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**THE CHALLENGES OF HUMAN RESOURCE DEVELOPMENT IN COLLEGE
OF ARABIC AND ISLAMIC LEGAL STUDIES, ILORIN, KWARA STATE: THE
COUNSELLOR'S FACTOR**

ABSTRACT

This paper discusses the challenges of human resource development as it relates to counselling in College of Arabic and Islamic legal studies with its attendant changes in every facet of life. It is also included History of Guidance and Counselling in Nigeria and History of College of Arabic and Islamic Legal Studies are discussed. A look at the Nigerian system of education shows that counselling has taken off in most Colleges but Counselling unit is yet to see the light of the day for effective counselling programme in the College. If the unit is established, this will go a long way in enhancing human resource development in College of Arabic and Islamic Legal studies.

Key words: Human Resource Development, Role of Counselling, Challenges, Kwara College of Arabic and Islamic Legal Studies, Ilorin, Kwara State

INTRODUCTION

One of the objectives of establishing the college was to provide Kwarans who went through private Arabic schools with the opportunity to further their education and provide manpower for the junior secondary schools in Arabic, Islamic studies and related middle arts subject and the judiciary. At present, there have been remarkable improvements over the years. The College now has a number of lecture rooms, staff offices, lecture theatre, administrative blocks and library complex with all this development in the college there is need to have a guidance and counselling department to help improve student's population and increase in Internally Generated Revenue (IGR) of the college which is solely based on school fees and other levies. Most importantly, students in the college need to achieve emotional stability and excel in adjustment. Presently, the College staff strength stands at 170 Non-Academic staff, 117 Academic Staff 53 and 10 casual/per time workers, Bursary department, (2017) and students' population 454 in the year 2016/2017 Academic session, Student Affair, (2017).

Guidance and counselling services are programmes, activities etc that aid student(s) to achieve emotional stability and excel in adjustment. It is very essential to note that guidance and counselling programme cannot be haphazardly introduced. For the programme to enjoy credibility, popularity, patronage and continuity within the college system, it must not be super

imposed, it should be developed in a gradual sequential manner perri passu with other college programme. Jamiu, (2013).

Human resource as human capital consist of the inherited and acquired abilities of labour with education being the primary source of acquiring the abilities. It is the energies, skills, talent and knowledge of people which are or which potentially can or should be applied to the production of goods or the rendering of useful services (Unanka, 2001). Training and development of human resources involve change in skills, knowledge, attitudes, and / or social behavior. To be able to meet up with the competition engendered by globalisation of the world economy, changes in the areas hitherto enumerated are needed. Olayode (1999) reported that, skills and traits could only be developed through higher education that is international in outlook. The resultant challenge is the need to internationalise the curriculum to meet with the dictates of changes in education today.

THE ISSUE/THE PROBLEM

The effective implementation and practice of this programme in College of Arabic and Islamic Legal Studies is still facing challenges of human resource in term of implementation of counselling unit/department for human development. However, what does the future hold for counselling especially in this college.?

Problems encountered by the College include:

- I. Lack of guidance and counselling unit despite the College's land mass.
- II. Lack of counselling course as one of the general studies courses for students.
- III. Lack of counselling programmes for shaping and giving direction to students and staff in need of counselling in the College.

It has been universally acknowledged that there can be no higher educational institution without guidance and counselling unit. This College is no exception. The writer realized that one of the factors responsible for the low population of students was the absence of guidance and counselling in the college, and if it is given recognition, the student's population will be improved in the College. This will in turn resuscitate the hopes and aspirations of the founding fathers, as student's population would improve to be able to sustain and develop the College for posterity.

THE REVIEW OF LITERATURE

In highlighting the challenges of human resource development in relation to counselling in Kwara College of Arabic and Islamic Legal Studies, the following sub-topics are focused upon:

The importance of Guidance and Counselling in Human Development

- i. History of Guidance and Counselling in Nigeria
- ii. History of College of Arabic and Islamic Legal Studies

HUMAN RESOURCE DEVELOPMENT IN NIGERIA

The origin of human resource development in Nigeria is traced to the coming of the missionaries who spiritually colonized Africa and also educated their adherents to fulfill the churches' mission statement. Thus, the human resource produced from the education offered were mainly evangelical teachers, as the curriculum comprised mainly of reading, writing and arithmetic (Obasi, 1995). The education offered was geared towards making the beneficiaries able to participate in church services, reading of the Bible and in the routine performance of their religious duties. The human resource produced then were those who filled lower posts in their missions, as indigenous auxiliaries were less expensive than expatriates. There was no common curriculum among the Missions. Each Mission followed its own devices based solely on the religious inclination of the church. The basic curriculum in all the schools consisted principally of the four Rs (reading, writing, arithmetic and religion) Igwe, (1990).

