

Evaluation of Enrolment and Performance Patterns of Male and Female Graduates in Guidance and Counseling Programme: A University of Ibadan Study

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Abstract

The purpose of this study is to review the enrolment pattern and performance of male and female students in the guidance and counselling programme of university of Ibadan, Ibadan, Nigeria. The participants sampled for the study consisted of graduate students in the department of guidance and counselling of faculty of education, university of Ibadan, Ibadan which had undergone the programme from 2008/2009 - 2012/2013 academic sessions. Two hundred and thirty-seven students' results for the periods in question were used which comprises of ninety-seven males and one hundred and forty female students. The data was extracted from departmental records of admission and graduation lists. To examine the enrolment pattern and their performance pattern, frequency and t-test statistical tools were used. Results on enrolment pattern favoured the female and that there is no significant difference in the academic performance ($t=0.536$, $df + 235$ and $p = 0.59$). This study suggests that the course is not meant for women alone and those females are not significantly performed better than male counterparts. It is recommended that Counselling Association of Nigeria (CASSON) should try as much as possible to educate masses on the importance and usefulness of the course and profession at large for human race. Finally, the schools responsible for producing guidance counsellors should make adequate provision for the counsellors in trainee to be well trained in both theory and practical.

Keywords: Enrolment, Performance, Guidance & Counselling, Programme, Gender.

Introduction

The Human Development Report, in its gender related development index as reported in Azgaku (2007) placed Nigeria in the 100th position out of 130 countries in gender disparity and 108th position out of 116 countries in its gender empowerment measure. Despite the high population and great contributions of women to national development, they have always been considered inferior to men. Scottish local authorities did not introduce gender policies until the early 1990s (Ridwell 2000). Afonja (2002) defined gender as a socially constructed concept based on the assumed power and position that group of humans should possess. Jadesola (2002) also opined that gender is socially constructed for the purpose of allocating powers, duties, responsibilities, status and roles in any social context. Jekayinoluwa (2005) confirmed that schools and the nation at large are making profound contributions to the creation of positive learning environment for boys than girls. Owuamanam and Babatunde (2007) observed that gender stereotyping seems to promote the belief that women should be traditionally feminine and men are to be traditionally masculine.

In the 1970s, attention was focused on girls who, as a group, were perceived to be disadvantaged in schools as evidenced by attainment level in general and by the low number of girls offering some subjects. In Africa, especially Nigeria, researches have shown that women's participation and achievement in Science and Technology are too low owing to some avoidable reasons. According to Okafor (2001), health problems such as high rate of maternal and infant mortality, malnutrition and stressful conditions which are associated with developing countries like Nigeria correlate positively with the low level of women's achievement in Science and Technology. Plummer (2000) noted that ethnicity and social class are other factors that combined with and interact with gender to have a direct bearing on achievement of women. In support of the above idea, Archer and Yamashita (2003) confirmed that gender inequalities are interwoven with social class, ethnicity, sexuality and disability

Furthermore, Hyde, Lindberg, Ellis and Williams (2008) confirmed that girls surpassed boys in basic computation and understanding of mathematical concepts while boys exceeded girls in complex problem-solving in the high school years. Sainz and Eccles (2011) discovered that boys in Spanish Secondary Schools have high self-concept of Mathematics and computer abilities than girls. In his study, Njoku (2001) confirmed that researches indicated that girls believe that Science is too difficult and not important for their future. He explained that the teaching methods used do not assist girls to understand Science. Njoku (2001) reported further that primary Science and Technology teachers agreed that they pay more attention to boys than girls. He also observed that there are more male Science teachers and professionals than female role models in Science and Technology. The under representation of women in Science and technological manpower pool may likely be a reflection of low participation and under-achievement of girls in Science and Technology in schools. Alonge (1989) agreed that girls are very good in English spellings, writing and Arts, but Science, Technology and Mathematics are masculine. Alonge (1989) therefore, called for special privileges to encourage girls to venture into such fields of study. Adesoji and Fabusuyi (2001) also found out that 63% of the girls could not attempt solution to problems based on volumetric analyses. Based on this, they arrived at the conclusion that boys are better problem-solvers.

