

ASSESSMENT OF PROVISION AND MANAGEMENT OF STUDENTS HEALTH AND GUIDANCE AND COUNSELLING SERVICES IN FEDERAL UNIVERSITIES OF NORTHWEST GEOGRAPHICAL ZONE, NIGERIA

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ABSTRACT

This study examined the assessment of Provision and Management of students' health and guidance and counselling Services in Federal Universities in North West Geographical Zone Nigeria. The study identified two objectives, which include among others to: determine the assessment of provision and management of health services in Federal universities of northwest zone, find out the assessment of provision and management of guidance and counselling services in federal universities of northwest zone. Two research questions were raised. Two null hypotheses were formulated and tested. The study used descriptive survey design. The population involved 42 management staff, 6447 teaching staff, 12344 non-teaching staff and 287 students from representative councils in the seven Federal Universities in the zone which gave a sum total of 19127. Research advisors (2006) was used to determine the sample size required for the study which stood at 557 namely, management staff 28, teaching staff 129, non-teaching staff 248 and 152 students. The instrument used for data collection was a Likert-five-point questionnaire adapted from Maina (2016). Which is tagged Questionnaire on opinions of the provision and management of students' health and guidance counselling services in Federal Universities in Nigeria. The questionnaire was pilot tested. Using test re-tests method, it was subjected to Pearson product moment correlation test in order to determine the reliability coefficient of the study $p < 0.05$. The reliability coefficient of 0.89 was obtained at 0.05 levels of significance. All the null hypotheses were tested at 0.05 level of significance, using ANOVA. Findings revealed that, Students' health was fairly provided and managed, and that provision of facilities for guidance and counselling services in federal universities in Northwest Geographical Zone, Nigeria among others. From the findings, it was recommended that existing health facilities should be maintained and improved upon. However, Guidance and counselling services occupy important position in the lives of university students, as such, should be seen to be given adequate attention and accessibility in federal universities in Northwest Geographical Zone, Nigeria.

Keywords: Assessment, Provision, Management

INTRODUCTION

Welfare issues in the context of university education are those services, processes and procedures whose primary purpose is to motivate, maintain and enhance the physical, social, intellectual and emotional well-being of students', Welfare services are all activities beyond the production and delivery of course materials that assist in the academic progress of students'. Welfare service is one of the wide range of services put in place by school authority, to ensure sound learning of students' in the campus. Guidance and counselling, health services, career information, support from tutor, course information, students' unionism, bursary award/scholarship, degree marketability and transportation as the basic welfare services that would serve the entire students' populace in any higher institution of learning. The National Universities Commission (NUC) (2013) identified students' social services in universities to include

health services, cafeteria, hostels, financial aid, counselling services, library, classroom facilities, instructional materials, and municipal services.

The state of students' welfare and social services in Nigerian universities made Chukwu (2016) to carry out a study on the problems of students' accommodation. The situation equally made some of the universities to set up task forces on students' welfare and social services in which recommendations informed the introduction of double-bunk beds in hostel rooms, the repair and regular maintenance of such students' welfare services as spoilt toilets and bathrooms, spoilt/blocked sewage and broken - down boreholes. The recommendations of the task force equally informed the supply of water to the hostels by water tankers, the renovation of hostels and hostel facilities, and the holding of regular fore to talk to students' on how to manage their environment and their lives Chukwu (2016). Some of the universities even set up vigilante groups to beef-up security (Okolie, 2018).

From the above assertions it appears that something is lacking in the quality and quantity of students' welfare and social services in Nigerian public universities. This was not the case when Nigeria had very few universities, and very few candidates seeking admission. Such factors as increase in the number of candidates seeking admission, and the expansion of academic programmes may probably have contributed to the present state of welfare services in Nigerian universities (Nwagwu 2017). The present state of students' welfare services is apparently affecting the students' in many ways, and all the strategies adopted by the universities so far to arrest the situation appear to be yielding no significant results. Welfare and social service programmes are aimed at achieving some predetermined objectives mostly to facilitate the process of teaching and learning in university setting. The administration of welfare programmes in the tertiary institutions, particularly universities, border on the number of persons and activities that are administered through a number of governmental programmes and universities governing policies coordinated by the Students' Affairs Unit. Social services in the conglomerate of social welfare in universities are provided by stakeholders of the institution which include government, employers, current students, academic and administrative staff, institutional managers, prospective students' and their parents, taxpayers, funding organizations, parents, accreditation organizations, professional associations, and the boards of universities. The roles of the stakeholders in the provision and management of welfare and social services are inevitable in the university system Akinsanya (2015). The government is the stakeholder mostly held with the responsibility of providing the greater percentage of these services. The public sector is the major provider and financier of education in Nigeria since it took over most of the schools in the country from primary to tertiary level in the mid-70s (Akuchie 2014). Government policies and budget allocation to education sector determine the degree to which these services are made available to universities by the government.

