		
	N	Mean	% responding "very important" or "absolutely essential"	S.D.		N	Mean	% responding "absolutely will use" or "very much will use"	S.D.	t
13. To change behaviors that are troublesome to you	197	3.56	38.2	2.3	13. Unife counseling services to assist me in changing behaviors that are troublesome to me	219	3.50	27.9	2.5	0.45
14. To talk with someone older and perhaps with a different perspective when things don't seem to be going right or you are puzzled about something	195	3.70	38.7	2.2	14. Unife counseling services to talke with someone older and perhaps with a different perspective when things don't seem to being on right for me or when I am puzzled about something	221	3.50	27.5	2.3	0.95
15. To talk with someone thoughtful, your own age, when things don't seem to be going right or you are puzzled about something	196	3.61	34.6	2.2	15. Unife counseling services to talk with someone thoughtful, my own age, when things don't seem to be going right for me or when I am puzzled about something	220	3.20	24.8	2.4	1.80
16. To more fully utilize your internal and external resources in facing difficulties and in realizing your goals	194	3.81	53.7	1.8	16. Unife counseling services to help me more fully utilize my internal and external resources in facing difficulties and realizing my goals	218	3.54	40.1	2.0	1.43

**Significant at the .01 level

*Significant at the .05 level

Table 3 (continued)

Questionnaire Item	GROUP Y (Attitude)		FORM A		Questionnaire Item	GROUP B (Intention)		FORM B		t
	N	Mean	% responding "very important" or "absolutely essential"	S.D.		N	Mean	% responding "absolutely will use" or "very much will use"	S.D.	
17. To be assisted in clarifying doubts, indecision, and uncertainty concerning your career direction	195	3.94	63.8	1.6	17. Unife counseling services to help assist me in clarifying doubts, indecision, and uncertainty concerning my career direction	214	3.83	52.2	1.8	0.62
18. To discover areas of work appropriate to your background and interests	197	4.07	58.3	1.9	18. Unife counseling services to discover areas of work appropriate to my background and interests	220	3.75	53.6	1.8	1.73
19. To be able to deal with the anxiety and uncertainty caused by your graduating or leaving the university	195	3.72	35.2	2.4	19. Unife counseling services if I experienced anxiety and uncertainty as a result of my graduating or my leaving the university	218	3.77	37.8	2.3	-0.21

**Significant at the .01 level

*Significant at the .05 level

discussions and public speaking. For this area the attitude group has a mean of 3.65, and the intention group has one of 3.70. Finally, the other slightly higher intention group score is for the need to be able to deal with anxiety and uncertainty caused by graduation from the university. Here the attitude group has a mean score of 3.72, and the intention group has one of 3.77. Although most of the mean scores for both the attitude group and the intention group are slightly different, the attitude group scores are higher than those for the intention group. Therefore, it can be stated that fewer students intend to use the counseling services to deal with their problems even though these same students feel that the needs for such services are high.

Furthermore, when comparing the percentage columns in Table 3, one realizes that respondents answering to the attitudinal measures (Form A) rated nearly all of the items higher than those answering to the intention measure (Form B). This result is consistent with findings reported by Friedlander.⁵⁰ For example, 58.8 percent of the subjects responding to Form A indicate that it is "absolutely essential" or "very important" for them to be able to succeed in an academic environment, while 46.9 percent of the subjects responding to Form B state that they would "very much use" or "absolutely will use" the University's counseling services to help them succeed in an academic environment. In like manner, 53.7 percent of the subjects responding to Form A indicate that they have a need to experience a sense of satisfaction from their learning at University of Ife, while

⁵⁰ Jack Friedlander, 1978, pp. 198-200..

only 39.7 percent of the subjects responding to Form B state that they would "very much use" or "absolutely will use" the University counseling services to attain such goals. Similarly, a look at the career item shows that 63.8 percent of the subjects responding to Form A indicate that they needed assistance in clarifying doubts, indecisions, and uncertainty concerning their career direction, while 52.2 percent of the subjects responding to Form B state that they would most likely seek help from the University counseling services for this particular concern.

In addition, 54.7 percent of the sample responding to Form A show that it was "absolutely essential" or "very important" for them to become an independent or self-motivated learner, while 37.8 percent of those responding to Form B indicate that they would "very much use" or "absolutely will use" the university's counseling services to help them resolve this particular problem. For the need to more fully utilize both internal and external resources in facing difficulties and in realizing goals, 53.7 percent of the sample responding to questionnaire Form A indicate that it is "very important" or "absolutely essential" for the university counseling services to assist them in achieving this goal, whereas only 40.1 percent of the sample responding to Form B state that they "absolutely will use" or "very much will use" the counseling services for the problem. The only two areas where the percentages responding "absolutely will use" or "very much will use" counseling services (Form B) are higher than those responding "very important" or "absolutely essential" are for the need to gain perspective, understanding, and skill in dealing with graduation anxiety. For these two areas

the percentages are 31.1 and 20.6, and 37.8 and 35.2 respectively.

In summary, the data indicate that both the mean scores and the percentages of the attitude group (Form A) are consistently higher than those of the intention group, except in a few cases. Also, it indicate that although many of the t-values obtained from the comparison of the 19 items in both questionnaire Form A and Form B are not significant, they are however significant for problem areas relating to: (1) success in academic environment, (2) self-motivated learner, (3) satisfaction from learning, and (4) becoming better able to listen to, respect and value other's feelings, intuitions and preferences. Thus, the researcher rejects hypothesis 1.

The second hypothesis to be tested states:

H₀2: There will be no significant relationships between the students' perceptions of the role of the counselor in a university setting and the students' intentions to use counseling services.

This hypothesis is tested by means of chi-square. Warman⁵¹ reported that most groups, except the professional counseling psychologist, regarded problems of vocational choice as the most appropriate function of a university counselor. Inasmuch as differences exist in students' perceptions of the role of the counselor, the subjects are asked to indicate their intentions to use counseling services based on their perceptions.

⁵¹Roy E. Warman, "Differential Perceptions of Counseling Role," Journal of Counseling Psychology, Vol. 7, No. 4, 1960, p. 274.

Table 4 is the summary of the results. There are significant relationships between students' perceptions of the role of a university counselor and students' intentions to use counseling services. In general, the data shows that only 6.4 percent of the sample believe that the counselor's role includes dealing with personal problems of students. Of this 6.4 percent, 59.1 percent show intention to use counseling services, while 9.1 percent do not intend to use the services. Thirty-two percent indicate that they do not know if they will use the services.

Although 3.6 percent of the sample indicate that the role of the counselor includes helping students deal with emotional problems, 38.5 percent of the subjects in this category show an intention to use the counseling services. Twenty-three percent do not intend to use counseling, while 38.5 percent indicate that they are unsure as to whether they would use it.

Similarly, 11.6 percent of the sample view the counselor as the appropriate person to assist one with academic problems. Of this group, 63.9 percent intend to use counseling services, while only 5.6 percent of them do not intend to use it. The remaining 30.6 percent of these students do not know if they would use the counseling services.

Furthermore, 11.6 percent of the sample believe that the counselor's role is for dealing with vocational problems. Fifty-nine percent of the sample falling into this particular group intend to use counseling services while 10.3 percent do not so intend. Thirty-one percent are unsure whether or not they will use counseling.

Finally, only 29.5 percent of the sample view the counselor's

Table 4

A Cross Tabulation Analysis Between Students' Perceptions of the Role of a University Counselor and Students' Intentions to Use Counseling Services

Perception	(A) Frequencies	(B) % of Sample	(C) Intention to use Counseling % of B	(D) No Inten- tion to use Counseling % of B	(E) Don't Know if will use Counseling % of B	Degrees of Freedom	Chi- Square	Totals C+D+E (%)	Signi- ficance Level
Counselor deals with Personal Problems	27	6.4	59.1	9.1	31.8	2	4.50	100.0	.11
Counselor deals with Emotional Problems	15	3.6	38.5	23.1	38.5	2	6.55	100.1	.03*
Counselor deals with Academic Problems	49	11.6	63.9	5.6	30.6	2	34.29	100.1	.001**
Counselor deals with Vocational Problems	49	11.6	59.0	10.3	30.8	2	0.99	100.1	.61
Counselor deals with All of Above Problems	124	29.5	58.3	15.6	26.0	2	105.75	99.9	.001**
No Answer	157	37.3							
Totals	421	100.0							

**Alpha < .01

*Alpha < .05

role as one for dealing with personal, emotional, academic, and vocational problems of students. In this group, 58.3 percent indicate that they intend to use counseling services, while 15.6 percent do not intend to use it. Twenty-six percent do not know if they would use counseling.

On the surface, the results presented in Table 4 clearly show that there is evidence for the rejection of the hypothesis stating that no significant relationships exist between students' perceptions of the role of the counselor in a university setting and the students' intention to use counseling services. A subsequent chi-square test between the respondents' perception and the respondents' intention indicate significant relationships between the sample's perception of the role of the university counselor as the appropriate person to go to for both emotional and academic problems and the sample's intention to use counseling services. Those chi-squares are 0.03 and 0.001 respectively as shown in Table 4.

It is concluded that the majority of the sample feel that it is more appropriate to take problems of an academic nature to the university counselor than to take those which are emotional in nature. This finding is no doubt heavily influenced by the students' perception of the actual functions of the university counseling office, and, perhaps to a lesser degree, by the lack of proper role identification for the counselor at the University of Ife.

The third hypothesis to be tested states:

Ho3: There will be no significant relationships between students' prior experience with the University of Ife's counseling services and students' intention to use the services.

An important variable marked for consideration in testing hypothesis 3 is the prior experiences of students with the university counseling services. It is assumed that students who have had positive experiences with the counseling services in the past would want to use the services again, whereas those who have had negative experiences would not want to use it.

To test the third hypothesis, the chi-square statistical test of significance is performed between students' prior experiences with the University of Ife's counseling services and students' intention to use the services.

Given that the students had used University of Ife's counseling services in the past, they are asked to indicate if they would use the services again based upon their prior experiences. The students' responses to this question, when cross-tabulated, show that a significant relationship exists between students' prior experiences and students' intentions to use counseling services.

Table 5

A Cross Tabulation Analysis Between Students' Prior Experiences
With University of Ife's Counseling Services and Students'
Intentions to use Counseling

Use of Counseling Services Based Upon Prior Experience	(A)	(B)	(C)	(D)		(E)
	Frequencies	% of Sample	Intend to Use % of B	Intend Not to Use % of B	Don't Know % of B	
Yes	53	15.4	45.3	11.3	43.4	
No	7	2.0	14.3	14.3	71.4	
Don't Know	9	2.6	44.4	11.2	44.4	
Haven't Used Counseling Services Before	275	79.9	21.5	8.0	70.5	

($x^2 = 29.95$, d.f. = 6, significance = .01)

As shown in Table 5, only 45.3 percent of the students who indicate that they would use counseling services again based upon their prior experiences with the services actually intend to use it. Also, 11.3 percent of the students in this group do not intend to use counseling services even though they had responded in the affirmative that they would use it again based upon prior experiences with the services. In addition, an astounding 43.4 percent of the students in this group do not know if they would use counseling even though they had earlier stated that they would use it again based upon prior experiences.

Similarly, 14.3 percent of the students who indicate that they would not use the university's counseling services in view of their past experiences with the services show an intention to use it. Another 14.3 percent of the students in this category do not intend to

use University of Ife's counseling services, while 71.4 percent do not know if they would use it.

Again, looking at Table 5, it should be noted that 79.9 percent of the sample indicate that they have not used counseling services before. A comparison of the sample intentions with the sample prior experiences show that 21.5 percent of those who have not used counseling services before intend to use it, while only 8.0 percent indicate that they do not intend to use counseling. The majority, 70.5 percent, are unsure if they would use counseling.

In conclusion, the significant relationship that exists between prior experiences of students with the university's counseling services and students' intentions to utilize the services further indicates that differences in attitudes and intentions are true differences. Thus, Hypothesis 3 is rejected. It is shown in Table 5, for example, that 53 individuals or 76.8 percent of the 69 persons who have had prior experiences with the university counseling services had positive experiences as they indicate that they would use the services again based on their prior experiences.

Since twenty-one and one half percent of the sample who stated that they have not used the counseling services before intend to use it, it is possible that these students have problems of either academic or personal concerns but feel embarrassed to use counseling services. Another possibility is that many of the 275 individuals who have not used counseling services before, and of whom 70.5 percent do not know whether they will use counseling services in the future, may actually need counseling but do not know the benefits to be gained from using

the services.

The fourth hypothesis to be tested states:

H₀4: There will be no significant relationship between the methods of admission of students into the university and the students' intention to use counseling services.

The results for hypothesis 4 are given in Table 6. There are no significant relationships between methods of admission of students into University of Ife and students' intentions to use the university's counseling services.

Table 6

A Cross Tabulation Analysis Between Methods of Admission of Students and Students' Intentions to Use Counseling Services

Methods of Admission	(A) Frequencies	(B) % of Sample	INTENTION TO USE COUNSELING		
			(C) Intend to Use Counseling % of B	(D) Intend Not to Use Counseling % of B	(E) Don't Know % of B
Joint Admission and Matriculation Board	230	62.2	21.3	7.4	71.3
Old Method of Admission	140	37.8	28.6	9.3	62.1

chi-square = 3.37, d.f. = 2, significance = 0.1

Although 62.2 percent of the sample entered University of Ife by passing the "Joint Admission and Matriculation Board Examinations", the sampled students who are admitted into the university after obtaining their Higher School Certificate, old method of admission, show a higher intention, 28.6 percent, to use counseling when the two groups are compared. Only 21.3 percent of those admitted into

the university by way of "Joint Admission and Matriculation Board Examination" intend to use counseling services. The percentages of students who do not intend to use counseling are very low, 7.4 percent and 9.3 percent, for the two groups. However, the majority of the students in the two groups, 71.3 percent and 62.1 percent, do not know if they would use counseling services.

Finally, because chi-square is found to be nonsignificant at .1 level, these observations indicate that hypothesis 4 be accepted. Method of admission of students into the University of Ife does not have any significant relationship with students' intention to utilize counseling services. What is obvious here again is that the majority of the sample do not know whether or not they will use counseling services regardless of their method of admission into the University. It is possible, on one hand, that students need more information about the functions of the counseling office, and on the other, that the counseling staff need to inform the campus community of the specific tasks that they perform.