This situation continued until 1882 when there was State intervention in education, which led to different ordinances in education (1882 and 1887 ordinances). Further development in education visavis human resource development continued to evolve through many Commissions. The National Policy on Education in Nigeria of 1977 (revised later in 1981 and latest in 2013) introduced the 6-3-3-4 system of education which gave a new impetus to human resource development. Idowu, (2004) reported that, the Americans first introduced this system of education into the world of formal education. Nigeria saw it as a panacea for the development of vocational and technological skills of her citizenry to meet the challenges of our time, because the former system of secondary education was narrow and too academically oriented. Igwe, (1990) a cardinal objective of the 6-3-3-4 system of education is to enable students to be independent, marketable, self-employed and self-sustaining. To be able to achieve this objective, counsellor education was introduced with the aim of training counsellors

to be posted to the nation's schools to assist the students develop to their maximum potentialities and to meet with the challenges of education today.

HISTORY OF GUIDANCE AND COUNSELLING IN NIGERIA

The genesis of formal guidance and counselling in Nigeria dates back to the 50's (1959 to be precise), a year in which a group of Catholic Reverend sisters at St. Theresa's College, Oke-Ado, Ibadan organized formal careers guidance programme for their graduating final year students (Idowu, 2004). The sisters' vision was anchored on the need for their graduating students to be informed about the world of work and to be trained in human relations. Toward this end, professionals from various works of life were invited to speak to the students about the world of work. The Careers Day conference as it was later christened, afforded the students the opportunity to meet with, listen to and ask questions from the professionals in various fields of work. It provided the students with the understanding of the local careers open to them and ways by which they can find their places in the society where they can best fit in (Idowu, 2004). The programme produced positive results as all the students who later applied for various jobs within the community got employed. As a follow up to this and for subsequent graduating students, lectures, seminars and guidance workshops were organized. This according to Idowu (2004) later formed the nucleus of the Ibadan Careers Council in 1962 which later metamorphosed into Nigerian Careers Council in 1967 with the participation of other states of the federation.

The Nigerian civil war of 1967 disrupted the activities of the council but in 1976, the Counselling Association of Nigeria, an offshoot of the Nigerian Careers Council, was launched. The activities of CASSON (Counselling Association of Nigeria), a recognised professional association of guidance counsellors, have ventilated the development of guidance through conferences, publications, seminars and other professional activities of individual members or the collective efforts of the organisation (Denga, 1986). The association through her dynamic leaders has witnessed some other notable achievements.

The achievements include minimum standards for counsellor training, blueprint on guidance and counselling for educational institutions in Nigeria and the recognition of guidance counsellors as full-time professionals in schools. Through the efforts of the association, the National Council on Education, the highest policy making body on educational matters, recommended that counsellors should be allowed to practice on full-time basis in schools. Thus, in the National Policy on Education, published in 1997 and revised in 1981, a policy

statement was made with respect to the implementation of guidance and counselling in schools.

It stated thus:

In view of the apparent ignorance of young people about career prospects and in view of personality maladjustment among school children, career officers and counsellors will be appointed in post primary institutions. Since qualified personnel in this category are scarce, government will continue to make provision for training of interested teachers in guidance and counseling. (NPE, 1977, p. 30)

The Role of Guidance and Counselling

To better appreciate the roles of counsellors in human resource development, the duties of counsellors as describe by CASSON (2003) are hereby listed below:

- i) **Orientation of New Students:** As part of his/her schedule of duties is to welcome new students, talk to them on the history, philosophy, status, programmes, achievements, problems, rules and regulations, clubs, aspiration, etc of the college and exhort them to identify themselves with the progress of the college which will translate into their own progress eventually.
- ii) **Educational Counselling:** The college counsellor supervises the studies of the students, monitors students' academic performance at regular intervals, administers tests on academic matters and scores them. Interprets them and uses them for counselling interventions and counsels students with study problems
- iii) **Vocational Counselling:** The college counsellor Provides students with occupational information, administers vocational tests, scores and interprets them and uses them in counseling students, guides and counsel's students and parents on vocational choice and helps in resolving conflicts and fosters vocational development in students. Arranges careers talks, promotes vocational clubs and organizes vocational experience - holiday jobs, attachment, pilot schemes, etc.
- iv) **Personal/Social Counselling:** The college counsellor counsel's students on their personal and social matters and problems, administers, scores, interprets tests on personal/social matters and problems and uses the results for counselling, fosters personal and social development in students through individual and group programme such as school societies, exchange programmes, self-management skids etc.
- v) **Referral Services:** The school counsellor refers clients to other professionals as occasion require and uses data and other inputs from referrals for counselling and invites resource persons for specialist inputs into the school's counselling services

vi) **Follow-up Services:** This service is designed to assess the extent to which the guidance programme is meeting the needs for which it was established. This service is concerned essentially with successes, failures, problems and feedbacks from those who have benefited from the programme.

vii) **Liaison and Follow-Up Services:** In order to determine the effectiveness of planning and placement, there is need to find out how the individuals are developing in their own place of work, and helps the staff for better understand.

viii) **Keeping of Students' Records / Evaluation Service:** The entire guidance programme in the college is evaluated in order to see how far the stated objectives and goals have been realized and whether the programme meets the developmental needs of the students. The record of the evaluated programmes are kept intact for future use for effective counselling activities to thrive there must be adequate keeping of records by the counsellor in the college.

