

**FACTORS HINDERING SUSTAINABLE DEVELOPMENT
IN COUNSELLING EDUCATION AS PERCEIVED BY
FINAL YEAR UNDERGRADUATE STUDENTS OF
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND
COUNSELLING, ADEYEMI COLLEGE OF EDUCATION,
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Abstract

The study investigated factors hindering sustainable development in counselling education as perceived by final year undergraduate students of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria. For the sampling technique procedure, the researchers stratified the respondents into different strata of gender, age, type of family, religion and place of residence. The researchers then employed simple random sampling technique to select two hundred (200) respondents consisting of 120 females and 80 males. The Factors Hindering Sustainable Development in Counselling Education Questionnaire (FHSDCEQ) was administered to the respondents to collect relevant data. The t-test and Analysis of Variance (ANOVA) statistics were used to test five null hypotheses, and where the result of ANOVA showed a significant difference, Duncan Multiple Range Test (DMRT) statistics was used to determine the group(s) that led to the significant difference. All null hypotheses were tested at 0.05 alpha level of significance. The findings showed that item 4 which states “Monopoly” with a mean score of 2.99 ranked 1st, while item 5 which states “Inadequacies in Nigeria educational system” with a mean score of 2.73 ranked 5th. Furthermore, the findings showed that there is a significant difference in the perception of the respondents based on gender, age and type of family while respondents’

responses on religion and place of residence were similar. Based on the findings, it was recommended that professional counsellors should organize seminars to educate the public on the major factors that hinders sustainable development in counselling education irrespective of the age of the audience. The government at all levels federal, state and local should sensitize the society on the major factors hindering sustainable development in counselling education, government at all levels, federal, state and local should stop lip service to the implementation of guidance and counselling services in the educational sector, guidance and counselling should be recognised as a profession so that practitioners can function effectively under guiding rules and regulations.

Keywords: Factors, hindering, sustainable, development, counselling and education

Counselling could be viewed as a helping relationship involving the counsellor and the client, in which the counsellor uses his professional knowledge and skills to assist the client attain proper development and maturity, improved functioning and ability to cope with life's problems. Counselling is also defined as an inter-personal relationship between a professionally trained individual (counsellor) and a troubled individual (counselee) or individuals (counselees) whereby the former utilizes his professional skills to help the latter to be able to solve his educational, vocational and person social problems especially at the secondary school level (Dada, 2009).

Sustainable is an act of being able to maintain or uphold a certain level of development while development is the process of developing or being developed. Consequently, sustainable development means maintenance of already attained development. Sustainable development can be viewed as a continuous and long term development and success of educational institutions (Okebukola, 2007). Sustainable development is not possible through the implementation of single factors but through the combination of many factors of leadership and those of management. According to Okebukola (2007), despite the agreement among numerous scholars on the meaning of sustainable development, as would be expected a good number of people hold the view that it is an ambiguous concept. However, sustainable development can be defined as the development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

In the same vein, as we have factors fostering development in counselling education, so also we have some factors hindering sustainable development in counselling education among which are inappropriateness in the placement of counselling and its relevance, lack of opportunities etc., inadequacies in Nigeria educational system (Ezeji, 2011; Erford & Neukrug, 2011). It is the aforementioned factors that the present study investigated.

Counselling focuses on in-depth discussion of problems and sharing information that aids understanding and future decision making. It refers to the help some individual students receive from credentialed professional to overcome personal and social barriers to learning. Counselling is the assistance that an individual who is trained gives to another to enable such an individual to understand his potentials such as interest, aptitude, strength and weaknesses.

Guidance and counselling as an educational service is aimed at assisting individuals to discover themselves, their worth, aptitudes, capabilities, weakness and through counselling to know the way to move forward in life to be useful to oneself and his community. The value and relevance of guidance and counselling to sustainable development cannot be over-emphasised. Consequently some of the factors hindering sustainable development in counselling education like, lack of opportunities for professional delivery of counselling services, monopoly, inadequacies in Nigeria educational system have to be resolved.