The fifth hypothesis to be tested states:

Ho5: There will be no significant relationships between selected demographic variables of students and students' intentions to use counseling services.

To test hypothesis 5, chi-square and one-way ANOVA are performed to determine if demographic variables (class standing, marital status,

age, religion, affiliation with ethnic association, state of origin, major, sex, and method of admission) have any significant relationship with intentions of students to use the university counseling services.

Student Class Standing

All classes indicate some intention to use the University of Ife counseling services. Table 7 is a cross-tabulation analysis showing frequencies of each class, the percentage intending to use counseling, the percentage intending not to use counseling, and the percentage who don't know whether or not they would use counseling. It will be noted that the largest group, 37.0 percent, are in their Part II year at the University, and 24.1 percent of them intend to use counseling. While only 8.0 percent do not intend to use counseling, the majority, 67.9 percent, do not know if they would use the services.

The second group are Part I students, 23.5 percent of the sample. Of this group, 18.4 percent intend to use counseling, with only 5.7 percent not intending to, and 75.9 percent do not know whether or not they would use counseling. The third group, 22.7 percent, is comprised of Part III students. Of the 84 individuals in this group, 26.2 percent intend to use counseling, while 13.1 percent do not intend to use the services. Again, the majority, 60.7 percent, do not know whether or not they would utilize the university counseling services. The smallest group is comprised of Part IV students, 16.8 percent. While 29.0 percent of the 62 respondents in this group intend to use counseling services, only 4.8 percent do not intend to use the services. Like other classes, the majority, 66.1 percent, are unsure whether or not

they would use counseling services. In sum, the chi-square test used to evaluate the data do not support the hypothesis that a relationship exists between students' class standing and students' intention to use counseling services.

Table 7

A Cross Tabulation Analysis Between Students' Class Standing and Students' Intention to Use Counseling

STUDENT CLASS STANDING	(A) Frequencies	(B) % of Sample	INTENTION TO USE COUNSELING			Total (C)+(D)+(E) (%) Total
			(C) Will Use Counseling % of B	(D) Will Not Use Counseling % of B	(E) Don't Know % of B	
PART I	87	23.5	18.4	5.7	75.9	100.0
PART II	137	37.0	24.1	8.0	67.9	100.0
PART III	84	22.7	26.2	13.1	60.7	100.0
PART IV	62	16.8	29.0	4.8	66.1	99.9*
Total N = 370		$x^2 = 7.43, d.f. = 6, \text{significance} = 0.2$				

*Total percentages may not equal 100.0

However, an ANOVA performed between students' intention to use counseling services for developing both internal and external resources in realizing goals and students' class standing show a mean of 3.66. By contrasting the respondents whose intention scores fell at least one SD above versus one SD below the mean, the results, indicated in Table 8, partially support the hypothesis. The direction of this relationship is toward students in lower classes, that is, Part I and Part II students.

Table 8

Analysis of Variance of Students' Intention to Use Counseling
Services for Developing Both Internal and External Resources
in Realizing Goals by Class Standing

Source	DF	SS	MS	F	Sig
Between	3	29.99	9.99	2.69	.04*
Within	408	1513.09	3.70		
Total	411	1543.09			

*Significant at .05 level

Mean 1 = 3.98

Mean 3 = 3.20

Mean 2 = 3.76

Mean 4 = 3.18

Marital Status

The results of analysis of students' marital status and students' intention to use counseling services are given in Table 9. As was expected, the majority of the sample are unmarried, 90.5 percent, with the 9.5 percent married. Of the married students, 25.7 percent state that they intend to use counseling services, 2.9 percent indicate that they do not intend to use counseling, and 71.4 percent give neutral responses, that is, they do not know whether or not they would use counseling services. Similarly, 23.9 percent of the unmarried students intend to use counseling, with 8.7 percent reporting that they do not intend to use counseling, while 67.5 percent are unsure of using the services. Again, the chi-square obtained for this analysis is 0.4 and is not significant.

Table 9

A Cross Tabulation Analysis Between Students' Marital Status and Students' Intention to Use Counseling

MARITAL STATUS	(A) Frequencies	(B) % of Sample	INTENTION TO USE COUNSELING			Total (C)+(D)+(E) (%)
			(C) Will Use % of B	(D) Will Not Use Counseling % of B	(E) Don't Know % of B	
MARRIED	35	9.5	25.7	2.9	71.4	100.0
UNMARRIED	335	90.5	23.9	8.7	67.5	100.1
Total N =	370	100.0	$x^2 = 1.43, d.f. = 2, \text{significance} = 0.4$			

Age

The sub-hypothesis being tested here is that a relationship exists between students' age and students' intention to use counseling services. Table 10 illustrates that the largest percentage, 51.1 percent, of the sample are in the 19 year to 23 year range in age. In this group, 22.2 percent state that they will use counseling, with 9.0 percent stating that they will not use counseling, and 68.8 percent stating that they do not know whether or not they would use counseling services. The second largest group, 37.3 percent, are in the range of 24 years to 30 years of age. From this group, 29.0 percent intend to use counseling services, 7.2 percent do not intend to use counseling, and 63.8 percent are unsure whether or not they would use the services.

The results of the last two groups, the 16 year to 18 year olds and the 31 year to 50 year olds, are similar. Only 16.0 percent of

Table 10

A Cross Tabulation Analysis Between Students' Age and
Students' Intention to Use Counseling Services

AGE	(A) Frequ- encies	(B) % of Sample	INTENTION TO USE COUNSELING			Total (C)+(D)+(E) (%)
			(C) Will Use Counseling % of B	(D) Will Not Use Counseling % of B	(E) Don't Know % of B	
16-18 yr old	25	6.8	16.0	4.0	80.0	100.0
19-23 yr old	189	51.1	22.2	9.0	68.8	100.0
24-30 yr old	138	37.3	29.0	7.2	63.8	100.0
31-50 yr old	18	4.9	16.7	11.1	72.2	100.0
Total N = 370		$\chi^2 = 4.72$, d.f. = 6, significance = .5				

the 16 year to 18 year olds and 16.7 percent of the 31 year to 50 year olds intend to use counseling services. The number of the 16 year to 18 year olds who said they do not intend to use counseling services is smaller than the 31 year to 50 year olds, that is, 4.0 percent and 11.1 percent respectively. Similarly, 80.0 percent of the 16 year to 18 year olds do not know whether or not they would use counseling services. For the 31 year to 50 year olds the percentage is 72.2 percent.

Since the chi-square test did not support this sub-hypothesis ($\chi^2 = 4.72$, d.f. = 6, significance = 0.5), ANOVA was performed on two intention variables and students' age. The variables considered are

students' intention to use counseling services to resolve personal difficulties, and for developing both internal and external resources. The results of these tests are given in Table 11 (personal difficulties) and Table 12 (developing internal and external resources). With a sample mean of 3.54, students' intention to use counseling services to resolve personal difficulties vary significantly with students' age. Also, students' intention to use counseling services for developing both internal and external resources vary significantly according to students' age. The mean score of the sample intention for this particular variable was 3.66, as shown in Table 12. These results indicate that

Table 11

Analysis of Variance of Students' Intention to Use Counseling Services to Resolve Personal Difficulties by Students' Age

Source	DF	SS	MS	F	Sig
Between	3	38.27	12.75	2.53	.05*
Within	400	2015.89	5.03		
Total	403	2054.16			

*Significant at .05 level

Mean 1 = 4.21

Mean 3 = 3.26

Mean 2 = 3.79

Mean 4 = 3.34

students who are 23 years old and younger will most likely use counseling service for these areas of their concerns.

Table 12

Analysis of Variance of Students' Intention to Use Counseling Services for Developing Both Internal and External Resources by Age

Source	DF	SS	MS	F	Sig
Between	3	41.50	13.83	3.76	.01**
Within	408	1501.57	3.68		
Total	411	1543.08			

**Significant at .01 level

Mean 1 = 4.55
Mean 2 = 3.87

Mean 3 = 3.42
Mean 4 = 3.52

Religion

The distribution of the sample's religious background is cross-tabulated with the sample's intention to use counseling services as shown in Table 13. The largest religious group in the sample is Protestants, 58.6 percent, Catholics are second largest, 24.3 percent, with Moslems third, 8.6 percent. Nineteen individuals or 5.1 percent indicate that they are "traditional worshippers," with 0.8 percent claiming other religion, 1.6 percent, no religion.

Of the Protestants, 21.2 percent state that they intend to use counseling services, 7.4 percent do not intend to use the counseling, and 71.4 percent do not know whether or not they would use counseling. In the Catholic group, 25.6 percent intend to use counseling, while 67.8 percent do not know if they would use counseling, and 6.7 percent do not intend to use the services. Although 34.4 percent of the Moslem group indicate an intention to use counseling services, it should be noted that this group represents only 8.6 percent of the total sample. While 46.9 percent of the Moslems do not know whether they would use

counseling services or not, only 18.8 percent indicate that they would not utilize the services. Similarly, 36.8 percent of the traditional worshippers intend to use counseling services, with 63.2 percent unsure of using the services. The remaining two areas, other religion and no religion, show similar trend with the majority, 66.7 percent and 66.7 percent, stating that they do not know whether or not they would use counseling services.

Table 13

A Cross Tabulation Analysis Between Students' Religion
and Students' Intention to Use Counseling

RELIGION	(A) Fre- quencies	(B) % of Sample	INTENTION TO USE COUNSELING				Total (C)+(D)+(E) (%)
			(C) Will Use Counseling % of B	(D) Will Not Use Counseling % of B	(E) Don't Know % of B		
Protestant	217	58.6	21.2	7.4	71.4	100.0	
Catholic	90	24.3	25.6	6.7	67.8	100.1	
Moslem	32	8.6	34.4	18.8	46.9	100.1	
Traditional Worshippers	19	5.1	36.8	0.0	63.2	100.0	
Other Religion	3	0.8	33.3	0.0	66.7	100.0	
No Religion	6	1.6	0.0	35.3	66.7	100.0	
Total N = 370			$x^2 = 19.32, d.f. = 12, \text{significance} = 0.08$				

Students' Affiliation with Ethnic Association

Table 14 presents a cross-tabulation analysis between students' affiliation with ethnic association on University of Ife's campus and students' intention to use the university counseling services. More than one-half of the sample (N = 365), 57.3 percent, belong to a particular ethnic association, while the remaining 42.7 percent do not. This data further indicates that 24.4 percent of the sample who belong to ethnic associations intend to use Unife counseling services, while only 9.1 percent of them do not intend to use the services. The majority, 66.5 percent do not know whether or not they would use counseling. Similarly, 23.1 percent of the sample who do not belong to any particular ethnic association intend to use counseling. Only 7.1 percent of this group do not intend to use counseling, with most of the members in this group, 69.9 percent not knowing whether or not they would use counseling services.

Table 14

A Cross Tabulation Analysis Between Students' Affiliation With Ethnic Association and Students' Intention to Use Counseling

ETHNIC AFFILIATION	(A) Frequencies	(B) % of Sample	(C) Will Use Counseling % of B	INTENTION TO USE COUNSELING		Total (C)+(D)+(E) (%)
				(D) Will Not Use Counseling % of B	(E) Don't Know % of B	
Yes	209	57.3	24.4	9.1	66.5	100.0
No	156	42.7	23.1	7.1	69.9	100.1
N = 365		$\chi^2 = 0.66, d.f. = 2, \text{significance} = .7$				

Although the results of the chi-square analysis reported in Table 14 are not significant ($x^2 = 0.66$, d.f. = 2, significance = .7), the results of an ANOVA performed between students' intention to use counseling services to become an independent and self-motivated learner and students' affiliation with ethnic association are highly significant. The ANOVA results, presented in Table 15, indicate that students' intention to use counseling services vary with students' affiliation with ethnic association ($\bar{x} = 3.67$, d.f. = 408, significance = 0.01). Students who belong to an ethnic association are more likely to use counseling service for this particular concern. It is only logical to deduce that students are willing to utilize counseling services for solving problems of dependency and those of lack of self-

Table 15

Analysis of Variance of Students' Intention to Use Counseling Services to Become an Independent and Self-Motivated Learner by Students' Affiliation with Ethnic Association

Source	DF	SS	MS	F	Sig
Between	1	32.86	32.86	7.21	.01**
Within	407	1852.85	4.55		
Total	408	1885.71			

**Significant at .01 level

Mean 1 = 3.92

Mean 2 = 3.35

motivation for learning.

Similarly, the analysis of variance between students' intention to use counseling services "to discover appropriate work areas" and students' affiliation with ethnic association is found to be significant ($\bar{x} = 3.89$, d.f. = 4.11, significance = 0.03). Students who belong to an ethnic association show a higher intention measure to use counseling service. This result is presented in Table 16. These results, indicated in Tables 15 and 16, do support the sub-hypothesis that a relationship exists between students' affiliation with ethnic association and students' intention to use counseling services.

Table 16

Analysis of Variance of Students' Intention to Use Counseling
Services to Discover Appropriate Work Areas by Students'
Affiliation with Ethnic Association

Source	DF	SS	MS	F	Sig
Between	1	15.61	15.61	4.59	.03*
Within	410	1392.07	3.39		
Total	411	1407.68			

*Significant at .05 level

Mean 1 = 4.07

Mean 2 = 3.67

State of Origin

Table 17 is the summary of the data for students' states of origin and students' intention to use counseling services. As depicted in the table, no relationship exists between the sample's state of origin and their intention to use counseling services ($\chi^2 = 16.28$, d.f. = 20, significance = .6). According to the distribution, the largest percentage, 27.2 percent, are from Oyo State, the second largest group, 20.9 percent, are from Ondo State, with Ogun State placing third with

13.6 percent. Bendel State is fourth largest, 13.0 percent, followed by Imo and Anambra States, 7.9 percent and 7.6 percent respectively. The remaining states: Kwara, Lagos, Cross River, and Rivers are below 5.0 percent. Also, 0.8 percent of the sample are from other countries.