Each of the stakeholders has different view which is influenced by own interest in higher education on provision and management of the welfare and social services. In the provision and management of the welfare and social service process, internal and external stakeholders who may have different roles are identified Mainardes (2014). The external stakeholders are mainly concerned with the provision and assessment of the welfare and social service so that it meets an appropriate and required standard. They are concerned with the control of quality, whereas the emphasis of internal stakeholders is on provision and management of the welfare and social service and also quality enhancement. This aims at improving in the actual quality of teaching and learning and service delivery.

Management can be viewed as harnessing both human and material resources within an integrated system for the attainment of educational goals through an organized structure that is characterized by management functions such as planning, organizing, directing, supervision and evaluation (Sharm 2012). Management of welfare services involves initiating actions, monitoring activities and demanding results on the bases of allocated resources as well as policy making,

control and supervision in the attainment of educational goals is the major functions and responsibility of the students' affairs unit.

Statement of the Problem

In the face of growing enrolment of students' in tertiary education globally, students' welfare and social services such as: hostel accommodation, guidance and counselling, library service, health service, transport service cafeteria service, extra-curricular activities and internet service have become major teething problems faced by universities in developing countries context (Sharma, 2012). Those services in the universities are uncondusive and deplorable and this affects the academic performance of students' and their all-round development (Akuchie, 2014). As a result of limited government resources, governments in developing countries are unable to adequately meet the services demand for all public universities. Over the past two decades, governments in many developing countries have involved private organization providers to participate in building hostels and halls of residence for students' in order to meet the demand for more accommodation infrastructure (Auchie, 2014). This has attracted many private individuals into investment in students' hostel accommodation and other welfare and social services.

Welfare and social services are basic needs in all societies and fundamental right of every student in the university. In advanced countries, Welfare and social services are more accessible to all categories of students including the poor and the needy as a result of subsidies from the government. The situation is not the same in developing countries of the world. In Nigeria, for example, accessibility to welfare and social services by the poor is quite a difficult situation which is worsened by the harsh economic conditions and poor enabling environment. Likewise, accessing Welfare and social services facilities by Nigerian students' is no exception, especially where such university operates a non-residential policy. The experiences of students' in tertiary institutions in sourcing and securing for their own welfare and social services around university communities are likely to be interesting and significant.

Increase in the enrolment of students in the universities of Northwest Geographical Zone, Nigeria as well as provision and management of facilities in the northwest universities may affect the students towards not achieving their goals and objectives as this may reflected through poor academic performance of the students'. Therefore, it is against the background of the above problems that the researcher will assess the perception of stakeholders on provision and management of welfare and social services in universities of Northwest Geographical Zone, Nigeria.

Research Questions

This research sought answers to the following questions:

1. What are the perception of stakeholders on provision and management of health services in federal universities of Northwest Geographical zone, Nigeria?
2. In what ways do stakeholders perceive the provision and management of guidance and counselling services in federal universities of Northwest Geographical zone, Nigeria?

Research Hypotheses;

The following hypotheses were formulated for the study.

1. Ho₁ There is no significant difference in the assessment of provision and management of health services in federal universities of Northwest Geographical Zone, Nigeria.
2. Ho₂ There is no significant difference in the assessment of provision and management of guidance and counselling services in federal universities of Northwest Geographical Zone, Nigeria.

Research methodology

The researcher adopted descriptive survey research design for the study. The design describes what is in existence in respect to conditions or variables that are found in a given

situation. Otuka (2004) observes that a descriptive survey design approach is concerned “with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing”. The main idea for justifying the use of the design is that the design is used in behavioral and social science researches to gather factual information with regard to a particular population (Yabo 2017). The research design would therefore afford the researcher an opportunity to investigate various issues with regards to perceptions of stakeholders in attaining the provision and management of accommodation and transportation services in federal universities of northwest geographical Zone, Nigeria. In this study, the survey method was selected as suggested by Olayiwola (2016). This enabled the researcher to administer questionnaire to many respondents at the same time.

