The Availability of Counselling Facilities in Tertiary Institutions in Borno State, Nigeria

*Alkali Kolo Yagana; **Professor Kagu Bulama; & **Dr. Geoffrey Ali Domiya

*Department of Business Education, College of Education Maiduguri, P.M.B 1469 **Department of Education, University of Maiduguri, P.M.B. 1069

Abstract
The aim of this research paper is to evaluate the availability of counselling facilities in Tertiary Institutions in Borno State, Nigeria. Out of twelve (12) tertiary institutions in Borno State, only four (4) has established counselling centers. These institutions include; University of Maiduguri, Kashim Ibrahim College of Education Maiduguri, College of Education Waka-Biu and Umar Ibn Ibrahim El-Kanemi College of Education Science and Technology Bama. Descriptive survey design was adopted for the study. The population of the study comprises all the four counsellors in this four institutions. purposive sampling technique. A total of four copies of checklist were administered by the researcher and used for the study. Findings of the study revealed that there is adequate counselling facilities in Kashim Ibrahim College of Education Maiduguri and College of Education Waka-Biu, while University of Maiduguri and Umar Ibn Ibrahim El-Kanemi College of Education Science and Technology Bama, has inadequate counselling facilities. Based on the findings of the study, it was concluded that counselling facilities were adequate in some of the institutions while in others, counselling facilities are inadequate. Based on the findings, it was recommended that the concerned institutions should provide enough counselling facilities to those institutions with inadequate
counselling facilities to enhance performance of counsellors in the institutions.

**Keywords:** Availability, Counselling, Facilities, Counsellors, Institutions

**Introduction**

Counsellors performance would not be effective without adequate counselling facilities that would enhance guidance and counselling process in our schools. The National Commission for Universities directed that there should be an existence of physical structures with enough space for: consulting rooms for counselling, staff offices, conveniences and halls, ICT facilities and e-library materials among others. Specifically there should be offices for Directors, Deputy Directors, Counsellors and other workers. It was also directed that there should be counselling facilities, such as guidance counsellor’s office in each school. This must be furnished with furniture, chairs, psychological test instruments, books, filing cabinet (one in each room for basic room for basic career reference materials and books, bookshelves, notice board, tape recorder, cupboards for storing filmstrips, internet access, index card system for keeping student past records, fans and/or air conditioners in working rooms and offices, labelling kits, loud speaker, telephones and intercoms, refrigerators, televisions, videos, radio and video cassettes, photocopying, typing paper and cardboard papers and other types of stationery, recycling chair, audio visual aids, two way mirrors, carpets and rugs, files and filing system, laminating and binding machines, generating sets, computers and printers, gum and binding gum and stickers, a bus and one official car for director (NUC 2010). The above listed facilities are the required facilities by the National Universities Commission in its guidelines for the establishment of Counselling and Development Centres in Universities (NUC 2010). Furthermore, the National Commission for Colleges of Education (NCCE) has laid down minimum standards for all programmes including Guidance and Counselling Programme in the Colleges in terms of facilities to enhance guidance and counselling process. The minimum standard recommended for these colleges includes the following:
accommodation – a sufficient accommodation sited in a comfortable place (not too open) within the school with enough space for: waiting room/secretary/receptionist room, counselling clinic/counsellor’s office, small store, toilet facilities and small room. Basic facilities: motor vehicle, writing tables and chairs, easy chairs with side stools, cabinet and book shelves, curtain for the windows, refrigerator, radio/tape recorder, ICT facilities, computer with accessories, stationeries (files, register, exercise books, biros etc). Psychological tests instruments and other test materials such as student problem inventory (SPI), vocational interest inventory (VII), adolescent personal data inventory (APDI), student habit inventory (SHI), intelligence tests, among others. Personnel: at least two professional counsellors, a secretary/clerk, receptionist, messenger/cleaner. Maintenance: each College is encouraged to set-up and maintain the centre (NCCE 2012).

Guidance and counselling facilities are significant in enhancing the performance of the institution counsellors with regard to the sufficiency of these facilities in the institutions counselling centers. Ozioko (2014) sees adequacy as a state of being sufficient. Also citing the Oxford English Dictionary, adequacy means being sufficient or satisfying a requirement. Guidance and counselling facilities are expected to be adequately provided to create favourable environment for the guidance counsellors of Universities, Colleges of Education, Monotechnics and Polytechnics.

