EFFECTS OF SOCIAL MODELLING AND ROLE-PLAY STRATEGIES ON THE MANAGEMENT OF YOUTH PROBLEMS

By

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DECLARATION

I hereby declare that this study is an original work of research by me. To the best of my knowledge, this work has never been presented anywhere for the award of any degree in any form. All quotations are indicated by quotation marks and sources of information are duly acknowledged by means of references.

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11/12/2003
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CERTIFICATION

This dissertation entitled *"Effects of Social Modelling and Role-Play Strategies on the Management of Youth Problems"*, by Comfort A. Ojokuku, meets the regulations governing the award of the degree of *Doctor of Philosophy* of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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ABSTRACT

The research was conducted to determine if social modeling and role-play strategies, when used, could help youths resolve their problems of living. The research design was quasi-experimental with the pre-test and post-test control groups design.

The subjects of the study were the 63 students who indicated they needed counselling in the Faculties of Science and Arts of Ahmadu Bello University, Zaria. They were randomly grouped into experimental and control groups.

Four null hypotheses were postulated for the study. They were analysed using t-test statistics at 0.05 level of significance. The results revealed significant differences in the effect of social modeling and role-play strategies on the experimental and control groups with regards to youth problems. The youths in the experimental group were found to be less bothered by their problems after the treatment. Social modeling and role-play counselling strategies have been found to be effective on the management of youth problems. Thus, counselling qualifies as an effective means of helping youths with their problems.

It was recommended that tertiary institutions establish counselling centres managed by professional full-time counsellors to help youths with their problems. Also, that institutions give orientation to youths on possible causes of problems that could affect people of their ages. It was further recommended that researches be conducted at regular intervals to explore other strategies that can help youths manage their problems. It was also recommended that counsellor education should include vital aspects of counselling like valuing, a thorough grounding in psychology and sociology as well as exposure to problems in ethics. These will better equip counsellors to help the youths with their problems which can be multidimensional in nature.

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OPERATIONAL DEFINITION OF TERMS

For clearing understanding of the terms used in the work, they are hereby defined as they have been used in the study.

Counselling: Counselling is a learning-oriented process which involves a special relationship between the trained helper and the client(s) who needs help to gain adequate knowledge of himself, solve his problems and make wise decisions and intelligent choices.

Counselling strategy: A counselling strategy is a structured procedure or plan towards achieving behaviour changes.

Youth: The term 'youth' in this study refers to individuals in their early adulthood within ages 18 and 30 years.

Youth problems: Youth problems are issues of concern to youths. They are such issues that bother youths and may interfere with their school work and their personal lives.

Level of concern: This refers to the expressed magnitude of concern of youths on the problems presented in the *Youth Problems Inventory* (YPI). It describes the feelings of youths on the YPI items which can be:

1. not being a problem to me.
2. being a small or occasional problem to me.
3. being a relatively important problem to me.
4. being the most important problem to me.

Management of youth problems: For the purpose of this study, management refers to the skilful treatment provided by the counselling strategies (social modeling and role-play) for the resolution of youth concerns.

Social modelling: Social modeling is a counselling strategy designed to establish new behaviours in clients with behavioural deficits. It is often based on imitation and observation.

Role-play: Role-play is a group technique in counselling by which the members of the groups were able to act as well as talk out their problems. The clients practiced new behaviours that correspond to the problems they verbalized.

Single youth: Youths who have no spouses.

Married youth: Youths who have spouses

Chapter 1

INTRODUCTION

1.1 Background to the study

From time immemorial, problems have been known to be common to man. This is why there are people being consulted for problem resolution globally. That is, problems and needs characterize every day living for human beings. Since youths are human too, they cannot but have problems.

As youths attempt to adjust and cope with the demands of living, they often experience certain personal concerns. Such concerns include their well-being and that of those around them, being successful in their different engagements, being accepted by peers and others around them, their physical appearance, how they are perceived by people around them and their identity. Youths can be very much concerned about their future career, who they will marry, their own family, etc. (Okon, 1984; Akinboye, 1987). The youths can also have difficulty resolving religious conflicts and problems. Even, other issues like feeding, what to wear and sex related habits can cause youths some concern. Not having these problems resolved can lead to frustration. There can be conflicts between youths and adults as youths may prefer taking decisions by themselves or refusing to conform. Sometimes too, a youth can run into great confusion as his/her personal ideals can run contrary to those of his/her family. Akinboye (1987) observed that African youths tend to explain the sources of their problems outside themselves. This tends to compound their problems as a solution may equally be sought from wrong sources. For instance, it is not uncommon for a youth to attribute his/her failure to

some people around him. All these may disturb the mind, distract attention and concentration and consequently reduce the individual's effectiveness in whatever his/her engagements are.

In a bid to identify the problems that are most common to youths, the researcher conducted a survey of youth problems across the northern states. Four of the institutions in this location, namely, Usman Dan-Fodio University, Sokoto, Sokoto State, Federal Polytechnic, Kaduna, Kaduna State, Federal College of Education, Okene, Kogi State and Federal College of Education, Gombe, Gombe State, provided data for the study. The findings revealed that the problems that were common to the subjects who participated in the study were those on academic area (Section A of the Youth Problems Inventory (YPI)) with particular reference to being worried when they get low marks in tests and examinations, those that concern not having the required textbooks for their courses and not having enough time to prepare for examinations.

Other problems identified were those on health and living conditions (Section E of YPI) which include worrying about not having adequate light and water supply, filthy and unhealthy conditions on the campus and being concerned about frequent crises, unrest, ethnic and religious conflicts in the country. The problem most common on finance (Section F of YPI) was that of having many financial problems. Under personal-psychological problems (Section G of YPI), there is a conflict of values between what the subjects feel about joining the cult societies and what they feared their parents or guardians will feel if they joined the cult societies.

It is worthy of note that the subjects were more bothered about the state of affairs in the country (Nigeria) generally. The problem section of YPI (I) has many of these most common problems which range from being bothered about frequent incidence of crime, bribery and corruption, dishonesty, selfishness, stealing, tribal and religious politics in the society to being worried because this country has many problems. The table on this (Table 1.1) follows.

Table 1.1: Most common youth problems.

YPI variables	Item	Frequency	Percentage
A	6	53	50.3
A	14	48	45.7
A	15	46	43.8
A	17	74	70.1
C	31	46	43.8
D	42	48	45.7
E	73	55	52.4
E	74	46	43.8
E	76	43	41.0
F	82	43	41.0
I	117	73	69.5
I	118	75	71.4
I	119	65	61.9
I	120	58	55.2
I	121	60	57.1
I	122	56	53.3

KEY:

A = Academic
C = Home and family
D = Courtship, sex and marriage. Adjustment to the opposite sex
E = Health and living conditions
F = Finances
I = Others/things in general

Thus, these problems and others similar to them indicate that apart from the developmental problems, the youths also have other problems which still bother them. All these make it imperative to find ways of helping youths overcome their problems. Hence, guidance and counselling is needed to help youths understand themselves and see the realities of their lives. Ipaye (1980) fears that ignoring these problems has the consequence of youths not being able to make life as good as they would have if they were helped.

The single goal of counselling can be said to be helping each individual to take charge of his/her own life. This can be done by helping individuals to have the ability to make decisions wisely and have the skills for altering their behaviour to produce desirable consequences. These bring about competence in personal management. The counsellor's major role then is that of arranging appropriate learning experiences so that people can develop management skills. This is the concern of this study, to make use of social modeling and role-play strategies to help youths with their problems. These counselling strategies are to help youths as well as those concerned about them to resolve their varying problems. If the counselling strategies are clearly understood by the youths, they (youths) can use them effectively to manage their life problems. So, to be able to help youths cope with life situations that seem to require more concern than they can manage, the researcher sees the study as desirable.

1.2 Statement of the Problem

Youths have problems that bother them just like the adults. Things that bother youths vary and are many. The youths have developmental problems like having the desire for many things

such as choice of career and life partner, getting adjusted to the college or university life and academic work (Akinboye, 1987). Youths also have needs which constitute personal problems to them if such needs are not satisfied. These include setting of attainable goals and establishing their identity (Krumboltz and Thoresen, 1976).

The background to the research has also revealed that youths have problems that are common to them. The identified problems include those on academic, home and family, the future, their health and living conditions and concerns on the exigencies of the time. These problems can generate anxiety among individual student, induce personal-social problems and hinder adequate and satisfactory functioning of the individual in the various activities he may engage in (Okon, 1982; Ojokuku, 1991 and Makinde, 1991). Ojokuku (1988) sees the effect of such problems on youths as being capable of making learning unpleasant and can lead to poor academic performance.

So, since problems are imminent in youths' lives, it becomes pertinent that such problems are given professional attention, using suitable counselling techniques to treat them and exposing youths to such counselling strategies with which they can be helped. This is the focus of this study, to make use of social mdelling and role-play strategies to help youths manage some of their problems and thereafter, assess the effectiveness of the strategies.

1.3 Objectives of the Study

The objectives of this study are:

1. To determine if social modeling strategy is effective in helping youths resolve or learn to live with their problems of living.

2. To determine if role-play strategy is effective in helping youths resolve or learn to live with their problems of living.
3. To determine if social modeling plus role-play strategies are effective in helping youths to resolve or learn to live with their problems of living.
4. To determine if social modeling is as effective as role-play strategy in helping youths resolve or learn to live with their problems of living.

1.4 Null Hypotheses

The following null hypotheses were tested in order to achieve the stated objectives:

1. There is no significant difference between the effect of social modeling strategy on the experimental and control groups with regards to youth problems.
2. There is no significant difference between the effect of role-play strategy on the experimental and control groups with regards to youth problems.
3. There is no significant difference between the effect of social modeling plus role-play strategies on the experimental and control groups with regards to youth problems.
4. There is no significant difference between the effect of social modeling and role-play strategies with regards to youth problems.

1.5 Basic Assumptions

The following assumptions are relevant to the study:

1. Youths have various life problems that are peculiar to them.
2. Youth problems can be remedied or minimized through the use of social modeling and role-play strategies.

1.6 Significance of the Study

For this study, the youths have been described as people within 18 and 30 years of age. This is the period immediately following adolescence. According to Orubu (1986), early adulthood (in which the youth falls) extends from legal maturity (18) to approximately 40 years. This is a period in which important life decisions are taken. So, this study, will be significant for its contribution to knowledge in the following ways:

(a) The study will enlighten parents, educators, curriculum builders and everyone involved in the development of youths that youth problems are unique to them and are amenable to treatment with social modeling and role-play strategies.

(b) The study will be of much benefit to administrators of tertiary institutions (where most of these youths abound) on how best to ensure the welfare of their students on their different campuses.

(c) The study will help youths manage life better, function more effectively and have more productive lives having been exposed to social modeling and role-play strategies on their problems.

1.7 Scope and Delimitation of the Study

The study investigated the effectiveness of social modeling and role-play counselling strategies on the management of youth problems. The research demanded that only the youths who indicated that they needed counselling should be helped with their problems, so, the study was delimited to just the subjects who indicated that they needed counselling in the Faculties of Science and Arts of

Ahmadu Bello University, Zaria. Also, some youth problems described by the subjects were treated using social modeling and role-play strategies. The problems were those on academic, health and living conditions, home and family, the future, personal-psychological and social-psychological relations. Therefore, the findings of this study should be generalized with caution.

1.8 Summary

The chapter has presented the background to the study stating that problems are common to all human beings. It stated some of the concerns of the youths and the frustrating effects of such concerns on them. Thus, there is need to help youths with their problems. Social modeling and role-playing strategies were used for the resolution of such problems.

The problem was stated as making use of social modeling and role-play counselling strategies to help manage some youth problems. The null hypotheses were stated as well as the basic assumptions relevant to the study. The significance of the study has been stated (among others) as the study being a way of enlightening everyone involved in the development of the youths to know that youth problems are unique to them and can be resolved with social modeling and role-play strategies. The study has been delimited to the subjects who indicated that they needed counselling on their problems.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter on the review of related literature focuses on such counselling aspects that are closely related to the research. The chapter describes the youths and what constitutes youth problems, the contributing factors to youth problems and suggested solutions. It presents the views of some authors on the roles of adults on youth problems. The two selected counselling strategies (social modeling and role-play) are described.