Research Question one: What are the perception of stakeholders on the provision and management of Guidance and Counseling services in Federal universities of Northwest Geographical Zone, Nigeria?

Table 1:

S/ N	Item statement	Category of Respondents	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Number	MEAN
1	The university provides functional guidance and counseling office	Management staff	10	22	-	10	2	49	2.4
		Teaching staff	27	68	1	40	-	110	3.0
		Non-tech. staff	17	53	-	41	7	108	4.1
		Students	6	74	2	25	2	107	3.3
2	Students are patronizing guidance and counseling office in University	Management staff	20	17	1	11	-	49	4.0
		Teaching staff	28	70	7	5	7	110	3.8
		Non-tech. staff	54	42	2	10	6	108	3.0
		Students	42	54	-	9	2	107	3.0
3	There is a guidance and counseling personnel’s in the University	Management staff	25	5	4	13	2	49	3.7
		Teaching staff	28	95	13	50	15	110	3.8
		Non-tech. staff	80	20	1	5	6	108	3.2
		Students	69	5	-	32	1	107	3.3
4	University encourages guidance and counseling activities	Management staff	22	15	1	5	11	49	3.1
		Teaching staff	51	30	7	1	18	110	3.0
		Non-tech. staff	20	50	2	41	1	108	3.0
		Students	12	64	-	29	2	107	3.3
5	The university provides enlightenment campaign for carrier choice in the University.	Management staff	21	14	-	11	3	49	3.6
		Teaching staff	54	30	1	31	5	110	4.5
		Non-tech. staff	48	15	4	40	7	108	4.8
		Students	50	38	-	11	8	107	3.0
6	The university provides access to guidance and counseling services.	Management staff	10	12	-	23	4	49	3.2
		Teaching staff	53	10	-	44	4	110	3.7
		Non-tech. staff	40	29	2	42	1	108	3.8
		Students	13	53	-	34	7	107	3.4

7	Guidance and Counseling office offers orientation service in the University.	Management	6	10	4	10	19	49	4.0
		staff	100	10	-	31	20	110	3.4
		Teaching staff	43	2	-	13	4	108	3.2
		Non-tech. staff	66	7	-	34	10	107	4.0
8	There are enough Guidance and Counseling materials in the University.	Students							
		Management	16	10	1	13	9	49	4.0
		staff	39	50	-	6	17	110	3.9
		Teaching staff	61	27	-	9	7	108	4.0
9	The university's guidance and counseling's office is well managed	Non-tech. staff	84	6	-	12	5	107	4.3
		Students							
		Management	14	28	-	4	3	49	4.5
		staff	28	58	5	5	15	110	3.3
10	The university's guidance and counseling's office is well utilized	Teaching staff	51	30	-	23	-	108	3.0
		Non-tech. staff	87	10	-	8	2	107	4.1
		Students							
		Management	10	20	-	17	2	49	3.0
11	The management inspect guidance and counseling's office	staff	15	63	5	19	9	110	2.9
		Teaching staff	61	3	6	40	3	108	3.8
		Non-tech. staff	44	45	-	16	2	107	3.0
		Students							
12	The University manages guidance and counseling activities	Management	12	19	-	8	10	49	2.4
		staff	21	50	-	20	20	110	3.0
		Teaching staff	40	10	2	55	7	108	4.1
		Non-tech. staff	57	30	-	12	8	107	3.3
13	The management organizes enlightenment campaign regularly	Students							
		Management	20	10	-	19	-	49	4.0
		staff	60	31	4	6	10	110	3.8
		Teaching staff	40	27	7	30	8	108	3.0
14	Guidance and counseling materials are well managed	Non-tech. staff	46	44	4	9	4	107	3.0
		Students							
		Management	13	22	-	12	3	49	3.7
		staff	65	10	7	30	4	110	3.8
15	The management organizes enlightenment campaign regularly	Teaching staff	62	30	-	10	6	108	3.2
		Non-tech. staff	65	1	-	32	9	107	3.3
		Students							
		Management	22	10	3	12	2	49	3.1
16	Guidance and counseling materials are well managed	staff	20	2	-	53	35	110	3.0
		Teaching staff	14	16	1	23	4	108	3.0
		Non-tech. staff	44	47	-	14	2	107	3.3
		Students							

