

Availability and Accessibility of Counselling Resources to Students and Staff Members of Tertiary Institutions in Osun State, Nigeria

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ABSTRACT

The study examined the availability and accessibility of counselling resources to students and staff members in Osun State tertiary institutions. It adopted a correlational descriptive survey design, and the population comprised all students and members of staff in the state. A sample of 720 participants were selected from six tertiary institutions using stratified random sampling techniques. A questionnaire titled "Questionnaire on Awareness of availability and accessibility of Counselling Resources was used data collection. The study found that the most available counselling resources are "professional counsellors, and "Internet Facilities with the highest RSI values of "0.687" and "0.676" respectively and that accessibility to counselling resources are generally low (40.0%). Therefore, reducing multifaced issues among Nigerian youths requires a comprehensive counselling service which must be made available and accessible to students, staff members, and other stakeholders in the education sectors in the state.

Keywords: Counselling, availability, accessibility, resources, institutions

INTRODUCTION

All over the world, one of the established and effective tools of mitigating the magnitude of educational and societal problems is professional counselling. Being one of the recent developments and young discipline when compared with philosophy, sociology, mathematics, law, medicine and even economics, there is no limit to the problems on which it can be offered. Industries, business establishments, health facilities and most importantly traditional and educational institutions are becoming increasingly recognizing the place of counselling in the nations development and its potential for improving interpersonal relationship. Apart from this, it provides opportunity for significant personal growth and quality decision making regarding one's personal values, career, and life goals for all within academic environment.

Concerns about educational progress, course programme planning, financial and health matters, and problems of individual and families, social and emotional adjustment are commonly expressed in the context of counselling. In spite of all these counselling

services, in the last two decades, Nigeria has experienced high level of corrupt practices (Transparency International, 2021), gambling activities (Aguocha & George 2021), illicit drug use (UNODC, 2018) and internet addictive behaviours (Omoyemiju, 2018), immoral sexual acts (Bukola, 2020), cultism (Alanamu, Olanrewaju, & Muhammed, 2018), and bullying (Owuamanam & Makinwa, 2015) among students of secondary and tertiary institutions. These are some of the national embarrassments being contended with probably because of lack co-ordinated and effective counselling system in the Nigerian schools or due to students' lack of awareness of availability of counselling resources put in place in schools by government or relevant authorities.

Being an integral part of educational system and one of the tools for achieving the national educational goals, the Federal Government of Nigeria (FGN) in her National Educational Policy (NPE) also recognized counselling as one of the educational support services put in place for the implementation of educational policy, attainment of policy goals and the promotion of effectiveness of educational system. To achieve these goals, it was clearly stated in the NPE that "government shall continue to make provision for the training of teachers in guidance and counselling, establish and equip counselling clinics, career resource centres, information centres, and proprietors of schools shall provide adequate number of counsellors for their institutions (FGN, 2014)".

In some European countries and the United States of America, the quality and quantity of counselling (human and material) resources varies greatly but there is evidence of concerted efforts being to meet up with the students' population. For instance, in terms of human resource (i.e., counsellor), students-counsellor ratio is the best method of determining the adequacy of counsellors in a school. According to the recommendation of the American School of Counselling Association (ASCA, 2015), in an ideal situation, for two hundred and fifty students in a school, there must at least one counsellor (i.e., 250-1) rendering guidance and counselling services for the students. Where there are 500, 1000, and 2000 students in a school, two, four, and eight counsellors respectively will be required for effective guidance and counselling services in the school. However, evidence from a comparative study conducted on selected countries by Popov and Spasenović (2020) and data from the United States Department of Labour (2018) indicates that Croatia appears to be the only country with relatively lowest ratio.