2.2 The Youth

In Nigeria, one is legally mature at the age of 18. According to Orubu (1986), early adulthood extends from legal maturity (18) to approximately 40 years. The 'youth' in this study refers to individuals who are within 18 – 30 years of age. This group of people falls within Orubu's stage of early adulthood. Zinnecker (1986) feels youth forms a transition; a kind of buffer between adolescence and adulthood. This description still places the youth at early adulthood. Zinnecker states further that the youth is a period of crisis. These assertions about the youth may not be untrue if one considers the fact that the youth is faced with the task of making vital decisions about how to spend time on daily activity basis and at least, about the immediate future. Also, young people today are engaged in search for values. Thus, 'youth' could be termed a developmental period of life during which the essential values, attitudes and perspectives for action are formed.

Most people within this period are conscious of their self-pride and would not want to lose it by reporting their problems to their parents, even when the parents are the accommodating type. Youths are capable of selecting their life partners, settle and live with their marriage partners, getting started in vocation or looking towards doing so, having civic responsibilities and become members of congenial social group. Probably very few people have been fortunate enough to have been able to achieve all these without help. This is a major reason why youths should be given all the required attention, help and guidance for them to find life worth living and become useful, responsible and independent individuals.

2.3 Youth Problems

As much as culture, values and norms differ, human beings cannot but have problems which also differ. Thus, the youths of different societies may have varying problems. The following are identified, among others, as problems that may be common to both foreign and Nigerian youths; being bothered about changes in physical development, not being able to relate well with other people, academic and scholastic problems such as adjustment to the college or university academic demands, wrong choices of courses which can lead to change of course, coping with assignments, having poor grades and poor study habits; family situations and lack of knowledge on how to relate well with the opposite sex.

Some youths also run into sexuality problems because they have no knowledge about sexuality. The society tends to have denied them information about sexuality. So, they have been made to live in sexual ignorance which is destructive to them and society (Ransom-Kuti, 1996). As a result, some youths end up becoming sexually maladjusted – indulging in homosexuality, fornication,

adultery, prostitution and abortion. These acts expose them to the killer disease, Acquired Immune Deficiency Syndrome (AIDS) (Wertheimer and Rappoport, 1978; Shertzer and Stone, 1981; Akinboye, 1985; WHO and UNESCO, 1994). In fact, Omoegun (1998) states specifically that youths often engage in pre-marital sexual activities which render them to be more at risk for infection with HIV and other Sexually Transmitted Diseases (STDs).

The insecurities rising from these personal concerns may generate over activity, withdrawal and loneliness. Youths also have problems related to social and recreational activities, finance, living conditions like dirty hostels and toilets and employment. Problems related to the future also include those on vocation, education and anxiety about getting married and raising children (Tolle, 1957; Okon, 1984, Ojokuku, 1988).

Problems facing Nigerian youths have been observed to be in some respect peculiar to the Nigerian culture. A large number of problems presented for counselling by youths borders on superstitious beliefs. Typical among these are the fear of charms from other students and fear of other forces beyond one's control. Such cases sometimes result to mental illness requiring treatment by the psychiatrist (Ikeotuonye, 1983). The various attempts made by the youths to enable them adjust to environmental demands are also problems to them. Such environmental demands are both internal and external and they include personal conflicts and frustrations which accompany accelerated growth and development processes, the home – like broken homes, separation and single parenthood, the school (reading, under achievement, study habits, truancy, indiscipline and aggression). Problems of moral behaviour include sex, particularly prostitution

among female youth (Igbinedion, 2000 in Iwenjora, 2000), smoking, drinking, lying, stealing, drug abuse and seeking protection in occult (Uademevbo, 1982; Akinboye, 1984 and 1985; Adeloye, 1996 and Ogenyi, 1998). Other problems include job related ones – career aspiration, career choice, job satisfaction and job adjustment (Okon and Ikeotuonye, 1980).

It is worthy of note that most, if not all of these problems, are closely related to youths' personal problems. Bello (1982) stated that students (who are mostly youths) have personal problems that are common to them. These problems, Okon (1982) observes, may not be school-related but can have their origins in the families from which students come, hence their solution sometimes lies in a multi-institutional approach. Okon (1982), Makinde (1991) and Ojokuku (1991) have observed that these personal problems invariably affect the individual's social life in his environment. The problems can generate anxiety among individual student, induce personal-social concerns and hinder adequate and satisfactory functioning of the individual in the various activities he may be engaged in. The side effect of such problems on youths are capable of making learning unpleasant and can contribute to poor performance.

So, since problems are imminent in youths' lives, it becomes pertinent that such problems are given professional attention; using suitable counselling techniques to treat them and exposing youths to such counselling strategies with which they can be helped or even help themselves with little or no intervention of the counsellor in subsequent occurrences. Giving relevant and accurate information on different aspects of the youth's life can be of immense benefit to him. It is the youth who is capable of resolving his/her life problems that can

become independent, full of initiative, highly competent in managing situations and lead a happy and successful life.

2.4 Contributing Factors and Suggested Solutions

Catterall and Gazola (1978) are of the view that everyone in education must be involved in both the identification of causes of problems and the possible solutions of these problems. This view tends to emphasize why the counsellor must feel committed to finding out the causes of youth problems and providing appropriate counselling experiences for youths to help them manage their varying problems. That is, counselling is inevitable in helping youths to manage their problems.

Some youths run into different problems because they aspire to the unattainable. As much as it is important to have a purpose or purposes for one's own life, it can be depressing and frustrating to set goals that are not realistic to one's capability. Such individuals need guidance and counselling which will help them attain adequate self-knowledge on which they can base their aspirations.

Just as it can become a problem setting an unattainable goal, it can equally be disturbing not to actually know what one wants. People who do not know what they want run into the trouble of not being able to make up their minds about goals, such people can be referred to as "purposeless", "alienated", "other-directed" (Krumboltz and Thoresen, 1976). So, since purposes are made not born with, youths have to discover their life purposes. Suggested counselling activities for these include reading biographies of key or significant individuals to see how they have formulated goals for their own lives. Individual and group counselling can also

be useful as the client can learn from members what goals he can set for himself based on his self-understanding.

Dishonesty can be the source of some youths' problems as it can damage the self-concept or personal identity of youths. Even though being dishonest can be a source of some youths' problems, other factors tend to precipitate dishonesty. These can be fears of failure, losing one's face, friend or getting into serious punishment. Remediation of such maladaptive behaviours can be done with group counselling (Thoresen and Potter, 1975 in Gazda, 1975). Affected youths can be helped under a sensitive group leader. Group members can aid in identifying maladaptive social behaviours, teaching alternative behaviours, providing a secure atmosphere in which to practise such new behaviours and encouraging members to evaluate the results of their behaviours in the outside world. Also, such youths can be directed to identifyi stylistic qualities that involve distortions in their thinking process (Kolo, 1997).

Some youth problems arise because youths have not learnt how to cope actively and directly with the stresses and problems that they face. Some youths from broken homes have frequent conflicts in the home. They may lack parental care and affection, so also are some children of single parenthood or those neglected or ill-treated at schools, etc. may find life stressful (Bempechat, 1990; Osu, 1997 and Ogenyi, 1998). For many of these youths, the addictive stimulus provides an escape from such problems of life. Thus, they seek solace in drugs, drink, food or tobacco. Such addictive behaviours are unhealthy and delinquent. Akinboye (1987) observes that frustrations from the effects of such behaviours soon lead to more aggression and other psychological problems. Such a problem

may be difficult to remedy because the society tends to encourage it by the different mass media adverts and the easy accessibility of the addictive materials. These people need help to be able to discover for themselves the joy and satisfaction that can be derived from many other types of social and physical activities that do not have the same self-defeating consequences. They need the support from professional counselling which can provide the correction. Counsellors can provide knowledge of the consequences of these behaviours on their health. Another technique is re-arranging the clients' environment so that access to addictive material is limited. However, the most effective therapy, as suggested by Krumboltz and Thoresen (1976) is that which comes from support and encouragement from a group of people who have had the problem and know temptations to backslide. So, it may be better to combine professional counselling with membership in a self-help group.

Closely related to this is the situation where unmet needs lead to stealing or becoming syndicates of thieves, particularly, the popularly known Advance Cash Receipt (419) and prostitution in female youths (Akinboye, 1987; Igbinedion, 2000 in Iwenjora, 2000). All these call for the youths to have better understanding of themselves, their values, interests and capabilities so that they can always find themselves positively engaged, learn to live within their means and be satisfied with life as they can make it. Guidance and counselling fits in perfectly here as it can help youths achieve these. Along with guidance and counselling, the society too should be discouraged from making youths victims by tricking female youths into prostitution. Some members of the society send young girls to foreign countries without any provision for their livelihood. In the bid to meet their personal needs

and feed, these girls are forced into prostitution. Some female youths have been sexually harassed by some male lecturers (Nwokocha, 1997 and Igbinedion, 2000 in Iwenjora, 2000).

Other sources of youth problems can be family and domestic concerns, divorce or separation and lack of peace at home (Makinde, 1991). Oyebanji (1991) identified some of the causes of problems within the family as separation, that is, where both the husband and wife live separately, religious bias, where the couple has different religious backgrounds and hence are suspicious of each other; not having appropriate interpersonal relationships between the couple, etc. This can be as a result of changes in moods, feelings and difference in beliefs; the influence of tradition and culture, particularly on the issue of making family decisions where some men disallow their wives a say; interference of in-law and friends of either party, polygamy and even children who are supposed to be the seals of the couple's relationship in the African culture. A typical example of this is where there is disagreement between the couple on the issue of discipline of the children. It is possible for the youths to be victims of these problems (where their parents have had such problems) or they themselves are having the experience currently. These can render youths restless and tense, lose interest and find it difficult to concentrate on whatever they may be doing. Closely related to these is the situation where the woman is being denied the opportunity of improving herself by the husband. Some of our female youths who aspire to improve their status by continuing education after marriage have had this experience. It is worthy of note that in this type of situation, many husbands may not be aware of the problems they can create for their wives. This can be by being unnecessarily demanding of

their time, refusing to give financial or moral support, not giving a helping hand on the care of the children and most importantly, deliberately ignoring the fact that their wives are students and need the home environment conducive to studying (Ojokuku, 1991). These situations call for the "embracing arms" of counselling. For as Catterall and Gazda (1978) put it, as helpers show empathy, respect and warmth, helpees explore themselves, their environments and problems, begin to understand themselves and their problems as well as commitment to change and growth. Hence the need to organize both individual and group counselling for the different groups of people involved for behavioural changes to be achieved and the couple to remain one and peaceful to the joy and healthy living of the members of such families. There are a host of other such youth problems with varying contributing factors. Hence counselling is needed for the resolution of these problems.

2.5 The Roles of the Adults

Everyone in charge of the child can be termed to be involved with the youth. This is based on the fact and saying that the egg makes the embryo which eventually makes the individual; the child will eventually become the youth. Based on this understanding, one can see the parents (or parent figures), teachers, administrators, curriculum builders and counsellors (to mention a few) as being involved with the child in one way or the other. The researcher went through some authors' views on the roles of these people on youth problems. Such views are recorded below.

Durojaiye (1972) identified the need for adults (in children's lives) to be aware that the child is a psychological being hence the need to be alert to the

developmental requirements of the growing child and to realize that growth is just not quantitative, as shown by increases in weight and height and other physical measurements but also that growth is qualitative. That is, children grow up in social behaviour, emotional reactions and intellectual performance. Therefore, there is need for adults in all works of life to give the child's moral training, social development and intellectual growth correct orientation in their day-to-day dealings with the child in all situations. This is an early precaution that can save adults the troubles they can encounter with youths later in life and the youths will be saved the problems which such an oversight can cause them.

In the same vein, Okon (1988) sees the need for adults to have a fundamental understanding of youths and how they grow and develop during the transitional years. He sees the need for adults to develop empathic understanding for the youths so as to be able to guide them towards living happy, successful and useful lives as home makers, workers and citizens.

Denga's (1982) recommendation for youth problems is succinctly stated when he wrote that if students (mostly youths) are given adequate counselling regarding the purpose of education and their goals in life generally, they will become more rational and analytical when faced with problems. He also gives an insight into what teachers, counsellors and administrators are expected to do. They are to be surrogates to students in schools in lieu of their parents. Doing this, adults have to be gradual, tactful and persuasive. He states further that since counselling will help youths understand themselves, their self-concept and plan their educational goals more realistically to be effective, they should be given counselling early enough. So, instead of having to battle with problem solution,

efforts will be geared towards prevention. This is in line with Downing's (1968) view. Downing, discussing the issue "Guidance for Meeting Developmental Needs", states that prevention of serious problems is the objective of the school at all levels of education. Early identification, correction and treatment of problems are all important.