Statement of the Problem

Adolescents experience alienation which is a syndrome comprising of distrust, anxiety, pessimism, egocentrism, meaninglessness, normlessness and powerlessness. And consequently, guidance and counselling is therefore needed during this adolescence stage to assist them understand their developmental stage and adjust to school life. Nigeria has been noted for having unstable government since independence, there have been cases of coup or military intervention which directly have effect on the growth and development of education on the country, most especially on secondary school education. To search further, the incident of census crisis of 1962-1963 and the bloody civil war which happened between 1970-1976 caused a setback in the nation's educational development. In line with this, some secondary schools were not having financial backing from the government especially the counselling units. In like manner, some qualified teachers resigned their appointments, thus leaving the classroom for the ill-trained teachers.

In addition, what we are witnessing now are in the sphere of formal educational leadership, the land is yet to witness the advent of educational administrative leaders with sound imagination in policy making, magnanimity in programmes, efficiency in administration and implementation of policies and programmes. Unnecessary proliferation of educational administration structures, an educational system and practices without adequate moral and civic instruction and socialisation. Furthermore, the challenges to education that guidance and counselling could help correct could be noticed as Tambuwal (2006), posited that social structure, social and personal values continues to change became diverse with emerging social groups challenging established groups seeking equity.

Consequently, people are now on the move from rural to urban areas and back again from one region of the country to another in search of economic, social and

psychological security. And consequently, our population is becoming increasing diverse and the trend is forecasted to continue. Malami (2009) opined that these changes are creating a substantial challenge for our children and youth.

According to Malami (2009), the following are some of the factors: political instability, monopoly, education. No sustainable development can be achieved in sub-saharan Africa (in which Nigeria as a nation is inclusive) with the kind of endemic political instability that has been the order of the day since independence in the 1960s. The instability is not unrelated to the artificial boundaries cutting across ethnic groups or groupings of incompatible people in the same country. Furthermore, coups and frequent changes in government have resulted in inconsistencies in policies and development programmes and a lack of continuity in development activities, all of which are incompatible with sustainable development and the like.

Research Question

1. What are the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria?

Research Hypotheses

1. There is no significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on gender.

2. There is no significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on age.

3. There is no significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on family type.

4. There is no significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on religion.

5. There is no significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on place of residence.

Methodology

Research Design

The research design that was adopted for this study was descriptive survey method which generally involves collection of data from a defined population to describe the present condition of the population being investigated using the variables under survey. Based on this, the researchers considered the method as being appropriate to use for the present study since the method would facilitate in making inferences from data collected.

Sample and Sampling Procedure

The target population for this study consisted of all final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria. However, two hundred (200) respondents were randomly selected consisting of 120 females and 80 males. The respondents were stratified into different strata of gender, age, family type, religion and place of residence. After which a simple random sampling technique was employed to select 200 respondents.

Instrumentation

The main instrument used for collecting data for this research was developed by the researchers and it was tagged “Factors Hindering Sustainable Development in Counselling Education Questionnaire” (FHSDCEQ). Items in the questionnaire were derived from information obtained from the review of related literature. The instrument has two sections, that is, sections ‘A’ and ‘B’. Section ‘A’ contains personal information of the respondents while section ‘B’ consisted of items on factors hindering sustainable development in counselling education. The 4-point Likert type response format was adopted for use in section B, thus:

SA = Strongly Agree (4 points),

A = Agree (3 points),

D – Disagree (2 points),

SD = Strongly Disagree (1 point)

All the items were negatively structured, which means that the scores were reversed.

Psychometric Properties

Validity: In order to ensure both content and face validity, the instrument was validated by five experts in Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria.

Reliability: The reliability of the instrument used for this study was established using test-retest method within an interval of four weeks. After which the Pearson Product Moment Correlation Co-efficient was used in computing the data generated and co-efficient of 0.78 was obtained which mean that the instrument was reliable for usage.

