

THE CHALLENGES OF HUMAN RESOURCE DEVELOPMENT IN KWARA STATE COLLEGE OF ARABIC AND ISLAMIC LEGAL STUDIES, ILORIN, NIGERIA: COUNSELING FACTOR

BY

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Abstract

This paper discussed the challenges of human resource development as it relates with respect to counselling education in College of Arabic and Islamic legal studies, and its attendant effects in the production of well-rounded graduates, prepared for every facet of life. It also considered the History of Guidance and Counselling in Nigeria and History of College of Arabic and Islamic Legal Studies. A look at the Nigerian system of education shows that counselling education has taken off in most Colleges (institutions) but Counselling unit is yet to take off, for effective counselling programme in the College. If the unit is established, this will go a long way in enhancing human resource development in Kwara State College of Arabic and Islamic Legal studies, Ilorin.

Keywords: Human Resource, Development, Counselling, Challenges, Islamic Legal Studies.

Introduction

The Kwara State Government has again reaffirmed its commitment to quality education as a tool for progress, and for the promotion of education in line with Islamic values. The government affirmed that the present administration in the state recognizes Kwara State College of Arabic and Islamic Legal studies, Ilorin as one of the vital institutions in the state, for training and manpower development (Mary, 2025). One of the objectives of establishing the college is to provide Kwara residents who went through private Arabic school education, with the opportunity to further their education and provide manpower for the junior

secondary schools in Arabic, Islamic studies and related middle arts subjects and the judiciary (Saad, 2025).

Mary (2025) in another vein also reiterated that projects embarked upon by the present administration, for the smooth running of the institution include: provision of a new transformer, renovation of lecture rooms, improvement of staff welfare, and increase in subvention to float more academic programmes. There has been remarkable improvements over the years, with the College having more lecture rooms, staff offices, lecture theatres, administrative blocks and library complex. With all these development in the college, there is an urgent need to establish the guidance and counselling department to improve students' population, prepare more adequately the students and increase the Internally Generated Revenue (IGR) of the college which is solely based on school fees and other levies. Most importantly, students and staff in the college can achieve emotional stability and excel in adjustment with the establishment of the unit/department. According to AbdulRaseed, (2025) the present staff strength of the college stands at 234 Non-Academic staff, 182 Academic Staff 52 casual and 08 per time workers. Umar (2025) reported that students' population is 967 in the year 2024/2025 Academic session.

Sayi, (2025) advocated for the upgrading of the College to a University College of Arabic and Islamic Legal Studies. He described Kwara State College of Arabic and Islamic Legal studies, Ilorin as a fountain of Islamic knowledge and heritage for Ilorin Emirate. He added, for Muslims, Islamic knowledge is the foundation of all knowledge and seeking Islamic knowledge is part and parcel of the religion. He observed that the idea in conceiving the school is to create a tertiary institution that serves as link to acquiring a full degree in education. He further, appealed to the Federal Government to accord full recognition to the institution and allow it access the TETFund support as a tertiary institution.

Guidance and counselling services are programmes, activities, etc that aims at promoting student(s) emotional stability to properly adjust and be adequately prepared for the task of supporting students and other individuals they may come across on graduation. It is essential to note that guidance and counselling programme cannot be haphazardly introduced. For the programme to enjoy credibility, popularity, patronage and continuity within the college system, it must not be super imposed, it should be developed in a gradual, sequential manner alongside other college programmes (Jamiu (2023). In another vein, Jamiu (2023) submitted that, human resource or human capital consist of the personnel who have acquired abilities and skills through education, being the primary source of acquiring the abilities. It entails the energies, skills, talent and knowledge of people which are or which potentially can or should be applied to the production of goods or the rendition of useful services. According to Jamiu (2023) training and development of human resources involve change in skills, knowledge, attitudes, and/or social behaviour. To be able to meet up with the competition engendered by globalisation of the world economy, changes in the areas hitherto enumerated are needed. Michele (2022) reported that, skills and traits could only be developed through higher education that is international in outlook. The resultant challenge is the need to internationalise the curriculum to meet with the dictates of changes in education today.

The Issue/The Problem

The effective implementation and practice of counselling programme in College of Arabic and Islamic Legal Studies is still facing challenges of human resource in term of personnel that will implement its curriculum and oversee the unit/department for human development. However, what does the future hold for counselling especially in the Kwara State College of

Arabic and Islamic Legal studies, Ilorin. Some problems being encountered in the college include:

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

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

The Review of Literature

In highlighting the challenges of human resource development, in relation to counselling in Kwara State College of Arabic and Islamic Legal Studies, Ilorin the following areas were the focus;

The importance of Guidance and Counselling in Human Development

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

Human Resource Development in Nigeria

The origin of human resource development in Nigeria is traced to the coming of the missionaries who colonized Africa and also educated their adherents to fulfill the churches' mission statement. Thus, the human resource produced from the education offered, were mainly evangelical teachers, as the curriculum comprised mainly of reading, writing and arithmetic (Obasi, 2018). The education offered was geared towards making the beneficiaries able to participate in church services, reading of the Bible and in the routine performance of their religious duties. The human resource produced then were those who filled lower posts in their missions, as indigenous auxiliaries were less expensive than expatriates. There was no common curriculum among the Missions. Each Mission followed its own devices based solely on the religious inclination of the church. The basic curriculum in all the schools, then, consisted principally of the four Rs (Reading, wRiting, aRithmetic and Religion) (Igwe, 2019). This situation continued until 1882 when there was State intervention in education, which led to promulgation of ordinances for the proper administration of education (1882 and 1887 ordinances).