Kolo (1999) emphasizes the fact that the teachers are responsible for the educational counselling of the child who later becomes the youth, then the adult. They can do this by planning the academic programmes and experiences, activities, attitudes and relationships of the child in such a way that both the social and psychological needs of the child are met. With this type of background as children, such youths would have become better adjusted and are expected to be less bothered by their life experiences.

In like manner, Denga (1986) sees the youth in this country (Nigeria) as being in a critical stage of their development. They are engaged in formulating a self-concept, establishing an identity, developing occupational skills and awareness and encountering challenges in the world of occupational achievement. Thus, educators must provide the right and timely assistance to enable the youth not only survive this critical stage but also develop occupational skill, competences that will make them employable in the present and future competitive labour market. Giving the youths such a background will cater for a host of such future problems that can hinder success and happiness of life.

Okon (1984:1), describing why guidance and counselling is needed in this country (Nigeria), states that parents need to relate with their children for them (parents) to be approachable for help when in trouble. He states further that "young

people in our rapidly changing society will continue to look for professional assistance from well-meaning adults, parents, teachers, etc. to guide and direct their lives".

Youths need increasing assistance and maximum strength to adapt to change. So, Okon (1984) sees the need for Nigerian education to be adequately planned at various levels, by the federal, state and local governments to enable adult's care for the youths and prepare them for the changes. He also sees the need to inculcate desirable ethical standards in youths which, like Denga (1982) observes, can lead to normal behaviour of youths and enhance their psychological health. This can serve as one of the preventive measures to problems.

Sometimes, youth frustration can be as a result of rejecting parents whose lots are described as bitter (Jersild, 1960). The youths with this type of past can be equally bitter and may not (or never) be positive to life if there is no prospect of being accepted. So, there is need for him to discover the concern of an accepting individual or helper in life. This calls for counselling to fill the gap in youths' lives, correct the effects of such pasts and produce an appreciating individual. So, adults need to help the youths feel loved, cared for and safe in their environments.

Makinde (1991) worked on youth problems that counsellors are now solving and can solve in the future with the aid of guidance and counselling procedure. He sees counsellors as being very important to the resolution of youth problems. He found that for youth problems to be solved or managed effectively, trainee counsellors must have such information available to them. They should know where and when students can apply for scholarships, bursaries, grants and loans – from federal, state or local governments, churches or mosques, clubs, societies and

entrepreneurs to solve their financial problems. Also, counsellors need an adequate picture of each student's home for his problems and needs to be appropriately identified and met. So, counsellors need to interact with youths' parents. Thus there is need for schools to provide such programmes that will provide the forum for counsellors to meet and address teachers as well as parents separately or together as a group (through seminars, career conferences, Parents/Teachers' Association, etc.). Such contacts are likely to remove misconceptions of the role of the counsellor in schools as well as help the parents to better help their children as they may be exposed to the problems that their children have and their children's capabilities in terms of their academic progress and eventual life vocation.

Akinboye (1985), like Okon (1988), sees the need for a careful study of the psychology of youths so that they can be helped to cope with the forces accompanying rapid developmental and social changes. This may be one of the ways by which youth problems can be prevented. Akinboye (1987) even stated categorically that preventing is better than curing adolescent and youth problems. He recommends early counselling like Denga (1986). If the adolescent stage is properly monitored, many more youths would have had some of their future problems solved or minimized before they can even become adults.

Ojokuku (1988), in her bid to validate the *Youth Problems Inventory*, identified problems that were most important to tertiary students who are in most cases youths. The problems include those on problems on things around them generally – happening to them, to others, near them, far from them and happenings in the country as a whole. Others include problems on health and living

conditions, academic problems, problems on the future and financial problems. She called on the college and university authorities to give considerations to adequate spacing of students' programmes to give students enough time for individual study. She also suggested giving students counselling to aid them in their choice of career to cater for their future problem which items revealed was mainly on fear of getting employment after their courses.

This compilation may be lacking a very strong support if mention is not made of what the *National Policy on Education* states regarding youth problems. The policy is not unmindful of youth problems as it states in its Section 10: 11 on page 43 of its revised edition (1985) that "In view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, careers officers and counsellors will be appointed in post-primary institutions." Also, ensuring that the schools actually have the personnel to meet youths' needs, the policy states further that "since qualified personnel in this category is scarce government will continue to make provisions for the training of interested teachers in Guidance and Counselling. Guidance and counselling will also feature in teacher education programmes." The government has, to a large extent, been faithful to this policy statement as many more counsellors have been trained within the country and outside. Most universities now have postgraduate degree programmes in guidance and counselling while a few run degree programmes in it. In fact, as stated in the policy, all education students who are usually viewed as teachers, now have guidance and counselling as a core course in their degree programmes. This is based on the hope that such graduates may be able to help youngsters in their classes with simple counselling, thus preventing the problems from going worse or becoming permanent ones which

students may have to live with. Hence, it seems all hands are on deck to help the youths learn how to solve their problems. It can be encouraging to the youths to see that they are not left alone in their struggle to survive what obstacles the stage and time may pose on their development.

2.6 Counselling Strategies

As counsellors work with clients who present unique concerns and circumstances, they may find counselling strategies greatly useful. Krumboltz and Thoresen (1976), however, hint that counsellors keep in mind that counselling is likely to be more effective when some of these strategies are used in conjunction with one another. Some counselling strategies include social modeling, role-play, rehearsal, cognitive change and self-management strategies. Social modeling and role-play strategies are described below.

2.6.1 Social modeling strategies

Social modeling or observational learning or imitation refers to a process in which the behaviour of one individual or group, the model, acts as a stimulus for the thoughts, attitudes or behaviour of another individual who observes the model's performance (Marlatt *et al.*, 1975 in Kanfer and Goldstein, 1975). As a helping strategy, modeling is used to help a client acquire desired responses or to extinguish fears through observing the behaviour of another person, the model. This observation can be presented in live-modelling demonstration by the counsellor, in symbolic form through written and media-taped models or via the client's own imagination. According to Kolo (1997), modeling is based on the

assumption that people learn to behave in new ways by imitating the behaviour, values and attitudes, etc. of significant others in their lives.

The effectiveness of this strategy is attested to by Lazarus (1971) who attempted successfully to deal with interpersonal problems of patients using it. Bandura (1969) also testifies to the effectiveness of this method as he helped people acquire novel responses in a relatively short time using this strategy. Also, Mikulas (1978) sees modeling as an effective way of getting behaviours to initially occur, for the person can simply be shown what to do and encouraged to imitate.

The selection of models is equally important to the effectiveness of social modeling. So, in selecting models, it is much better to select models that are very similar and/or significant to clients as clients are more likely to learn from the one they perceive as being similar and significant to them. Hence, such characteristics as age, sex and prestige should be considered for the models to be effective. Social modeling strategies include:

(i) *Live modeling strategy*: Live modeling technique is often referred to as 'in vivo" training. Live models can include the counsellor who demonstrates the desired behaviours or teachers or peers of the client. Using this model, the counsellor will provide a modeled demonstration via a role-play activity. The counsellor will take the part of the client and show him the way to respond or behave. Hackney and Cormier (1979) point out that live modeling is particularly useful in instances in which the client does not have response alternatives available. Shertzer and Stone (1980) have also found live models useful in illustrating certain behaviours, particularly those involving complex interpersonal situations like interviewing for a job, engaging in social conversation, interaction with a parent or an adult, etc.

From the modeled demonstration, the client is provided with clues which he can use to acquire new responses. For example, a client who wishes to acquire self-assertion skill may benefit from seeing the counsellor or a peer demonstrate such skills in role-played situations. Shertzer and Stone (1980) observe that probably the best live models are one's peers, particularly with youths.

(ii) Symbolic modeling strategy: As much as live models have had much impact on the clients, they are difficult to use because it can be difficult to control models' behaviour. Having such models physically available precisely when needed may equally be difficult (Mikulas, 1978). As a guide against these, many counsellors make use of symbolic models through audiotapes, videotapes or films in which a desired behaviour is introduced and presented. Clients can learn new behaviours by listening to others describe how they behaved in certain situations. For example, the treatment of poor reading habits can involve making clients read about effective study habits of successful people, particularly his peers. Clients can then listen to an audiotape or watch a videotape describing effective study behaviours.

(iii) Covert modeling strategy: Covert modeling is a process in which the client imagines a model performing a desired behaviour or activity. The counsellor should first work out a script that depicts the situations and desired behaviour and responses. In addition, the scene can include a favourable consequence. The client can conduct some probable positive outcome of the new behaviour or could think about some self enhancing thoughts, such as congratulating oneself for the new behaviour.

After constructing these scenes, the counsellor can present each scene to the client by reading the script or putting the script on an audiotape. The client then

tries to imagine someone who is similar, he (client) is instructed to imagine the scene several times. Kadzin (1974 and 1975 in Krumboltz and Thoresen, 1976) attested to the efficacy of covert modeling. According to him, individuals who received the covert modeling scenes did make substantial improvements in the four (4) treatment sessions.

Covert modeling requires the individual to have a vivid imagination in order to use it effectively. It is necessary to note that no matter the modeling type, the mode of presentation to the client and the characteristics of the selected model are very important.

(iv) Self-modelling strategy: Counsellors should note that with some clients, there can be no better model other than themselves. In self-modelling, clients themselves enact the behaviour they wish to perpetuate. This is recorded either on audio or video tape for play back. Clients are later presented with a desirable form of their own behaviour that can serve as a model. This can be self-reinforcing for attempted efforts to control, change or manage the deficit behaviour. Hackney and Cormier (1979) and Shertzer and Stone (1980) reported Hosford (1972 and 1974 respectively) as having found that arranging conditions for clients to see themselves performing the desired response can be a very powerful learning tool.

Another way of making clients model themselves could be to make the client put the key sentences of his responses written down in the course of the counselling sessions into an actor's script. Both the counsellor and client can work out this. The client can then practise saying, for instance, an assertive message or response out loudly. He practices these and other parts of the problem until they (the sentences) become more natural to him and he can put forth similar

utterances or behaviours in real life situations. This approach was used by Bower in Krumboltz and Thoresen (1976) and it yielded a tremendous result. The client could get over the particular problem as well as subsequent ones.

2.6.2 Role-play strategies

Role-play is a group technique which provides members an opportunity to act as well as talk out problems which, in some cases, they have difficulty describing and perhaps even admitting to themselves. Role-play strategies promote behaviour change through simulated or 'in vivo' enactment of desired responses. Elements common to the application of role-play strategies include having the client re-enact himself, another person or a set of responses; the use of the present to carry out the re-enactment; a gradual shaping process in which less difficult scenes are enacted first, then the more difficult ones coming up later and feedback to the client by the counsellor or other adjunct persons (Hackney and Cormier, 1979).

Role-playing can serve as a tool to promote conflict resolution and self-awareness. These different uses of role-play are described below. But before them, it is necessary to note that unless role-playing is used judiciously, it may have some damaging effects. So, a part like that of the unpopular character should be played by someone who is well liked or the counsellor himself (Shertzer and Stone, 1980).

(i) Role-play as a method of attitude change: As a method of attitude change, role-play relies on role-reversal. The client may be asked to play someone's role in a specified situation or to play the role of someone who holds opposing beliefs. Role-reversal can help the individual to re-evaluate the intentions of the other person and become more understanding of the other person's position. So, it is important in reversing roles that the individual is as sincere and emotionally involved in the

other's role as possible. The one reversing the role should feel free to improvise new ideas which support the other's position and be creative in the way in which one presents his position.

After the role reversal, clients may be more receptive to modifying their own attitudes. That is, taking another's role is the element that produces the change. Also, the ability to really become involved in the role is a factor influencing the success of the reversal.

(ii) Role-play as a method of self-awareness and conflict resolution: As a method of self-awareness and conflict resolution, role-play may help the client 'experience' a situation rather than 'talk about' it. That is why in counselling role-play may be introduced as a method to heighten clients' awareness of their feelings about situations. Role-play may provide an opportunity for insight and for expression of affect. A major way, among others, by which role-playing can be used to resolve conflicts and to increase self-awareness is through dialogue.