Table 1 revealed the view of Management staff, teaching staff, non-teaching staff and Students on provision and management of guidance and counseling in federal universities of Northwest Geographical Zone, Nigeria. Item 1 showed the responses of respondents on whether the university provides functional guidance and counseling office. From the views of the respondents, the item statement was accepted by the respondents with the mean scores of 3.0, 4.0 and 3.3 Teaching staff, Non-teaching staff and Students respectively but rejected was rejected by management staff with a mean score of 2.4. Item 2 showed the responses of respondents on whether students are patronizing guidance and counseling office in University. The mean scores of the respondents show that the item was accepted by the respondents with the mean scores of 4.2, 3.8, 3.0, and 3.0 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 3 was on whether there is a guidance and counseling staff in the University. The responses of the respondents showed that the item statement was accepted as Management staff

3.7, Teaching staff had 3.8, Non-teaching staff had 3.2 and Students had 3.3. Item 4 was on whether university encourages guidance and counseling activities. The mean scores of 3.1, 3.0, 3.0 and 3.3 were obtained from the responses of the respondents, implying that the respondents accepted the item statement. Item 5 was on whether the university provides enlightenment campaign for career choice in the University. The item was also accepted by the respondents with the mean scores of 3.6, 4.5, 4.8 and 3.0 for Management staff, teaching staff, non-teaching staff and Students. Similarly, item 6 was accepted by the respondents with the mean scores of 2.9, 3.3, 3.4 and 3.6 for Management staff, teaching staff, non-teaching staff and Students respectively. Item 7 was to find out whether Guidance and Counseling office offers orientation service in the University. The mean scores showed that the item was accepted by all the respondents; with the decision mean of 4.0, 3.4, 3.2 and 4.0 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 8 was on whether there are enough Guidance and Counseling materials in the University. The item statement was accepted by the respondents with the mean scores of 4.0, 3.9, 4.0 and 4.3 respectively. Item 9 was on whether the guidance and counselling office is well managed, from item 9, the decision mean of the respondents were found to be 4.5, 3.3, 3.0 and 4.1, meaning the item was accepted by the respondents. Item 10 was on whether the guidance and counseling office is well utilized. The item was accepted by the respondents with the mean score of 3.0, 2.9, 3.8 and 3.0 respectively. Item 11 was on whether the university's guidance and counseling office. The item was accepted by the respondents with the mean scores of 3.0, 4.1 and 3.3 respectively, by Teaching staff, Non-teaching staff and Students but was rejected by the management staff with a mean score of 2.4. Item 12 was on whether the university manages the guidance and counseling office. The item was accepted by the respondents with the mean score of 4.0, 3.8, 3.0 and 3.0 respectively. Item 13 was on whether the manages organizes enlightenment campaign regularly. The item was accepted by the respondents with the mean score of 3.7, 3.0, 3.0 and 3.3 respectively. Item 14 was on whether the university's guidance and counseling's material are well managed. The item was accepted by the respondents with the mean scores of 3.1, 3.0, 3.8 and 3.3 respectively.

From the analysis of Table 1 it was revealed that there was adequate provision of facilities for guidance and counselling services in Federal Universities Northwest Geographical Zone, Nigeria.

Research Question Two: What are the perceptions of stakeholders on the provision and management of Health Services in Federal Universities of Northwest Geographical Zone, Nigeria?

Table 2:

S/ N	Item statements	Respondents	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Number	Mean
15	functional clinic is provided to the students' in the University	Management staff	22	18	-	8	1	49	4.0
		Teaching staff	65	-	5	11	29	110	3.5
		Non-teaching staff	45	42	2	12	7	108	3.9
		Students	80	-	2	19	8	107	3.4
16	University provides drugs all the time	Management staff	19	10	-	10	10	49	2.8
		Teaching staff	34	60	12	-	5	110	3.5
		Non-teaching staff	70	4	-	32	8	108	3.8
		Students	23	54	-	28	2	107	3.2
17	ventilated rest rooms is provided in university clinic	Management staff	24	10	-	12	3	49	4.2
		Teaching staff	60	20	-	20	11	110	3.5
		Non-teaching staff	80	20	-	12	2	108	4.0
		Students	66	10	-	30	1	107	3.6