Another look at Table 17 clearly shows that the majority of the sample, regardless of state of origin, state that they do not know whether or not they would use counseling services. These percentages range from a low of 42.9 percent to a high of 82.1 percent. Similarly, the data indicate that a higher percentage of the sample have intention to use counseling services than those who do not intend to use the counseling services. These percentages also range from a low of 16.7 percent to a high of 42.9 percent.

Table 17

A Cross Tabulation Analysis Between State of Origin of Students and Students' Intention to Use Counseling

STATE OF ORIGIN	(A) Frequencies	(B) % of Sample	INTENTION TO USE COUNSELING			Total (C)+(D)+(E) (%)
			(C) Will Use Counseling % of B	(D) Will Not Use Counseling % of B	(E) Don't Know % of B	
Anambra	28	7.6	17.9	0.0	82.1	100.0
Bendel	48	13.0	25.0	8.3	66.7	100.0
Cross River	6	1.6	16.7	16.7	66.7	100.1
Imo	29	7.9	27.6	6.9	65.5	100.0
Kwara	17	4.6	23.5	23.5	52.9	99.9
Lagos	7	1.9	42.9	14.3	42.9	100.1
Ogun	50	13.6	20.0	14.0	66.0	100.0
Ondo	77	20.9	26.0	5.2	68.8	100.0
Oyo	100	27.2	24.0	7.0	69.0	100.0
Rivers	3	0.8	33.3	0.0	66.7	100.0
Other Country	3	0.8	33.3	0.0	66.7	100.0
Total N = 368		$x^2 = 16.28$, d.f. = 20, significance = .6				

Major

Another demographic variable used for analysis is students' major. The sample falls into six categories of academic majors, namely: Fine Arts, Health Science, Humanities, Psychology, Education, and Physics. Table 18 is the summary of the sample according to major and intention to use counseling services. The majority of the sample, 73.8 percent, are Humanities majors. The second largest group, 10.0 percent, are Fine Arts majors, with Health Science third, 7.0 percent. The fourth largest group of majors is Psychology, 4.9 percent, Education is fifth, 4.1 percent, and Physics last with only 0.3 percent.

Table 18

A Cross Tabulation Analysis Between Students' Major
and Students' Intention to Use Counseling Services

STUDENT MAJOR	(A) Frequencies	(B) % of Sample	(C) Will Use Counseling % of B	INTENTION TO USE COUNSELING		Total (C)+(D)+(E) (%)
				(D) Will Not Use Counseling % of B	(E) Don't Know % of B	
Fine Art	37	10.0	16.2	10.8	73.0	100.0
Health Science	26	7.0	42.3	15.4	42.3	100.0
Humanities	273	73.8	24.5	7.0	68.5	100.0
Psychology	18	4.9	0.0	11.1	88.9	100.0
Education	15	4.1	26.7	6.7	66.7	100.1
Physics	1	0.3	100.0	0.0	0.0	100.0
Total N = 370			$\chi^2 = 7.43, d.f. = 6, \text{significance} = 0.04$			

The results in Table 18 show that there are relationships between students' major and students' intention to use counseling services. The chi-square ($x^2 = 7.43$, d.f. = 6, significance = 0.04) is statistically significant. Again, the pattern here is consistent with the previous ones. Twenty-five percent of the Humanities majors intend to use counseling services, with 7.0 percent not intending to use counseling, and 68.5 percent do not know whether or not they would use the services. For the Fine Arts majors, 16.2 percent intend to use counseling services, 10.8 percent do not plan to use it, and 73.0 percent do not know if they would use counseling or not. Of the 26 individuals in Health Science majors, 42.3 percent intend to use counseling, 15.4 percent do not intend to use counseling, and 42.3 percent state that they do not know whether or not they would use counseling services. In the other major areas, Education and Psychology, 26.7 percent of those majoring in Education intend to use counseling services in contrast to 0.0 percent of those majoring in Psychology. Also, while 6.7 percent of Education majors and 11.1 percent of Psychology majors indicate that they do not intend to use counseling services, the majority of the sample in these two groups, 66.7 percent, Education majors, and 88.9 percent, Psychology majors, state that they do not know whether or not they would use the services. There is one Physics major in the sample, and this individual states that he intends to use counseling.

Furthermore, in Table 19 and Table 20, the results of the ANOVA tests performed between students' intention to use counseling services "to overcome anxiety in an academic environment" and major, and between students' intention to use counseling services to "assess strengths

and weaknesses" by major are significant, ($\bar{x} = 3.67$, d.f. = 413, significance = 0.05) and ($\bar{x} = 3.86$, d.f. = 4.08, significance = 0.01). In decreasing order, students majoring in humanities, technology, business, agriculture, and health related fields show intentions to use counseling service. The results of these ANOVA tests may possibly indicate that these problem areas, "academic anxiety" and "assessing strengths and weaknesses", are the most likely areas for which students would use counseling services.

Table 19

Analysis of Variance of Students' Intention to Use Counseling Services to Overcome Anxiety in an Academic Environment by Major

Source	DF	SS	MS	F	Sig
Between	4	58.14	14.53	2.68	.03*
Within	409	2218.45	5.42		
Total	413	2276.59			

*Significant at .05 level

Mean 1 = 3.83

Mean 4 = 3.52

Mean 2 = 2.89

Mean 5 = 2.25

Mean 3 = 3.69

Table 20

Analysis of Variance of Students' Intention to Use Counseling Services to Assess Strengths and Weaknesses by Major

Source	DF	SS	MS	F	Sig
Between	4	47.30	11.82	2.99	.01**
Within	404	1594.26	3.94		
Total	408	1641.57			

**Significant at .01 level

Mean 1 = 4.24

Mean 4 = 3.25

Mean 2 = 3.20

Mean 5 = 2.81

Mean 3 = 3.97

Sex

The variable sex is tested to see if a significant relationship exists between students' sex and the students' intention to use counseling services. There is no significant relationship between sex and intention to use counseling in nearly all of items 17 through 35 in both questionnaire Form A and Form B, except in area of "assessing strengths and weaknesses" as shown by an ANOVA test ($\bar{x} = 3.86$, d.f. = 408, significance - 0.04). Male students report a higher intention mean score ($\bar{x} = 4.00$) than female students ($\bar{x} = 3.56$) for this area. The results are presented in Table 21.

Table 21

Analysis of Variance of Students' Intention to Use Counseling Services to Assess Strengths and Weaknesses by Students' Sex

Source	DF	SS	MS	F	Sig
Between	1	16.31	16.31	4.08	.04*
Within	407	1625.25	3.99		
Total	408	1641.56			

*Significant at .05 level

Mean 1 = 3.56

Mean 2 = 4.00

Method of Admission

The last demographic variable considered is the method of admission of the sample. To test the sub-hypothesis that a relationship exists between method of admission of the sample and the sample's intention to utilize counseling services, a one-way ANOVA is performed on items 17 through 35 in questionnaire Form A and Form B. Table 22 through Table 30 present the results of this analysis.

In Table 22, the data indicates that a highly significant relationship exists between method of admission of students and students' intention to use counseling services to "experience a sense of satisfaction" from their learning ($\bar{x} = 3.81$, d.f. = 413, significance = 0.001). The direction of this relationship is toward students who are admitted through the Joint Admission and Matriculation Board examination. A second significant result obtained is between method of admission and students' intention to use counseling services to "cope with pressures and stresses" inherent in university work. This result ($\bar{x} = 3.79$, d.f. = 411, significance = 0.04) is presented in Table 23. Again, the direction of the relationship is toward the Joint Admission and Matriculation Board examination method. Similarly, in Table 24, it is shown that a high relationship exists between method of admission of students and students' intention to use counseling services for "self-understanding, self-acceptance, and self-confidence" ($\bar{x} = 3.54$, d.f. = 413, significance = 0.01) by way of Joint Admission and Matriculation Board examination method.

Furthermore, the ANOVA results obtained from testing the method of admission of the students and the students' intention to use counseling services to "help enable them to listen to, respect, and value own feeling, intuitions, and preferences" is significant ($\bar{x} = 3.25$, d.f. = 406, significance = 0.02). The data is presented in Table 25. Table 26 is the result of the ANOVA performed between method of admission and intention to use counseling services for "changing behaviors that are troublesome" to the students. Again, this analysis indicated that such relationship exists between the two variables ($\bar{x} = 3.50$, d.f. =

415, significance = 0.02). All of the above relationships are also directed toward the Joint Admission and Matriculation Board examination admission method.

The existence of a relationship between method of admission of students and students' intention to utilize counseling services to "talk with an older person" is also confirmed ($\bar{x} = 3.57$, d.f. = 415, significance = 0.03). This data is presented in Table 27. In Table 28, it is also confirmed that a high significant relationship exists between method of admission and students' intention to use counseling services for "developing internal and external resources" in facing difficulties and in realizing goals ($\bar{x} = 3.66$, d.f. = 411, significance = 0.01). Likewise, confirmation is obtained for a significant relationship between method of admission and students' intention to use counseling services for "discovering appropriate work areas" ($\bar{x} = 3.90$, d.f. = 416, significance = 0.03). The data for this analysis is presented in Table 29. Lastly, there is evidence supporting the sub-hypothesis that a relationship exists between method of admission and intention to utilize counseling service to "deal with graduation anxiety." Table 30 is the result of this analysis. Here again the ANOVA test performed is significant ($\bar{x} = 3.74$, d.f. = 412, significance = 0.03). Again, the direction of all of these findings are toward the Joint Admission and Matriculation Board examination's admission method.

Table 22

Analysis of Variance of Students' Intention to Use Counseling Services to Experience a Sense of Satisfaction by Method of Admission of Students

Source	DF	SS	MS	F	Sig
Between	1	43.82	43.82	11.22	.001***
Within	412	1608.19	3.90		
Total	413	1652.01			

***Significant at .001 level Mean 1 = 4.10 Mean 2 = 3.38

Table 23

Analysis of Variance of Students' Intention to Use Counseling Services to Cope With Pressures and Stresses by Method of Admission of Students

Source	DF	SS	MS	F	Sig
Between	1	22.23	22.23	4.07	.04*
Within	410	2236.01	5.45		
Total	411	2258.24			

*Significant at .05 level Mean 1 = 4.00 Mean 2 = 3.48

Table 24

Analysis of Variance of Students' Intention to Use Counseling Services for Self-Understanding, Self-Acceptance, and Self-Confidence by Method of Admission of Students

Source	DF	SS	MS	F	Sig
Between	1	27.24	27.24	6.41	.01**
Within	412	1749.43	4.24		
Total	413	1776.68			

**Significant at .01 level Mean 1 = 3.76 Mean 2 = 3.20

Table 25

Analysis of Variance of Students' Intention to Use Counseling Services to Help Enable to Listen to, Respect, and Value Own Feelings, Intuitions, and Preferences by Method of Admission of Students

Source	DF	SS	MS	F	Sig
Between	1	16.66	16.66	4.82	.02*
Within	405	1756.72	4.33		
Total	406	1773.38			

*Significant at .05 level

Mean 1 = 3.41

Mean 2 = 2.98

Table 26

Analysis of Variance of Students' Intention to Use Counseling Services for Changing Behaviors That are Troublesome by Method of Admission of Students

Source	DF	SS	MS	F	Sig
Between	1	27.04	27.04	4.82	.02*
Within	414	2318.90	5.60		
Total	415	2345.95			

*Significant at .05 level

Mean 1 = 3.70

Mean 2 = 3.16

Table 27

Analysis of Variance of Students' Intention to Use Counseling
Services to Talk With an Older Person by
Method of Admission of Students

Source	DF	SS	MS	F	Sig
Between	1	24.41	24.41	4.73	.03*
Within	414	2132.92	5.15		
Total	415	2157.34			

*Significant at .05 level

Mean 1 = 3.80

Mean 2 = 3.25

Table 28

Analysis of Variance of Students' Intention to Use Counseling
Services for Developing Internal and External Resources by
Method of Admission of Students

Source	DF	SS	MS	F	Sig
Between	1	21.87	21.87	5.89	.01**
Within	410	1521.20	3.71		
Total	411	1543.07			

**Significant at .01 level

Mean 1 = 3.84

Mean 2 = 3.56

Table 29

Analysis of Variance of Students' Intention to Use Counseling Services for Discovering Appropriate Work Areas by Method of Admission of Students

Source	DF	SS	MS	F	Sig
Between	1	15.81	15.81	4.70	.03*
Within	415	1395.50	3.36		
Total	416	1411.31			

*Significant at .05 level

Mean 1 = 4.10

Mean 2 = 3.64

Table 30

Analysis of Variance of Students' Intention to Use Counseling Services to Deal With Graduation Anxiety by Method of Admission of Students

Source	DF	SS	MS	F	Sig
Between	1	24.67	24.67	4.53	.03*
Within	411	2239.09	5.44		
Total	412	2263.77			

*Significant at .05 level

Mean 1 = 3.93

Mean 2 = 3.42

In summary, the results of the chi-square tests performed in testing hypothesis 5, as indicated in Tables 7, 9, 10, 13, 14, and 17, do support the hypothesis of a lack of significant relationship existing between the selected demographic variables and students' intention to use counseling services. The only demographic variable whose chi-square is significant is student major (see Table 18, p. 70). For this particular area chi-square is significant at the .04 level.

Furthermore, hypothesis 5 was tested by an ANOVA using similar demographic variables in expectation of significant relationships. The results, given in Tables 8, 11, 12, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30 do support the hypothesis. The variables, class standing, academic major, sex, age, method of admission, and student affiliation with ethnic association on university campus indicate that significant relationships exist between them and students' intention to use counseling services.

In Tables 7, 9, 10, 13, 14, and 17, it should be noted that the percentages of students intending to use counseling services are consistently higher than those who do not intend to use the services. Also, a similar trend is reported for the majority of the variables (major) considered in Table 18, except for the psychology major where 0.0 percent of these students intend to use counseling services. Again, another look at these tables show that a higher proportion of the sample state that they do not know if they would use counseling services. The percentages, reported in these tables, range between 0.0 percent (in one instance) and 88.9 percent. The majority of the percentages reported in the tables are above 50 percent.

Because significant results are obtained with the ANOVA test, hypothesis 5 is rejected.

