

# Availability and Accessibility of Counselling Resources in Tertiary Institutions in Osun State

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**Abstract:** Counseling refers to the process of meeting the needs of students in several areas of development, such as academic, career and personal. Counselling services can however not achieve its objectives without the having the right resources and access to these resources. In order words, counselling resources are resources that helps achieve the goal of counselling services which include both human or materials; examples are professional counsellor, filling cabinet, psychological test batteries, career album, information board, counseling offices, counseling laboratory, projectors, television set, and other electronic materials to mention a few. This study examined the availability and accessibility of counseling resources in tertiary institutions in Osun State. The descriptive research design of survey type was employed in the study and a total of 330 sample were selected using the stratified random sampling technique. Findings revealed that the level of availability of counseling resources in the tertiary institutions is moderate. It was also revealed that the top available counselling resources in the tertiary institutions include professional counsellors, internet facilities, and computer for operations and data storage while the least available counselling facilities include counselling room for group counseling, tap recorder and two ways mirrors. Furthermore, a low level of accessibility to counseling resources was recorded. There is no significant relationship between the availability of counselling resources and accessibility to the counselling resources. Hence, availability does not imply accessibility. In addition, a significant difference in the level of accessibility to counseling resources between staff and students was obtained. The staffs have a higher level of accessibility compared to the students of the tertiary institutions. The study therefore recommends that students and staff of the tertiary institutions should be sensitized on the availability of counselling resources and the benefits of making use of the resources and that counsellors that are in charge of the resources should be ready to make themselves available and accessible to students and staff.

**Keywords:** Counselling; Awareness, Availability, Accessibility, Counselling Resources

## Introduction

The output of every organization or services largely depends on the resources it possesses; which directly relates to production. The resources available for rendering good counselling services are not an exception. The term counselling here broadly refers to the process of meeting the needs of students in several areas of development, such as academic, career and personal (Raghavan, 2009). Counselling is very important to students because it helps them get a grasp of what their future holds, and how to navigate through it. The choices they make today predict how their future might look like, thereby making counselling very significant in their lives. However, good counselling practices cannot be achieved without adequate resources. Counselling resources are significant in enhancing the performance of students in the institution with regard to the availability and accessibility. According to National Universities Commission (NUC, 2010), counselling resources could be human or materials; examples are professional counsellor, filling cabinet, psychological test batteries, career album, information board, counselling offices, counselling laboratory, projectors, television set, and other electronic materials to mention a few.

Availability of counselling resources is very important because it helps students from diverse racial, religious, political and socio-cultural background with diverse needs and concerns to assess good counselling resources. Students that attend postsecondary institutions are often in their late teens or early 20s. These crucial developmental phases are when pupils are exposed to formative influences that will shape their careers and way of life. Academic strain, financial stress, and social acclimatization to campus life are just a few of the difficulties that university students must overcome. Counseling helps students deal with problems and obstacles they can encounter while attending college. For example, sharing thoughts and feelings, in context of a counselling therapeutic relationship, can assist students feel less anxious, isolated and enable them to understand more clearly what is happening now and how they will like things to change. Students may experience a broad range of difficulties that call for therapeutic relationship, for example, examination anxiety, depression, suicidal ideations, mental health problems, post traumas, bereavements, issues concerning relationships, sexuality, family problems (Makinde, 2005; Brown and Joshua, 2011).

Many tertiary institutions today provide counseling options for students in tertiary institutions. These tools can help students reach the objectives specified for the school guidance program, but only if they are made available to them and used by them. Numerous resources are needed to provide quality counseling services. These comprise a counseling office or laboratory, suitable furnishings, a battery of psychological tests, internet access, and most importantly, a qualified counselor. The absence of these resources causes

a significant setback for the efficient delivery of counseling services. Making counseling services available to students and clients is crucial because, with the right tools, a professional counselor can help their client experience true, long-lasting change.

Availability of the counselling resources is the presence of the earlier mentioned materials for the use of the student in the institutions. Making resources available entails sourcing for materials; sourcing strategies would imply the method of looking for. However, accessibility of the resources determines the quality of service to be rendered by practicing or professional counselors and shows reducing the various societal problems come from students' frustration such as rape, domestic violence, sexual violence, corruption, human trafficking, drug abuse, sycophancy, terrorism, kidnapping and others. All these problems could be explained or dealt with and reduced when the school counselling resources are put in place for students and staff use. It is also Many students are going through different issues like academic stress, emotional insecurities, depression, anxiety, anger, relationship conflict, adjustment, drug abuse just to mention a few. The importance of making resources for counselling available and accessible by the students is that professional and effective counsellors can foster real and lasting changes and provide solution to issues students are facing.