Dialoguing involves having a client take the part of each person or each side of the argument. The client is asked to 'play-out' the conflict through an imaginary dialogue. For instance, clients can report situations where they experience conflicts in their feelings or thoughts or in relationships with other significant people. Such clients can be encouraged to talk to both parts of the self. The essential thing in the dialogue is the ability to sit with the client and talk mutually about what hurts his/her feelings (Kolo, 1997).

Clients may also report expressing hesitation about taking some action because of possible effect on another person in the chair across him and imagine he is there. The client dialogues by experiencing wants and resentments about the

other person. The client changes chairs, becomes the other person and responds to what was just said. The two sides are repeated. The client can then be made to reflect on the experience. This practice can strengthen his appreciation for the person. According to Hackney and Cormier (1979), dialoguing in this manner not only serves as practice for the client in expressing feelings and opinions, but also gives a reality base for the probable response from the other party involved in the conflict. This can often remove the barrier that is keeping the client from making the decision and implementing the necessary action steps.

Hackney and Cormier (1979) have recognized the fact that social modeling and role-play are often used to teach clients problem-solving skills. Social modeling and role-play strategies exposed the clients (subjects) to multiple learning skills.

Researches have shown that both strategies have quite a number of training skills in common. For instance, modeling has role-play in it. Imagination skill, both covert and overt, are common to the two strategies (Saroson and Saroson, 1974). The strategies tend to cut across many behaviour modification strategies. For example, assertive training includes role-play and social modeling (Shertzer and Stone, 1980; Asonibare, 1986; Azonabor and Kolo, 1994); simulation involves the use of different types of modeling (Kikulas, 1978; Nsa, 1993). Authors like Shertzer and Stone (1980); Krumboltz and Thoresen (1976) and Hackney and Cormier (1979), among others, have found social modeling and role-play strategies useful and popular among counsellors and therapists. Amatu (1987), describing the strategies for counselling student part-time prostitutes, described social modeling as a specific procedure for such students. According to him, counsellors provide real-life or symbolic models, demonstrating vividly the desired behaviours which the counsellor seeks to acquire. These studies have

revealed that social modeling and role-play strategies are effective counselling tools in the hands of counsellors.

2.7 Summary

The chapter has described the youth as individuals within ages 18 and 30, the ages which fall into the early adulthood stage. The youth problems have been described. The review on this indicated that youths have varying problems that are common to them. Most of their problems are closely related to those that are personal. Such problems have been observed can generate anxiety, induce personal-social problems and hinder adequate and satisfactory functioning of the individuals in their varying activities. To be able to have a thorough grasp of these problems, the contributing factors and suggested solutions were reviewed. Some of the factors include the setting of unattainable life goals or not even knowing what they want, the youths' environment, dishonesty and not being able to cope actively and directly with the stress and problems of life. Others include situations where unmet needs lead to stealing or becoming syndicates of thieves, having conflicts with decision-making and problems that originate from home. Counselling has been the important source of professional help to youth problems.

Helping clients resolve their problems may require the use of counselling strategies. So, two counselling strategies have been described. They are social modeling strategies which are sometimes referred to as imitation learning. Modelling is used to help the client acquire desired responses or extinguish fears through imitation of the behaviour of another person, the model. Role-play strategies are group techniques that provide members the opportunity to act as well as talk about problems which, in some cases, they find difficulty describing and even admitting to themselves.

Chapter 3

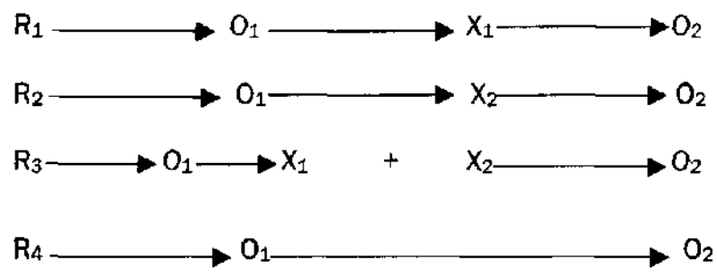
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design. It includes the description of the population, sample and sampling procedure. It describes the research instrument and the method of data analysis. It also includes the treatment procedure and the limitations of the study.

3.2 Research Design

The research design is quasi-experimental. The pretest and post-test control group design was used to assess the effectiveness of social modeling, role-play and social modeling plus role-play strategies on the management of youth problems. The pre-test and post-test design employed is represented thus:



R_1 = Social modeling strategy

R_2 = Role-play strategy

R_3 = Social modeling plus role-play strategies

R_4 = Control group

According to the above design, there are three experimental groups and a control group. The experimental groups are made up of treatment group one which

was treated with social modeling, group two treated with role-play and group three treated with social modeling plus role-play strategies. The control group did not have any treatment. The experimental groups responded to the *Youth Problems Inventory (YPI)* before and after the treatment. The control group which had no treatment also had the pretest and post-test using the YPI.

3.3 The Population

The population of this study was made up of students of Faculties of Science and Arts of Ahmadu Bello University, Zaria. The estimated population of the two faculties was 2,748. There were 748 students in the Faculty of Arts and 2,000 students in the Faculty of Science for the academic session of 1998-1999. These faculties were deliberately chosen by the researcher because the records of cases in the University Counselling Centre indicated that there were more clients from the faculties. These faculties are made up of male and female students. The students are of various age groups, mostly within the study's defined ages of youths (18 – 30 years). It is worthy of note, like Nsa (1993) observed that these youths share common problems, needs and yearnings.

3.4 Sample and Sampling Procedure

The study adopted the quasi-experimental method using the pretest and post-test control groups design. The working sample was made up of 63 subjects. These subjects were drawn from the 300 level undergraduate students of the Faculty of Science and Faculty of Arts of Ahmadu Bello University, Zaria. The subjects were those who responded positively to item 126 of the *Youth Problems Inventory (YPI – Adapted form)* which requires individuals to indicate if they need help on their problems.

The 63 subjects were those who indicated they needed counselling. Forty one (41) students indicated they needed counselling in the Faculty of Science and 33 in Faculty of Arts. But only 34 subjects showed up for counselling in the Faculty of Science. Twenty nine (29) subjects showed up for the post-test in the Faculty of Arts. This was how the researcher came by the 63 subjects. Since the number of subjects was determined by indicating the need for counselling, the researcher had no control over it. These 63 subjects were randomly distributed to three treatment groups and one control group of 16, 16, 16 and 15 respectively. The researcher met each experimental group once a week for six consecutive weeks.

3.5 Instrumentation

The *Youth Problems Inventory (YPI)*, the college/university form G was the instrument used for the pretest and post-test. It was used to identify youth problems. The YPI was constructed by Okon in 1979. The researcher reviewed the inventory. The researcher changed the format of the items from questions to statements requiring the respondent to indicate the levels at which each item bothered him/her. The directions were paraphrased. The age group 26 - 30 was broken down to 26 - 27, 28 - 29 to allow for uniformity with the other age groups which have an interval of one year each.

Item 44 (Section D of the original YPI) is reworded in the YPI adapted form. Still under Section D, items 54 - 66 (of the adapted form) are included by the researcher after being approved by professional colleagues in the field. They are included to cater for the married respondents since the items in the section (41 - 53 of the original YPI) are more on pre-marital experiences of youths. Under Section

E of the original YPI, item 59 is no longer relevant to the university feeding programme, so it is deleted.

The wordings of Section F of the original YPI are mostly changed to meet the current trend of events in the university. Only item 82 of Section G of original YPI is reworded in the Section. The clause "what is wrong with you" of that number is termed to be too strong to be used for a normal respondent. So, it was amended to "I am worried I do not know what to do with my problems" (item 94 of the adapted form of YPI).

In Section J of the original YPI, item 110 was amended. It is item 126 of the adapted form. This amendment called for the last statement on the adapted form of YPI so as to be able to identify respondents who need help on their problems.

The YPI has been specifically constructed and designed to give each college/university student in Nigeria a chance to indicate problems that bother him/her and interfere with his/her school work. The inventory has an ingenious devise incorporated into it to help the respondents indicate the magnitude of each problem. The inventory has items on nine different problem areas and a section on the procedure and individuals involved in treatment. The problem areas include (a) academic, (b) the future-education and work, (c) home and family, (d) courtship, sex and marriage (adjustment to opposite sex), (e) health and living conditions, (f) finances, (g) personal-psychological, (h) social-psychological relations, (i) others/things in general. It also makes provision for users to give a list of their problems that are not represented in the items. It has 134 items. The response code for the YPI is in the order of magnitude thus:

Not a problem to me	1
A small or occasional problem to me	2

A relatively important problem to me	3
Most important problem to me	4

A comparative study of the scores of the YPI and those of Bakare's (1970) *Student Problem Inventory* was done by the researcher (Ojokuku, 1988) in order to establish the reliability and validity of the inventory. A test-retest reliability index of 0.91 was derived over an interval of three weeks. For the present study, a pilot study was conducted by the researcher still to assess the usability, practicality and efficiency of the inventory. To do this, the researcher gathered data on 50 students of Federal College of Education, Zaria. A split-half reliability of 0.95 was derived from the data. The split-half reliability method was used to be able to get varying reliability indices on the YPI. The subjects' responses, like those of 1988, revealed that the problems presented by the problem areas of the YPI are being experienced by the respondents at their varying degrees. This is an indication that the items of the inventory are representative of youth problems.

3.6 Method of Data Analysis

The research design for the study was quasi-experimental with the pre-test and post-test control groups. The design involved experimental and control groups. Data was gathered to aid the testing of the four null hypotheses postulated for the study.

The t-test statistical procedure was used to analyse whether significant differences existed between the effect of the groups treated with social modeling, role-play and social modeling plus role-play against the control group. Also, the t-test was used to analyse whether significant difference existed between the groups treated with social modeling against that which was treated with role-play. The data

was tested at 0.05 level of significance. Descriptive statistics was included to describe the demographic characteristics of the subjects.

3.7 Treatment Procedure

The following are the problems described for counselling by the youths. The problems were treated using social modeling and role-play strategies. The description of how the treatment was carried out follows:

The problems were:

- How to make better grades (academic)
- Boredom and lack of interest while studying (academic)
- Lack of understanding (academic)
- Having to manage in crowded rooms (living conditions)
- Incessant power cuts (living conditions)
- High rate of forgetfulness (academic)
- Being slow in assimilation (academic)
- Not able to express self in tests and examination (academic)
- Having heavy family responsibility (fending for self and family) (financial)
- Lack of parental care (home and family)
- What next after school (the future)
- Not being appreciated by friends (social-psychological relations)
- Not able to interact freely with friends (social-psychological relations)
- Making ends meet whether with bursary or not (financial)
- How to use time wisely to make better grades (academic)

Social Modelling Strategy

(a) The counsellor (the researcher) read out the problems scheduled for the sessions. The clients described the problems further.

(b) The counsellor (serving as the model) called the client's attention to the modeling requesting them to look specifically for:

(i) What precipitated the model's behaviour in terms of situational context and social stimuli,

(ii) How the model responded to the situation in terms of what was said, the manner of the model's speech and what the model did,

(iii) What were the consequences of the model's response in terms of how the group members reacted to the response and how the model seemed to feel about the experience. The clients did this by keeping their own records.

(c) The counsellor then modeled out the required behaviour that are corrective again, based on the nature of the problem.

(d) The clients reacted (discussion) based on the hints in item (b) above.

(e) The clients rehearsed the required behaviour at the counselling session and were encouraged to do likewise in their social environments or situations.

Role-Play Strategy

The counsellor read out the problems for the different sessions. The clients made further clarification of the problems:

(a) The counsellor used the physical space that was available to set the stage to help the clients assume their roles.

(b) The counsellor called for volunteers among the group members to 'act out' the situation.

(c) The members discussed what happened during the role-play. They saw the problems as realities.

(d) The counsellor role-played the required behaviour.

(e) The clients (subjects) practiced the alternative behaviours.

(f) The group made suggestions for overcoming the problem.

(g) The role-play was then acted again by different members of the group showing the possible solutions.

All along (for social modeling and role-play as well as social modeling plus role-play groups) the counsellor ensured that the groups' climate nourished growth and clients participated. She reinforced successful practice and encouraged clients to reinforce their own behaviours outside the counselling setting. For example, "Good, I like that." "Yeah!", etc. The counsellor also did not observe non-verbal cues of boredom and displeasure.

3.8 Limitations of the Study

It is possible for group pressure to participate to have made some clients (subjects) respond earlier than they were ready in the group counselling sessions. This may hinder effective change of behaviour. In like manner, the counsellor's personality, as perceived by the clients, may influence the desire of some of the clients to please her. This also may not provide thorough learning of the required behaviour.