DEMOGRAPHIC REPRESENTATION OF THE SAMPLE OF THE STUDY

Table 31 is the summary of the demographic representation of the sample of the study. Of the 421 individuals who returned their questionnaire, 30.2 percent are females and 69.8 percent are males. The majority of the respondents are unmarried, 91.0 percent, with only 9.0 percent married. More than one half of the sample falls between the ages of 19 and 23, 52.7 percent, with 35.9 percent between the ages of 24 and 30 and 6.9 percent between 16 and 18 years of age. Only 4.5 percent of the sample is between the ages of 31 and 50. Class-wise, the sample show 36.8 percent of the individuals are in their part II year at the University, while the percentages of part I, part III and part IV are 25.4, 22.1, and 15.7 respectively. With regard to employment, again, the majority of the sample, 75.1 percent, is unemployed, with 13.1 percent working between 1 and 20 hours per week. In addition to these individuals, 9.0 percent of the sample indicate that they work between 21 and 40 hours per week, while only 2.9 percent report working more than 40 hours per week. Of the sample, 22.6 percent are employed on campus grounds, 1.0 percent are employed off-campus premises, and 1.4 percent work on-and-off campus simultaneously.

In the area of major, the general population of students at the University of Ife appears to be represented by the sample. There are more Social Science majors, 42.3 percent, than any other major. Students majoring in the field of Education comprise the second largest

segment with 17.1 percent and Humanities majors, the third with 9.3 percent. The remaining majors are less than 5.0 percent, except technology majors with 6.2 percent.

Another demographic variable of the sample considered is religion. There are more Protestants, 59.9 percent, than any other religious group. Second in place to Protestants, are Catholics, 23.8 percent, and Moslem, placing third with 8.1 percent. There are nineteen individuals, 4.5 percent, who consider themselves traditional worshippers and seven, 1.7 percent, no religion. Four people, 1.0 percent, indicate that they belong to other religions.

Similarly, the method of admission of the sample is considered. The data show that 63.9 percent of the sample are admitted into the University through the Joint Admission and Matriculation Board Examination. Only 152 individuals, 36.1 percent, are admitted through the old method of admission.

The last two demographic variables considered are: (1) student affiliation with ethnic association on campus, and (2) student's state of origin. Again, the data showed that the majority of the individuals sampled, 56.1 percent, belong to an ethnic association, while 42.8 percent of them do not. With respect to the state of origin of the sample, at least 10 out of the 19 states in Nigeria are represented. There are more students from the state of Oyo, 27.6 percent, than any other state. Ondo state is second with 21.9 percent, and both Bendel and Ogun states are third with 15.1 percent each. In the fourth and fifth places are Imo and Anambra states with 7.6 percent and 7.4 percent respectively. Individuals from the remaining states as reported in

Table 31 are less than 5.0 percent of the sample.

Table 31
Summary of Demographic Data

N = 421	Frequency	Percent
Sex		
Female	127	30.2
Male	294	69.8
Marital Status		
Married	38	9.0
Unmarried	383	91.0
Age		
16-18	29	6.9
19-23	222	52.7
24-30	151	35.9
31-50	19	4.5
Class Standing		
Part I	107	25.4
Part II	155	36.8
Part III	95	22.1
Part IV	66	15.7
Employment		
None	316	75.1
1-20 hours/week	55	13.1
21-40 hours/week	38	9.0
Over 40 hours/week	12	2.9
Place of Employment		
On Campus	95	22.6
Off Campus	4	1.0
On/Off Campus	6	1.4
Not Employed	316	75.1
Major		
Fine Arts	4	1.0
Health Science	9	2.1
Humanities	39	9.3
Psychology	13	3.1
Education	72	17.1
Social Science	178	42.3
Agriculture	6	1.4
Business Administration	2	0.5
Language	2	0.5

Table 31 (continued)

	Frequency	Percent
Technology	26	6.2
Engineering	12	2.9
Drama Arts	3	0.7
Math	1	0.2
Environmental Studies	2	0.5
Law	9	2.1
Estate Management	10	2.4
Quantity Survey	1	0.2
Pharmacy	6	1.4
Biological Science	9	2.1
Philosophy	1	0.2
Architecture	1	0.2
Geology	2	0.5
Physics	1	0.2
Other	10	2.4
Undeclared	2	0.5
Religion		
Protestant	252	59.9
Catholic	100	23.8
Islam	34	8.1
Traditional Worshipper	19	4.5
Other Religion	4	1.0
No Religion	7	1.7
Method of Admission		
Joint Admission and Matriculation Board Exam	269	63.9
Old Method of Admission	152	36.1
Affiliation with Ethnic Association		
Yes	236	56.1
No	180	42.8
No Response	5	1.2
State of Origin		
Anambra	31	7.4
Bendel	55	13.1
Cross River	6	1.4
Imo	32	7.6
Kwara	18	4.3
Lagos	8	1.9
Ogun	55	13.1
Ondo	92	21.9
Oyo	116	27.6
Rivers	3	0.7
Other Country	3	0.7
No Response	2	0.5

A summary statement of the demographic information is that most of the respondents are protestants, unmarried, unemployed, and in their part II year at the University. The sample consists of more males than females with the majority of the sample majoring in Social Science. Most of them are admitted through the Joint Admission and Matriculation Board Examination, are affiliated with an ethnic association, and are from the state of Oyo. Finally, the majority of the sample are between the ages of 19 and 25 years.

As has been previously explained in Chapter 3, a secondary purpose of this study is to investigate the problem areas of University of Ife students, and to determine the source(s) of help that the students utilize in solving these problems. Table 32 is the summary of the problem areas identified by the sample. Housing problem is identified mostly, 28.7 percent, followed by financial problem, 25.2 percent, and academic problem, 18.1 percent. Of the 421 individuals, 11.2 percent indicate that they have health problems, while 8.8 percent report problems in developing relationship with members of the opposite sex. There is a fairly even distribution of frequencies in areas of career, alcohol, drug, and emotional problems. In each of these categories, the percentage is less than 5.0 percent. The problems listed by the sample in the 'other' category are: (1) lack of privacy; (2) inadequate supply of water and electricity; (3) poor meals and cafeteria; (4) home sickness; (5) unable to rest properly; and (6) noisy environment.

The sources of help utilized by the students for dealing with the problem areas listed in Table 32 are then analyzed. The summaries

Table 32
Summary of Problem Areas of Students

Problem	N = 421	Frequency	Percent
Academic		76	18.1
Financial		106	25.2
Housing		121	28.7
Career Choice		18	4.3
Health		47	11.2
Relationship with Opposite Sex		37	8.8
Alcohol		3	0.7
Drug		1	0.2
Emotional		6	1.4
Other		6	1.4

of student problems and student sources of help are presented in Tables 35 through 41. Each of the problem areas will be treated separately for the sake of clarity.

Sources of Help Utilized for Academic Problems

Table 33 is the summary of the sources used by the sample for academic problems. Of the 76 individuals who acknowledge this problem, 50.0 percent of them indicate that they obtained help from their lecturers and faculties, while 26.5 percent state help is received from their parents, relatives, and kins. Furthermore, students in higher classes, 7.9 percent, and friends, 4.0 percent, are used. Finally, the guidance and counseling services offered through the Department of

Education is utilized by 1.3 percent of the sample, while 10.5 percent indicate "no helper" is used.

Table 33

Summary of Sources of Help for Academic Problems

Source	Frequency	Percent
Lecturer/Faculty	38	50.0
Parents, Relatives, and Kins	20	26.3
Friends	3	4.0
Student in Higher Class	6	7.9
Guidance/Counseling at Dept. of Education	1	1.3
No Helper	8	10.5
Total	76	100.0

Sources of Help Utilized for Financial Problems

Table 34 is the summary of the sources utilized by the sample for financial problems. The majority of the 106 individuals, 66.0 percent, report receiving help from either their parents, relatives, or kins, while 12.5 percent indicate that they receive help from their lecturers and faculties. In this particular instance, the researcher would like to note that it is not an uncommon practice for University lecturers and faculties to provide assistances, such as housing, for students who are unable to meet such expenses. The third source of financial help reported by the sample is "friends", 8.5 percent, and the State Government/Sponsor, fourth with 6.6 percent. The last three sources of financial help for the sample are from "other persons", 4.7 percent,

student affairs office, .9 percent, and the University "Accounts Department", .9 percent.

Table 34

Summary of Sources of Help for Financial Problems

Source	Frequency	Percent
Lecturer/Faculty	13	12.3
Parents, Relatives, and Kins	70	66.0
Friends	9	8.5
Student Affairs Office	1	.9
State Government/Sponsor	7	6.6
Accounts Department	1	.9
Other Persons	5	4.7
Total	106	99.9

Sources of Help Utilized for Housing Problems

Table 35 is the summary of the data collected in this category. Of the total sample (N=421), 121 persons, 28.7 percent, indicate they have problems with housing. Of these 121 individuals, 30.6 percent relate that they are "pirates" since it is not possible to seek help from the University. The residence wardens, porters, and matrons are reported being used by 20.6 percent, with "friends" and the Student Affairs Office being used by 5.8 percent and 5.0 percent of the sample. The last two sources of help for the sample are the students' relatives, 4.1 percent, and lecturers, 3.3 percent. As evidenced by the data, 30.6 percent of the sample who acknowledge that they have housing

problems do not report their source(s) of help. The researcher suspects that these individuals are also "pirates".

Table 35

Summary of Sources of Help for Housing Problems

Source	Frequency	Percent
Lecturer/Faculty	4	5.3
Parents, Relatives, and Kins	5	4.1
Friends	7	5.8
Student Affairs Office	6	5.0
Wardens, Porters/Matrons	25	20.6
Other Students	37	30.6
No Response	37	30.6
Total	121	100.0

Sources for Help Utilized for Career Choice Problems

The summary of sources of help utilized by the sample for career choice problems is presented in Table 36. Only 18 persons, 4.3 percent of the total sample relate that they have problems in making appropriate career choices. Of the 18 individuals, 38.9 percent indicate that they have "no helper", while 27.8 percent receive help from lecturers and faculties. The data further indicate that help is received from the students' parents and relatives, 22.2 percent, and from "friends", 11.1 percent.

Table 36

Summary of Sources of Help for Career Choice Problems

Source	Frequency	Percent
Lecturer/Faculty	5	27.8
Parents, Relatives, and Kins	4	22.2
Friends	2	11.1
No Helper	7	38.9
Total	18	100.0

Sources of Help Utilized for Health Problems

Only 11.2 percent of the sample of this study report having health problems. As depicted in Table 37, 59.6 percent of the sample receive help from the University Health Center, while 40.4 percent receive help from public hospitals and private clinics. The majority of the sample, 88.8 percent, do not acknowledge any health problem. It is not possible to account for the nature of the health problems of the sample on the basis of this study.

Table 37

Summary of Sources of Help for Health Problems

Source	Frequency	Percent
University Health Center	28	59.6
Public Hospital (Private Clinics)	19	40.4
Total	47	100.0

Sources of Help Utilized for Problems of Relationship with Opposite Sex

The majority of the sample, 91.2 percent, do not acknowledge this problem. Of the 37 individuals who do 16.2 percent report receiving help from their friends, while the remaining 83.8 percent indicate that they have "no helper". This data, as presented in Table 38, clearly suggest that the majority of the sample who are experiencing problems in developing relationships with members of the opposite sex are not receiving any help with this problem.

Table 38

Summary of Sources of Help for Dealing with Problems of Relationship with Opposite Sex

Source	Frequency	Percent
Friends	6	16.2
No Helper	31	83.8
Total	37	100.0

Most of the sample do not acknowledge having problems in areas of alcohol and drug. Only three persons, 0.7 percent of the total sample indicate that they have problems with alcohol, while one individual, 0.2 percent reports problems with drugs. Two of the three persons, 66.7 percent, who acknowledge that they have alcohol problems receive no help, while one person receive help from the Student Union. The individual who reports problems with drugs receives help from a private clinic. Table 39 and Table 40 are the summaries of the data collected for these variables.

Table 39

Summary of Sources of Help for Alcohol Problems

Source	Frequency	Percent
Student Union	1	33.3
No Helper	2	66.7
Total	3	100.0

Table 40

Summary of Sources of Help for Drug Problems

Source	Frequency	Percent
Private Clinics	1	100.0
Total	1	100.0

Sources of Help Utilized for Emotional Problems

Table 41 is the summary of the sources of help used by the sample for dealing with emotional problems. Again, the proportion of persons who report having emotional problems to the general sample is very small, 1.4 percent. When asked to indicate the source(s) of help utilized, about one-third, 33.3 percent, of the six individuals state that they receive help from their relatives, while 16.6 percent of the sample report obtaining help from each of the following people: friends, priests/religious organizations, Babalawo (traditional priests), and spouse. This data indicates that 98.6 percent of the sample do not have any emotional problems.

Table 41

Summary of Sources of Help for Emotional Problems

Source	Frequency	Percent
Parents, Relatives, Kins	2	33.3
Friends	1	16.6
Priests/Religious Organizations	1	16.6
Babalawo (Traditional Priests)	1	16.6
Spouse	1	16.6
Total	6	99.7

A summary statement of the data from Tables 32 through 41 is that the majority of the sample is having academic, financial, or housing problems. The other problem areas identified by the sample are: career choice, health, relationship with opposite sex, alcohol, drug, emotional, lack of privacy, inadequate supply of water and electricity, poor meals and cafeteria services, home sickness, unable to rest properly, and noisy environment. The sources of help most frequently utilized by the sample for the problem areas listed in Table 32 are:

Academic - Lecturer/Faculty, Parents/Relatives, Student in Higher Classes

Financial - Parents and Relatives, Lecturer/Faculty, Friends, State Government/Sponsor

Housing - "Pirating", Residence Halls Porters, Friends, Student Affairs Office

Career - Lecturer/Faculty, Parents and Relatives, Friends

Health - University Health Center, Public Hospital, or Private Clinic

Relationship with Opposite Sex - Friends

Alcohol - Student Union

Drug - Private Clinic

Emotional - Parents and Relatives, Friends, Priests/Religious Organizations, Babalawo, Spouse

Again, another look at Tables 33 through 41 clearly shows that the total number of the sample who used the Student Affairs Office as a source of help is very small, only seven individuals. To understand more about the reasons why the students are currently not utilizing the Student Affairs Office as a source of help, the researcher selected other variables from the questionnaire for further analysis.