In Nigeria and other African countries not all the schools (private or public) have school counsellors and where there is, an average of one counsellor (1000-1) will be available for the whole school irrespective of the students' size (Okocha & Alika, 2012). Provision of resources needed for effective counselling services appears to be difficult when compared to the advanced countries due to limited budgetary allocated for education sector in general (Goodrich et al. 2014; Goss & Adebowale 2014;). This has led to shortage of manpower and material resources for effective therapeutic services to be rendered for students within the school. African countries like Simbabwe (Nkala, 2014), Namibia (Mushaandja et al. 2013), Kenya (Okech & Kimemia, 2012), and Nigeria (Okocha & Alika, 2012; Nweze & Okolie, 2014) have been witnessing shortage

of counselling facilities and resources in the past decade and this has led increase in social, behavioural and mental problems being exhibited by young adults across the continent.

Counselling in higher institutions of learning is also required to provide useful and quality information to students so as to be aware of various available opportunities in the world of work, job requirements, career opportunities, lifestyles that are reflected in different types of work, how to develop a good curriculum vitae or resume and prepare for job interview, writing quality statement of interest and motivation for jobs, scholarship positions, internship and graduate fellowship for the purpose of improving their overall well-being. However, efforts to fully provide quality counselling service to students in Nigeria have been hampered by number of problems. These among others include inadequate facilities (Ayis, 2016), lack of awareness about the potency of counselling (Iyejare, 2022), lack of funding (Kolo, 2017), shortage of professional counsellors (Anjesuyo, 2012).

Apart from this, during this level of students' education, cognitive, affective, behavioural, adjustment and systemic intervention strategies are expected to be applied by tertiary institution counsellors to ensure that students adjust fully to the new learning condition, related well with friends and staff members, cope with academic stress, and achieve their ultimate personal and career goals. Gottfredson (2002) theorised and tagged this stage of students' life as "orientation to the internal unique self." At this level of education, despite the challenges posed by learning difficulties and stress, time management and adjustment to condition within the university, students now have the ideal similar to adults, of which occupation are acceptable to them, become aware of sexual attractiveness to others, notions of status, how they look, and they are concerned with how other view them. All these multifaced issues necessitate a comprehensive counselling service which must be provided for student regularly for prevention of various form of psychological such as (e.g. suicidal ideation) and mental related problems (e.g. internet addiction, illicit use of drug) against them and to support those that fall into a victim for rehabilitation.

Although most tertiary institutions in Nigeria have counselling units or centres where student can seek help from professional counsellors. In spite of this, indecent dressing, illicit drug use, internet addictive behaviour, immoral sexual acts, kidnaping, ritual killing, suicidal ideation has been established as some of the issues that are increasing in degree on daily basis in Nigeria. Could this problem be attributed to failure of the students who are facing any of these issues to seek help or their misconceptions about counselling as helping profession? Could it be as a result of students not having access to counsellor or counselling resources? Could it be attributed to the limited counselling resources in schools? Could it be due to failure of counsellors to create awareness to students on the availability of counselling resources in the schools? Empirical answers

on these questions would help determine the direction of intervention by professional counsellors, institution managements, and education policy makers in Nigeria.

If the objectives of tertiary education that were stated the NPE are to be achieved, then it must be supported by provision of the required quality and quantity of counselling resources in each institution. However, going by the consistent increased population growth of Nigeria resulting to increased young adults' population group being admitted in Nigerian tertiary institutions yearly and inadequate funding of education, it could be assumed that these places more pressures on the provision of counselling resources and accessibility to relevant counselling facilities by students. Since provision of effective therapeutic service is largely depend on the quality and quantity of resources and facilities. It becomes imperative to investigate the availability of these counselling resources in to provide quality information on the state of availability of counselling resources in Nigeria tertiary institutions. This becomes important in order to guide education administrators and policy makers for appropriate policy directions. Therefore, it is the purpose of this study to investigate the availability and accessibility of counselling resources to students and staff members of tertiary institutions in Osun State. Specifically, the objectives of the study are to:

- a) examine the availability of counselling resources to students and staff members in Osun State tertiary institutions; and
- b) investigate the accessibility of counselling resources to students and staff members in the State.

In achieving the two objectives stated, the following research questions were raised:

- i. What are the available counselling resources in Osun State tertiary institutions?
- ii. To what extent do students and staff members access counselling resources in Tertiary Institutions in the state?