Ibraheem (2001) explained further that "the disparity in enrolment between males and females is more pronounced in the technical courses which involve workshop practices like Plumbing, Fabrication/Welding and Engineering which have zero female enrolment from 1999/2000 to 2002/2003 sessions. Female enrolments out-numbered that of males in Music, Fine Art, Computer Studies, Commerce, Humanities, Business Studies, Typing and Shorthand. It is highly necessary to correct the gross under-representation of females in technical colleges, polytechnics and universities of Technology. Abdu-Raheem (2012) also noted through the data collected from the Admission office, University Ado-Ekiti that there is gender disparity against girls in JAMB admissions to University of Ado-Ekiti for 2001/2002, 2002/2003 and 2005/2006 sessions. All the above mentioned factors contribute to the low level of achievement of women in education. The privileges given to males assist them to become better achievers in life. Adeosun (2002) is also of the same view. He confirmed that there is no significant difference in the achievement score between males and females in a study conducted on the effects of multimedia packages and students' achievement in social studies.

Evidence of gender gap in the trend and pattern of enrolment in Nigerian universities was observed by different researchers (Ezeliora and Ezeokana, 2010; Imhabekhai, 2003; Makhubu, 1998; Owolabi, 2001). The turnout of graduates in Nigerian universities, according to NUC's report on university annual review, showed that from 2001-2005, males who obtained masters degree were 44,337 (72.79%) while females were 16,567 (27.20%). For graduates with doctoral degrees for the same period, males were 2,587 (64.01%) and females were 798 (23.57%). There was also low evidence of female enrolment in sciences and technology related courses (Agu, and Omenyi, Sam 2013) Gender parity in universities is a very vital and significant issue because the key to every nation's social, political and economic growth and development lies in the optimal participation of the citizenry in nation building. Citing National Gender Policy, 2006, Nwajuba stated that "evidences abound that several negative aspects of gender relations, such as gender-based divisions of labour, disparities between males' and females' access to power and resources, gender biases in rights and entitlements remain pervasive in Nigeria" (p. 926).

Gender imbalance in students' university enrolment has been attributed to many factors like traditional and cultural norms, attitudes and prejudices, religion, poverty and ignorance (Nzewi, 1996). Gender stereotyping rooted in cultural values and practices has led to some courses construed as being 'masculine' and 'feminine'. When any

female is pursuing a 'male labeled' profession and vice-versa, she is taken as being abnormal (Agu and Omenyi, 2013). Specific cultural gender socialization practices has stronger influences on the disparity existing in number of males and females offering science and technology related programs (Ekpo, Orok, Ekukinam and Okon, 2003). Women constitute a pool of talent for science and technology courses (Inabawa, 2004) but cultural and educational biases and prejudice steer them towards arts and humanities whereas boys opt for science courses. The result of this disparity is that females remain under represented in professional careers like engineering and medicine which are important desired corps of female experts.

Gender issues are currently the main focus of discussion and research all over the world Nigeria inclusive. The question of gender is a matter of grave concern especially among scholars and policy formulators. Intellectuals are worried about the role of women in the political, social, economic, cultural, psychological, religious, scientific and technological development of nations. Ibraheem (2001) also confirmed that "women have physical and mental capabilities to contribute meaningfully to the stability, progress and prosperity of Nigeria. The social, political and economic growth and development of Nigeria as well as any other developing country depends heavily on the quality of the human capital. To ensure this quality, the Nigerian government has done a lot of educational and curricular reforms in the past two decades. The aim of these reforms is to provide the type of education which will equip the citizens with basic skills needed for economic development. The tertiary level of education has the primary responsibility of equipping the citizens with these skills which empowers the students to contribute maximally to national development. For greater productivity and accelerated development in the nation, the males and females need to be equally empowered in all the disciplines offered in the universities as national development requires collective efforts of the citizens irrespective of gender, tribe and inclination (Salman, Yahaya, & Adewara, 2011).