### **Aim and Objectives of the Study**

The study examines availability and accessibility of counselling resources in tertiary institutions in Osun State. Specifically, the study:

- i. investigates the level of availability of counselling resources;
- ii. examines the level of accessibility to counselling resources.

### **Hypotheses**

The following hypotheses were formulated for the purpose of this study:

1. There is no significant relationship between level of availability and accessibility to counselling resources in Osun State tertiary Institutions.
2. There is no significant difference in staff accessibility and students' level of accessibility to counselling resources in Osun State Tertiary Institutions.

### **Empirical Evidences**

Although studies on availability and accessibility of counselling resources have been very limited, few researchers have established to fact which are in most cases relational. For instance, Marliyyatu (2016) assessed the availability and utilization of counselling resources among para counsellors in Secondary Schools in Bauchi State using a descriptive approach. It was discovered that counselling resources are not sufficient in terms of availability and lots still needs to be done. On the other hand, the little ones available has been under utilized. The study then suggests that the State Government should build counselling centers in all the secondary schools all over the state and equip them with required resources. It was found that there is still more work to be done and that the available counseling resources are insufficient. On the other hand, the small ones that were available weren't used enough. The study then makes the recommendation that the State Government establish counseling centers and provide them with the necessary resources in each of the state's secondary schools. Mogbo, Obumneke-Okeke and Anyachebelu (2011) also discovered that in most educational institutions where counselling services are rendered across the country, the available resources have been far below expectations and this could hardly be sufficient to perform the required standard services. The study further claims that if there must good counselling services there is to supply adequate human and material resources which must also put in consideration all categories of people including internally displaced persons and people of different economic, educational, social and physical orientation. Andegiorgis (2019) work on the availability counselling resources among students and staff revealed that majority of students (57.6%) and teachers (75%) reported that their schools did not have counselling service. According to teachers, most (75.0%) revealed that their schools did not have counselling services. Only 25% of the respondent teachers said their school had counselling services and adequate resources to carry out such services. Wamocho, Karugu and Nwoye, (2018) also exposed some of the major problems of awareness on the accessibility of counselling resources. Using a descriptive research design, they discovered that the problems are usually related to teachers, administrators, parents, students and community members.

### **Methodology**

This study employed a descriptive research design of survey type. The tertiary institutions used were Obafemi Awolowo University, Ile-Ife, Federal Polytechnic, Ede and College of Education, Ile-Ife. The population used for the study is the staff and students of the selected tertiary institutions in Osun State. A total of 330 respondents were selected for the study using the stratified sampling technique. One hundred (100) samples were randomly selected from each tertiary institution (80 students and 20 staff). This sample was selected to include both male and female respondents so as to ensure proper representation. Against this backdrop, a total of 330 samples were selected in all. A well structured questionnaire was designed to elicit for data used for the study. Data collected were analyzed using both descriptive and inferential statistical methods. Simple percentage and frequency counts were used to describe the characteristics of the variables while Pearson Product Moment Correlation Coefficient (PPMCC) and t-test were used to test the stated hypotheses at 0.05 level of significance. The results were presented in tables.

## Results

**Table 1: Level of Availability of Counselling Resources**

Items	Frequency	Percentage
High ( $>2.50$ )	89	26.9
Moderate ( $1.5 - 2.5$ )	127	38.5
Low ( $1.0 - 1.49$ )	114	34.6
<b>Total</b>	<b>330</b>	<b>100.0</b>

Mean Score: 2.15      SD = 0.44

**Table 2: Available Counselling Resources**

S/N	Items	Available		I Don't Know		Not Available		Rank
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
1	Professional counselors	152	46.1	112	33.9	66	20.0	1
2	Counselling room for one on one	138	41.8	116	35.2	76	23.0	14
3	Counselling room for group counselling	118	35.8	123	37.3	89	27.0	19
4	Counselling Laboratory	124	37.6	122	37.0	84	25.5	17
5	Online Counselling Service	128	38.8	119	36.1	83	25.2	16
6	Adequate Furniture	184	55.8	67	20.3	79	23.9	10
7	Storage Facilities (filing cabinet where	152	46.1	110	33.3	68	20.6	12
8	Air Condition/ Fan (AC)	218	66.1	57	15.5	61	18.5	6
9	Information Board	225	68.2	67	20.3	38	11.5	4
10	Tape Recorder	96	29.1	141	42.7	93	28.2	20
11	Consent Form	131	39.7	138	41.8	61	18.5	13
12	Record book/ File folder	191	57.9	91	27.6	48	14.5	7
13	Reference Books	190	57.6	85	25.8	55	16.7	8
14	Bibliotherapy Books	134	40.6	116	35.2	80	24.2	15
15	Two-ways Mirrors	87	26.4	157	47.6	86	26.1	21
16	Dictionary and Career Album	166	50.3	104	31.5	60	18.2	9
17	Computer for Operations and Data storage	225	68.2	69	20.9	36	10.9	3
18	Internet Facilities	238	72.1	52	15.8	40	12.1	2
19	Radio, Television and Video sets	174	52.7	82	24.8	74	22.4	11
20	Projector	228	69.1	60	18.2	42	17.4	5
21	Psychological Test Batteries (Mental Ability tests, Achievement tests, Personality Tests, Aptitude tests etc)	112	33.9	139	42.1	79	23.9	18