Adana (2004) opined that there are important guidance and counselling facilities needed for efficient and smooth discharge of the counsellors roles and functions, these are; Conducive office facility - for effective counselling activities to thrive, there must be adequately furnished and conducive spacious office facility for group and individual counselling sessions and to accommodate two auxiliaries to the counsellor. A situation where the counsellor shares the general staff room with the rest of the school staff should be stopped. Others are materials and storage facilities and Communication facilities. The counsellor needs cabinet, shelves and other hardware for data storage. In view of the realities of globalization, a computer outfit is necessary for easy storage and retrieval of data. The management of huge amount of data is facilitated by the use of computer and its accessories. Again, there are a number of computer software packages that can aid information retrieval and appraisal services. Furthermore, the work of the counsellor can be enhanced greatly with the availability of telephone and other communication gadgets. The realities of
globalization demand that the counsellor’s office be fitted with the state-of-the-art facilities to aid communication around the world. As the world is gradually turning into a global village, counsellors in Nigeria need internet services to assist them be in touch with latest information around the world as they are in a position to pass across these information to the success of students.

Guidance and counselling facilities are very important aspects of counselling, because the realization of counsellors objectives depends largely on the counselling facilities. For guidance and counselling to be effectively carried out there must be counselling facilities such as counsellors office, office furniture, books on counselling, guidance and counselling manual, electricity, psychological tests among others. All these facilities help to facilitate performance of guidance counsellors in a school or outside school settings.

Ifeoma, Abanihe and Odeniyi (2011) conducted a study on evaluation of guidance and counselling resources in secondary schools in Oyo State. The study adopted descriptive survey design. The study used a sample of 30 public secondary schools and thirteen private secondary schools. Data was collected through the use of Resource Provision for guidance and counseling inventory. The data analysis was done using chi-square and percentages. Findings of the study revealed that counsellor’s office, client’s chair and educational files were available, while information board, socio-personal files, occupational files and career album were inadequate. These have far-reaching implication for guidance and counselling practice in Oyo State Schools. Recommendations were made based on the findings. Principals of schools should make funds available to the guidance counsellors for the procurement of counselling resources. In addition, guidance counsellors should improvise resources that are relevant to their duties. Students should be allowed to make use of socio-personal files, educational files and career albums in their offices. Also, regular information should be posted on the information board. The guidance counsellors should keep record of their daily activities and have socio-personal, educational and vocational files. They should be innovative and creative.

Inaja and Abang (2015) carried out a research on counsellor and counselling facilities for conducive counselling environment in senior secondary schools in Southern Educational Zone in Cross Rivers State, Nigeria. Survey research design was adopted with a sample of 100 school counsellors and 300 students randomly selected. The selection was done through simple random sampling technique. The counsellor/student opinion questionnaire was the instrument
used for the data collection. The reliability of the instrument was established through the split-half method of spearman Brown prophecy formular and pearson product moment correlation. Analysis was employed to test the hypotheses. The results of the analysis revealed that the school counsellor and counselling facilities are significantly related with conducive environment for counselling. Based on the findings, it was recommended that adequate facilities as well as trained and devoted counsellors be provided in all secondary schools in the study area.

Mogbo (2011) stress that counsellors should be given a standard office located in a place where privacy is guaranteed. At least two rooms should be provided, the clerical staff room and the consulting room for counselling. The office should be modestly furnished and comfortable. The basic furniture provisions expected in such an office are as follows; bulletin board or notice board, bookshelves, suggestion box for students to slot in their needs and concerns, special cabinets for storing and retrieving students cumulative record folders, filling cabinets for files, audiovisual materials such as projectors, computers, radio and cassettes, internet facilities/school net, computer discs (CDs), empty tapes, desks and laptops, a small library shelf with books, magazines, journals, newspapers and career/vocational information guides. The libraries should be relevant to guidance practice and current practice in use. Psychological tests such as scholastic, aptitude and intelligence tests, achievement and mental ability tests, interest, inventories to measure expressed interest, manifest interest, tested interest and invented interest tests, personality inventories and self-concepts. Non-test instruments such as anecdotal records, observation and interview schedules and the personal data for getting information on student background such as parents status, salary, education, nature of work and other relevant information. These material resources are listed in details, so that schools will make adequate budget provision for procurement of the materials. Other relevant records/documents that should be in the counsellor’s office are continuous assessment records for all classes, psychological tests should be procured or developed e.g. MOPS, SHI, VII, among others. They also include proceedings and communiqué of workshops, seminars, conferences and talks within the state and other states. These documents/papers should be put together and bound into a volume for references when needed or required.
Undiyaundeye (2013) opined that interactive radio counselling is an innovative tool which can be effectively used to reach out to learners who are spread out. The learners should always remind themselves about the Radio Counselling and set aside that time for listening to and participating through the telephone lines. This mode is being used for learners who are in prison by the newly established Regional Center in Nagpur, Cross River State. The prisoners are brought to a classroom within the prison and the supervisor asks questions and seeks clarifications on behalf of the learners in prison. Since anyone who tunes into the radio channel can listen, this is also a very good method of creating general awareness among the population at large.