Another limitation of the study in the use of social modeling strategy is fidelity. The fidelity of a model presentation refers to how faithfully he/she represents the real-life situation. The highest degree of fidelity can be attained by observing the clients in a natural setting. But the study was conducted in a

counselling setting which only provided for a 'performance' or 'acting out' of the different problems treated, not in the actual social environment in which the problems occurred. This limitation may affect the perception of the nature of the problems and the solutions arrived at through modeling and/or role-playing them.

3.9 Summary

The chapter has presented the research design which is quasi-experimental. It has described the population of the students of Faculties of Science and Arts of Ahmadu Bello University, Zaria. The sample has been described as the 63 subjects who indicated they needed counselling on their problems. The subjects were randomly grouped into three experimental groups and a control group.

The Youth Problems Inventory (YPI), which was constructed by Okon in 1979, was the research instrument. The YPI was constructed and designed for the measurement of youth problems. The researcher reviewed and updated the items. The statistical procedure has been stated as the t-test. Descriptive statistics was included to describe the demographic characteristics of the subjects. The treatment procedure was presented and the limitations of the study were highlighted.

Chapter 4

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents data on demographic characteristics of subjects such as sex, marital status and age. It also provides data on whether the subjects were on scholarship or not, their faculties and places of residence. It presents the results on the data analysis, interpretation and discussion of findings of the null hypotheses postulated for the study.

4.2 Demographic Characteristics of Subjects

Table 4.1: Distribution of subjects according to sex

Sex	Frequency	Percent	Cumulative percent
Male	41	65.1	65.1
Female	22	34.9	100.0
Total	63	100.0	100.0

The study sample was made up of 63 subjects. Forty-one were males while 22 were females.

Table 4.2: Distribution of subjects according to marital status

Marital status	Frequency	Percent	Cumulative percent
Single	43	68.3	68.3
Married	20	31.7	100.0
Total	63	100.0	100.0

Forty-three of the subjects were single. The married subjects were 20.

Table 4.3: Distribution of subjects according to age

Years	Frequency	Percent	Cumulative percent
20 - 21	11	17.4	17.4
22 - 23	19	30.2	47.6
24 - 25	18	28.6	76.2
26 - 27	04	06.4	82.6
28 - 29	11	17.4	100.0
Total	63	100.0	100.0

The ages of the subjects ranged from 20 - 29 years. The youths, according to this study, have been described as individuals within 18 and 30 years. The youths' ages were within this range as indicated by Table 4.3.

Table 4.4: Distribution of subjects according to scholarship

On scholarship	Frequency	Percent	Cumulative percent
Yes	04	06.4	06.4
No	59	93.6	100.0
Total	63	100.0	100.0

Four (4) of the subjects were on scholarship. The remaining 59 were not on scholarship.

Table 4.5: Distribution of subjects according to Faculty

Faculty	Frequency	Percent	Cumulative percent
Arts	29	46.63	46.03
Science	34	53.97	100.0
Total	63	100.0	100.0

Twenty-nine (29) of the subjects were from Faculty of Arts of Ahmadu Bello University, Zaria. Thirty-four (34) were from Faculty of Science of the same university.

Table 4.6: Distribution of subjects according to residence

Residence	Frequency	Percent	Cumulative percent
With a relation	12	19.0	19.0
With a friend	24	38.1	57.1
A rental room	22	34.9	92.0
Somewhere else	05	03.0	100.0
Total	63	100.0	100.0

Twenty-four (24) of the subjects stayed with their friends in the university hostels while 22 stayed in rented rooms near the university. According to these subjects, year three (300 level) students were for off campus. But for convenience some of them chose to stay with their friends who were in other years in the university hostels.

4.3 Hypotheses Testing

This section is concerned with testing of the four null hypotheses postulated for the study. The statistics employed was t-test for significant differences between the two groups involved in each of the null hypotheses.

4.3.1 Null hypothesis one

There is no significant difference between the effect of social modeling strategy on the experimental and control groups with regards to youth problems.

Table 4.7: Means, standard deviations and t-value of social modeling and control groups on youth problems

Group	N	Mean	SD	df	t-value
Social modeling	16	1.20	0.04		
Control	15	2.79	0.18	29	34.16*

NB: * = P<0.05.

From Table 4.7, 16 youths were treated with social modeling and 15 youths were in the control group which did not have treatment. The null hypothesis attempted to see if there was significant difference between the effect of treatment on the youths who were treated with social modeling and those in the control who were not treated. Table 4.7 on the summary of the means, standard deviations and t-value of these groups on youth problems reveal that there was significant difference on the effect of social modeling and control groups. That is, the difference in the effect of treatment on the experimental and control groups is significant at 0.05 level of significance. Hence, the null hypothesis which states that there is no significant difference between the effect of social modeling strategy on the experimental and control groups with regards to youth problems is rejected.

4.3.2 Null hypothesis two

There is no significant difference between the effect of role-play strategy on the experimental and control groups with regards to youth problems.

Table 4.8: Means, standard deviations and t-value of role-play and control groups on youth problems.

Group	N	Mean	SD	df	t-value
Role-play	16	1.31	0.08		
Control	15	2.79	0.18	29	29.83*

NB: * = P<0.05.

Table 4.8 indicates that there were 16 youths in the experimental group which was treated with role-play strategy while 15 youths were in the control. The youths in the control group were not treated. The null hypothesis attempted to find out if significant difference existed between the effect of treatment on the experimental and control groups with regards to youth problems. The t-value on the summary of the means and standard deviations of role-play and control groups indicate significant difference. This means that there is significant difference in the effect of role-play strategy on the experimental and control groups on youth problems. That is, the null hypothesis which states that there is no significant difference between the effect of role-play strategy on the experimental and control groups with regards to youth problems cannot be accepted. It is thus rejected.

4.3.3 Null hypothesis three

There is no significant difference between the effect of social modeling plus role-play strategies on the experimental and control groups with regards to youth problems.

Table 4.9: Means, standard deviations and t-value of social modeling plus role-play strategies and control groups on youth problems.

Group	N	Mean	SD	df	t-value
Social modeling + role-play	16	1.21	0.05		
Control	15	2.79	0.18	29	34.17*

NB: * - P<0.05.

From Table 4.9, the youths in the experimental group who were treated with social modeling plus role-play strategies were 16 while those in the control group who were not treated were 15. Table 4.9 indicates that there is a difference in the

effect of treatment on the youths who were treated and those who were not as indicated by their means (1.21 and 2.79, respectively). The t-value (34.17*) indicates that the difference is significant at five percent level of significance. That is, the youths who were treated felt differently on their problems from those who were not treated. Hence, the null hypothesis which states that there is no significant difference between the effect of social modeling plus role-play and control groups with regards to youth problems is rejected.

4.3.4 Null hypothesis four

There is no significant difference between the effect of social modeling and role-play strategies with regards to youth problems.

Table 4.10: Means, standard deviations and t-value of social modeling and role-play on youth problems.

Group	N	Mean	SD	df	t-value
Social modeling	16	1.20	0.05		
Role-play	15	1.31	0.08	30	4.64*

NB: * = P<0.05.

This null hypothesis attempted to find out if there is significant difference between the effect of social modeling and role-play strategies with regards to youth problems. There were 16 youths in each of the groups (Table 4.10). The t-value (4.64*) of the summary of the means and standard deviations of the effect of social modeling and role-play on youth problems indicate significant difference. This means that there is significant difference in the effect of treatment using social modeling and role-play strategies separately on youth problems. Based on this, the null hypothesis which states that there is no significant difference between the effect of social modeling and role-play strategies with regards to youth problems is rejected.

4.4 Discussion of the Findings

As much as there have been research reports on the use of social modeling and role-play strategies on the management of problems, there seems not to have been any such research conducted with experimental and control groups, to the best knowledge of the researcher. Hence, the findings from this research on the effect of social modeling and role-play on control and experimental groups cannot be compared with earlier studies. However, the effectiveness of social modeling and role-play strategies on the management of problems can be ascertained.

Social modeling and role-play strategies have been effectively used in resolving or minimizing youth problems. This was revealed by the responses of the youths in the experimental group which showed low mean scores and differed significantly from those of the control group. That is, the research has been able to point out the effectiveness of using social modeling and role-play strategies on youth problems. If youths who have problems are exposed to the strategies, it would help them acquire skills in problems solving. This finding supports earlier studies on effective use of social modeling and role-play by Lazarus (1965 in Osipow and Walsh, 1970 and Eisler, Hersen and Miller, 1974 in Krumboltz and Thoresen, 1976) who were able to replace inadequate behaviour patterns with efficient and effective behaviour patterns. But unlike these researches which treated the clients individually, this research made use of counselling groups. Also, like Kadzin (1976 in Krumboltz and Thoresen, 1976) observes, social modeling and role-play strategies are capable of exposing youths to multiple learning skills. This is true of the counselling groups who had to learn from group experiences; suggestions for improvement and practice.

As much as the results have indicated the effectiveness of the treatment on the management of youth problems, when the strategies were compared with the control group and with each other, all the null hypotheses revealed significant differences. That is, the effect of social modeling, role-play and social modeling plus role-play strategies, when compared with the control group on youth problems, differed significantly. Even when the effect of social modeling was compared with that of role-play, there was significant difference. This is an indication that both strategies can function effectively when used separately. The strategies can resolve youth problems as indicated by the low mean scores of the experimental groups. Thus, the effectiveness of these strategies on youth problems cannot be doubted.

4.5 Summary

The chapter has presented the demographic characteristics of the 63 subjects. The results of the four null hypotheses have been presented and interpreted. The four null hypotheses were rejected. However, the treatment has been revealed to be effective on youth problems since there is significant difference in the effect of treatment on the youths who were treated and those in the control group who were not treated.

The discussion of the findings has revealed that social modeling and role-play strategies are effective counselling strategies. They can serve as effective counselling techniques on the management of youth problems.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research conducted on the management of youth problems using social modeling and role-play counselling strategies. It includes the conclusions drawn from the findings of the study, the recommendations for counselling practice and those for further studies.

5.2 Research Summary

Adopting the quasi-experimental design with the pretest and post-test control groups, this research was conducted to determine if social modeling and role-play counselling strategies could be used to help youths resolve their problems of living. As a background to the study, the researcher conducted a survey on youth problems to see if youths have problems that are common to them. The survey revealed that youths have common problems. The problems which bother youths include those on their academic, health and living conditions, the future in terms of work, finances and the general state of the country.

The subjects of the main study were 63 youths who indicated that they needed counselling in the Faculties of Science and Arts of Ahmadu Bello University, Zaria. These youths were randomly grouped into the experimental and control groups. The first experimental group was treated with social modeling strategy, the second with role-play and the third with social modeling plus role-play strategies. These experimental groups had six consecutive counselling sessions within six weeks with each group meeting for an hour every week. Both the experimental and

control groups responded to the YPI before and after the treatment. The control group, however, did not have any treatment.

The statistics used for the analysis of the data was t-test. It served to test the significant differences between the effect of social modeling and role-play strategies on youths in the experimental and control groups.

The results revealed significant differences in the effect of social modeling and role-play strategies on the experimental and control groups on youth problems. When the effect of the strategies (social modeling and role-play) were compared with each other, there was significant difference (t-value 4.64). Hence, none of the four null hypotheses was retained. They were all rejected. Social modeling and role-play have been found to be effective on the management of youth problems.

5.3 Conclusion

The following conclusions were drawn based on the research findings:

1. Identified youth problems can be treated with social modeling and role-play or social modeling in conjunction with role-play strategies. Such treatment can resolve youth problems or minimize them to a manageable level.
2. Social modeling and role-play strategies can be effective counselling tools to counsellors.

5.4 Recommendations from the Research

In the light of the findings of the study and the conclusions drawn, the following recommendations were made:

1. Since the background survey revealed that students in tertiary institutions have problems that are common to them, it is necessary for the authorities of these institutions to establish counselling centres which are managed by

professional full-time counsellors to help youths who may need counselling help.

2. Administrators of tertiary institutions need to give youths in their institutions orientation on possible causes of problems for people of their ages and make provision for enlightenment of youths on how they can guide themselves against problems or resolve their problems. These can be done by giving the youths information about themselves (regarding the demands of their ages), their environment and academic programmes, where they can get help (like from people, organizations, facilities within and outside their institutions) which can make them go about their studies with little or less problems. These can be included in the orientation programmes at resumption in the first year.