Result presented in Table 1 on the availability of counselling resources revealed that 38.5% of the respondents were of the opinion that the available counselling resources are moderate, 34.6% thinks they are low while 26.9% thinks they are high. From the mean score (2/15), it is evident that majority of the respondents reported that availability of counselling resources is at a moderate level. Showing the available counselling resources, the top three available counselling resources are professional counsellors (1<sup>st</sup>), internet facilities (2<sup>nd</sup>) and computer for operations and data storage (3<sup>rd</sup>). It was also revealed that other notable counselling resources that were made available at the tertiary institutions include information board (4<sup>th</sup>), projector (5<sup>th</sup>), cooling system (air condition/fan) (6<sup>th</sup>) and record book/file folder (7<sup>th</sup>). On the other hand, the top 5 least available counselling resources include: online counselling services (16<sup>th</sup>), counselling laboratories (17<sup>th</sup>), psychological test materials (18<sup>th</sup>), counselling room for group counselling (19<sup>th</sup>), tape recorder (20<sup>th</sup>) and two-ways mirrors (21<sup>st</sup>).

**Table 3: Level of Accessibility to Counselling Resources**

Items	Frequency	Percentage
High ( $>2.50$ )	52	15.7
Moderate	103	31.3

(1.5 – 2.5)		
Low	175	53.0
(1.0 – 1.49)		
<b>Total</b>	<b>330</b>	<b>100.0</b>
<hr/>		
Mean Score: 1.32	SD = 1.03	

In Table 3, result on the level of accessibility of counselling resources revealed that 53% of the respondents reported a low level of accessibility to counselling resources, 31.3% reported a moderate level of accessibility to counselling resources while 15.7% of the respondents reported a high level of accessibility to counselling resources. In addition, it was revealed that the mean score is 1.32 which implies that majority of the respondents reported a low level of accessibility of counselling resources at the tertiary institutions in Osun State.

**Table 4: Relationship between level of availability and level of accessibility to counselling resources**

Variables	N	Mean	SD	r	Sig.
Level of Accessibility	330	1.32	1.03	0.15	0.07
Level of Availability	330	2.15	0.44		

$p > 0.05$

Result presented in Table 4 on the relationship between the level of availability and level of accessibility to counselling resources revealed that there is no significant relationship between the level of availability between availability of counselling resources and level of accessibility to the counselling resources ( $r=0.15$ ,  $p>0.05$ ). It indicates that even when the resources are available, students and staff do not take advantage of the counselling resources in the tertiary institutions.

**Table 5: Difference in staff and students' level of accessibility to counselling resources**

Variables	N	Mean	SD	df	t	Sig.
Staff level of accessibility	240	2.53	0.51	328	6.37	0.01
Students level of accessibility	90	1.04	0.38			

$p > 0.05$

Result presented on the difference between level of accessibility to counselling resources revealed that there is a significant difference in the level of accessibility to counselling resources between staff and students ( $t(328)=6.37$ ,  $p<0.01$ ). In addition, it was revealed that the staff score (Mean=2.53) significantly higher in the level of accessibility to counselling resources compared to students (Mean=1.04).

### Concluding Remarks

Findings revealed that the overall level of availability of counselling resources in the tertiary institutions falls in the moderate category which means there is some level of availability of counselling resources in the tertiary institutions. It was also revealed that the top available counselling resources in the tertiary institutions include professional counsellors, internet facilities, and computer for operations and data storage while the least available counselling facilities include counselling room for group counselling, tap recorder and two ways mirrors. The findings also showed that there is low level of accessibility to counselling resources. There is however, no significant relationship between the availability of counselling resources and accessibility to the counselling resources. Hence, availability does not imply accessibility. In addition, it was revealed that there is a significant difference in the level of accessibility to counselling resources between staff and students. The staffs have a higher level of accessibility compared to the students of the tertiary institutions. The study therefore recommends that students and staff of the tertiary institutions should be sensitized on the availability of counselling resources and the benefits of making use of the resources and that counsellors that are in charge of the resources should be ready to make themselves available and accessible to students and staff.

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