		Students							
18	Doctors are available in the university clinic all the time.	Management staff	20	18	1	10	-	49	4.0
		Teaching staff	26	40	7	31	3	110	3.8
		Non-teaching. staff	54	40	-	20	-	108	3.9
			72	6	-	22	7	107	4.4
		Students							
19	University provides effective health care facilities	Management staff	22	14	-	10	3	49	3.6
		Teaching staff	59	35	1	5	20	110	3.0
		Non-teaching. staff	8	42	2	55	7	108	2.8
			88	2	-	10	7	107	2.2
		Students							
20	There are Professional Nurses in the clinics	Management staff	10	17	-	18	4	49	3.0
		Teaching staff	63	15	-	30	2	110	3.1
		Non-teaching. staff	65	22	-	13	8	108	3.4
			70	5	4	21	4	107	3.0
		Students							
21	Test equipment are provided in the Universities.	Management staff	15	16	-	16	2	49	3.9
		Teaching staff	60	40	1	5	5	110	3.3
		Non-teaching. staff	25	46	2	44	4	108	3.0
			2	4	4	8	2	107	2.8
		Students							
22	University clinic is always clean.	Management staff	18	6	-	25	4	49	2.6
		Teaching staff	2	20	8	80	-	110	3.0
		Non-teaching. staff	10	49	7	28	20	108	3.7
			13	4	-	87	3	107	4.2
		Students							
23	The University's clinic is well managed	Management staff	20	10	-	19	-	49	4.2
		Teaching staff	25	5	1	20	59	110	3.7
		Non-teaching. staff	4	62	-	41	7	108	3.7
			10	24	-	71	2	107	2.8
		Students							
24	The drugs provided in the University are well utilized	Management staff	17	13	1	10	8	49	4.1
		Teaching staff	37	35	7	21	17	110	4.8
		Non-teaching. staff	34	41	-	31	6	108	3.9
			10	16	-	72	9	107	3.3
		Students							
25	The rest rooms in the University are well maintained	Management staff	11	18	-	19	1	49	3.8
		Teaching staff	50	5	-	26	29	110	3.5
		Non-teaching. staff	30	57	2	12	7	108	3.9
			10	20	2	62	15	107	3.4
		Students							
26	The management supervises the activities of the doctors and nurses	Management staff	19	10	-	10	10	49	2.8
		Teaching staff	64	-	12	30	5	110	3.5
		Non-teaching. staff	60	14	-	32	8	108	3.8
			17	60	-	28	2	107	3.2
		Students							
27	The health care facilities are well managed	Management staff	24	10	-	14	2	49	4.2
		Teaching staff	60	5	-	35	11	110	3.5
		Non-teaching. staff	80	20	-	12	2	108	4.0
			66	10	-	30	1	107	3.6
		Students							

28	The management supervises the nurses in the clinic	Management staff	20	7	1	10	11	49	4.0
		Teaching staff	36	20	7	41	3	110	3.8
		Non-teaching staff	54	40	-	20	-	108	3.9
		Students	12	6	-	87	-	107	4.4

Table 2 revealed the views of Management staff, teaching staff, Non-teaching staff and Students on perception of stakeholders on provision and management of health services in federal universities of Northwest Geographical Zone, Nigeria. Item 15 showed the responses of respondents on whether functional clinic is provided to the students' in the University. From the responses of the respondents, the item statement was accepted by the respondents with the mean score of 3.5, 3.2, 3.9 and 3.4 respectively. Item 16 revealed the opinions of respondents on whether University provides drugs all the time. The mean scores of the respondents showed that the item was accepted by the respondents with the mean scores of 2.8, 3.5, 3.8, and 3.2 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 17 was on whether ventilated rest rooms are provided in university clinic. The responses of the respondents showed that the item statement was accepted i.e. Management staff 4.2, teaching staff 3.5, non-teaching staff 4.0 and Students 3.6, mean scores respectively. Item 18 was on whether Doctors are available in the university clinic all the time. The mean scores of 4.0, 3.8, 3.9 and 4.4 were obtained from the responses of the respondents, implying that the respondents accepted the item statement. Item 19 was on whether University provides effective health care facilities. The item was also accepted by three categories the respondents with the mean scores of 3.6, 3.0, 3.8 for Management staff, Teaching staff, Non-teaching staff and but rejected by Students with mean score of 2.8. Similarly, item 20 was accepted by all categories of respondents with the mean scores of 3.0, 3.1, 3.4 and 3.0 for Management staff, Teaching staff, Non-teaching staff and Students respectively. Item 21 was to find out whether test equipment's are provided in the Universities. The mean scores showed that the item was accepted by all the respondents; with the decision mean of 3.9, 3.3, 3.0 for Management staff, Teaching staff, Non-teaching staff and but rejected by with a mean score of 2.8. Item 22 was on whether University clinic is always clean. The item statement was accepted by the respondents with the mean scores of 3.6, 3.0, 3.7 and 4.2 respectively. From item 23, the decision mean of the respondents were found to be 4.2, 3.7, 3.7 and 2.8, meaning the item was accepted by the respondents. Item 24 was on whether the drugs provided in the University are well utilized. The item was accepted by the respondents with the mean score of 4.1, 4.8, 3.9 and 3.3 respectively. Item 25 was on whether the rest rooms in the University are well maintained. The item was accepted by the respondents with the mean score of 3.8, 3.5, 3.9 and 3.4 respectively. Item 26 was on whether the management supervises the activities of the doctors and nurses. The item was accepted by the respondents with the mean score of 2.8, 3.5, 3.8 and 3.2 respectively. Item 27 was on whether the health care facilities are well managed. The item was accepted by the respondents with the mean score of 4.2, 3.5, 4.0 and 3.6 respectively. Item 28 was on whether the management supervises the nurses in the clinic. The item was accepted by the respondents with the mean score of 4.0, 3.8, 3.9 and 4.4 respectively.