Further development in education, with regards to human resource development continued to evolve through many Commissions. The National Policy on Education in Nigeria of 1977 (revised later in 1981 and latest in 2013) introduced the 6-3-3-4 system of education which gave a new impetus to human resource development. Jamiu (2020) reported that, the Americans first introduced this system of education into the world of formal education. Nigeria saw it as a panacea for the development of vocational and technological skills of her citizenry, to meet the challenges of our time, as the former system of secondary education was narrow and too academically oriented. Igwe (2019) opined that the cardinal objective of

the 6-3-3-4 system of education is to enable students to be independent, marketable, self-employed and self-sustaining. To be able to achieve this objective, counselling education was introduced with the aim of training counsellors to be posted to the nation's colleges to assist students develop to their maximum potentialities and to meet with the challenges of education today.

History of Guidance and Counselling In Nigeria

The genesis of formal guidance and counselling in Nigeria dates back to the 50's (1959 to be precise), a year in which a group of Catholic Reverend sisters at St. Theresa's College, Oke-Ado, Ibadan organized formal career guidance programme for their graduating final year students (Jamiu, (2020)). The sisters' vision was anchored on the need for their graduating students to be informed about the world of work and to be trained in human relations. Toward this end, professionals from various works of life were invited to speak to the students about the world of work. The Careers Day conference as it was later christened, afforded students the opportunity to meet with, listen to and ask questions from the professionals in various fields of work. It provided the students with the understanding of the local careers open to them and ways by which they can find their places in the society where they can best fit in (Jamiu, 2020). The programme produced positive results as all the students who later applied for various jobs, got employed. As a follow up to this and for subsequent graduating students, lectures, seminars and guidance workshops were organized. This according to Jamiu, (2020) later formed the nucleus of the Ibadan Careers Council in 1962 which later metamorphosed into Nigerian Careers Council in 1967 with the participation of other states of the federation.

The Nigerian civil war of 1967 disrupted the activities of the council but in 1976, the Counselling Association of Nigeria, an offshoot of the Nigerian Careers Council, was launched. The activities of CASSON (Counselling Association of Nigeria), a recognised professional association of guidance counsellors, have ventilated the development of guidance through conferences, publications, seminars and other professional activities of individual members or the collective efforts of the organisations (Denga, 2018). The association through her dynamic leaders has witnessed some other notable achievements. The achievements include minimum standards for counsellor training, blueprint on guidance and counselling for educational institutions in Nigeria and the recognition of guidance counsellors as full-time professionals in schools. Through the efforts of the association, the National Council on Education, the highest policy making body on educational matters, recommended that counsellors should be allowed to practice on full-time basis in schools and colleges.

Thus, in the National Policy on Education (2013), statement was made with respect to the implementation of guidance and counselling in schools and colleges.

It stated thus:

In view of the apparent ignorance of young people about career prospects and in view of personality maladjustment among school children, career officers and counsellors will be appointed in post primary institutions. Since qualified personnel in this category are scarce, government will continue to make provision for training of interested teachers in Guidance and Counselling. (NPE, 2013)

The Role of Guidance and Counselling

According to Jamiu (2020), to better appreciate the roles of counsellors in human resource development, the duties of counsellors as described by Counsellor Association of Nigeria, and applicable to the College include:

- i. Orientation of New Students: to welcome new students, talk to them on the history, philosophy, status, programmes, achievements, problems, rules and regulations, clubs, aspiration, etc of the college and exhort them to identify themselves with the progress of the college which will translate into their own progress eventually.
- ii. Educational Counselling: as college counsellors supervises studies of the students, monitors students' academic performance at regular intervals, administers tests on academic matters and scores them. Interprets them and uses them for counselling interventions and counsels students with study problems.
- iii. Vocational Counselling: where college counsellor provides students with occupational information, administers vocational tests, scores and interprets them and uses them in counselling students, guides and counsel students and parents on vocational choice and help in resolving conflicts and fosters vocational development in students. Arranges career talks, promotes vocational clubs and organizes vocational experience - holiday jobs, attachment, pilot schemes, etc.
- iv. Personal/Social Counselling: where college counsellor counsel's students on their personal and social matters and problems, administers scores, interprets tests on personal/social matters and problems and uses the results for counselling, fosters personal and social development in students through individual and group programme such as school societies, exchange programmes, self-management skids etc.
- v. Referral Services: The school counsellor refers clients to other professionals as occasion require and uses data and other inputs from referrals for counselling and invites resource persons for specialist inputs into the school's counselling services.
- vi. Follow-up Services: This service is designed to assess the extent to which the guidance programme is meeting the needs for which it was established. This service is concerned essentially with successes, failures, problems and feedback from those who have benefited from the programme.
- vii. Liaison and Follow-Up Services: In order to determine the effectiveness of planning and placement, there is need to find out how the individuals are developing in their own place of work, and helps the staff for better understand.
- viii. Keeping of Students' Records/Evaluation Service: The entire guidance programme in the college is evaluated in order to see how far the stated objectives and goals have been realized and whether the programme meets the developmental needs of the students. The record of the evaluated programmes are kept intact for future use, and for effective counselling activities to thrive there must be adequate keeping of records by the counsellor in the college,