5.5 Recommendations for further Research

1. Since it is possible for youth problems to change periodically because of the trend of events in the society, it is recommended that further researches be conducted on youth problems periodically using other counselling strategies like cognitive restructuring, brainstorming, systematic desensitization, etc.) in the researcher's location and elsewhere in the country. This is to help discover other ways of helping youths with their problems.
2. This research made use of counselling strategies, thus using counselling to help youths on their problems. Counselling is an integral part of the guidance service. The researcher recommends the use of other guidance services (like individual analysis, information orientation, follow-up, etc.) on

youth problems to be able to ascertain their effectiveness in helping youths with their problems.

3. Just like Kolo (1997) observes, it is necessary for counsellors to have a knowledge of the philosophy of value. The counsellor who will handle the youth problems need to have an understanding of the youths' needs and their values in general. This will enable the counsellor to be able to meet the needs of the youths more realistically. So, it is recommended that counsellor training should give consideration to that basic aspect of counselling, valuing.

4. The researcher recommends (like Wrenn, 1962) that counsellor training should include a thorough grounding in psychology and sociology, educational philosophy and curriculum as well as exposure to problems in ethics. By these, counsellors can be better equipped to help the youths with their problems which are multidimensional in nature.

5.6 Summary

The chapter has presented the summary of the research conducted to determine the effectiveness of social modeling and role-play strategies on the management of youth problems. The experimental group differed significantly from the control group. Also, there was significant difference in the effect of social modeling and role-play on the management of youth problems when compared with each other. Conclusions were drawn on the research findings of the study and recommendations from the study, for counselling practice and further studies were made.

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APPENDIX A

YOUTH PROBLEMS INVENTORY (YPI)
(Adapted Form)

COLLEGE/UNIVERSITY FORM G

For Official Use only

1	2	3	4

Personal Characteristics

Date _____

PLEASE USE THE APPROPRIATE NUMBER (8) GIVEN IN EACH CASE AND ALSO THAT FITS YOUR SITUATION IN THE BOX PROVIDED ON THE RIGHT

A. Sex _____ ☐ 5

1 Male
2 Female

B. Age _____ ☐ 6

1 18-19 years
2 20-21 years
3 22-23 years
4 24-25 years
5 26-27 years
6 28-29 years

C. Year in the College/University _____ ☐ 7

1 First year
2 Second year
3 Third year
4 Fourth year
5 Fifth year
6 Sixth year

D. Marital Status _____ ☐ 8

1 Single
2 Married
3 Widowed
4 Divorced or Separated

E. Residence _____ ☐ 9

1 With relative
2 With a friend
3 In the University/College hostel
4 In a rented room near the University/College
5 Somewhere else (please where?). Specify here _____

F. On Scholarship/Bursary Award _____ ☐ 10

1 Yes
2 No

G. Main Faculty/Department _____ ☐ 11 ☐ 12

1 Administration
2 Agriculture
3 Arts and Social Science
4 Engineering
5 Education

6 Environmental Design
7 Pharmaceutical Science
8 Law
9 Science
10 Veterinary Medicine
11 Others (Specify here) _____

H. Level of Education of Father _____ ☐ 13
1 No formal education
2 Primary education
3 Secondary/Teacher education
4 Post-secondary education

I. Level of education of Mother _____ ☐ 14
1 No formal education
2 Primary education
3 Secondary/Teacher education
4 Post-secondary education

J. Father's occupation (Describe briefly) _____

K. Mother's occupation (Describe briefly) _____

DIRECTIONS

On the following pages are a series of statements indicating the areas and extent of concerns which are presently affecting a number of students. The following statements indicate areas which may be of *concern to you*.

Please, as you read through each statement, indicate in the box provided on the right, the LEVEL OF YOUR CONCERN. You will write in each box only ONE of the numbers 1, 2, 3, 4, to show the DEGREE OR LEVEL OF YOUR CONCERN with the ideas expressed in each statement.

The meaning of each of these numbers is:

1 Not a problem to me
2 A small or occasional problem to me
3 A relatively important problem to me
4 Most important problem to me

PLEASE READ EACH STATEMENT CAREFULLY AND REMEMBER TO INDICATE THE DEGREE OF LEVEL OF YOUR CONERN BY WRITING ONLY ONE NUMBER IN THE BOX PROVIDED.

Since you do not have to put your name on this paper, you are assured that the information you will give will be confidential. Work rapidly and be sure you RESPOND TO ALL THE STATEMENTS. TRY TO GIVE THE RESPONSE WHICH MOST NEARLY DESCRIBE YOUR TRUE FEELING.

Thank you.

Remember that there are no 'right' or 'wrong' responses in each case. The only right response is the one which best fits your idea.

SECTION A

1. I am worried when I get low marks in tests and examination ☐ 15
2. I am unable to grasp what I read ☐ 16
3. I have no interest in some of the courses I take ☐ 17

4. I need some kind of help on how to study ☐ 18
5. I do not take down lecture note accurately ☐ 19
6. I am concerned about not having the required textbooks for my courses ☐ 20
7. I am not able to determine what is important in an assignment ☐ 21
8. I am worried about not being able to complete the departmental assignment on time ☐ 22
9. I am concerned about not being in a department of my choice ☐ 23
10. I am concerned about having enough time to prepare for examination ☐ 24
11. I am worried because I find it difficult to understand textbook material ☐ 25
12. I am concerned about not understanding lectures ☐ 26
13. I am worried because I am not doing as well as I should in my course ☐ 27
14. I am worried because I cannot find the books I need in the Library ☐ 28
15. I am concerned when I have no time to study on my own ☐ 29
16. I am worried because I have difficulties concentrating on my studies ☐ 30
17. I have difficulty understanding the technical terms in my courses ☐ 31
18. I have difficulties in answering examination questions ☐ 32
19. I am worried because I have inadequate background for my courses ☐ 33
20. I am afraid of examination ☐ 34
21. I am concerned about my inability to express myself in writing ☐ 35

SECTION B

22. I have difficulties in planning for my future education and work ☐ 36
23. I am concerned about how to realize my personal ambition and goals ☐ 37
24. I need more information about my future education and work ☐ 38
25. I am worried because I do not know if I would be successful in life ☐ 39
26. I am concerned about the practical values of the things I study in College/University ☐ 40
27. I am concerned about how I should plan my future career ☐ 41
28. I feel that my courses are too far from our employment market ☐ 42
29. I am concerned about getting a job as soon as I complete my studies ☐ 43
30. I am not sure if I have made an appropriate vocational choice ☐ 44

SECTION C

31. I am concerned about sickness and poverty in my family ☐ 45
32. I am worried about series of problems and conflicts in my family ☐ 46
33. I am concerned because there are so much disagreements among members of my family ☐ 47
34. I am worried because I am carrying heavy family responsibilities ☐ 48
35. I am worried because of living away from my family ☐ 49

36. I am worried because I always feel unhappy and miserable at home ☐ 50
37. I am worried about where I would be posted to during the NYSC ☐ 51
38. I am worried because most of my ideas are not taken into consideration by my family ☐ 52
39. I am bothered because I have no freedom in my family ☐ 53
40. I am worried about too many family problems ☐ 54

SECTION D

41. I am concerned about meeting someone I would like to marry ☐ 55
42. I am concerned about losing someone I love ☐ 56
43. I am worried about not having a boy or girl friend ☐ 57
44. I am concerned about accepting someone I really don't love ☐ 58
45. I am concerned about not understanding my boy or girl friend well enough ☐ 59
46. I am concerned about not knowing how to associate or interact with the opposite sex ☐ 60
47. I am worried about disappointments from my boy or girl friend ☐ 61
48. I am worried because I do not know much about marriage and family life ☐ 62
49. I am bothered because I have been asked to marry someone I do not like ☐ 63
50. I am concerned about planning to marry someone whom my family does not approve of ☐ 64
51. I am worried because there is lack of understanding between my married partner and I ☐ 65
52. I am worried if I should postpone marriage for a few years ☐ 66
53. I am worried because I have problems, disappointments and difficulties in my marriage life ☐ 67
54. I am concerned because of my spouse's infidelity ☐ 68
55. I am concerned because my husband wants to take another wife ☐ 69
56. I am concerned because my spouse does not care if I am happy ☐ 70
57. I am concerned because we have no children ☐ 71
58. I am concerned because we have no male child ☐ 72
59. I am concerned because my spouse prefers being alone most of the time ☐ 73
60. I am concerned because my in-laws treat me as an outsider ☐ 74
61. I am concerned because my spouse's educational level is much lower than mine ☐ 75
62. I am concerned because my wife nags my late night keeping ☐ 76
63. I am concerned because my spouse does not trust me ☐ 77
64. I am concerned because my spouse does not seem to appreciate me as before ☐ 78
65. I am concerned because my parents did not approve of our marriage and so, do not seem to care what happens to me ☐ 79
66. I am concerned because my spouse and I are often up at each other ☐ 80

SECTION E

Card No. | | | | | (1 2 3 4)

67. I am worried because of my frequent headaches and fever ☐ 5
68. I am worried because I feel tired and exhausted most of the time ☐ 6
69. I am worried because of the inadequate accommodation facilities ☐ 7
70. I am concerned about the inadequate security measures in the campus ☐ 8
71. I am concerned about the frequent disturbances in my hall of residence, outside the library and in the campus in general ☐ 9
72. I am bothered about the inefficient method employed in assigning students to the residence halls ☐ 10
73. I am concerned about the frequent incidence of light failure and water shortage in the campus ☐ 11
74. I am bothered about the filthy and unhealthy conditions in the campus ☐ 12
75. I am worried about getting adequate and prompt services in the campus ☐ 13
76. I am concerned about the frequent crisis, unrest, ethnic and religious conflicts ☐ 14
77. I am worried about my safety in this campus ☐ 15
78. I am worried because I have serious health problems ☐ 16

SECTION F

79. Although I am on scholarship/bursary award, I am worried because the award does not cover many items of my expenses ☐ 17
80. I am worried because I am unable to pay my accommodation expenses ☐ 18
81. I am worried because I have difficulties buying my meals ☐ 19
82. I am worried because I have too many financial problems ☐ 20
83. I am bothered because I am not on scholarship/bursary award ☐ 21
84. I am on scholarship/bursary award, but I am bothered when there are delays in the payment of the award ☐ 22
85. I am bothered because I cannot buy my most essential personal needs ☐ 23
86. I am concerned about taking up a part-time job or vocation job ☐ 24

SECTION G

80. I am worried because I am unable to pay my accommodation expenses ☐ 18
81. I am worried because I have difficulties buying my meals ☐ 19
82. I am worried because I have too many financial problems ☐ 20
83. I am bothered because I am not on scholarship/bursary award ☐ 21
84. I am on scholarship/bursary award, but I am bothered when there are delays in the payment of the award ☐ 22
85. I am bothered because I cannot buy my most essential personal needs ☐ 23
86. I am concerned about taking up a part-time job or vocation job ☐ 24

SECTION G

87.	I am worried because I am easily hurt and excited	☐	25
88.	I am bothered because I lack self-confidence	☐	26
89.	I am worried because I cannot take decisions by myself	☐	27
90.	I am worried because I always feel inferior and nervous	☐	28
91.	I am worried because I cannot talk to anyone (even my friends) about how I feel about myself and things in general	☐	29
92.	I am worried because I always feel rejected and miserable	☐	30
93.	I am worried because I always feel pessimistic and hopeless	☐	31
94.	I am worried because I do not know what to do with my problem	☐	32
95.	I am worried because I cannot ask questions and discuss some points freely in class	☐	33
96.	I am worried because I am quiet and very private	☐	34
97.	I am worried because I am always depressed, restless and suffering from a lot of anxiety	☐	35
98.	I am worried because I do not understand myself and my problems	☐	36
99.	I am worried because I am very unhappy and very emotional	☐	37
100.	I am worried because I have no real friends around	☐	38
101.	I am worried because I am always nervous to go to my instructors for some kind of help on my studies	☐	39
102.	I am worried about the campus cults	☐	40
103.	I am worried because my fiends are members of the campus cults	☐	41
104.	I am worried because my friends want me to join the cult	☐	42
105.	I am worried because I do not know what my parents/guardian will feel if I join the cult	☐	43

SECTION H

106.	I am worried because I cannot associate with my classmates	☐	44
107.	I am worried about what other people think about me	☐	45
108.	I am worried because I always prefer to be by myself	☐	46
109.	I am nervous when I am among other people	☐	47
110.	I am worried because I cannot ask or answer questions in classes even if I intend to do so	☐	48
111.	I am worried because my room mate and I are not on speaking terms	☐	49
112.	I am worried because my friends do not understand the kind of person I am	☐	50
113.	I am worried because I have difficulties making friends	☐	51
114.	I am worried because I cannot interact with my teachers	☐	52
115.	I am worried because I cannot work cooperatively with people	☐	53
116	I am worried because I am not getting along with many people	☐	54

SECTION I

117. I am concerned about the frequent incidence of high crimes, bribery, corruption, dishonesty, selfishness, stealing, tribal and religious politics in our society ☐ 55
118. I am worried because many people in our country are very poor, hungry and unhealthy ☐ 56
119. I am worried if this country would achieve peace and unity ☐ 57
120. I am worried if this country would get a stable government ☐ 58
121. I am concerned about the incidence of sectional, tribal, religious hatred and prejudice in our country ☐ 59
122. I am worried because many people in our country are very lazy and irresponsible ☐ 60
123. I am bothered because this country has many problems ☐ 61
124. I am worried because I have conflicts between morales and values at the college/ university and those at my home ☐ 62

SECTION J

In this section, answer every item by selecting only ONE ANSWER which *best describes* your choice. Please *write in each box provided at the right only ONE number which represents your answer.*

Remember, give the responses which most nearly describe your feelings and opinion.