The first variable considered is prior experiences of students with the University Counseling Services. Table 42 lists the frequencies and percentages of the sample who will use or will not use the University Counseling services again based upon their prior experiences with the Services. Of the total sample (N=421), 81.7 percent have had no prior experiences with the University Counseling Services. Only 77 individuals have had contacts with the Services. Although 14.3 percent of the total sample indicate that they would use the University Counseling Services again based upon prior experiences, this percentage is actually 77.9 percent of those who have had contacts with the services. While 10.4 percent of the sample indicate that they will not use the services again, 11.7 percent state that they do not know if they will or will not use the services.

The second variable considered is an upshot of prior experiences of the sample with the Counseling Services. This variable asks the

Table 42

Composition of Students Who Will and Will Not Use the University Counseling Services Based Upon Prior Experience with the Services

Prior Counseling Experience	N=421	Frequency	Percentage of Total	Percentage Based Upon Prior Contacts
Will Use Counseling Services Again		60	14.3	77.9
Will Not Use Counseling Services Again		8	1.9	10.4
Don't Know		9	2.1	11.7
No Prior Experience with Counseling Services		344	81.7	0.0

sample to give the reasons why they will or will not use the University Counseling Services. Examples of the reasons given by the sample are: (1) it is essential, (2) it was helpful to me, (3) they give good advice, (4) most of the time they don't succeed, (5) unsatisfactory services, (6) not reliable, etcetera. Six students in Guidance and Counseling in a doctoral residency seminar rated all of the reasons given by the sample as: (1) positive, (2) negative, (3) neutral.

Table 45 is the summary of the reasons given by the sample. Again, 80.0 percent of the sample have had no contacts with the University Counseling Services at the Student Affairs Office. Of the 62 individuals who state that they did, 72.6 percent give positive reasons for wanting to use the services again. While 14.5 percent give negative reasons, 12.9 percent are neutral in their responses. A meager proportion of the total sample, 1.2 percent, state that they are unaware of the existence of the University Counseling Services.

Table 43

Reasons Why Students Will or Will Not Use The
University Counseling Services

Reasons	N=421	Frequency	Percent of Total	Percent Based Upon Prior Contact N=62
Positive Reasons		45	10.7	72.6
Negative Reasons		9	2.1	14.5
Neutral Reasons		8	1.9	12.9
Student Have Not Used Counseling Before		337	80.0	
Student Unaware of Existence of Counseling Services		5	1.2	
No Response		17	4.0	

The third variable considered attempts to determine if the students have actually utilized the University Counseling Services. The question here asks the sample to indicate the sexes of the counselors at the Counseling Office. As shown in Table 44, 26.6 percent of the sample state that male counselors only are employed at the Counseling Office, while 5.9 percent indicate that female counselors only are employed. Twenty-four percent of the sample report that both male and female counselors are employed, and 9.7 percent do not know the sexes of the counselors. More than one-third of the total sample, 34.3 percent, do not respond to this particular question.

The fourth variable considered is counselor sex preferences of the sample. The data, presented in Table 45, does not show a great deal of difference in the preferences of counselor sex. Both male and

Table 44

Students' Knowledge of Sex of Counselors at the University

Counselors' Sex	N=421	Frequency	Percent
Male Counselors Only		112	26.6
Female Counselors Only		25	5.9
Both Male/Female Counselors		99	23.5
Don't Know		41	9.7
No Response		144	34.3

female sample, 67.7 percent, indicate that they would prefer either a male or female counselor. Of the total sample, 21.1 percent state that they would prefer a male counselor, while 10.7 percent would prefer a female counselor.

The fifth variable considered is the students' preferred location for the Counseling Office. Table 46 gives the summary of the data in this category. Many of the sample, 37.2 percent, do not indicate their preferred location for the Counseling Office. The "Administrative Block", "Student Union", and "Student Affairs Office" are preferred by 25.2 percent, 25.0 percent, and 23.7 percent of the sample as appropriate locations for the University Counseling Office. The next preferred location is the "Health Center", 7.9 percent, with the "faculty of Education", 6.7 percent. Other locations indicated by the sample include: (1) Department of religious studies (2.6 percent), (2) halls of residence (1.6 percent), (3) library (.3 percent), (4) each department (1.6 percent), (5) Department of Psychology (.3 percent), (6) Conference Center (2.2 percent), (7) Oduduwa Hall (.3 percent),

Table 45

Counselor Sex Preference of Student According to Student Sex, Totals, and Percentages

Counselor Sex Preference	N	PART I		PART II		PART III		PART IV		TOTAL MALE		TOTAL FEMALE		TOTAL M + F	
		70 M	37 F	124 M	31 F	57 M	36 F	43 M	23 F	294 N	%	127 N	%	421 N	%
Male Counselor		16	5	28	5	14	8	7	6	65	15.4	24	5.7	89	21.1
Female Counselor		6	8	13	6	2	2	3	5	24	5.7	21	5.0	45	10.7
Either Male or Female Counselor		48	23	82	20	41	26	33	12	204	48.5	81	19.2	285	67.7
No Response		..	1	1	..	..	..	..	..	1	.2	1	.2	2	.5

(8) Center of the University Campus (.3 percent), (9) separate building (1.6 percent), (10) anywhere (2.2 percent).

Table 46

Summary of Student Preferred Location of the
University Counseling Office

Location	Frequency	N=421 Percent of Total	N=265 Percent of Respondents
Student Affairs Office	63	15.0	23.7
Health Center	21	5.0	7.9
Faculty of Education	18	4.3	6.7
Department of Religious Studies	7	1.7	2.6
Student Union	64	15.2	25.0
Halls of Residence	3	.7	1.6
Library	1	.2	.3
Each Department of the University	5	.7	1.6
Department of Psychology	1	.2	.3
Administrative Block	67	15.9	25.2
Conference Center	6	1.4	2.2
Oduduwa Hall	1	.2	.3
Center of the Campus	1	.2	.3
Separate Building	3	.7	1.6
Anywhere	6	1.4	2.2
No Response	156	37.2	0.0

The sixth variable considered is related to the above. In this question, the sample is asked to give reasons for their choices of

locations in Table 46.

Table 47 is the summary of this data. Nearly one-half of the sample, 48.2 percent, do not respond to the question. The data, undoubtedly, suggest that students at the University have many and varied reasons for choosing a particular site for the Counseling Office. The students' stated reasons for choosing the locations indicated in Table 46 include: (1) appropriate place, (2) always accessible to students, (3) close proximity, (4) central location, (5) easy to locate, (6) confidentiality, (7) students feel more at ease there, (8) counseling is a part of Student Affairs, (9) student problems would be attended to seriously, (10) faculty of Education is relevant to counseling, (11) counseling is part of health services, (12) counseling and psychology are related, (13) because location is a neutral place, (14) student problems vary according to major, (15) students go to the place every time.

Table 47

Summary of Student Reasons for Choice of Location
of the University Counseling Office

Reasons	Frequency	Percent
Appropriate Place	6	1.4
Always Accessible to Student	31	7.4
Close Proximity	29	6.9
Central Location	17	4.0
Easy to Locate	5	1.2
Confidentiality	11	2.6
Students Feel More at Ease There	7	1.7

Table 47 (continued)

Reasons	Frequency	Percent
Counseling is a Part of Student Affairs	29	6.9
Student Problems Would be Attended to Seriously	23	5.5
Faculty of Education is Relevant to Counseling	9	2.1
Counseling is a Part of Health Services	4	1.0
Counseling and Psychology are Related	1	.2
Because Location is a Neutral Place	9	2.1
Student Problems Vary According to Major	3	.7
Students go to the Place Every Time	34	8.1
No Response	203	48.2

The last variable considered is the reaction of the sample to referral to see a counselor. The summary of the data is presented in Table 48. Again, more than one-half of the sample, 59.6 percent, state that they do not know if they would go to see the counselor, while 21.1 percent indicate that they would go. Only 30 individuals, 7.1 percent, state that they would not go.

Table 48

Summary of Student Reaction to Referral to See a Counselor

Reaction	Frequency	Percent
Will Go	89	21.1
Will Not Go	30	7.1
Don't Know	251	59.6
No Response	51	12.1

INTERVIEW WITH THE DIRECTOR OF STUDENT AFFAIRS OFFICE

In order to acquire more information that may help in analyzing those reported by the sample, the researcher conducted an oral interview with the Director of Student Affairs Office. The following questions served a guide for the data needed:

- (1) Does the University of Ife have counseling services for its students?
- (2) Where on campus is the Counseling Services located?
- (3) How are students informed of the existence of Counseling Services?
- (4) How do you get your clients, and what are your sources of referral?
- (5) In your opinion, what kinds of needs do University of Ife students have?
- (6) Are students' needs being met through the Counseling Office?
- (7) Do you see students with emotional problems?
- (8) What are the educational backgrounds of the workers at the Counseling Office?

Information gathered from the Director of Student Affairs Office indicate: (1) that counseling services are available to the students. The Counseling Office is identified as "guidance and career counseling", and it is a part of the Student Affairs Office; (2) that the Counseling Office is located in "Room 9 in Block E (Utility Buildings)"; (3) that students are informed of the existence of Counseling Services through general announcements and during registration; (4) that the majority

of their clients are self-referred; (5) that two major needs of students are "housing and transportation problems"; (6) that, except for the part II and part III students who are supposed to be residing in town but are "pirating" on campus, housing needs of students are being met, but transportation needs of students are not; (7) that the counselors do see students with emotional problems as well as those with academic problems.

Finally, it was indicated during this interview that the counseling office has eleven professional staff members (seven males, four females). Of the eleven, ten individuals have bachelors' degrees, and one person has a master's degree. Their educational backgrounds are in the areas of education, educational psychology, law, nursing, and theology.

All of the five null hypotheses of this study are not supported by the data, except hypothesis 4. However, the variable, method of admission, used in testing hypothesis 4 was re-tested in hypothesis 5 using a one-way ANOVA. The ANOVA tests partially support the hypothesis that a relationship exists between method of admission and students' intention to use counseling services.

In Chapter 5, the summaries and concluding statements of the study are presented.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The rate of development of Nigeria's economic, political, sociological, educational, and human resources in the last decade have brought about an increased awareness of the importance of counseling services for students in higher education. The demand for counseling service is not only being emphasized in higher education, but it is also being encouraged in all facets of life in Nigeria. Although the Nigerian Government had built many universities, technical and trade schools, and teacher training colleges by 1980 in an effort to keep up with the demands of higher education in the country, it however, did not make the necessary provision in its educational plans for the counseling of students for appropriate choices of vocations until 1977.⁵²

Many studies have been done in the area of educational and vocational choices of Nigerian secondary and university students without the consideration of the attitudes that these students may have toward utilization of counseling services into account. Questions about utilization and non-utilization of counseling services are of more than academic interest. Counselors should be aware of how students may react toward

⁵²See Federal Ministry of Information (Federal Republic of Nigeria), "National Policy on Education," Printing Division, Lagos FGP 2410 (76)/177/1,000,000, 1977, p. 30.

them and their counseling programs. Although academic, vocational, and personal problems are generally agreed upon to be among the major areas of concern for students, one must understand that some of these students may still refuse, for no apparent reasons, to use counseling services for resolving their unique problems. Likewise, any institution of higher learning that provides counseling services for its students and yet does not know whether or not the services are being utilized may be wasting a lot of financial and human resources.

The Problem

In view of the positive role that counseling services could play in helping students solve their problems, most universities in Nigeria have encouraged the implementation of counseling programs for their students population. The effects of personal and academic problems on students must be understood as a deterrent for the students in their efforts toward achieving specific goals. However, very little information appears to be available on how Nigerian university students are viewing and responding to the counseling services on their campuses.

A university student who is overwhelmed as a result of personal, academic, and/or vocational problems becomes not only anxious, but also becomes discouraged and may eventually drop out of school. Previous research suggests that students' reactions toward counseling services differ from institution to institution and that these reactions are dependent upon the nature of students' concerns. Added to this is the problem of a lack of role identification for the counselors on university campuses. For instance, membership in the Counseling

Association of Nigeria is open not only to career masters, psychologists, social workers, and psychiatrists, but also to public relation officers, traditional practitioners in guidance and counseling and others whose primary interests are in the areas of human relations and development. These various roles ascribed to the counselor tend to confuse students when seeking assistance for a specific problem.

Because students, in general, have certain definable attitudes toward counseling services, their actual reactions with respect to utilizing such services may differ from various points of views. In view of the findings of previous research, this study attempts to further determine whether or not similar results can be achieved in the Nigerian milieu when measures of behavioral intention are contrasted with attitudinal measures. It attempts to measure the attitudes of University of Ife's students toward counseling services, and the students' attitudes toward their intended use of counseling services. Furthermore, it attempts to determine areas of student problems, and the sources of help that students utilize in resolving their problems. It is felt that this investigation may help provide a better understanding of students' problems on University of Ife campus, and how to measure the extent to which the students may respond to the counseling services if appropriate corrective measures are implemented in their current counseling program.

Purpose

The purpose of this dissertation is to determine the attitudes

of University of Ife undergraduate campus resident students toward their use of university counseling services and toward their intended use of such services. It is also to investigate the problem areas of students, and to whom students go with their problems. The study is based on the theoretical assumption that a measure of an individual's behavioral intention with respect to a particular object serves a more predictive purpose about how that individual will behave than a measure of the person's attitudes toward the same object. It also aimed to assess the relationship between selected demographic variables of students and students' intention to use counseling services.

The hypotheses tested are as follows:

- Ho1: There will be no significant difference between students' attitudes toward counseling services and students' intention to use counseling services.
- Ho2: There will be no significant relationship between the students' perceptions of the role of the counselor in a university setting and the students' intention to use counseling services.
- Ho3: There will be no significant relationship between students' prior experiences with university counseling services and students' intention to use the counseling services.
- Ho4: There will be no significant relationship between the method of admission of students into the university and the students' intention to use counseling services.
- Ho5: There will be no significant relationship between selected demographic variables of students and students' intention

to use counseling services.