Two research hypotheses were postulated, they are:

- i. There is no significant difference in the extent to which counselling resources are accessible by students and staffs in Tertiary Institutions in Osun State base on the ownership.
- ii. There will be no significant difference in the extent to which counselling resources are accessible by students and staffs in Tertiary Institutions in Osun State base on the school type.

METHODS

This adopted a correlational descriptive survey design. The population comprised all students and members of staff in Osun State tertiary institutions. Osun State was created in 1991 and mainly populated by Yoruba speaking people. As of the period of conducting this study, there were ten Universities in Osun State (one federal, one state and eight privately owned universities), nine Polytechnics (one federal, two state and

six privately owned Polytechnics), and four Colleges of Education (two state and two private) in Osun State. The study sample was made up of 720 participants (630 students and 90 members of staff) were selected using stratified random sampling techniques with using institution ownership (public and private) as a stratum. Using disproportionate stratified sampling technique, two universities, two polytechnics, two colleges of Education were selected from the existing 23 tertiary institutions in the state. Simple random technique was used to 30 members of (academic and non-academic) staff from each of the selected institutions. In selecting the students, 300, 180, 150 students were selected from universities, polytechnics, and Colleges of Education respectively by disproportion due different students' population size of the institutions.

A structured and self-designed questionnaire tagged "Questionnaire on Awareness of availability and accessibility of Counselling Resources (QAAACS) in Osun State Tertiary Institution" was used to collect data for the study. The QAAACS contained 33 items sub-divided in three sections A, B, and C. Section A consisted of respondent's demographic information which are gender, school ownership, and institution type. The section B has 21 items measuring availability of both human and material resources for counselling. Section C of the questionnaire contained 12 measuring accessibility of counselling resources in schools. In section B, participants were asked to respond to the items using 3-point rating scale ranging from "Not Available" to "Available". The individual score on the 21 items was computed and with this procedure, the maximum obtainable score was 63 while the minimum obtainable score was 21. The higher the score of an individual on this section of the questionnaire, the more the availability of counselling resources in that institution. Under section C of the questionnaire, were asked to respond to the items using 4-point rating scale ranging from "Never" to "Always". The items were scored "1", "2", "3", and "4" for "Never", "Rarely", "Often", and "Always" respectively.

The individual score on the 12 items was computed and with this procedure, the maximum obtainable score was 48 while the minimum obtainable score was 12. The higher the score of an individual on this section of the questionnaire, the more the accessibility of counselling resources in that institution. The initial number of items generated by the researcher was 42 items. This was trial tested using 48 respondents (i.e., 32 students and 16 members of staff) in a setting outside the study area the psychometric properties of the 48 items were determined and 33 items confirms to be suitable enough for data collection. In addition, the questionnaire tested further for internal consistency. The reliability coefficients 0.81, 0.77, and 0.89 were obtained for Cronbach Alpha, Split-half, and Spearman Brown respectively. This is an indication that the 33-item questionnaire was good and adequate and was used eventually for data collection. Data collected were analysed using simple descriptive statistics. Specifically, frequency count and percentage were used to answer the two research questions raised while hypotheses one and two were tested using t-test and one-way analysis of variance.

RESULTS

Table 1: Descriptive statistics showing the demographic distribution of respondents

Demographic variables		
	Frequency	%
<i>Institution Type</i>		
University	362	50.3
Polytechnics	212	29.4
College of Education	146	20.3
<i>Respondents' category</i>		
Counsellor	5	0.7
Academic staff	53	7.4
Non-Academic staff	41	5.7
Student	621	86.3
<i>Sex</i>		
Male	332	46.1
Female	388	53.9
<i>Ownership</i>		
Private	320	44.4
Public	400	55.6
Total	180	100

From Table 1, it could be observed that a total of 362 (50.1%) were university respondents while 212 (29.4%) and 146 (20.3) were polytechnic and colleges of education respondents respectively. In terms of institution ownership, 320 (44.4%) students attended privately owned institutions while 400 (55.6%) attended public owned institutions. While 621 representing 86.3% of the participants were students, 41 (5.7%), 53 (7.4%) of them were non-academic and academic members of staff respectively. Only 5 (0.7%) of the participants were professional counsellors. 46.1% of the participants were male while 53.9% were female.