125. Since entering the university or college, have you ever felt a need to discuss or seek help regarding your personal problems? ☐ 63
    4 Very often
    3 Occasionally
    2 Seldom
    1 Never

126. Would you like to be assisted by an expert in the university/college? ☐ 64
    1 Yes
    2 No

127. If your answer is 'Yes', do you know the particular person(s) in this campus with whom you could discuss your problem? ☐ 65
    1 Yes
    2 No

128. Take a minute to think about all the problems which you have indicated above, then using the code below, indicate the degree at which YOUR INSTRUCTORS have helped you to resolve some of your personal problems. ☐ 66
    5 The officers have been extremely helpful
    4 The officers have been quite helpful
    3 I am not sure
    2 The officers have been slightly helpful
    1 The officers have not been helpful at all

129. Take a minute again to think about all the problems you have indicated, then using the code below, indicate the degree to which the STUDENTS AFFAIRS OFFICERS of the college/university have helped you to solve some of your personal problems. ☐ 67
    5 The officers have been extremely helpful
    4 The officers have been quite helpful
    3 I am not really sure
    2 The officers have been slightly helpful
    1 The officers have not been helpful in any way

130. Take another minute to think about all the problems you have indicated above, then using the code below, indicate the degree to which the HALL ADMINISTRATORS of your college/university have helped you to solve some of your personal problems ☐ 68

5 *The administrators have been extremely helpful*
4 The administrators have been quite helpful
3 *I am not really sure*
2 The administrators have been slightly helpful
1 The administrators have not been helpful in any way

131. Of the four statements given below, which *one in particular* best describes this university/college? ☐ 69

1 This college/university has no *existing services* that can help its students with their various personal problems and concerns

2 This college/university has *minimal* services that can help its students with their various personal problems and concerns

3 This university/college has *adequate services* that can help its students with their various personal problems and concerns

4 This college/university has *outstanding services* that can help its students with their various problems and concerns

132. Show which of these would seem most appropriate and comfortable to turn to if you have a personal problem in this campus. Choose only ONE answer that best fits your idea. ☐ 70

1 An instructor
2 Parents or other family members
3 *The Dean/Head of Department*
4 The Students' Affairs Officers
5 *I prefer to handle it myself*
6 A friend
7 The Counsellor
8 The Hall Administrator
9 Others (Please specify) _____

133. List three (3) other problems that are of concern to you but are not mentioned in all the above:

1. _____
2. _____
3. _____

134. Write three (3) problems which are of great concern to you.

1. _____
2. _____
3. _____

If your response to item 126 is 'Yes', please write your name and full address on this sheet

_____
_____
_____

APPENDIX B

YOUTH PROBLEMS INVENTORY (YPI)
(Original Form)

COLLEGE/UNIVERSITY FORM G

For Official Use only

1	2	3	4

Personal Characteristics

Date _____

PLEASE USE THE APPROPRIATE NUMBER (S) GIVEN IN EACH CASE AND ALSO THAT FITS YOUR SITUATION IN THE BOX PROVIDED ON THE RIGHT

A. Sex _____ ☐ 5

1 Male
2 Female

B. Age _____ ☐ 6

1 Under 18 years
2 18 – 19 years
3 20-21 years
4 22-23 years
5 24-25 years
6 26-30 years
7 31 years and above

C. Year in the College/University _____ ☐ 7

1 First year
2 Second year
3 Third year
4 Fourth year
5 Fifth year

D. Your Marital Status _____ ☐ 8

1 Single
2 Married
3 Widowed
4 Divorced or Separated

E. Where do you live ? _____ ☐ 9

1 With relative
2 With a friend
3 In the University/College hostel
4 In a rented room near the University/College
5 Somewhere else (please where?) Specify here _____

F. Have you a scholarship/bursary award _____ ☐ 10

1 Yes
2 No

G. Which is your main Faculty/Department _____ ☐ 11 ☐ 12

01 Administration
02 Agriculture
03 Arts and Social Science
04 Engineering
05 Education
06 Environmental Design
07 Pharmaceutical Science
08 Law
09 Medicine
10 Science
11 Veterinary Medicine
12 Others (Specify here) _____

DIRECTIONS

On the following pages are a series of statements indicating the areas and extent of concerns which are presently affecting a number of students. The following statements indicate areas which may be of *concern to you.*

Please, as you read through each statement, indicate in the box provided on the right, the LEVEL OF YOUR CONCERN. You will write in each box only ONE of the numbers 1, 2, 3, 4, to show the DEGREE OR LEVEL OF YOUR CONCERN with the ideas expressed in each statement.

The meaning of each of these number is:

1 No, never, not at all, is not a problem to me.
2 Sometimes, a little, is a small or occasional problem to me.
3 Quite a bit, a relatively important problem to me
4 Very much, practically always, is the most important problem to me.

PLEASE READ EACH STATEMENT CAREFULLY AND REMEMBER TO INDICATE THE DEGREE OR LEVEL OF YOUR CONERN BY WRITING ONLY ONE NUMBER IN THE BOX PROVIDED.

Since you do not have to put your name on this paper, you are assured that the information you will give will be confidential. Work rapidly and be sure you RESPOND TO ALL THE STATEMENTS. TRY TO GIVE THE RESPONSE WHICH MOST NEARLY DESCRIBE YOUR TRUE FEELING.

Thank you.

Remember that there are no 'right' or 'wrong' responses in each case. The only right response is the one which best fits your idea.

SECTION A

(Please remember to write only one number in the box provided to show the level or degree of your concern. (BE SURE TO ANSWER EVERY ITEM FRANKLY).

1 No, never, not at all, is not a problem to me.
2 Sometimes, a little, is a small or occasional problem to me.
3 Quite a bit, a relatively important problem to me
4 Very much, practically always, is the most important problem to me.

1. Are you worried when you get low marks in tests and examinations? ☐ 13
2. Are you unable to grasp what you read? ☐ 14
3. Are there some courses which you do not have interest in? ☐ 15

4.	Do you think you need some kind of help on how to study?	☐	16
5.	Do you feel you are not taking down accurate lecture note?	☐	17
6.	Are you concerned about not having the required textbooks for your courses	☐	18
7.	Are you unable to determine what is important in an assignment?	☐	19
8.	Are you worried about being unable to complete the departmental assignment on time?	☐	20
9.	Are you concerned about not being in a department of your choice?	☐	21
10.	Are you concerned about having enough time to prepare for examination?	☐	22
11.	Are you worried because you find it difficult to understand textbook material?	☐	23
12.	Are you concerned about not understanding your lectures?	☐	24
13.	Are you worried because you are not doing as well as you should in my course?	☐	25
14.	Are you worried because you cannot find the books you need in the Library?	☐	26
15.	Are you concerned when you have no time to study on your own?	☐	27
16.	Are you worried because you have difficulties concentrating on you studies?	☐	28
17.	Do you have difficulty understanding the technical terms in your courses?	☐	29
18.	Do you feel you have difficulties in answering examination questions?	☐	30
19.	Are you worried because you have inadequate background for your courses?	☐	31
20.	Are you afraid of examination?	☐	32
21.	Are you concerned about you inability to express yourself in writing?	☐	33

SECTION B

(Please remember to write only one number in the box provided to show the *level or degree of your* concern. BE SURE TO ANSWER EVERY ITEM FRANKLY)

1 No, never, not at all, is not a problem to me.
2 Sometimes, a little, is a small or occasional problem to me.
3 Quite a bit, a relatively important problem to me
4 Very much, practically always, is the most important problem to me.

22.	Do you have difficulties in planning for your future education and work?	☐	34
23.	Are you concerned about how to realize your personal ambition and goals?	☐	35
24.	Do you feel you need more information about your future education and work?	☐	36
25.	Are you worried because you do not know if you would be successful in life?	☐	37
26.	Are you concerned about the practical values of the things you study in college or university?	☐	38
27.	Are you concerned about how you should plan your future career?	☐	39
28.	Do you feel that your courses are too far from our employment market?	☐	40
29.	Are you concerned about getting a job as soon as you complete your studies?	☐	41
30.	Are you worried because you are not sure if you have made an appropriate vocational choice?	☐	42

SECTION C

(Please remember to write only one number in the box provided to show the *level or degree of your concern*. BE SURE TO ANSWER EVERY ITEM FRANKLY)

1 No, never, not at all, is not a problem to me.
2 Sometimes, a little, is a small or occasional problem to me.
3 Quite a bit, a relatively important problem to me
4 Very much, practically always, is the most important problem to me.

31. Are you concerned about sickness and poverty in your family? ☐ 43
32. Are you worried about series of problems and conflicts in your family? ☐ 44
33. Are you concerned because there are so much disagreements among members of your family? ☐ 45
34. Are you worried because you are carrying heavy family responsibilities? ☐ 46
35. Are you worried because of living away from your family? ☐ 47
36. Are you worried because you always feel unhappy and miserable at home? ☐ 48
37. Are you worried about where you would be posted to during the NYSC? ☐ 49
38. Are you worried because most of your ideas are not taken into consideration by your family? ☐ 50
39. Are you bothered because you have no freedom in your family? ☐ 51
40. Are you worried about too many family problems? ☐ 52

SECTION D

(Please remember to write only one number in the box provided to show the *level or degree of your concern*. BE SURE TO ANSWER EVERY ITEM FRANKLY)

1 No, never, not at all, is not a problem to me.
2 Sometimes, a little, is a small or occasional problem to me.
3 Quite a bit, a relatively important problem to me
4 Very much, practically always, is the most important problem to me.

41. Are you concerned about meeting someone you would like to marry? ☐ 53
42. Are you concerned about losing someone you love? ☐ 54
43. Are you worried about not having a boy or girl friend? ☐ 55
44. Are you concerned about accepting someone you really don't love? ☐ 56
45. Are you concerned about not understanding your boy or girl friend well enough? ☐ 57
46. Are you concerned about not knowing how to associate or interact with the opposite sex? ☐ 58
47. Are you worried about disappointments from your boy or girl friend? ☐ 59
48. Are you worried because you do not know much about marriage and family life? ☐ 60
49. Are you bothered because you have been asked to marry someone you do not like? ☐ 61
50. Are you concerned about planning to marry someone whom your family does not approve of? ☐ 62
51. Are you worried because there is lack of understanding between your married partner and you? ☐ 63
52. Are you worried if you should postpone marriage for a few years? ☐ 64
53. Are you worried because you have problems, disappointments and difficulties in your marriage life? ☐ 65

SECTION E

(Please remember to write only one number in the box provided to show the *level or degree of your concern*. BE SURE TO ANSWER EVERY ITEM FRANKLY)

1 No, never, not at all, is not a problem to me.
2 Sometimes, a little, is a small or occasional problem to me.
3 Quite a bit, a relatively important problem to me
4 Very much, practically always, is the most important problem to me.