Much attention and emphasis has been given to gender enrolment status in the primary, secondary and tertiary education levels in Nigeria which has necessitated a lot of interventions by different bodies and associations. Universal access to education in many African countries was seen as the only solution to gender disparity in enrolment status of students into institutions of learning. Many international conventions have been held concerning women's and girl-child's access to education. These include the Universal Declaration of Human Rights, UNESCO Convention against Discrimination in Education, the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Jomtien Declaration of Education for All(Ambe-Uva Iwuchukwu and Jibrin, 2008).

Guidance and Counselling is one of disciplines that are studied in universities, in the world, Nigeria inclusive. In Nigeria, the importance of counselling was underscored with the fact that many universities were not giving Guidance and Counselling adequate attention it deserved. This is so because very few students apply to study this course. The requirement to study Guidance and Counselling in universities in Nigeria is the same as requirement to study any social sciences course but Guidance and Counselling require special knowledge of biology. This is evident in the Universal Tertiary Matriculation Examination (UTME) brochure (published by Joint Admission Matriculation Board – JAMB). The duration of study of Guidance and Counselling in the Faculty of Education, University of Ibadan is four years (Eight Semesters) for those admitted through the UTME (secondary school leaver) three years for students admitted by Direct- Entry (Nigeria Certificate in Education - NCE)

Statement of the Problem

Studies on gender dimension to enrolment and academic performance of students are increasingly featuring across disciplines. Therefore, this study tends to find out where precisely guidance and counselling actually belong to because many people look down on the profession and the professionals, most especially the male counterparts that their profession is less important and that it is not a course or profession male should pursue in life. This has made many people to look down on the course and young individuals are not interested in the course. In the light of these this study stands to bridge the gap in knowledge by investigating into the pattern of enrollment in the Guidance and Counselling of male and female in faculty of education and also look into their performance at end of the session.

Purpose of the Study

This study seeks to know the pattern of enrollment of male and female students and their performances for three consecutive academic sessions using their cumulative grade point average.

Significance of the study

The study will contribute to knowledge in many significant ways and also help the department of Guidance and Counselling to review her program to cater for gender inequalities. Also it will help the department to know the pattern of enrollment gender wise. It will also provide vital information on gender performance and reason(s) behind such performances. It will also showcase whether the programme favour one particular sex than other. In addition, this study will be of great importance for policy makers and future researchers as to whether the course is unisex or gender bias course.

Research Questions:

1. What is the enrolment pattern of the students into the guidance and counselling programme in the 2008/2009 to 2012/2013 sessions?
2. What is the performance pattern of the students in the guidance and counselling programme in the 2008/2009 to 2012/2013 sessions?
3. Is there any significant difference in the performance pattern of the male and female students in the guidance and counselling programme over the sessions in consideration?

Scope of the study

The study reviewed the enrollment and performance of students from 2008/2009 to 2012/2013 male and female students of the department of guidance and counselling, faculty of Education, university of Ibadan, Ibadan, Nigeria.

Methodology

The study is descriptive research design of ex-post facto type as the behaviour to be observed has been exhibited prior to this time and researcher did not manipulate any variable. The population for this study comprises of all the graduate students of the department of guidance and counselling from inception of the department to date and the sample size used for this study were graduates that finished from the department from 2008/2009 to 2011/2012 totaled two hundred and thirty seven. The records on enrollment and performance were obtained from the department. This study made use of secondary data. All the tables shown in the results were arrived at as a result of analysis done to suite the purpose of the study and in line with actual occurrence of the enrolment and performance of the candidates. The existing data from the department of Guidance and Counselling was used. The data was analysed using frequency counts, percentages and t-test at $\alpha = 0.05$.

Results

Research Question 1: What is the enrolment pattern of the students into the guidance and counselling programme in the 2008/2009 to 2012/2013 sessions?

Table 1: Enrolment in B.Ed Guidance and Counselling by Sex/Session from 2008/2009 - 2012/2013 sessions

Session	2008/2009		2009/2010		2010/2011		2012/2013		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	24	38	20	31	29	33	24	38	97(40.93)	140(59.07)

The table shows the total enrollment figure into the B.Ed Guidance and Counselling in the 2008/2009 to 2012/2013 sessions. The results in table 1 revealed that female students are in majority across the session.