Research Question One: What are the available counselling resources in Osun State tertiary institutions?

To answer this question, responses to section B which as to do with counselling resources were coded as “Not Available” (1), “I don’t know” (2) and “Available” (3). The available counselling resources in Tertiary Institutions in Osun State is presented in Table 2. Relative Significant Index (RSI) were computed for the counselling resources available to the clients as indicated by the students and staff members in the institutions. The RSI were then ranked from largest to the smallest in order to determine the most available counselling resource and facility. The result is presented in Table 2.

Table 2: Descriptive statistics showing the counselling resources that are available in tertiary institutions in Osun State

S/N	Items	Available		Not Available		I Don't Know		RSI	Rank
		F	%	F	%	F	%		
1.	Human Resources: Professional Counsellors and Social workers	229	31.8	306	42.5	185	25.7	0.687	1
2.	Counselling room for one-on-one counselling	177	24.6	311	43.2	232	32.2	0.641	14
3.	Counselling room for group counselling	169	23.5	305	42.4	246	34.2	0.631	19
4.	Counselling Laboratory	146	20.3	364	50.6	210	29.2	0.637	17
5.	Online Counselling Service	197	27.4	265	36.8	258	35.8	0.638	16
6.	Adequate furniture	181	25.1	333	46.3	206	28.6	0.655	10
7.	Storage facilities (filing cabinet)	163	22.6	362	50.3	195	27.1	0.652	12
8.	Air condition/Fan (AC)	235	32.6	238	33.1	247	34.3	0.661	6
9.	Information board	255	35.4	222	30.8	243	33.8	0.672	4
10.	Tape recorder	135	18.8	355	49.3	230	31.9	0.623	20
11.	Consent form	162	22.5	359	49.9	199	27.6	0.650	13
12.	Record book/File Folders	163	22.6	377	52.4	180	25	0.659	7
13.	Reference Books	185	25.7	327	45.4	208	28.9	0.656	8
14.	Bibliotherapy Books	186	25.8	291	40.4	243	33.8	0.640	15
15.	Two-ways Mirrors	137	19	338	46.9	245	34	0.617	21
16.	Dictionary and Career album	195	27.1	306	42.5	219	30.4	0.656	9
17.	Computer for Operations and Data Storage	184	25.6	372	51.7	164	22.8	0.676	3
18.	Internet Facilities	212	29.4	316	43.9	192	26.7	0.676	2
19.	Radio, Television and Video sets	160	22.2	373	51.8	187	26	0.654	11
20.	Projectors	175	24.3	364	50.6	181	25.1	0.664	5
21.	Psychological Tests Batteries (mental ability tests, Achievement tests, Personality tests, Aptitude tests etc)	198	27.5	259	36	263	36.5	0.637	18

Table 2 shows the counselling resources that are available in tertiary institutions in Osun State. It can be seen from the table that the most available counselling resources are “human resources (i.e., professional counsellors)”, “Internet Facilities”, “Computer for Operations and Information Storage”, and “Information board” with the highest RSI values of “0.687”, “0.676”, “0.676”, and “0.672” respectively. Having rated human resources first, it can be concluded that almost all the institutions irrespective of institution type and ownership has professional counsellors that are available to provide counselling service to students and members of staff. This followed by availability of internet facilities, computer sets, and information or notice board that were rated second, third and fourth respectively. When comparison was made about availability of counselling resources with respect to the type of institution and their ownership, there were variations in the degrees of availability of counselling as presented in Table 3.

Table 3: Descriptive statistics showing availability of counselling resources across institution type and ownership in the state.

