



# Implementation of Students Support Service Program at Bule Hora University Guji Girja Campus

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*Abstract: Based on the gaps identified, the general objective of this study was to assess the implementation of a student support service program with a focus on academic and administrative-related services at Bule Hora University Guji Girja Campus. Thus, a quantitative research method with a descriptive survey design was used. 146 respondents by census technique was participated in filling out the prepared questionnaires. Quantitative data analysis methods like percentage and frequency were used with the support of SPSS 24. The result of this study revealed that strong efforts were needed regarding academic-related services due to drawbacks like a lack of sufficient tutorial classes, no organized counseling service, a shortage of supportive materials, and a computer lab. Good activities were observed in the area of administrative-related supports like on-time student's registration, effective mechanisms of information exchange, and a low bureaucratic system in campus service delivery. Lack of financial support for economically poor students is among administrative related drawback. Therefore, the researchers recommends that the campus should appoint the coordinator for the program, open counseling and special needs with a resourceful center, work with funding organizations, and the main campus should support the campus both technically and financially.*

*IndexTerms - Bule Hora University, Guji Girja Campus, Implementation, and Students Support Service Program.*

## INTRODUCTION

Globally, student support services at universities help students perform better, be more successful, and have a higher likelihood of earning a degree. The efficacy of programs providing student support services is contingent upon the help-seeking behavior of students (Johnson, Gitay, Abdel-Salam, BenSaid, Ismail, Al-Tameemi, & Al Hazaa, 2022). Therefore, the care and assistance students receive from their school in the administrative and academic domains to get over learning barriers is referred to as student support. Students need a variety of abilities and perspectives for academic success, including time management, library utilization, and reading and writing proficiency. In a similar vein, they require a range of administrative assistance, such as selecting an appropriate research location, facilitating prompt registration, and effectively distributing high-quality resources (Getaye, 2013).

Research carried out by Julal (2013) a variety of problem-focused social support programs are offered by universities to assist students who are having personal issues. Pupils who encountered personal challenges and possessed a more contemplative approach to problem-solving were inclined to make use of student support services. Furthermore, there was a higher level of psychological discomfort indicated by students who exhibited less introspective, more reactive, and repressive problem-focused coping methods. Mutuma, Nyerere, and Kyalo (2017) state that governments in both rich and developing countries have made great efforts to ensure that their inhabitants have access to higher education. Regrettably, governments in Africa have been providing fewer funds to these institutions. The quality of university education has been compromised as a result of the institutions' imposed financial cuts and, frequently, their struggles to provide sufficient learner support services.

According to a study by Chetty & Kepkey (2023), student support services at postsecondary institutions are seen as essential tools for helping students who are vulnerable. By meeting their academic, social, and personal requirements, these services help students succeed in their studies and enhance their general well-being. Services for student assistance are therefore crucial to their success. Different researches were conducted on Ethiopian universities regarding students support service. For instance: study conducted by Asres (2018) showed that most students with disabilities obtained different administrative and social support services from universities. On the other hand, the findings showed that the actual support services provided for students with disabilities in the sample universities were not in line with its higher education proclamations. This study focus on disabled students only and others students were not considered.

According to Tadesse, Taye, Bekalu, Hunde, & Abbi, 2013 students complained about the services provided in the university, such as cafeteria, dormitory, student clinic and guidance and counselling, and it required the Office to develop the capacity of counselors, nurses, lab technicians, pharmacists and cafeteria workers. This indicated that higher institution should work on the improvisation of their service for effective teaching and learning process. One of the comprehensive universities set up in 2012GC is Bule Hora University. The university is situated in the southern part of Ethiopia, Oromia Region, West Guji Zone, Bule Hora City, which is approximately 467 km from the capital of Ethiopia, Addis Ababa. Since its establishment in 2012GC, the University has undertaken to fulfil its mission of teaching Learning, Research and Community

Services. Guji Girja Campus is one of the newly opened Campus at Adola Woyyu town that running Collage of education and Behavioral Sciences.

The main rationale for the selection of this study was as follows: firstly, as the researchers have been working in this institution, they have been observing plenty of gaps in the area of student support services that need research investigation. Secondly, there was a gap in addressing all participants and knowledge gaps, which were not addressed by the other researchers. Finally, as per the knowledge of researchers, there was no current study conducted on the implementation of student support service programs in the study. Thus, the researchers purposefully selected this study to address the existing implementation of support service programs both academically and administratively in the study area.

### **Basic Research Questions**

1. To what extent Guji Girja Campus is providing academic related support for students?
2. To what extent Guji Girja Campus is providing administrative related support for students?

### **Objective of the Study**

#### **General Objective of the study**

The general objective of this study was to assess the extent to which Guji Girja Campus providing both academic and administrative related support for students.