HISTORY OF COLLEGE OF ARABIC AND ISLAMIC LEGAL STUDIES

The quest to improve the condition of Islamic Education in Kwara State dates back to the late 70s. Following this development, three committees were set up instantaneously at various times by the governments to look into the area of Arabic and Islamic Studies. The committees' recommendation was to be approved by the government of Kwara State. This led to the formal establishment of this institution in September, 1992 with the Enabling Law No.5 of 1993. By 6th October, 1992. Three principal officers were commissioned to start the college, namely, the provost, Late, Professor. Musa Alli Ajetunmobi, the Registrar, Alhaji Manzuma Muhammad, and the Acting Bursar, Mr. K.O Lawal. It should be pointed out that the premises of the Shariah Court of Appeal served as the temporary administrative office when the institution took off for the first three months from October to December, 1992. By December 1992, the college moved to its permanent site which is the present premises of the College of Arabic and Islamic Studies (CAIS). Similarly, the three pioneer officers were given the mandate to study and implement the previous recommendations and start the College. They employed competent and qualified lecturers. Be that as it may, the first pioneer members of staff were seconded from secondary schools under the control of the State Ministry of Education and the Teaching Service Commission respectively. Also, some of the non-academic staff members too were posted on secondment. By 1994, the college was affiliated to Bayero University, Kano and presently affiliated to Kwara State University Malete in the year 2016/2017 session till date. Kwara CAIS, (2004).

Function of the College

The College was established by the Kwara State Government and backed up with enabling law to:

- i. organize, improve and develop courses for the training of various categories of teachers and legal personnel.
- ii. promote research and advancement of science and learning.
- iii. serve as a centre for educational research especially as applied to local conditions.
- iv. organize, improve and extend education of a standard higher than the secondary school level.
- v. encourage all classes of people and communities without any discrimination to pursue a regular and liberal courses of education.
- vi. To perform such other functions as in the opinion of the council may serve to promote the objectives of the college.

The function of the College has since been extended to cover the provision of middle-level manpower in such areas as Education, Islamic Studies, History, Mass Communication, library Science, Computer Science, Shariah and common law and Languages studies. Sadiq, (2009).

Mission of the College

The College was established as a result of the realization by the government that there was the need to:

- i. Supply the much needed middle-level manpower in the field of Arabic, Islamic Studies, Shariah and Common Law.;
- ii. Provide higher certificate for candidates who possess Senior Islamic Studies Certificate, Grade II (Arabic) Certificate, Senior Secondary Certificate and Taujihi or Thanawi Certificate.;
- iii. Provide the much needed manpower to teach Arabic, Islamic Studies and the major Nigeria Languages at both Primary and post primary levels of education as provided for in the National Policy on Education.;
- iv. Satisfy the yearning and aspirations of parents and products of various institutions of Arabic and Islamic Studies to further their education in an institution of higher learning.

- v. Produce highly competent legal men and women in the area of Shariah and Common Law for the ever expanding judicial institution in the state in particular and Nigeria in general.;
- vi. Help overcome the strong prejudices for western education, especially among Muslim communities in Kwara State and Nigeria generally.;
- vii. Encourage the active acquisition of western education alongside or, in addition to adequate Islamic Education (training and culture), through the college programmes; and
- viii. To assist in programming towards accelerating national growth and development through the development of God-fearing and morally sound manpower, appropriately equipped to participate fully in every aspect of social-economic and political life of modern Nigeria. The mission of the College has been extended to cover the provision of middle level manpower in such areas as Education, Professional Diploma in Education, Imamship certificate, Advance Diploma in Law and Degree programmes. Kwara CAILS, (2004).

SIGNIFICANCE OF THE STUDY

- It would help to include in the college programmes the establishment of the psychology and counselling unit as an important aspects of human development.
- It would make the college management and people generally appreciate the importance of guidance and counselling in human development.
- It would make the college management establish guidance and counselling unit for the students, social and academic well-being and progress.
- Lastly, the result of the paper would encourage the management to establish Guidance and Counselling course as one of the courses in the General Studies Department in College of Arabic and Islamic Legal Studies, Ilorin, Kwara State.

RECOMMENDATIONS

In view of the above discussion the following recommendation are hereby proffered for the progress of the college:

Students and staff in the college are in need of counselling in every facet of human endeavour and it should be adequately provided.

Going by the discussion of this paper, it should be given its vision and mission and there should be effective and efficient implementation of guidance programme in College of Arabic and Islamic Legal Studies Ilorin,

CONCLUSION

This paper has attempted to give an overview of the challenges of human resource development from a counselling point of view. From the discourse, it is realized that College of Arabic and Islamic Legal Studies Ilorin, Kwara State, Nigeria is lacking in guidance and counselling programme. In order to benefit from this, there is need for the establishment of counselling unit in the college with special emphasis on counselling center, counsellor training and practice.

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