54. Are you worried because of your frequent headaches and fever? ☐ 66

55. *Are you worried because you feel tired and exhausted most of the time?* ☐ 67

56. If you are living in the hostel, are you worried because of the inadequate accommodation facilities? ☐ 68

57. Are you concerned about the inadequate security measures in the campus? ☐ 69

58. Are you concerned about the frequent disturbances in your hall of residence, outside the library and in the campus in general? ☐ 70

59. Are you worried about the inefficient services (the quality and quantity of food sold) in your dining hall and your hostels? ☐ 71

60. *If you are living in the hostel, are you bothered about the inefficient method employed in* assigning students to the Residence Halls? ☐ 72

61. Are you concerned about the frequent incidence of light failure and water shortage in the campus? ☐ 73

62. Are you bothered about the filthy and unhealthy conditions in and around the dinning halls, kitchens and the campus in general? ☐ 74

63. Are you worried about getting adequate and prompt medical services in the campus? ☐ 75

64. Are you concerned about the frequent crisis, unrest, ethnic and religious conflicts, insecurity to lives and property in the campus? ☐ 76

65. Are you worried about your safety in this campus? ☐ 77

66. Are you worried because you have serious health problems? ☐ 78

SECTION F

(Please remember to write only one number in the box provided to show the *level or degree of your concern*. BE SURE TO ANSWER EVERY ITEM FRANKLY)

1 No, never, not at all, is not a problem to me.
2 *Sometimes, a little, is a small or occasional problem to me.*
3 Quite a bit, a relatively important problem to me
4 Very much, practically always, is the most important problem to me.

67. If you are on scholarship or have a bursary award, are you worried because the award does not cover many items of your expenses? ☐ 79

68. *Are you worried because you have difficulties paying for your meals?* ☐ 80

Card No. ☐☐☐☐
1 2 3 4

69. Are you worried because you are unable to pay your accommodation expenses? ☐ 5

70. *Are you worried because you have too many financial problems?* ☐ 6
71. If you are not on scholarship or bursary award, does this bother you? ☐ 7
72. If you are on scholarship or bursary award, are you bothered when there are delays in the payment of the award? ☐ 8
73. Are you bothered because you cannot buy your most essential personal needs? ☐ 9
74. Are you concerned about taking up a part-time job or vacation job? ☐ 10

SECTION G

(Please remember to write only one number in the box provided to show the *level or degree of your concern*. BE SURE TO ANSWER EVERY ITEM FRANKLY)

1 No, never, not at all, is not a problem to me.
2 Sometimes, a little, is a small or occasional problem to me.
3 Quite a bit, a relatively important problem to me
4 Very much, practically always, is the most important problem to me.

75. Are you worried because you are always easily hurt and excited? ☐ 11
76. *Are you bothered because you lack self-confidence?* ☐ 12
77. Are you worried because you cannot take decisions by yourself? ☐ 13
78. Are you worried because you always feel inferior and incompetent? ☐ 14
79. *Are you worried because you cannot talk to anyone (even your friends) about how you feel* about yourself and things in general? ☐ 15
80. Are you worried because you always feel rejected and miserable? ☐ 16
81. Does it bother you because you always feel pessimistic and hopeless? ☐ 17
82. Are you worried because you don't know what is 'wrong' with you? ☐ 18
83. Are you worried because you cannot ask questions and discuss some points freely in class? ☐ 19
84. Are you worried because you are quiet and very private? ☐ 20
85. Are you worried because you are always depressed, restless, and sufferings from a lot of anxiety? ☐ 21
86. Are you worried because you do not understand yourself and your problems? ☐ 22
87. Are you worried because you are very unhappy and very emotional? ☐ 23
88. Are you worried because you have no real friends around? ☐ 24
89. Are you worried because you are always nervous to go to your instructors for some kind of help on your studies? ☐ 25

SECTION H

(Please remember to write only one number in the box provided to show the *level or degree of your concern*. BE SURE TO ANSWER EVERY ITEM FRANKLY)

1 No, never, not at all, is not a problem to me.
2 Sometimes, a little, is a small or occasional problem to me.
3 Quite a bit, a relatively important problem to me
4 Very much, practically always, is the most important problem to me.

90. Are you worried because you cannot associate with your classmates? ☐ 26

91. Are you worried about what other people think about your? ☐ 27
92. Are you worried because you always prefer to be by yourself? ☐ 28
93. Are you worried because you are very nervous when you are among other people? ☐ 29
94. Are you worried because you cannot ask or answer questions in your classes even if you intend to do so? ☐ 30
95. Are you worried because you and your roommate are not on speaking terms? ☐ 31
96. Are you worried because your friends do not understand the kind of person you are? ☐ 32
97. Are you worried because you cannot interact with your teachers? ☐ 33
98. Are you worried because you have difficulties making friends? ☐ 34
99. Are you worried because you cannot work cooperatively with people? ☐ 35
100. Are you worried because you are not getting along with many people? ☐ 36

SECTION I

(Please remember to write only one number in the box provided to show the *level or degree of your concern*. BE SURE TO ANSWER EVERY ITEM FRANKLY)

1 No, never, not at all, is not a problem to me.
2 Sometimes, a little, is a small or occasional problem to me.
3 Quite a bit, a relatively important problem to me
4 Very much, practically always, is the most important problem to me.

101. Are you concerned about the frequent incidence of high crimes, bribery, corruption, dishonesty, selfishness, stealing, tribal and religious politics in our society? ☐ 37
102. Are you worried because many people in our country are very poor, hungry and unhealthy? ☐ 38
103. Are you worried if this country would get a better government? ☐ 39
104. Are worried if this country would achieve peace, political stability and unity? ☐ 40
105. Are you concerned about the incidence of sectional, tribal, religious hatred and prejudice in our country? ☐ 41
106. Are you worried because many people in our country are very lazy and irresponsible? ☐ 42
107. Are you bothered because this country has a number of very serious problems? ☐ 43
108. Are you worried because you have conflicts between morals and values at the college or university and those at your home? ☐ 44

SECTION J

In this section, answer every item by selecting only ONE ANSWER which *best describes* your choice. Please *write in each box provided at the right only ONE number which represents your answer.*

Remember, give the responses which most nearly describe your feelings and opinion.

109. Since entering the university or college, have you ever felt a need to discuss or seek help regarding your personal problems? ☐ 45

4 Very often
3 Occasionally
2 Seldom
1 Never

110. Would you like to discuss the problems you have indicated above with someone in the college or university ? Write only one number which represents your answer. ☐ 46

1 Yes
2 No

111. If your answer is 'Yes', do you know the particular person(s) in this campus with whom you could discuss your problem? Write only one number which represents your answer. ☐ 47

1 Yes
2 No

112. Take a minute to think about all the problems which you have indicated above, then using the code below, indicate the degree at which YOUR INSTRUCTORS have helped you to resolve some of your personal problems. Select only ONE answer. ☐ 48

5 The instructors are extremely helpful
4 The instructors are quite helpful
3 I am not really sure
2 The instructors are slightly helpful
1 The instructors are not helpful at all

113. Take a minute again to think about all the problems you have indicated, then using the code below, indicate the degree to which the STUDENTS AFFAIRS OFFICERS of the college/university have helped you to solve some of your personal problems. Select only ONE answer. ☐ 49

5 The officers are extremely helpful
4 The officers are quite helpful
3 I am not really sure
2 The officers are slightly helpful
1 The officers are not helpful in any way

114. Take another minute to think about all the problems you have indicated above, then using the code below, indicate the degree to which the HALL ADMINISTRATORS of your college/university have helped you to solve some of your personal problems ☐ 50

5 The administrators are extremely helpful
4 The administrators are quite helpful
3 I am not really sure
2 The administrators are slightly helpful
1 The administrators are not helpful in any way

115. Of the four statements given below, which one *in particular* best describes this university or college? Choose ONE answer which best fits your idea. ☐ 51

1 This college/university has no *existing services* that can help its students with their various personal problems and concerns

2 This college/university has *minimal* services that can help its students with their various personal problems and concerns

3 This university/college has *adequate services* that can help its students with their various personal problems and concerns

4 This college/university has *outstanding services* that can help its students with their various problems and concerns

116. Show which of these would seem most appropriate and comfortable to turn to if you have a personal problem in this campus. Choose only ONE answer that best fits your idea. ☐ 52

1 An instructor
2 Parents or other family members

3 The Dean/Head of Department
4 The Students' Affairs Officers
5 I prefer to handle it myself
6 A friend
7 The Counsellor
8 The Hall Administrator
9 Others (Please specify) _____

117. List three (3) other problems that are of concern to you but are not mentioned in all the above:
1. _____
2. _____
3. _____

118. Write three (3) problems which are of great concern to you.
1. _____
2. _____
3. _____

PLEASE CHECK BACK TO BE SURE THAT YOU HAVE ANSWERED ALL THE QUESTIONS. THANK YOU.

APPENDIX C

Department of Education,
Ahmadu Bello University,
Zaria.
5th December, 1996.

Prof S. E. Okon,
Head, Guidance & Counselling Section,
Department of Education,
Ahmadu Bello University,
Zaria.

Dear Sir,

Permission to Use the Youth Problems Inventory

I write to seek your permission to use the Youth Problems Inventory for my present study which is 'The Effect of Social Modelling and Role-Play strategies for the Management of Youth Problems' which is a partial requirement for the completion of my doctoral degree programme. In the course of my study, I intend to up-date the items to reflect the prevailing trend of events in our society.

Thank you very much.

Yours Faithfully,
Ojokuku, C. A. (Mrs)

Permission granted.

Prof. S.E. Okon
10th December, 1996.

Department of Education
10/12/96
B. U. ZARIA

APPENDIX D

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
Department of Education

AG. VICE-CHANCELLOR: *Professor Abdullahi Mahadi, NCE, B.A., Ph.D. (ABU)*
HEAD OF DEPARTMENT: *Dr. Birma A. Sawa, NCE, B.A (ABU) M.Ed (Manchester) Ph.D. (ABU)*

Your Ref:
Our Ref:

Date: 20th June, 1999

The Dean,
Faculty of Science,
Ahmadu Bello University,
Zaria.

Through:

The Head,
Department of Education,
Ahmadu Bello University,
Zaria.

It will be very much appreciated if the request could be granted.

Through:

The Dean,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Recommended
Dean of Education
27/6/99

FACULTY OF EDUCATION
A. B. U.
ZARIA.

Dear Sir,

PROSTGRADUATE RESEARCH BY MRS. C.A. OJOKUKU AT THE Faculty OF SCIENCE

I, Mrs. C.A.Ojokuku, a Postgraduate student (Ph.D/EDUC6465/91-92) in the Department of Education request to conduct a study in the Faculty of Science. I am requesting permission to use some of the students in your faculty as the subjects of the study. My major supervisor is Prof. S.E. Okon. The tittle of the research is "The Effect of Social Modelling and Role - Play Strategies on the Management of Youth Problems." All Information gathered will remain confidential.

Thank you.

Yours faithfully,
C.A. Ojokuku
C.A. Ojokuku (Mrs).

Permission was granted verbally. (21st June, 1999)

APPENDIX E

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
Department of Education

AG. VICE-CHANCELLOR: *Professor Abdullahi Mahadi, NCE, B.A., Ph.D. (ABU)*
HEAD OF DEPARTMENT: *Dr. Birma A. Sawa, NCE, B.A (ABU) M.Ed (Manchester) Ph.D. (ABU)*

Your Ref:
Our Ref:

Date: 20th June, 1999

The Dean,
Faculty of Arts,
Ahmadu Bello University,
Zaria.

Through:

The Head,
Department of Education,
Ahmadu Bello University,
Zaria.

It will be very much appreciated if the request could be granted.

HEAD OF EDUCATION
20.6.99
A. B. U.
ZARIA.

Through:

The Dean,
Faculty of Education,
Ahmadu Bello University,
Zaria.

21/6/99
Dean of Education

Dear Sir,

POSTGRADUATE RESEARCH BY MRS. C.A. OJOKUKU AT THE FACULTY OF ARTS

I, Mrs. C. Ojokuku, a Postgraduate student (Ph.D/EDUC/6465/91-92) in the Department of Education request to conduct a study in the Faculty of Arts. I am requesting permission to use some of the students in your faculty as the subjects of the study. My major supervisor is Prof. S.E. Okon. The tittle of the research is "The Effect of Social Modelling and Role-Play Strategies on the Management of Youth Problems." All information gathered will remain confidential.

Thank you.

Yours faithfully,
C.A. Ojokuku (Mrs).

Permission was granted verbally, (21st June, 1999)