This study is undertaken to provide a data base necessary for evaluating the counseling services currently available to students at University of Ife, Nigeria. Knowledge of factors related to use and non-use of counseling services is important to the maintenance and to the organization of such services. Because attitude measures do not necessarily tell one how a person will behave in a particular situation, a method that holds promise is for one to measure the person's behavioral intention with regard to that particular situation. Specifically, the person is asked to indicate how he or she will behave in a particular situation. The results of students' behavioral intention may help administrators in deciding whether or not to implement certain programs on their campus.

The Design

This study is designed to investigate students' attitudes toward counseling services and students' intention to utilize counseling services. It is limited to the undergraduate students who are in residence on the campus of University of Ife, Nigeria. There are three parts to this study. The first compares the attitude measure sample, questionnaire Form A, to the intention measure sample, questionnaire Form B. The second part determines the influence of selected demographic variables on intention to use counseling services. The third part presents problem areas of students and the sources utilized by students in resolving their problems.

The Method

A sample of 450 undergraduate campus residence students was selected at the University of Ife, Nigeria to respond to questionnaire items. With the cooperation of the Office of Student Affairs, 188 Part III and Part IV students are randomly selected from the university residence halls. The remaining 262 students are in their Part I and Part II year and are selected from two courses in social sciences. All of the individuals who participated in the study are volunteers. Although the questionnaire of this study is designed similarly to the one used by Jack Friedlander with undergraduate students at the University of California at Los Angeles in 1978,⁵³ it, however, took cultural factors appropriate for the Nigerian milieu into consideration in its overall design. The percentage of return from this questionnaire is 93.5 percent. One hundred twenty-seven or 30.2 percent of the sample are females.

In order to demonstrate the difference between attitude of students toward counseling services and students' intention to use counseling services, two separate questionnaires, Form A (N=250) and Form B (N=250), are administered. Form A is the instrument used for measuring student attitudes, and Form B is the one used to measure student intention. The two instruments used in this study are basically similar, except for 19 items (item 17 through item 35) which are worded differently in both questionnaires.

⁵³Jack Friedlander, "Student Ratings of Co-Curricular Services and Their Intent to Use Them," Journal of College Student Personnel, 1978, Vol. 19, No. 3, pp. 195-201.

In the first section of the questionnaire the subjects are requested to indicate 16 biographical data. In the second section the subjects are asked to rate each of the 19 attitudinal and intention items on a Likert-type scale. These items cover three of the various areas of students' needs served by the Student Affairs Office. The areas considered include: success in an academic environment, career information and postgraduate planning, and personal crises. The last section of the questionnaire attempts to determine problem areas of students, and the sample is asked to indicate the sources of help utilized in resolving a particular concern. Also, in order to determine how the sample would react to a referral to seek counseling, a question is included in the last section of the questionnaire asking students to indicate whether or not they will go for counseling if they are referred to such services.

The first hypothesis is tested by t-tests which compare the sample responding to questionnaire Form A, the attitude measure, to the sample responding to questionnaire Form B, the intention measure. Also, percentages of the group responding "very important" or "absolutely essential" in Form A is compared with those responding "absolutely will use" or "very much will use" in Form B. Frequencies, percentages, and cross-tabulations are the statistics used to analyze all of the data collected for hypothesis 2 through hypothesis 5. In addition to frequencies, percentages, and cross-tabulations, the fifth hypothesis is analyzed by one-way analysis of variance (ANOVA).

The Results

Hypothesis 1 states:

H₀1: There will be no significant difference between students' attitudes toward counseling services and students' intention to use counseling services.

Significant differences exist between students' attitudes and students' intention with respect to utilization of counseling services. Since responses to both the attitude and the intention measure may vary from 1 (not important or will not use) to 5 (absolutely essential or absolutely will use), mean item scores were expected to be within this range. Examination of the mean item scores reveal that respondents to questionnaire Form A, the attitude group, show higher mean scores (mean range = 3.11 to 4.26) than those responding to questionnaire Form B, the intention group (mean range = 3.10 to 3.83), except in three problem areas: (1) dealing with test anxiety and public speaking (mean Form A = 3.65, mean Form B = 3.70), (2) developing interpersonal relationships skills (mean Form A = 3.11, mean Form B = 3.26), and (3) dealing with graduation anxiety (mean Form A = 3.72, mean Form B = 3.77).

Because the intention mean scores for the above three areas are higher than those for the attitude mean scores, the researcher feels that they may help one in deciding on the specific areas for which students may likely use counseling services. Similarly, when examining percentiles, it is seen that the sample responding to Form A (attitudinal measure) indicates a higher need for nearly all of items 17 through 35 than those responding to Form B (intention measure). As was expected,

this particular finding replicates that reported by Jack Friedlander.⁵⁴

To further test hypothesis 1, t-test analyses are performed comparing the group responding to Form A to the one responding to Form B according to their ratings on items 17 through 35 in both questionnaires. Significant differences are found between the attitude measure group (Form A) and the intention measure group (Form B) in only four areas, namely: (1) to succeed in an academic environment ($p < .02$), (2) to become an independent or self-motivated learner ($p < .03$), (3) to experience a sense of satisfaction from learning ($p < .001$), and (4) to become better able to listen to and respect other's feelings, intuitions, and preferences ($p < .03$). The t-test analysis do not show significant differences for the remaining fifteen items.

Because significant differences are found between the attitude group (Form A) and the intention group (Form B) for the above items, the null hypothesis (H_01) is rejected.

Hypothesis 2 states:

H_02 : There will be no significant relationship between the students' perceptions of the role of the counselor in a university setting and the students' intention to use counseling services.

To test hypothesis 2, the researcher cross-tabulated the sample's perceptions of the role of the counselor with the sample's intention to utilize counseling services. Significant relationships, as determined by chi-square, are found to exist between the sample's perception of

⁵⁴See Jack Friedlander, pp. 198-200.

the counselor's role in a university setting and the sample's intention to use counseling services. Students who view the counselor's role as one to take emotional problems to will likely use counseling services ($\chi^2 = 6.55$, significant at .03 level). Those who see the counselor's role as solely dealing with personal problems do not show significant relationships ($\chi^2 = 4.50$, significant level = .11). Similarly, no significant relationship is reported for those who view the counselor's role as one dealing only with vocational problems of students ($\chi^2 = 0.99$, significant level = .61). However, highly significant relationships are found for those who see the counselor's role as one dealing with academic problems and students' intention to use counseling ($\chi^2 = 34.29$, significant at .001 level).

Finally, the majority of the sample will very likely utilize counseling services as they see the counselor as one who deals with academic, vocational, personal, and emotional problems of students ($\chi^2 = 105.75$, significant at .001 level). The analysis indicates that the more accurate the sample's perception of the counselor's role, the more likely they will use counseling services.

Because significant relationships are found between the majority of the counselor's roles indicated in the study and the sample's intention to utilize counseling services, the null hypothesis (H_02) is rejected.

The majority of the sample have not used counseling services before. The frequencies and percentages of the sample who have had prior experiences with university counseling services are cross-tabulated with their intention to use the services again in the future.

The results show that a significant relationship exists between the sample's prior experiences with counseling services and the sample's intention to utilize counseling services ($x^2 = 29.95$, d.f. = 6, significant at .01). However, while the majority (76.9%) of the sample who have had prior counseling experiences indicate that they would use counseling services again, in actuality, less than one-half of them, 45.3%, will really use the services.

Finally, because significant relationships are found to exist between students' prior experience in counseling and students' intention to use counseling services, the null hypothesis (H_03) is rejected.

Hypothesis 4 states:

H_04 : There will be no significant relationship between the method of admission of students into the university and the students' intention to use counseling services.

To determine if there is a significant relationship between method of admission of students and students' intention to use counseling services, the researcher used chi-square statistical test of significance. Although no relationship is found to be significant ($x^2 = 5.37$, d.f. = 2, $P = NS$), the percentage analysis of this data indicates that the majority of the sample, 62.2%, are admitted into the university through the "Joint Admission and Matriculation Board Examinations."

In view of a lack of significant relationship, the null hypothesis (H_04) is accepted.

Hypothesis 5 states:

H_05 : There will be no significant relationship between selected

demographic variables of students and students' intention to use counseling services.

All of the selected demographic variables are classified in both frequency and percentage. Cross-tabulation analysis is employed to determine if a relationship exists between each of the selected demographic variables of students and students' intention to use counseling services. Additional tests are then performed on the demographic variables using one-way analysis of variance (ANOVA). The demographic variables considered include: class standing, marital status, age, religion, affiliation with ethnic association, state of origin, major, sex, and method of admission.

The results of the chi-square tests for all of the variables are not significant, except in the students' major ($x^2 = 7.43$, d.f. = 6, significant at .04). However, the results of the ANOVA performed to further test hypothesis 5 indicate that significant relationships exist between some of students' intentions to use counseling services and class standing, major, sex, age, method of admission, and affiliation with ethnic association. The following is the summary of the findings:

1. Significant relationship exists between students' intention to use counseling services for "development both internal and external resources in realizing goals" and students' class standing, $p < .04$.

2. Significant relationship exists between students' intention to use counseling services to "overcome anxiety in an environment" and students' major, $p < .03$. Also, a high significant relationship is found between students' major and students' intention to use counseling services to "assess strengths and weaknesses", $p < .01$.

3. Significant relationship exists between students' sex and students' intention to use counseling services to "assess strengths and weaknesses", $p < .04$.

4. Students' age has a significant relationship with students' intention to use counseling services to "resolve personal difficulties", $p < .05$. Furthermore, a highly significant relationship is found to exist between students' age and students' intention to use counseling services for "developing both internal and external resources", $p < .01$.

5. A highly significant relationship is found between students' affiliation with ethnic association and students' intention to use counseling services to "become an independent and self-motivated learner", $p < .01$. Also, students' affiliation with ethnic association is found to be significantly related to students' intention to use counseling services to "discover appropriate work areas", $p < .03$.

A trend is found between method of admission and intention to utilize counseling services for dealing with the following problem areas: (1) to experience a sense of satisfaction ($p < .001$); (2) to cope with pressures and stresses ($p < .04$); (3) for self-understanding, self-acceptance, and self-confidence ($p < .01$); (4) to help enable to listen to, respect, and value own feelings, intuitions, and preferences ($p < .02$); (5) for changing behaviors that are troublesome ($p < .02$); (6) to talk with an older person ($p < .03$); (7) for developing internal and external resources ($p < .01$); (8) for discovering appropriate work areas ($p < .03$); and (9) to deal with graduation anxiety ($p < .03$).

Although chi-square is found not to be significant, the null hypothesis (H_0) is rejected in view of the significant results indicated

by the ANOVA tests.

Academic Problems

The majority of students who report having academic problems appear to identify their lecturers and faculties with this problem. The next highest source of help is from parents, relatives, and kins. One individual reports receiving help from the guidance and counseling program at the Department of Education. Eight persons receive no help, and the remaining nine individuals receive help from friends and students in higher classes.

Financial Problems

Most of the students with financial problems go to their parents, relatives, and kins for assistance. Lecturers and faculty members are second highest source of financial help for the students. Although the information obtained in this study cannot explain the reason for this, the researcher is not surprised by this result, knowing from prior experiences that it is common practice for lecturers and faculty members to extend various kinds of help to their students. Some of the students receive help from friends, while others depend on scholarships from their state governments. One individual receives help from Student Affairs Office, and one person receives help from University of Ife's accounts department. Other persons not identified help some of the students financially.

Housing Problems

Approximately one-third of students having housing problems reside illegally in the university residence halls as "pirates." Another one-third of these students do not indicate their sources of help for housing problems, and it is possible that these students are also "pirates." The next highest source of help is wardens. Furthermore, some students indicate that help is received from friends, Student Affairs Office, parents, relatives and kins, lecturers, and faculty members.

Career Choice Problems

In general, a significant number of the few students who indicate having career choice problems appear to have no helper. However, the highest source of help is from lecturers and faculty members. The next highest source of help is from parents, relatives, and kins. Some of the students report receiving help from friends, and it is possible that these friends are fellow students.

Health Problems

Students utilize the university health center for help with health problems. The health center is located on campus near the students' residence halls and may account for this. A second source of help for health problems is through a public hospital or a private clinic. It is possible that students who go to outside health facilities may be attempting to avoid some embarrassment that they feel their health concerns may generate.

Relationship with Opposite Sex Problem

In the problem area of relationships with the opposite sex, only six individuals indicate that they take such concerns to their friends. The majority of the students who report that they have this problem do not receive any help. Perhaps the word sex which is considered private and usually not discussed openly with others is the reason why most of the students do not seek help in this area.

Alcohol Problem

Only three persons indicate that they have this problem. The student union is the source of help for one individual, while the remaining two persons do not receive any help.

Drug Problems

Again, only one person reports having this problem. This individual indicates that a private clinic is utilized for this problem. This is an example of the kinds of problems that students view as somewhat embarrassing for them, and thus, possibly, the reason for seeking help from outside sources.

Emotional Problems

From the sample, only six individuals indicate that they have emotional problems. Two individuals utilize the help of parents, relatives, and kins. The remaining four individuals receive help from friends, priests, babalawo (Yoruba traditional priests), and spouse.

CONCLUSIONS

1. The majority of the students at University of Ife do not utilize the counseling services available to them through the Student Affairs Office. Most of those who have had prior contacts with the counseling services report that their experiences are positive, and that they are willing to continue to utilize the services. This data is consistent with King's⁵⁵ findings which suggest that students who had received counseling before would use counseling again for questions of both academic and personal problems. However, caution should be exercised here as the data indicate that less than one-half of students who have used the services before actually intend to use it again.

2. Although the results of the analyses indicate that the attitude measure group (Form A) have higher need mean scores than the intention measure group (Form B) in their attitudes toward utilization of University of Ife's counseling services, the lower intention mean scores of Form B group appear to be more reliable in predicting future utilization of counseling services. The higher percentile scores of the attitude measure (Form A) also support Friedlander's⁵⁶ findings that substantial differences exist between the percentage of students who indicate that a campus service is important to them in meeting a personal need and the percentage of students who indicate that they actually intend to use the service in question.

⁵⁵Paul T. King and others, "A Counseling Center Studies Itself," Journal of College Student Personnel, Vol. 14, No. 4, 1973, pp. 338-344.

⁵⁶See Jack Friedlander, p. 195.