The need for infrastructural facilities in the counselling unit cannot be over emphasized. Roodworth (2000) emphasized the need for creating good and conducive counselling environment that makes the counselling unit private for privacy, it makes the counselling environment pleasant and comfortable, it gives the counselling centers shape and uniqueness and it reduces stress and anxiety on the victims/clients. In view of the need to enhance development in students, conducive environment must be put in place. The space needed for the office depends on the potential size of the students’ body and the planned extent of the services. The unit should be accessible to all students, distanced from the administrative block of the school so as not to scare students. A counselling environment for a secondary school should have at least; a room/office for a group counselling with about 20 – 30 chairs, Secretary’s office, reception and toilet facilities and air conditioners, fans, bulletin boards, newspapers and magazines should be provided periodically.

Haruna (2015) equally observed that secondary school students are facing several problems that require guidance and counselling services. Unfortunately, the various services rendered, orientation, appraisal, follow-up, referral among others, have been facing a lot of problems, thereby making it difficult for the services to adequately and effectively reach out to students. As a result, many are left without guidance and the consequence is much. The researcher examined the hitches in the administration of guidance services in Nigeria secondary schools, which lack adequate and trained professional counsellors, poor remuneration/incentives, lack of adequate and relevant psychological tests, and poor expertise in the administration of psychological tests. Recommendations offered suggest the establishment of a viable counselling centre in schools with professional counsellors deployed to manage the centre’s
as well as embarking on public enlightenment campaigns to sensitize school administrators, parents, teachers and students on the significance of guidance programme and functions of school counsellors.

Egbule (2009), stressed that establishment of guidance and counselling centre has to do with coordination of counselling facilities and materials. This involves the acquisition of all or some of the basic counselling materials and facilities. Such facilities or materials include: office accommodation, test materials and other psychological apparatus or gadgets. Co-ordination here also involves financial budgeting and procurement of necessary materials given the available financial resources. Basic materials or facilities needed in organizing guidance programme. These facilities include both human and material resources, thus;

a. Qualified counselling personnel
b. Supporting staff
c. Office accommodation and equipment
d. Finance
e. Career library and information catalogue
f. Test materials and other psychological apparatus or gadgets

Fajonyomi (2006), explained the importance of record keeping in guidance and counselling. In her, without record keeping the essence of history may be fully understood. Records that are kept in the counselling unit depend on the nature of the office. Some counselling units are made to be complete centre headed by a director. While other offices are managed like any other departmental office in the school. The type of record kept depends on the nature of the center. Some of these records include Log books, Client files (folders), Financial account book, Cassettes, Desks, Inventories, Summary of counselling sessions, Assessment tools and Computers with the permission of the client the counsellor can tape-record or video-tape their discussion during the counselling session. In case of any third party who wants information about the client, the clients consent has to be sought before availing such information. This is to buttress the importance of confidentiality in counselling profession.

Anyamene, Nwokolo and Anyachebelu (2012), studied availability and use of information communication technology resources for counselling University students in South East States, Nigeria. The sample size was 10,800 students from the nine Universities. The instrument was a structured questionnaire developed by the researchers. The data collected was analyzed using percentage and mean scores. The study revealed that information communication and
technology (ICT) facilities in the South East States, Nigeria were inadequate. The results also indicate that the level of information communication and Technology was very low. Based on the findings of the study, it was recommended that the government should make available ICT facilities in counselling laboratories in all Universities in order to help facilitate counselling and learning.