From the analysis of table 4.3 it was revealed that health services are effectively provided and managed in Federal Universities in Northwest Geographical Zone, Nigeria.

Null Hypothesis

Hypothesis I (H₀₁): There is no significant difference in the perception of stakeholders (respondents) on provision and management of guidance and counseling service in universities of northwest geographical zone, Nigeria.

Items covering this section were collected from items 1-14 in the questionnaire. Details are captured in table 1.

Table 1: Summary of the One Analysis of Variance (ANOVA) on the perception of stakeholders (respondents) on provision and management of guidance and counseling service in universities of northwest geographical zone, Nigeria.

Confrontation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	11.636	3	4.345	2.331	0.103
Within Groups	460.461	372	1.345		
Total	471.098	374			

From table 1, the F-value is 2.331 and the P-value is 0.103 at 0.05 levels of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinions of respondents on perception of stakeholders (respondents) on provision and management of guidance and counseling services in Federal universities of Northwest Geographical Zone, Nigeria.

Hypothesis II (HO₂): There is no significant difference in the perception of stakeholders (respondents) on provision and management of health services in universities of northwest geographical zone, Nigeria.

Items covering this section were collected from items 15-28 in the questionnaire. Details are captured in Table 2.

Table 2: Summary of the One Analysis of Variance (ANOVA) on perception of stakeholders (respondents) on the Provision and Management of health services in universities of northwest geographical zone, Nigeria.

Collaboration	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8.808	3	2.936	2.035	0.062
Within Groups	522.136	372	1.442		
Total	530.944	374			

From table 2, the F-value is 2.035 and the P-value is 0.062 at 0.05 levels of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinions of respondents on perception of stakeholders (respondents) on the provision and management of health services in universities of northwest geographical zone, Nigeria.

Discussions of the Findings

It was established by the findings of this study that health services are effectively provided and managed in federal universities in Northwest Geographical Zone, Nigeria. This was obtained from the responses of the respondents to the structured questions given to them. There was a unanimous acceptance of all the item statement on research question two that Health services are effectively provided and managed in federal Universities; among which are, functional clinic is provided to the students' in the university; university provides drugs all the time; ventilated rest rooms is provided in university clinic; doctors are available in the university clinic all the time; university provides effective health care facilities

It was revealed by the findings of this study that, there is adequate provision of facilities for Guidance and Counselling Services in federal universities Northwest Geographical Zone, Nigeria. This was obtained from the responses of the respondents to the structured questions

given to them. There was a general acceptance of the item statement on research question eight, that, there is adequate provision of Facilities for Guidance and Counselling Services in federal universities.

RECOMMENDATIONS

In view of findings, the following recommendations were made:

1. The existing health facilities in Federal Universities in Northwest Geographical Zone, Nigeria should be maintained and improved upon.
2. Guidance and counselling services occupy important position in the lives of university students, as such, should be seen to be given adequate attention and accessibility in federal universities in Northwest Geographical Zone, Nigeria.

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