Finally, students are most likely to use the university counseling services for problems related to: (1) test anxiety and public speaking, (2) inability to develop interpersonal relationships skills, (3) graduation anxiety, (4) pressures of academic environment, (5) dependency or lack of self-motivation to learn, (6) inability to experience a sense of satisfaction from learning, and (7) inability to listen to and respect other's feelings, intuitions, and preferences.

3. There is little awareness of who the counselors are and the specific nature of their functions. Warman⁵⁷, Gelso, et.al.⁵⁸, Wilcove and Sharp⁵⁹ have suggested that counselors inform the community in which they serve of their actual functions in order to reduce the communication gap between the counselors and other relevant groups. The data support the hypothesis that more accurate perceptions of students of counselor's role influence utilization of counseling services. The scores of both attitude measure and intention measure show that students are willing to take academic, vocational, personal, and emotional problems to the counseling office.

4. Students' demographic variables of class standing, major, sex, age, affiliation with ethnic association, and method of admission

⁵⁷Roy E. Warman, "Differential Perceptions of Counseling Role," Journal of Counseling Psychology, Vol. 7, No. 4, 1960, pp. 269-274.

⁵⁸Charles J. Gelso and others, "Perceptions of the Role of a University Counseling Center," Journal of College Student Personnel, Vol. 13, No. 5, 1972, pp. 441-447.

⁵⁹Gerry Wilcove and W. Harry Sharp, "Differential Perceptions of a College Counseling Center," Journal of Counseling Psychology, Vol. 18, No. 1, 1971, pp. 60-63.

are found to be significantly related to students' intention to utilize counseling services in certain areas of students' needs. When the present results are combined with those of Form⁶⁰, a tenable conclusion is that common background characteristics of students are not only related to their attitudes toward counselors and counseling centers in general, but are also related to their willingness to actually engage in or utilize counseling services.

5. All of the nine problem areas of students in this study are of concern to the students. In decreasing number of frequencies they are: housing, financial, academic, health, relationship with opposite sex, career choice, emotional, alcohol, and drug. The data further indicate that these students' problems are not being met adequately at the time of this investigation.

6. Although students in general indicate erroneously that the counseling staffs are all males, they however do not ascribe any major importance to the sex of counselor from whom they may seek help.

7. Students show preferences for the administrative block, student union, and Student Affairs Office as the appropriate site of location for the counseling office. This could be due to the fact that students go to these areas or because the locations are always accessible to students. It could also be due to close proximity and students' view of counseling functions as a part of Student Affairs Office.

⁶⁰ Arnold L. Form, "Measurement of Student Attitudes Toward Counseling Services," Personnel and Guidance Journal, Vol. 32, No. 2, 1953, pp. 84-87.

8. Although most of the students who have had prior experiences with the counseling office would want to use the services again, the reactions of students in general to referral to see a counselor are somewhat ambivalent.

IMPLICATIONS OF THE STUDY

The findings of this study can be helpful to administrators of university counseling services in their evaluation of counseling programs in Nigeria. The researcher feels that the low levels of students' intention to utilize counseling services found in this study seem to indicate that many students, despite their obvious need for counseling, are still unwilling to use counseling services. However, since the Nigerian government has demanded in its educational policy that counselors be appointed in post-primary institutions, it may be equally worthwhile for counselors themselves to develop ways of reaching students who ordinarily would not consider using counseling services on their own volition. Thereby, counselors will be able to open up a communication system with the students, faculty members, and other relevant campus groups in order to bring about an increased awareness of the counseling functions.

Although information gathered from the Students Affairs Office indicate that their counselors see students with academic problems as well as those with emotional ones, it is obvious in the data that students' perception of the role of the counselor differs greatly. Although many students who view the counselor's job as one who deals with personal, academic, and vocational concerns are willing to use

counseling services in resolving these problems, they appear to be unwilling to discuss those problems which are emotional in nature.

Close to one-half of the individuals in this sample who have used University of Ife's counseling services before are willing to use the services again based on these prior experiences. A few of these individuals are not willing to use counseling again, and it is possible that they are dissatisfied by their previous experiences with counseling. However, the counselor needs to realize, as evidence in this study, that many of their students are willing to bring problems related to stress, self-image, academic, vocational choices, and anxiety to them for resolution.

Finally, another area worthy to be of concern to administrators of counseling services is in the awareness of the numerous problems of students. Many of the students suffer from academic, financial, housing, and career choice problems. A few of the students report having problems related to alcohol, emotional, and developing relationship with members of the opposite sex. These are other areas in which counselors must be encouraged to obtain specialized skills. This researcher believes that if strong emphasis is given to development of a better communication network between counselors and the community in which they serve, many students will begin to utilize counseling services to better themselves.

RECOMMENDATIONS

1. Since only students participated in this study, future research should include counselors and academic staff members in order to compare how each group views the role of the counselor.

2. It is important that counselors at University of Ife take active roles in orienting the students and the general campus community about their services if they expect these relevant groups to utilize counseling services.

3. Since the study reveals that the current location of the counseling office is not popularly preferred by the students, future studies should attempt to determine the most meaningful location on campus for the counseling office.

4. The counseling center needs to upgrade its current facilities, which are obviously inadequate. They should be arranged in a way that ensures the students' privacy. Such assurance should encourage students to discard some of their currently held suspicious attitudes about counseling.

5. Since it appears that different services are available to students via different sources, with no apparent centralized control of how students are being served, it is strongly recommended that the university employ a qualified consultant to evaluate counseling services in the total university. For example, the Faculty of Education appears to be in direct competition for clients with the counseling services at the Student Affairs Office.

6. According to professional licensure criteria recommending

that counselors obtain, at least, a master's degree, it appears that the majority of the counselors currently employed by the university do not have the appropriate qualifications as recommended. There is an indicated need for further training to upgrade the skills of the counselors.

7. Since lecturers and other faculty members are the ones most frequently utilized by students for their problems, the Counseling Office should develop a referral service that enables each department of the university to refer students to them.

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APPENDIX A

Form A

BACKGROUND INFORMATION

Please check the appropriate answer for each question below.

1. What is your class standing?
 1. Preliminary
 2. Part I
 3. Part II
 4. Part III

2. In what area is your current major?
 1. Fine Arts
 2. Health Science
 3. Humanities
 4. Psychology
 5. Education
 6. Social Science
 7. Agriculture
 8. Business Administration (i.e., management, marketing, finance)
 9. Undeclared
 10. Other (please specify _____)

3. Your sex:
 1. Female
 2. Male

4. How many hours per week are you employed?
 1. none
 2. 1-20 hours
 3. 21-40 hours
 4. over 40 hours

5. If you are employed, where? (check only one)
 1. on campus
 2. off campus
 3. both

6. How many quarters (terms) have you attended Unife (including this quarter)?
 1. 1 to 4
 2. 5 to 8
 3. 9 or more

7. Your marital status:
 1. married
 2. unmarried

8. Check the appropriate age bracket:

1. 16 to 19 years old
2. 19 to 23 years old
3. 24 to 30 years old
4. 31 to 50 years old
5. over 50 years old
6. give your exact age

9. What is your overall performance average?

1. Excellent (A)
2. Above average (B-)
3. Average (B)
4. Below average (B-)
5. Fair (C)
6. Poor (D)

10. Your original major area of interest when you applied for admission to enter Unife:

1. _____ (Name of major).

11. What is your religion?

1. Protestant
2. Catholic
3. Islam
4. Traditional
5. Other (please specify _____).

12. Did you gain admission to Unife:

1. through the Joint Admission and Matriculation Board (JAMB)
2. through the old method of admission
3. other (please specify _____).

13. Do you belong to any ethnic association (e.g. Egba Students Association, Imbaise Student Association, etc)?

1. Yes
2. No
3. (if yes, give name of association(s) on space provided below).

3

14. Do you belong to any student informal group that is not a chartered university group or club?

- 1. Yes
- 2. No
- 3. (if yes, give name of each group on line below).

15. If you answer "yes" to item 14, what kinds of help do the group(s) provide for you? (Please match the name of the group identified in item 14 with the help provided).

	<u>Name of group(s)</u>
1. <u> </u> Provided help for personal problem	_____
2. <u> </u> Provided help for emotional problems	_____
3. <u> </u> Provided help for educational problem	_____
4. <u> </u> Provided help in making career choice	_____
5. <u> </u> Other kinds of help provided	_____

16. Your present state of origin:

- 1. _____

INSTRUCTIONS FOR COMPLETING THIS SECTION

Listed below are a number of need items common to many members of the campus community.

- 1. Read each need statement.
- 2. Consider how important it is to YOU that university counseling services assist YOU in meeting each need.
- 3. Rate each need statement by circling the response which most adequately reflects your own opinion using the following scale:

- | | |
|------------------------|--------------------------------|
| 5 Absolutely Essential | 2 Slightly Important |
| 4 Very Important | 1 Not important/Not applicable |
| 3 Moderately Important | X No opinion |

17. **HOW IMPORTANT IS IT THAT UNIVERSITY COUNSELING SERVICES HELP IN MEETING YOUR NEED:**

- 1. To be able to succeed in an academic environment - 5 4 3 2 1 X

4

18. To overcome anxiety caused by such things as test taking, participation in group discussions and public speaking 5 4 3 2 1 X
19. To become an independent or self-motivated learner - 5 4 3 2 1 X
20. To assess your strengths and weaknesses so that you can use your strengths to become a more effective learner - 5 4 3 2 1 X
21. To experience a sense of satisfaction from your learning 5 4 3 2 1 X
22. To be able to cope with pressures and stresses which are often inherent in university work (such as competitiveness, the impersonalness of massive education and tribalistic practices) 5 4 3 2 1 X
23. To get help in resolving personal difficulties or crisis which interfere with what you are trying to do at Unife 5 4 3 2 1 X
24. To gain perspective, understanding, and skill in dealing with interpersonal relationships (such as boy-friend-girl-friend, parental, sexual, co-student or marital) - 5 4 3 2 1 X
25. To be able to deal with emotional difficulties such as apathy, a sense of frustration or meaninglessness, depression, or anxiety - 5 4 3 2 1 X
26. To increase your self-understanding, self-acceptance, and self-confidence - 5 4 3 2 1 X
27. To become better able to listen to, respect and value other's feelings, intuitions and preferences - 5 4 3 2 1 X
28. To become better able to listen to, respect and value your own feelings, intuitions and preferences 5 4 3 2 1 X
29. To change behaviors that are troublesome to you - 5 4 3 2 1 X
30. To talk with someone older and perhaps with a different perspective when things don't seem to be going right or you are puzzled about something - 5 4 3 2 1 X
31. To talk with someone thoughtful, your own age, when things don't seem to be going right or you are puzzled about something 5 4 3 2 1 X
32. To more fully utilize your internal and external resources in facing difficulties and in realizing your goals 5 4 3 2 1 X
33. To be assisted in clarifying doubts, indecision, and uncertainty concerning your career direction - 5 4 3 2 1 X
34. To discover areas of work appropriate to your background and interests - 5 4 3 2 1 X

35. To be able to deal with the anxiety and uncertainty caused by your graduating or leaving the university - 5 4 3 2 1 X

36. It is a good idea to have counseling services available to students at Unife - 5 4 3 2 1 X

37. Give other reasons why you would want to use the counseling services and rate them (please specify your reasons)

1. _____
 _____ 5 4 3 2 1 X

2. _____
 _____ 5 4 3 2 1 X

3. _____
 _____ 5 4 3 2 1 X

Please check the services used: (check as many as are appropriate).

38. 1. _____ Prophets (e.g. Babalawo)

39. 1. _____ Scripture Union

40. 1. _____ Christian Scientist

41. 1. _____ Moslem Student Organization

42. 1. _____ Health Center at Unife

43. 1. _____ Lecturer

44. 1. _____ Other (Please specify) _____

45. When you go to any of above (i.e., question 38 through 44), what kind of problem do you take to that person or group? (Please identify the number of person or group as shown on the questionnaire).

Number of person/group

1. _____

2. _____

3. _____

4. _____

5. _____

6

46. What services are available to students at Unife's counseling center?

1. _____
2. _____
3. _____
4. _____

47. A counselor's job include:

1. _____ helping students with personal problems
2. _____ helping students with emotional problems
3. _____ helping students with academic problems
4. _____ helping students who are undecided in their vocational goals and career choices
5. _____ all of the above
6. _____ none of the above

48. If you answered "none of the above" to question 47, then what is a counselor's job? Please specify.

49. If I have to see a university counselor, I would prefer

1. _____ To see him/her alone in private
2. _____ To see him/her as a member of a group of individuals who need counseling services
3. _____ To see him/her either alone in private or as a member in a group

50. During the past year, have you utilized the University Counseling Services for any of the following? (Please indicate whether it is for individual counseling or group counseling)

	<u>Number of times used</u>	<u>Individual counseling</u>	<u>Group counseling</u>
1. _____ Personal problem	_____	_____	_____
2. _____ Emotional problem	_____	_____	_____
3. _____ Educational problem	_____	_____	_____
4. _____ Career problem	_____	_____	_____
5. _____ I have not used counseling	_____	_____	_____
6. _____ Other (please specify below)	_____	_____	_____
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

7

51. Previous to the past year, have you utilized the University Counseling Services? (Check the appropriate areas and indicate whether it is for individual or group counseling).