<i>Institution Type</i>	Availability of Counselling Resources			
		Available	Not Available at all	
University	360	99.4%	2	0.6%
Polytechnic	121	57.1%	91	42.9%
College of Education	139	95.2%	7	4.8%
<i>Institution Ownership</i>				
Private	317	99.1%	3	0.9%
Public	394	98.5%	6	1.5%

From Table 3, it can be observed that counselling resources are more available in the universities when compared with polytechnics and colleges of education in the state. 99.4% of the resources were available in the universities while 95.2% and 57.1% of the resources were available in the colleges of education and polytechnics respectively. In terms of ownership, the counselling resources seems to be more available in private owned institutions (99.1%) than public (98.5%).

Research Question Two: To what extent do students and staff members access counselling resources in Tertiary Institutions in Osun State? To answer this research question, responses to section C which as to do with accessibility of counselling resources were coded as “Never” (1), “Rarely” (2), “Often” (3) and “Always” (4). The responses were subjected to frequency counts and the scores were computed as a single measure of accessibility. On the scale, the minimum and maximum obtained scores were 12 and 48 respectively, while the mean score was 24.69, standard deviation was 9.77. Using the score statistics, the extent of accessibility was categorized as “High” and “Low” extent. The score that ranged from 12 through 25 were regarded as “Low” extent while scores that ranged from 26 through 48 were regarded as “High” extent of accessibility. The result of the categorizations is presented in Table 4.

Table 4: Descriptive statistics showing the extent to which students and staff members access counselling resources in tertiary institutions in Osun State

Extent of accessibility	Frequency	%
Low	432	60
High	288	40
Total	720	100

From Table 4, given that majority of the students and staff 432 (60%) indicated that the extent of accessibility to counselling resources are low in Tertiary Institutions in Osun State. However, 40% (288) indicated that the extent of accessibility to counselling resources are high in Tertiary Institutions in Osun State. Hence, it can be concluded that indicated that the extent of accessibility to counselling resources are low in Tertiary Institutions in Osun State. Further to this, comparison was made about rate of accessibility of counselling resources with respect to the type of institution and their ownership, the result is presented in Table 5.

Table 5: Descriptive statistics showing accessibility of counselling resources across institution type and ownership in the state.

<i>Institution Type</i>	Accessibility of Counselling Resources			
	Low		High	
University	151	41.7%	211	58.3%
Polytechnic	211	99.5%	1	0.5%
College of Education	70	49.9%	76	52.1%
<i>Institution Ownership</i>				
Private	177	55.3	143	44.7%
Public	255	63.8	145	36.2%

From Table 5, it can be observed that counselling resources are more accessible accessibility is higher in the universities when compared with polytechnics and colleges of education in the state. 58.3% of the resources were easily accessible to students in the universities while 52.1% and 0.5% of the resources can be accessed by students in the colleges of education and polytechnics respectively. In terms of ownership, students got access to counselling resources in private owned institutions (44.7%) than public (36.2%).

Research Hypothesis One: There is no significant difference in the extent to which counselling resources are accessible by students and staffs in Tertiary Institutions in Osun State base on the ownership. To test this hypothesis, the computed scores of the respondents on section C was subjected to test of difference with ownership as grouping variable. The result of the t-test is presented in Table 6.

Table 6: t-test showing difference in the extent to which counselling resources are accessible by in Tertiary Institutions in Osun State base on the ownership.

Group	Observation	Mean	Std. Err	Std. Dev.	t	95% Conf. Interval	
Private	320	25.8281	0.5863483	10.48892		9.772627	26.98172
Public	400	23.7825	0.4535303	9.070605	2.8042	22.89089	24.67411
Combine	720	24.6916	0.3642043	9.772627		23.97664	25.4067
Differenc e		2.04562	0.7294734			.6134692	3.477781

diff = mean(private) - mean(public)

degrees of freedom = 718

Pr(|T| > |t|) = 0.0052

From Table 6, it can be observed that the mean score for participants in private institutions is greater than the mean score of those in the public institutions (25.82813 > 23.7825; diff = 2.045625) and their standard deviations are 10.48892 and 9.070605 respectively. This mean that there is higher homogeneity within the group of participants in private institutions than those in public. The result shows further that there was a significant difference in the extent to which counselling resources are accessible in tertiary institutions in Osun State base on the institution ownership (t = 2.8042, p = 0.005). Hence, the null hypothesis was rejected, and it was therefore concluded that a significant difference in the extent to which counselling resources are accessible by students and staffs in tertiary institutions in Osun State base on the ownership.