HISTORY OF COLLEGE OF ARABIC AND ISLAMIC LEGAL STUDIES

The quest to improve the condition of Islamic Education in Kwara State dates back to the late 70's. Following this development, three committees were set up at various times by the government, to look into the area of Arabic and Islamic Studies. The committees' recommendation was approved by the government of Kwara State. This led to the formal establishment of the institution in September, 1992 with the Enabling Law No.5 of 1993. By 6th October, 1992. Three principal officers were commissioned to start the college, namely;

the provost (Professor. Musa Alli Ajetunmobi), the Registrar (Alhaji Manzuma Muhammad) and the Acting Bursar (Mr. K.O Lawal). The premises of the Shariah Court of Appeal served as the temporary administrative office when the institution took off for the first three months from October to December, 1992. By December 1992, the college moved to its permanent site which is the present premises of the College of Arabic and Islamic Studies (CAILS), Ilorin. Similarly, the three pioneer officers were given the mandate to study and implement the recommendations and start the College. They employed competent and qualified lecturers, with the pioneer members of staff seconded from secondary schools under the control of the State Ministry of Education, and the Teaching Service Commission. Also, some of the non-academic staff members were posted on secondment. By 1994, the college was affiliated to Bayero University, Kano but presently affiliated to Kwara State University Malete.

Functions of the College

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

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

The function of the College has since been extended to cover the provision of middle-level manpower in such areas as; Education, Islamic Studies, History, Mass Communication, library Science, Computer Science, Accountancy, Common Law, Shariah and common law and Languages studies to ensure standardisation in line with the national educational framework (Saad, 2025).

Mission of the College

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

- i. Supply the much needed middle-level manpower in the field of Arabic, Islamic Studies, Shariah and Common Law.;
- ii. Provide higher certificate for candidates who possess Senior Islamic Studies Certificate, Grade II (Arabic) Certificate, Senior Secondary Certificate and Taujihi or Thanawi Certificate;
- iii. Provide the much needed manpower to teach Arabic, Islamic Studies and the major Nigeria languages at both Primary and post primary levels of education, as provided for in the National Policy on Education;

- iv. Satisfy the yearning and aspirations of parents and products of various institutions of Arabic and Islamic Studies to further their education in an institution of higher learning.
- v. Produce highly competent legal men and women in the area of Shariah and Common Law for the ever expanding judicial institution in the state in particular and Nigeria in general.;
- vi. Help overcome the strong prejudices for western education, especially among Muslim communities in Kwara State and Nigeria generally;
- vii. Encourage the active acquisition of western education alongside or, in addition to adequate Islamic Education (training and culture), through the college programmes; and
- viii. To assist in accelerating national growth and development through the development of God-fearing and morally sound manpower, appropriately equipped to participate fully in every aspect of social-economic and political life of modern Nigeria. The mission of the College has been extended to cover the provision of middle level manpower in such areas as Education, granting Imam Ship certificate, Advance Diploma in Law and Degree programmes (Kwara CAILS, 2025).

Significance of the Study

To promote the floating in the college programmes, the establishment of psychology and counselling unit as an important aspects of human development; make the college management and people generally appreciate the importance of guidance and counselling in human development; promote establishment of guidance and counselling unit for the students' social and academic well-being and progress.

Suggestions

In view of the above discussions, the following suggestions are hereby made for the progress of the college:

1. Students and staff in the college are in need of counselling in every facet of human endeavour and it should be adequately provided. In order to benefit from this, there is need for the establishment of counselling unit in the college with special emphasis on counselling center, counsellor training and practice.
2. Stakeholders such as the alumni, religious leaders, as well as philanthropists, should contribute towards further development of the institution, through the provisions of infrastructure, granting scholarships and research funding.
3. There should be effective and efficient implementation of guidance programme in Kwara State College of Arabic and Islamic Legal Studies Ilorin, to promote quality provision of qualified personnel for the schools and to enable them contribute to the development of the society at large.

Conclusion

This paper has attempted to give an overview of the challenges of human resource development, with regards to the factor of counselling. From the discourse, it is realized that College of Arabic and Islamic Legal Studies Ilorin, Kwara State, Nigeria is yet to establish the guidance and counselling programme, which is important in the preparation of its graduates.

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