#### **Specific objectives of this study**

This study specifically to

1. Examine the extent to which Guji Girja Campus providing academic related support for students
2. Assess the extent to which Guji Girja Campus providing administrative related support for students

#### **Significance of this study**

This study will have the following contributions: it will provide clues for policy makers and curriculum planners to give focus on student support services. On the other hand, it show gaps of implementation for Guji Girja Campus in particular and Bule Hora University in general if this study published and copied to concerned body. In addition to this, it will serve as reference for researchers' for those interested to conduct study in the area of student support service at higher education if this study published in reputable journal.

#### **Delimitation of the study**

It is difficult to address all issues in one study. Therefore, this study were delimited both conceptually, and geographically as well as methodologically due to time, budget, and researcher's capacity as follows: conceptually it was delimited to implementation of student support service program with focus of both academic and administrative support program. Geographically delimited to Bule Hora University at Guji Girja Campus. Methodologically delimited to quantitative method with descriptive survey design.

#### **Research Methodology**

In this study, quantitative research method with descriptive survey design were used as per suggestion of Creswell (2014) in which the quantitative approach is used to measure the properties and objective aspects of the problem. Therefore, all objectives were analysis by using quantitative method.

### *Sources of Data*

Primary sources of data collection were employed in this study. Thus, the primary sources of data was collected from Guji Girja Campus regular undergraduate students by using self-constructed questionnaires.

### **Population, Sample and Sampling Technique**

The target population of this study was undergraduate regular students of Guji Girja Campus students. Therefore, there are 146 undergraduate students at Guji Girja Campus of which the researchers were used all of them by using census technique. Because, they are small in number and easy to manage. In addition to this, the researchers were working at this Campus and collect data from all respondents that give opportunity for all of them. Having this, the result of this study was based on data collected from 146 undergraduate regular student's response by using questionnaires.

### **Data collection Instrument**

Both closed and open ended questionnaires were used in this study. Researchers-constructed Likert type scale questionnaires were used. Due to medium of instruction in university is English language questionnaires was constructed only in English language. So, 146 respondents were the participants who filled the prepared questionnaires.

### **Method of Data Analysis.**

This study was quantitative in nature. Therefore, quantitative data analysis method were used by using descriptive statistic like frequency and percentage. Statistical Packed for Social Sciences (SPSS 24) were used for data analysis.

### *Ethical Consideration*

For the successful accomplishment of this study, the researchers was consider the following ethical considerations. Firstly, respondent's voluntarism were considered during data collection. This means respondents of this study were freely fill respond on questionnaires. Secondly, full right was given to respondents to know study purpose, its benefit, risk of the study and agree to participate of responding on prepared questionnaires. Thirdly, researchers kept respondent's anonymity and confidentiality. This means personal security of respondent's was kept and no respondents were not requested to write their name and not forced to give.

### **Result and Discussion**

This study start with respondent's personal information: for instance age and disability of undergraduate students. In doing so, the personal characteristic of respondents were discussed as follow. Concerning of respondents age, they were ranged from 26-30 age with 61% and 20-25 with 25%. This indicted that most of respondents were found at productive age and needs special attention as well as support for academic success. Dommaraju & Wong (2021) back a consider that beneficial maturing is around maturing well through optimizing openings for more seasoned individuals. The concept is valuable in advancing and optimizing work openings, empowering sound and dynamic life, and bringing down boundaries for community support and deep rooted learning, and supporting caregiving. Locks in in profitable exercises at more seasoned ages is an successful way to moderate down the decrease in utilitarian capacities as natural capacities decrease.

Concerning to respondents disability only 2.5% were physically and partially visual impaired in this Campus. However, there other students who needs special attention in their learning. Study done by Ali, Ahmad, Salleh, & Abd Majid, (2018) concluded that help or services offered to students with special needs guaranteed that they obtain full advantage from the teaching and learning process.

Concerning to questionnaires result obtained from respondents were analysis as follows: firstly, academic related support were analyzed. Having this, 95% respondents agree that there was there was no sufficient tutorial class as per their needs. In addition to this, the open-ended questionnaires result also confirmed some of teachers were providing tutorial classes especially for female students but it's not sufficient. However, the tutorial class that was giving by Campus was not sufficient. Thus, students' needs additional tutorial class since they are preparing for Exit examination. According to Layton's (2015) research, the tutorial system has the ability to significantly improve students' academic performance as a pedagogical intervention.

Regarding to counseling service in the campus, 78% respondents agree there was no organized counseling program but teachers were proving advisory service especially for graduating students. This has shown that the campus have no counseling center that regularly support students by motivating, advising and initiating. Therefore, counseling center should be organized in the campus since there was students from disadvantage group. According to Parveen & Akhtar (2023), pupils need social, emotional, and behavioral abilities in addition to intellectual prowess to thrive in life. In order to guarantee that kids obtain a comprehensive education that equips them for life's difficulties, counseling services are essential.