In the enrolment aspect of guidance and counselling programme, the result showed that females have dominated the enrolment into the programme. This may be due to the facts that there is no enough of awareness of the importance and usefulness of the profession to human race in this part of the world and it may also due to the fact that it is more literary than calculation which may not entice the male counterparts into the profession. This finding corroborates the findings of Obanya (2005) that “the disparity in enrolment between males and females is more pronounced in the technical courses which involve workshop practices like Plumbing, Fabrication/Welding and Engineering which have zero female enrolment from 1999/2000 to 2002/2003 sessions. And that female enrolment out-numbered that of males in Music, Fine Art, Computer Studies, Commerce, Humanities, Business Studies, Typing and Shorthand. It is also in line with Abdu- Raheem (2012) who noted that female are grossly under-represented in technical colleges, polytechnics and universities of Technology and that they are found mostly to be better in language abilities and better work habits of female compared with that of their male counterparts. This is so because the personalities required by the course are found more in female, that it requires talking and as well having sympathy.

Research Question 2: What is the performance pattern of the students in the guidance and counselling programme in the 2008/2009 to 2012/2013 sessions?

Table 2: Academic performance of students by Gender/Session in CGPA from 2008/2009 - 2012/2013 sessions

Session	2008/2009		2009/2010		2010/2011		2012/2013		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
First class (6.0 -7.0)	0	3	0	2	1	0	0	0	1	5
2 ND class upper (4.6-5.9)	11	15	8	12	7	5	4	7	30	39
2 ND class lower (2.6-4.5)	12	16	12	14	15	13	13	21	52	69
3 RD class (1.6-2.5)	0	3	0	3	5	7	7	7	12	20
Pass (1.0-1.5)	1	1	0	0	1	3	0	3	2	7
Total	24	38	20	31	29	33	24	38	97	140

The results from Table 2 showed that female students dominate in all the classes of degree. It is shown from Table 2 that for the periods of four sessions out of six students that made first class (5) five of them are female while only

one is male. Sixty-nine of them made second class upper out of this thirty-nine are female and the rest thirty are male. Also, out of one hundred and twenty-one students that made second class lower sixty-nine of them are female students and the rest fifty-two students are male students. 20 female students out of thirty-two students made third class and the rest twelve were male students. Finally, seven female students made pass degree out of nine students and the two are male.

This finding corroborates Okafor (2001) finding which according to him discovered that women’s participation and achievement in Science and Technology are too low owing to some avoidable reasons like health problems such as high rate of maternal and infant mortality, malnutrition and stressful conditions which are associated with developing countries like Nigeria correlate positively with the low level of women’s achievement in Science and Technology and counselling programme being literary course may be it could be the reason why more women are found there. Plummer (2000) noted that ethnicity and social class are other factors that combined with and interact with gender to have a direct bearing on achievement of women; this could be the reason why we have many women in counselling course being a non scientific and non engineering course. The findings of Lindberg, Ellis and Williams (2008) ran contrary to the finding of this study which confirmed that girls surpassed boys in basic computation and understanding of mathematical concepts while boys exceeded girls in complex problem-solving in the high school years. Because counselling is not calculation involving course but of more complex problem-solving yet women out performed the male counter parts. Also, Sainz and Eccles (2011) discovered that boys in Spanish Secondary Schools have high self-concept of Mathematics and computer abilities than girls while Njoku (2001) in his study confirmed that researches indicated that girls believe that Science is too difficult and not important for their future. Alonge (1989) agreed that girls are very good in English spellings, writing and Arts, but Science, Technology and Mathematics are masculine. Adesoji and Fabusuyi (2001) also found out that 63% of the girls could not attempt solution to problems based on volumetric analyses. Based on this, they arrived at the conclusion that boys are better problem-solvers.

Research Question 3: Is there any significant difference in the performance pattern of the male and female students in the guidance and counselling programme over the sessions in consideration?