Research Hypothesis two: There will be no significant difference in the extent to which counselling resources are accessible by students and staffs in Tertiary Institutions in Osun State base on the school type. To test this hypothesis, the computed scores of the respondents on section C was subjected to analysis of variance (ANOVA) with school type as grouping variable. The result of the ANOVA is presented in Table 7.

Table 7: ANOVA showing difference in accessibility to counselling resources by in Tertiary Institutions in Osun State with respect the institution type.

Source	Partial SS	df	MS	F	P
Model	20799.987	2	10399.993	155.78	0.0000
Type	20799.987	2	10399.993	155.78	0.0000
Residual	47867.563	717	66.760897		
Total	68667.55	719	95.504242		

Number of observations = 720; R-squared = 0.3029

Root MSE = 8.17073; Adjusted R-squared = 0.3010

The result of the ANOVA in Table 7 shows that there exists a significant difference in the extent to which counselling resources are accessible by students and staffs in tertiary institutions in the state base on the institution type ($F = 155.78, p = 0.000$). Hence, the null hypothesis was rejected, and it was therefore concluded that a significant difference in the extent to which counselling resources are accessible by students and staffs in Tertiary Institutions in Osun State base on the school type. The result further shows that the interactive model of institution ownership type on the accessibility of counselling resources yields an R-squared value of 0.3029 and Adjusted R-squared value of 0.3010. This is an indication that this model can account for at least 30.1% and at most 30.2% of any variance observed in the participants' rate of accessibility of counselling resources over time.

DISCUSSION

Following the increasing rate of educational, behavioural, social, and mental related problems being manifested by young adults especially tertiary institution students, and with increasing students' population in Nigeria and other African countries, it has generated a lot of questions by the education stakeholders regarding the state of counselling facilities and resources meant for prevention of occurrence of such problems, and rehabilitation and provision of supports for the victims. The need to investigate the status of counselling resources and facility in terms of its availability and accessibility of these resources to students and members of staff becomes imperative for the achievement of educational objectives and NPE goals and that has motivated this study.

In this study, the research question one was raised to examine the availability of counselling resources to students and staff members in Osun State tertiary institutions. This question is important to determine whether the students' population and the available resources are at the optimum level or to provide empirical justification to either increase or reduce professional counsellors' workforce and other non-human resources such as counselling room for one-on-one and group activities, counselling laboratory, online counselling service adequate furniture, two-ways mirrors storage facilities for confidentiality, reference books etc. From results on research one, it was found that counselling resources are more available in the universities when compared with polytechnics and colleges of education in the state with more of them in the private owned institution than the public.

Apart from this, it was found that human resources (i.e., professional counsellors), internet facilities, computer for operations and information storage, and information board are relatively more available than other relevant resources such as two-ways mirrors, tape recorder, counselling laboratory, psychological tests batteries that are less available. This is in line with Ikeotuonye and Ukwueze (2014) who reported that the number of counsellors employed by the National Open University of Nigeria (NOUN) like other tertiary institutions in Nigeria are grossly inadequate and those employed are not regularly exposed to further development. The results obtained in this study also

similar to the findings of Adebowale (2011) and Arjesuyo (2012) who identified shortage of professional counsellors and Ayis (2016) that identified inadequate facilities as major problems confronting counselling practice in Africa. There must be provision of all counselling resources for effective service delivery by professional counsellors and amelioration of various contemporary issues among adolescents and young adults in Nigeria without which all educational, behavioural, social, and mental related problems may keep escalating.