Concerning to access of capacity building training 86% respondents strongly agree there was sufficient capacity building training in the campus. This has shown that that is eagerly working on student's capacity building, which has to be model for the other campuses. Because, capacity building training is very mandatory for students' academic success beside regular teaching and learning process. In addition to this, the open-ended questionnaires confirms that students are getting training on study habit, power of attitude, time management, the secret of success, motivation and peer pressure, quality of good students and other training programs.

Regarding to Wi-Fi and Computer access, 61.5% respondents agree there was high quality Wi-Fi access but sometimes they are facing connection interruption. This indicated that the access of Wi-Fi was found at good position but there was interruption while majority of students are using. In addition to this, the open ended questionnaires has shown that there was electric power problems that leads to connection interruption since there was no automatic generator that replace the electric power while power were gone. Moreover, majority (96%) respondents disagree on the sufficient access of computer in the campus. Therefore, it was possible to say there was low computer access but at good position in Wi-Fi service. According to Ferede, Elen, Van Petegem, Hunde, and Goeman (2022), there was a lack of computers at colleges, which is why few professors possessed personal computers instead of focusing about their pupils.

Concerning to the availability of supportive materials, 56% respondents disagree with availability of supportive materials like guidebooks, teaching aids for special needs students, and reference books in the campus. This has indicated that the campus students are getting problems with the availability of supportive materials which great affect in their academic performance. According to Olayinka (2016), pupils who

received instruction using instructional materials outperformed those who did not. Furthermore, the open-ended questions revealed that students are concentrating their studies on the handouts and modules that they have individually developed.

Regarding to library service, majority (77%) of respondents agree that students were getting library service even if sufficient materials were not available. This has shown that the library workers were eager in their work but they are facing challenges of materials availability. Thus, opening library is not sufficient unless required materials should be fulfilled for the sake of students' academic success especially for students' academic performances. Mandrekar (2020) study showed that there is a significant and remarkable relationship between the library usage and the students' academic performance and success.

Secondly, administrative related services were analyzed as follows: regarding to service delivery quality 92% respondents agree that there was no bureaucracy system in the campus, which affect the motivation of students in learning. Beside this, the open-ended questionnaires realized that there was strong supervision regarding to service delivery by each concerned body. Thus, it is possible to conclude students were not facing bureaucracy in all service delivery since they were small in number and strong supervision by campus higher officials.

Concerning to students registration, 78% agree that there was on time student's registration in the campus. This indicated that students are registering themselves as per university schedule. However, open-ended questionnaires has shown that, there was a problem behind student's commitment during registration time. Thus, on time student's registration have a great contribution for students' academic success and this campus is considered as a model for other institutions concerning to student's registration.

Regarding to financial support for disadvantaged groups students 98% respondents were strongly agree that there no mechanism of financial support for disadvantage groups students in the campus. This has shown the campus was found at low position regarding financial supports for special needs students. In addition to this, the open-ended questionnaires confirms that there was no mechanism for financial aids for students from disadvantaged groups since students were not requesting for financial aids and the campus is also not considering it.

Concerning to information exchange mechanism in the campus, majority (92%) respondents were agree that strong mechanism of information in the campus. In addition to this, open-ended questionnaires reviled that, the campus was exchanging information for the students by using posts on boards, meeting with students, and social media platform (WhatsApp and Telegram groups) for any information transformation in which this campus is a role model for the others. Mensah, Quansah, Oteng, & Nii Akai Netey, (2023) have shown that Student academic performance is heavily influenced by access to Information

## **Conclusion**

Based on the result obtained from respondents, the following conclusions were made.

The campus students were getting support both academically and in administrative ways. However, there were drawbacks on both sides. Among the academic-related support drawbacks are the lack of sufficient tutorial classes, the shortage of a computer lab, the lack of supportive material, and the fact that there was no organized counseling service on campus. However, the capacity-building training and high-quality Wi-Fi

services were considered exemplary work on this campus. On the other hand, in administrative related support, there was high achievement, like on-time student's registration, a low bureaucratic system in service delivery, and an effective information exchange mechanism by using social media and bulletin boards. However, lack of financial support for economically poor students was one of their drawbacks on campus.

### Recommendations

Based on the above conclusion the following recommendations were made.

- The campus should organize the student's service program coordinator. The coordinator should supervise the effectiveness' of the program implementation.
- The main campus should support, both technically and financially, the Guji Girja campus regarding program implantation.
- The campus should open an open education resource center for all students.
- The campus should open an effective counseling center for students.
- The campus should create links with different organizations.
- The campus should open an effective and resourceful special needs center.

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