	<u>Number of times used</u>	<u>Individual Counseling</u>	<u>Group Counseling</u>
1. <input type="checkbox"/> Personal problems	_____	_____	_____
2. <input type="checkbox"/> Emotional problems	_____	_____	_____
3. <input type="checkbox"/> Educational problem	_____	_____	_____
4. <input type="checkbox"/> Career problem	_____	_____	_____
5. <input type="checkbox"/> I have not used counseling	_____	_____	_____
6. <input type="checkbox"/> Other (please specify below)			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

52. If your response in question 51 shows you have used counseling, in your approximation how many times did you use the services during your:

Times

1. Preliminary year _____
2. Part I year _____
3. Part II year _____
4. Part III year _____
5. Not applicable _____

53. If you were to see a university counselor, would you prefer:

1. The counselor to be a male
2. The counselor to be a female
3. The counselor to be either a male or a female

54. Are you:

1. Satisfied with your current academic major
2. Unsatisfied with your current academic major

55. You are:

1. Pursuing your current academic major because you alone decided on it
2. Pursuing your current academic major because the university decided it for you
3. Pursuing your current academic major after you and the university decided on it

56. In what area of the campus would you prefer the university counseling located?

1. Students' affairs office
2. Health center
3. Faculty of education
4. Department of religious studies
5. Student union
6. Other (please specify _____)

57. Why do you prefer the location chosen in question 56?

1. _____
2. _____
3. _____
4. _____

58. As a residence student on Unife Campus, do you have problems in the following areas? (please check as many as appropriate)

1. _____ Academic problem
2. _____ Financial problem
3. _____ Housing problem
4. _____ Problem in making career choice
5. _____ Health problem
6. _____ Developing relationship with opposite sex
7. _____ Alcohol problem
8. _____ Drug problem
9. _____ Emotional problem
10. _____ Other (please specify) 1. _____
2. _____
3. _____
4. _____
5. _____

59. For the problem(s) indicated in question 58, please give name (title) of person(s) or organizations that you go to for help in or out of the university of Unife:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

60. If you have used Unife's counseling services in the past, will you use it again if the need should arise?
1. Yes
 2. No
 3. Don't know
 4. I have not used counseling
61. Give reasons why you responded the way you did in question 60 if you have used counseling (otherwise, go to question 62):
1. _____
 2. _____
 3. _____
 4. _____
62. Give three adjectives that best describe your previous experiences with Unife's counseling services:
1. _____
 2. _____
 3. _____
 4. I have not used the counseling services before.
63. At this time, the university counseling center have:
1. male counselors only
 2. female counselors only
 3. both male and female counselors
64. If I were to refer you to see a counselor at Unife Counseling Center now, what would be your reaction(s)?
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
65. I have utilized the services of the following professionals in the past:
1. Psychiatrist
 2. Psychologist
 3. None of the above

APPENDIX B

Form B

BACKGROUND INFORMATION

Please check the appropriate answer for each question below.

1. What is your class standing?

1. Preliminary
2. Part I
3. Part II
4. Part III

2. In what area is your current major?

1. Fine Arts
2. Health Science
3. Humanities
4. Psychology
5. Education
6. Social Science
7. Agriculture
8. Business Administration (i.e., management, marketing, finance)
9. Undeclared
10. Other (please specify _____)

3. Your sex:

1. Female
2. Male

4. How many hours per week are you employed?

1. none
2. 1-20 hours
3. 21-40 hours
4. over 40 hours

5. If you are employed, where? (check only one)

1. on campus
2. off campus
3. both

6. How many quarters (terms) have you attended Unife (including this quarter)?

1. 1 to 4
2. 5 to 8
3. 9 or more

7. Your marital status:

1. Married
2. Unmarried

7. Check the appropriate age bracket:

1. 16 to 19 years old
2. 19 to 23 years old
3. 24 to 30 years old
4. 31 to 50 years old
5. over 50 years old
6. give your exact age

8. What is your overall performance average?

1. Excellent (A)
2. Above average (B+)
3. Average (B)
4. Below average (B-)
5. Fair (C)
6. Poor (D)

9. Your original major area of interest when you applied for admission to enter Unife:

1. _____ (Name of major).

10. What is your religion?

1. Protestant
2. Catholic
3. Islam
4. Traditional
5. Other (please specify _____).

11. Did you gain admission to Unife:

1. through the Joint Admission and Matriculation Board (JAMB)
2. through the old method of admission
3. other (please specify _____).

12. Do you belong to any ethnic association (e.g. Igba Students Association, Imbaise Student Association, etc)?

1. Yes
2. No
3. (if yes, give name of association(s) on space provided below).

3

14. Do you belong to any student informal group that is not a chartered university group or club?

1. Yes
2. No
3. (If yes, give name of each group on line below)

15. If you answer "yes" to item 14, what kinds of help do the group(s) provide for you? (Please match the name of the group identified in item 14 with the help provided).

Name of group(s)

- | | |
|---|-------|
| 1. <input type="checkbox"/> provided help for personal problem | _____ |
| 2. <input type="checkbox"/> provided help for emotional problem | _____ |
| 3. <input type="checkbox"/> provided help for educational problem | _____ |
| 4. <input type="checkbox"/> provided help in making career choice | _____ |
| 5. <input type="checkbox"/> other kinds of help provided | _____ |
| | _____ |
| | _____ |
| | _____ |

16. Your present state of origin:

1. _____

INSTRUCTIONS FOR COMPLETING THIS SECTION

Listed below are a number of need items common to many members of the campus community.

1. Read each action statement.
2. Consider how important it is to YOU that university counseling services assist YOU in meeting each need.
3. Rate each statement by circling the response which most adequately reflects the action YOU will take using the following scale:

- | | |
|-----------------------|-------------------------------|
| 5 Absolutely will use | 2 Slightly will use |
| 4 Very much will use | 1 Will not use/not applicable |
| 3 Moderately will use | X No opinion |

4

17. I plan to use Unife counseling services to be able to succeed in the university environment - 5 4 3 2 1 X
18. I plan to use Unife counseling services to receive assistance in overcoming anxiety caused by such things as test taking, participation in group discussions and public speaking - 5 4 3 2 1 X
19. I plan to use Unife counseling services to become an independent or self-motivated learner - 5 4 3 2 1 X
20. If the need should arise, I would use Unife counseling services to assess my strengths and weaknesses so that I can use my strengths to become a more effective learner - 5 4 3 2 1 X
21. If the need should arise, I would use Unife counseling services to help me experience a sense of satisfaction from my learning - 5 4 3 2 1 X
22. If the need should arise, I would use Unife counseling services to receive help to cope with pressures and stresses which are often inherent in university work (such as competitiveness, the impersonalness of massive education, sex discriminatory and tribalistic practices) - 5 4 3 2 1 X
23. I plan to use Unife counseling services to get help in resolving personal difficulties or crises which interfere with what I am trying to do at Unife - 5 4 3 2 1 X
24. If the need should arise, I would use Unife counseling services in order to gain perspective, understanding, and skill in dealing with interpersonal relationships - 5 4 3 2 1 X
25. If the need should arise, I would use Unife counseling services to help me deal with emotional difficulties such as apathy, a sense of frustration, meaninglessness, depression, or anxiety - 5 4 3 2 1 X
26. If the need should arise, I would use Unife counseling services to help me increase my self-understanding, self-acceptance, and self-confidence - 5 4 3 2 1 X
27. I plan to use Unife counseling services to assist me to become better able to listen to and respect others' feelings, intuitions, and preferences - 5 4 3 2 1 X
28. I plan to use Unife counseling services to assist me to become better able to listen to, respect, and value my own feelings, intuitions, and preferences - 5 4 3 2 1 X
29. If the need should arise, I would use Unife counseling services to assist me in changing behaviors that are troublesome to me - 5 4 3 2 1 X

5

30. I plan to use Unife counseling services to talk with someone older and perhaps with a different perspective when things don't seem to be going right for me or when I am puzzled about something - 5 4 3 2 1 X
31. I plan to use Unife counseling services to talk with someone thoughtful, my own age, when things don't seem to be going right for me or when I am puzzled about something - 5 4 3 2 1 X
32. I plan to use Unife counseling services to help me more fully utilize my internal and external resources in facing difficulties and in realizing my goals - 5 4 3 2 1 X
33. I plan to use Unife counseling services to help assist me in clarifying doubts, indecision, and uncertainty concerning my career direction - 5 4 3 2 1 X
34. I plan to use Unife counseling services to discover areas of work appropriate to my background and interests - 5 4 3 2 1 X
35. If I experienced anxiety and uncertainty as a result of my graduating or my leaving the university, I would use the counseling services provided by Unife - 5 4 3 2 1 X

Please check the services used: (check as many as are appropriate).

36. 1. Prophets (e.g. Babalawo)
37. 1. Scripture Union
38. 1. Christian Scientist
39. 1. Moslem Student Organization
40. 1. Health Center at Unife
41. 1. Lecturer
42. 1. Other (please specify) _____

6

43. When you go to any of the above (i.e., question 36 through 42), what kind of problem do you take to that person or group? (Please identify the number of person or group as shown on the questionnaire)

Number of person/group

- | | | |
|----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |

44. What services are available to students at Unife's counseling center?

1. _____
2. _____
3. _____
4. _____

45. A counselor's job include:

1. helping students with personal problems
2. helping students with emotional problems
3. helping students with academic problems
4. helping students who are undecided in their vocational goals and career choices
5. all of the above
6. none of the above

46. If you answered "none of the above" to question 45, then what is a counselor's job? Please specify.

47. If I have to see a university counselor, I would prefer

1. To see him/her alone in private
2. To see him/her as a member of a group of individuals who need counseling services
3. To see him/her either alone in private or as a member in a group

7

48. During the past year, have you utilized the University counseling services for any of the following? (Please indicate whether it is for individual counseling or group counseling)

	<u>Number of times used</u>	<u>Individual counseling</u>	<u>Group counseling</u>
1. <input type="checkbox"/> Personal problems	_____	_____	_____
2. <input type="checkbox"/> Emotional problems	_____	_____	_____
3. <input type="checkbox"/> Educational problem	_____	_____	_____
4. <input type="checkbox"/> Career problem	_____	_____	_____
5. <input type="checkbox"/> I have not used counseling	_____	_____	_____
6. <input type="checkbox"/> Other (please specify below)			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

49. Previous to the past year, have you utilized the University counseling services? (Check the appropriate areas and indicate whether it is for individual or group counseling).

	<u>Number of times used</u>	<u>Individual counseling</u>	<u>Group counseling</u>
1. <input type="checkbox"/> Personal problem	_____	_____	_____
2. <input type="checkbox"/> Emotional problem	_____	_____	_____
3. <input type="checkbox"/> Educational problem	_____	_____	_____
4. <input type="checkbox"/> Career problem	_____	_____	_____
5. <input type="checkbox"/> I have not used counseling	_____	_____	_____
6. <input type="checkbox"/> Other (please specify below)			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

50. If your response in question 49 shows you have used counseling, in your approximation how many times did you use the services during your:

	<u>Times</u>
1. <input type="checkbox"/> Preliminary year	_____
2. <input type="checkbox"/> Part I year	_____
3. <input type="checkbox"/> Part II year	_____
4. <input type="checkbox"/> Part III year	_____
5. <input type="checkbox"/> Not applicable	_____

51. If you were to see a university counselor, would you prefer:

1. The counselor to be a male
2. The counselor to be a female
3. The counselor to be either a male or a female

2. Are you:

1. Satisfied with your current academic major
2. unsatisfied with your current academic major

3. You are:

1. pursuing your current academic major because you alone decided on it
2. pursuing your current academic major because the university decided it for you
3. pursuing your current academic major after you and the university decided on it

4. In what area of the campus would you prefer the university counseling center located?

1. Student's affairs office
2. Health center
3. Faculty of education
4. Department of religious studies
5. Student union
6. Other (please specify _____)

5. Why do you prefer the location chosen in question 54?

1. _____
2. _____
3. _____
4. _____

6. As a residence student on Unife campus, do you have problems in the following areas? (please check as many as appropriate)

1. Academic problem
2. Financial problem
3. Housing problem
4. Problem in making career choice
5. Health problem
6. Developing relationship with opposite sex
7. Alcohol problem
8. Drug problem
9. Emotional problem
10. Other (please specify)
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

9

57. For the problem(s) indicated in question 56, please give name (title) of person(s) or organization that you go to for help in or out of the university of Unife:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

58. If you have used Unife's counseling services in the past, will you use it again if the need should arise?

1. Yes
2. No
3. Don't know
4. I have not used counseling

59. Give reasons why you responded the way you did in question 58 if you have used counseling (otherwise, go to question 60):

1. _____
2. _____
3. _____
4. _____

60. Give 3 adjectives that best describe your previous experience with Unife's counseling services:

1. _____
2. _____
3. _____
4. I have not used the counseling services before.

61. At this time, the university counseling center have:

1. male counselors only
2. female counselors only
3. both male and female counselors

62. If I were to refer you to see a counselor at Unife counseling center now, what would be your reaction(s)?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

63. I have utilized the services of the following professionals in the past:

1. Psychiatrist
2. Psychologist
3. None of the above

APPENDIX C

UNIVERSITY OF IFE

ILE-IFE, NIGERIA.

UNIVERSITY OF IFE, ILE-IFE 151

Our Reference DSA/B.79/80/

Your Reference.....

Telegrams: 'IFEVARSITY IFE'

Telephone Ife 2291

16th September 19 80

Professor John A. Wellington,
Loyola University of Chicago,
School of Education,
Water Tower Campus,
820 North Michigan Avenue,
Illinois 60611,
U. S. A.

GRADUATE SCHOOL LT
RECEIVED
OCT 1 '80
LOYOLA UNIVERSITY

Dear Sir,

Mr. Christian A. Akiwoko: Acceptance to take
Research at the University of Ife

Your letter of the 13th of February, 1980 to the Vice-Chancellor in respect of the above has been forwarded to me for necessary action.

I hereby confirm the acceptance of the University of Ife to have Mr. Akiwoko in order to undertake his research work in the University.

As a matter of fact, Mr. Akiwoko, had been here in April/May, 1980 for the research work and had since returned to the U. S. He carried out the work under the supervision of both Professor Akiwoko and Dr. Makinde (professor and senior lecturer respectively in this University). They both indicated their satisfaction about the jobs he did here.

I hope you will find the above satisfactory for your need.

Best wishes.

Yours Sincerely,

Bayo Bamidele
for: Director (Students Affairs)

DIRECTOR, STUDENT AFFAIRS,
UNIVERSITY OF IFE, ILE-IFE

APPROVAL SHEET

The dissertation submitted by C. Adeyemi Akiwowo has been read and approved by the following committee:

Dr. John A. Wellington, Director
Professor, Guidance and Counseling, Loyola

Dr. Gloria J. Lewis
Associate Professor and Chairperson, Guidance and Counseling,
Loyola

Dr. Ernest I. Proulx
Professor, Guidance and Counseling; Curriculum and Instruction,
Loyola

Dr. Jack A. Kavanagh
Associate Professor and Chairman, Foundations of Education,
Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

9 December 1981
Date

John A. Wellington
Director's Signature