The results of the second research question revealed the extent to which students and staff members accessed counselling resources in tertiary institutions in Osun State. From the results, more than half (60%) of the participated reported their low access and this is an indication that the extent of accessibility to counselling resources by students and staff members in Tertiary Institutions in Osun State is generally low. This low accessibility may be due students' inadequate knowledge of availability or awareness about counselling service in their various schools as reported by Bukoye (2012), Ikeotuonye and Ukwueze (2014) that many students in tertiary institutions are not aware of the existence of counselling services in their institutions. However, the finding of this study is in tandem with the submission of Nwokolo (2010)'s study conducted in nine universities in south eastern Nigeria that there was low access to academic advising and counselling by university students. Although, the scope of Nwokolo's study did not cover polytechnics and colleges of education, it was limited to university students only. Otherwise, they would have provided information about students' accessibility to counselling services in other tertiary institutions.

However, by comparison in this study, the rate of accessibility is far higher in the universities when compared with polytechnics and colleges of education. It was observed from this result that students in universities had better access followed by those in colleges of education while students in polytechnics reported lowest accessibility to counselling services. One of the reasons for higher rate of accessibility may be attributed to availability of Faculty/School of Education which housed the department of counselling education that trained professional counsellors in Nigeria but rarely found in polytechnics due to its peculiarity, that is to pay special attention to research and the promotion of indigenous technology in Nigeria (FGN, 2014). In an attempt to answer research question two further, it was found that students in private owned institution had more access to counselling resources than public their counterparts in public institution. This may also be attributed to the level of awareness created by counsellor in private institution to students about counselling services (Bukoye, 2012).

The result of hypotheses showed that there was a significant difference in the extent to which counselling resources are accessible by students and staffs in Tertiary Institutions in Osun State base on the ownership. As noted in this finding, it seems productivity level of counsellors in private institution is better than those in the public institutions. Personal interaction and observation of this researcher with colleagues and other members of staff across tertiary institutions in Nigeria indicates that workers (academic

and non-academic) including professional counsellors are relatively more efficient than those in public institutions due to quality control, thorough supervision and record keeping of service delivery on daily basis by their employers. All these may force or push counselling service providers in private institutions to have a better record of accessibility of counselling resources to students and staff in their respective institutions. This has a lot of policy implications for the employer of labour and managements in all public tertiary institutions Nigeria.

CONCLUSION

Counselling is a helping profession and tool for achieving the national educational goals and policies, and overall well-being of young adults in tertiary institution in Sub-Sahara Africa countries. However, it was evident that the rate of availability and accessibility of counselling resources to students and staff members was low even though it was relatively better in private owned institutions in Nigeria. Therefore, reducing multifaced issues among Nigerian youths requires a comprehensive counselling service which must be made available and accessible to students, staff members and other stakeholders in the education sectors.

RECOMMENDATIONS

Since provision of counselling service in tertiary institutions is very important and based on the findings of this study, the following recommendation were made:

- a) As a matter of responsibility, government at all levels should hire the required number of professional counsellors in Nigerian tertiary institutions based on the population size of students. This becomes necessary to reduce the excess work on the few counsellors that are available in the institutions and meet up with recommended standard of students-counsellor ratio. With this being implemented, degree of accessibility to professional counsellors by students and staff members will increase.
- b) Budgetary allocation toward the provision of quality education in general and counselling resources particularly should be increased by government. The increased budget must be appropriated to improve the availability of counselling resources in Nigerian tertiary institutions.
- c) Also, as a matter of responsibility, the university, polytechnic, and college of education managements should set up monitoring and evaluation committee that will be saddled with the responsibility to supervise and evaluate weekly service provided by counsellors to students within the school using counsellor's weekly service log. This will allow the managements to determine whether counsellors are productive or not.
- d) Counsellors in the tertiary institutions must create regular awareness and sensitization programme on potency of counselling to students and staff members in the school. This will reduce the degree of stereotypic beliefs of students and staff members about what counselling is and what counselling is not.

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