The provision of ICT facilities in the resource centers presupposes that counsellors and students can use them to improve awareness, adjustment and learning. Shiran (2001) opined that investment in ICT facility will help in counselling and other support services necessary for effective delivery of an ICT-based curriculum and it should be utmost in government priorities. Globalization and information revolution is increasingly changing the learning process in higher education in Europe and America. Globalization has challenged higher institutions in Nigeria and in particular South East Universities to face new type of learning involving the use of ICT facilities to improve counselling. It has been observed that there is a lack of ICT infrastructure in Nigerian Secondary Schools. It is recommended that attention should be given to the provision of Internet services in schools to help the counsellors and students.

Shiran (2001) further observed that one of the areas in the various services being provided by the school is guidance services or the school counselling services. Through the implementation of the school guidance programme various goals and objectives of developing young children to become good and productive citizens of the country could be attained. Through the efficient and effective use of ICT, school counsellors are in a better position to provide administrators, teachers, parents and students the appropriate timely information needed to help all students to set ambitious goals and to realize their goals. The benefits of using ICT in school counselling are so great that there is no need for more justification as to why there is an urgent need to undertake this study on integrating ICT in school counselling for basic education.

**Statement of the Problem**

To ensure effective implementation of the counselling centers in the tertiary institutions in Nigeria, National Universities Commission and National Commission for Colleges of Education have directed all the tertiary institutions to establish counselling centers and also provide adequate counselling facilities
to enhance the performance of counsellors. The researcher observed that, there are problems hindering the performance of counsellors in tertiary institutions in Borno State. The problems include; offices for guidance counsellors in the tertiary institutions are not fully equipped, inadequate conducive space, lack of financial support by the management and lack of counselling inventories. It is in line with the above problems that the researcher undertook a study to evaluate counselling facilities in tertiary institutions in Borno State.

**Objectives of the Study**

- To evaluate the availability of counselling facilities in tertiary institutions in Borno State.
- To find out whether the counselling facilities are adequate in tertiary institutions in Borno State.

**Research Questions**

- What is the availability of counselling facilities in Tertiary Institutions in Borno State?
- What is the adequacy of counselling facilities in Tertiary Institutions in Borno State?

**Methodology**

The research design was a descriptive survey design; the target population was the counsellors in tertiary institutions in Borno State. The sample size was four (4) counsellors were selected according to (Krejcie and Morgan, 1970). Instrumentation in this research was the use of checklist, simple percentages, frequency figures was adopted for data analysis.

**Results**

Data obtained from the checklist was to determine the availability of counselling facilities in tertiary institutions and the summary of the analysis is presented in the bar-chart in

**Figure 1. Bar Chart Showing the Results of Availability of Counselling Facilities in Tertiary Institutions in Borno State, Nigeria**
Discussion

Figure 1 revealed that Umar Ibn Ibrahim El-Kanemi College of Education Science and Technology Bama has about 48.2% counselling facilities are available. College of Education Waka Biu has about 80.4% counselling facilities are available. Kashim Ibrahim College of Education Maiduguri has about 85.7% counselling facilities are available while University of Maiduguri has about 37.5% counselling facilities which are available. Kashim Ibrahim College of Education Maiduguri is the institution with the highest percentage of counselling facilities while University of Maiduguri has the lowest percentage of the counselling facilities.

Research question Two: What is the adequacy of counselling facilities in Tertiary Institutions in Borno State?
Figure 2: Bar Chart Showing the Results of Adequacy of Counselling Facilities in Tertiary Institutions in Borno State, Nigeria

Furthermore, the researcher also elaborated on the adequacy of guidance and counselling facilities in Tertiary Institutions in Borno State based on the results analyzed on the check list administered to the counsellors in the selected tertiary institutions in Borno State. In Umar Ibn Ibrahim El-Kanemi, College of Education Science and Technology Bama, only guidance and counselling manual, ICT facilities, office furniture and log book were found to be available. While 42.2% of the facilities were found to be inadequate, which include: Counselling offices, counsellors, counselling services, office furniture, books on counselling, achievement test, bulletin board, electricity, intelligence tests, aptitude tests, spacious counselling offices, interest tests, counsellors supporting staff, career resources center, reference books, study habit examination technique inventories (SHETI), possession of motivation on occupational preference scale (MOPS), vocational interest Inventory (VII) in the counselling office, adolescents’ developmental needs inventory (ADNI), substance abuse subtle screening inventory, transport for follow-up services, personality test, adolescent personal data inventory (APDI), VDV and Video CD, radio chat on career choice and two way mirror.