Table 3: t-test table showing the difference in Performance pattern of male and female students by class of degree

Variable	N	Mean	Std Dev	t	df	p	Remark
Male	97	3.16	0.73	0.536	235	0.59	NS
Female	140	3.11	0.87				

The results from Table 3 showed that there is no significant difference in the performance of male students to female students since the t-value is 0.536, df = 235 and $p > 0.05$. Therefore, the researcher conclude that there is no significant difference in the performance pattern of the male and female students in the guidance and counselling programme over the sessions under the study.

Secondly, the study found that there is no significant difference in the academic performance of male and female students. This indicates that in addition to computational skill male students are still found to be skillful in verbal abilities. This finding is in line with Adeosun (2002) who confirmed that there is no significant difference in the achievement score between males and females in a study conducted on the effects of multimedia packages and students’ achievement in social studies. Also, this finding is contrary to the findings of Khan, Nawaz, Chaudhry, Hyder and Butt who discovered that overall performance of female students is obviously better than that of males. This strengthens the general feeling that female students work harder and devote more time to studies than males who involve themselves more in social and physical activities. He opined that most of the female students also realize the importance of good grades, which of course, help in competing for good jobs. He said good jobs in turn can attract good life partners as well as can lead to financial security in future life.

Conclusion

It is hereby concluded that female students outnumbered their male counterparts in enrollment into Bachelor of Education in Guidance and Counselling programme and that there is no significant difference in their academic performance across the sessions used for the study. This study revealed that the enrolment and performance of female is comparable to most of the literature findings. Society as a whole contributes to females' ability or capability to opt for non-science based programme. However, the research question that say is there any significant differences in the performance of male and female students in Counselling Programme has been disproved. Women's involvement is rather through a gradual and spontaneous transformation, closely tied to the knowledge push in the human development process. The development of women and the progress of science and technology are therefore related to one another. It is necessary to recognize that the participation of women in non-science and technology is no longer simply an issue of gender equity, it is also an issue that should be considered in national economic development. Women are both consumers and producers, they can make a difference if they are involved and considered in economic development plans. In order to arrive at a greater involvement of women in economic development through their participation in science and technology, systematic and coherent policies are required such that gender issues are brought into the mainstream at all levels, including education, employment and governance. New technologies could assist in this endeavour if promoted. Information technology is empowering women by making education accessible, and raising women's skills. The skilled labour market, be it in research or in the production sector, enables women to engage in activities which are largely intellectual. Women's participation would enhance skilled human resources to countries at the forefront of knowledge development, which currently relies on foreign migrant scientist. In developing country like Nigeria, women could contribute their traditional knowledge to help modern technologies to adapt to local conditions.

Recommendations

1. Government should encourage female studying science in our tertiary institutions by creating room for scholarship.
2. Career guidance and counselling unit should be strengthened in our secondary schools, so as to get more female students to go for science based programmes.
3. Females who have made success in science technology and mathematics should be encouraged to visit secondary schools and have talk and share their experiences of success with the girls. This will motivate the girls to enrol and improve their performance in the sciences.
4. Gender discrimination that arises from social stereotyping which affects our attitudes and expectations should be addressed so as to change the attitudes to gender roles, as this would affect acceptability of women who venture into male dominated profession.
5. The initiative by the federal government to create more jobs through industrial development should be encouraged, as this would create more employment opportunities for the under-utilized human resource to be put into optimal use.
6. The government should encourage more women in science and technology sectors by initiate affirmative action to employ them large numbers as has been done in some countries.
7. Working conditions should be improved to elongate maternity leave and flexible working hours to accommodate this period in a woman life while contributing their potentials to economic growth and development of the nation
8. There should be more awareness on the usefulness and importance of the programme (counselling) to the populace. This will promote the profession among the masses.
9. It suffices to say that the course is not gender bias, it is unisex programme, and therefore the researcher recommends that both sexes could apply for the programme.
10. Though the female enrollment may be higher it does not mean anything to the profession and that the enrollment pattern is a matter of choice people should not look down on the course again.
11. Counselling Association of Nigeria should embarks on enlightenment campaign that would enable people to know the importance of the course and profession among the populace. This would bring to rest the people's perception about the programme that it is a course meant for women.

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