The result further revealed that in Waka Biu, adequate guidance and counselling facilities were office, counsellors, counselling services, office furniture, achievement test, bulletin board, electricity, intelligence test, aptitude test, spacious counselling office, interest test, counsellors support staff, career resource centre, reference books, guidance and counselling manual, personality test, possession of motivation on occupational preference scale and log book while 21.9% were found to be inadequate, the facilities which include: counselling office, counsellors, ICT facilities, books on counselling, transport system for follow up services, study habit examination technique inventory, vocational interest inventory (VII) in the counselling office, adolescent personal data inventory, adolescents’ developmental needs inventory (ADNI), substance abuse subtle screening inventory (SASSI) and DVD, video CD, radio on career choice and two way mirrors.

In Kashim Ibrahim College of Education Maiduguri, the counselling facilities that were available included: counselling office, counsellors, counselling services, office furniture, books on counselling, bulletin board, electricity, intelligence test, aptitude test, spacious counselling office, interest test, counsellors support staff, reference books, guidance and counselling manual, personality test, study habit examination technique inventory (SHETI), possession of motivation on occupational preference office (MOPS), vocational interest inventory (VII) in the counselling office, adolescents’ personal data inventory (APDI), adolescents’ development needs inventory (ADNI), log book and DVD, Video CD, Radio chat for career choice while 12.5% of the facilities were found to be inadequate, which include: counselling office, counsellors, ICT facilities, achievement test, career resource centre and substance abuse subtle screening inventory, transport for follow-up services and two way mirror.

The result further revealed that in the University of Maiduguri, the guidance and counselling facilities that are available included: counselling office, counsellor, counselling services, office furniture, bulletin board and log book while 23.5% of the facilities were found to be inadequate, which include: counselling office, counsellors, ICT facilities, books on counselling, achievement test, electricity, intelligence test, aptitude test, interest test, counsellors support staff, career resources centre, possession of motivation occupational preference scale (MOPS), vocational interest inventory (VII), DVD & CD Video for showing career choice & Radio Chat on career choice and spacious counselling office were found to be inadequate.

**Discussions**

The findings of the study related to research question two, which sought to determine the adequacy of counselling facilities in the tertiary institutions in Borno State, Nigeria. Findings of the study revealed that counselling facilities
in some of the Tertiary Institutions are adequate, while in others were not adequate to be used by the counsellors of the twenty (28) items on the checklist as stipulated by National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE), some of the items were said to be adequate, while others were not. Findings of this study is in agreement with Ifeoma, Abanihe and Odeniyi (2011) who in their study revealed that, in Oyo Secondary Schools there were available counselling facilities such as counsellors’ office, clients chair and educational files.

Hogan (2001) opined that the availability of counselling facilities in schools can bring up students who are dependable in all spheres of life. Really, counselling facilities are like tools which the counsellor is supposed to work with and where these facilities are not there, it renders the efforts of the counsellors’ fruitless. Also findings of this study is in harmony with Obi, Onye, Mohammed and Bernice (2012) who reported in their study that there were adequate counselling facilities in Gwadabawa Government Day Secondary School, in which counsellors used career counselling services for their students to take career decision and aspiration. The career counselling services guide their students to make appropriate subject choice that matches their career challenges and plans. Furthermore, findings of this study is in contrast with Ifeoma, Abanihe and Odeniyi (2011), who reported in their study that, secondary schools in Oyo State, do not have enough counselling facilities. Also findings of this study is not in agreement with Nyamwange, Nyankan and Ondima (2012), Ojo (2010), Haruna (2015), and Inaja and Abang (2015) who in their separate studies reported that guidance and counselling is faced with the problem of lack of counselling facilities in most of the schools in Nigeria.

**Conclusion and Recommendation**

Based on the findings and interpretation of the data collected, it can be concluded that there is available counselling facilities in Kashim Ibrahim College of Education Maiduguri and College of Education Waka-Biu while in University of Maiduguri and Umar Ibn Ibrahim El-Kanemi College of Education Science and Technology Bama most of the counselling facilities were found to be inadequate and also the findings revealed that with the exception of other counselling facilities, there is inadequate counselling office and counsellors supporting staff in all the tertiary institutions under study. Based on the findings it was recommended that National Universities Commission and National Commission for Colleges of Education and management of the concerned institutions should provide adequate counselling facilities to those institutions with inadequate counselling facilities to enhance the performance of the counsellors. The study also recommended that all
monotechnics and polytechnic in Borno State should establish and equip guidance and counselling centers in order to handle students problems.

References


Roodworth, (2000)