Method of Data Analysis

The researchers employed inferential statistics for the data analysis. The t-test and Analysis of Variance (ANOVA) and Duncan Multiple Range Test (DMRT) statistical tools were used to test the null hypotheses. All the null hypotheses were tested at 0.05 alpha level of significance.

Results

The purpose of this study was to determine the factors hindering sustainable development in counselling education. The study also investigated the influence of variables of gender, age, type of family, religion and place of residence. This section therefore, presents the result obtained from the analysis of data and the interpretation of the findings on the study.

The results are presented in three sections. The first section provides the descriptive (demographic) data which was analysed using frequency count and simple percentage, while the second section was analysed with the use of inferential statistic. The results obtained from null hypothesis postulated and tested are presented in this section. The third section of this study presents the discussion of findings.

Demographic Data

This section covers demographic data using frequency counts and percentages.

Table 1: The Distributions of Respondents on Variables

Items	Variable	Frequency	Percentage (%)
Gender			
	Female	120	60.0
	Male	80	40.0
	Total	200	100
Age			
	15-20 years	30	15.0
	21-25 years	40	20.0
	26-30 years	70	35.0
	31-35 years	50	25.0
	36 years and above	10	5.0
	Total	200	100
Type of family			
	Monogamy	90	45.0
	Polygamy	110	55.0
	Total	200	100
Religion	Christianity	120	60.0
	Islam	60	30.0
	African Traditional Rel.	20	10.0
	Total	200	100
Place of residence	On campus	150	75.0
	Off campus	50	25.0

Factors Hindering Sustainable Development in Counselling Education as Perceived by Final Year Undergraduate Students of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria

	Total	200	100
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The Table 1 above indicates that 120 (60.0%) were females while 80 (40.0%) were males. Between the ages of 15-20 years, we have 30 (15.0%) respondents, between 21-25 years we have 40 (20.0%) respondents, between ages 26-30 years, we have 70 (35.0%) respondents, between ages 31-35 years, we have 50 (25.0%) while for 36 years and above, we have 10 (5.0%). And for family type, 90 (45.0%) of the respondents came from monogamy family while, 110 (55.0%) were from polygamous family, 120 (60.0%) were Christians, 60 (30.0%) were Muslim, 20 (10.0%) were African traditionalists, 150 (75.0%) of the respondents were on campus while 50 (25.0%) were off campus.

Research Question 1: What are the factors hindering sustainable development in counselling education as perceived by final year undergraduate students of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria?

Table 2: Mean and Rank Order Analysis of Factors Hindering Sustainable Development in Counselling Education

Item No	Items:	Mean	Rank
4	Monopoly	2.99	1 st
2	Lack of opportunities for professional delivery of counselling services	2.90	2 nd
1	Inappropriateness in the placement of counselling and its relevance	2.86	3 rd
3	Political instability	2.74	4 th
5	Inadequacies in Nigeria educational system	2.73	5 th

Hypotheses Testing

In this study, null hypotheses were formulated and tested using t-test and Analysis of Variance (ANOVA) statistical procedure. Significant differences were determined at 0.05 alpha level of significance.

Hypothesis 1: There is no significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on gender.

Table 3: Mean, Standard Deviation and t-value of Respondents' View on the Basis of Gender

Gender	No	Mean	SD	df	Cal.	Crit. t-val.	Decision t-val.
Female	120	27.45	3.18				
Rejected					198	3.03	1.96
Male	80	27.44		3.10			

* = Significant at P<0.05 alpha level of significance

Table 3 above shows the mean, standard deviation and t-value of respondents on the basis of gender. The result on the above table revealed that the calculated t-value of 3.03 is greater than the critical t-value of 1.96 with 198 degree of freedom at 0.05 level of significance, thus null hypothesis is rejected. Thus, there is a significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on gender.

Hypothesis 2: There is no significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on age.

Table 4: Analysis of Variance (ANOVA) Comparing Respondents' Perception on Significant Difference in the Factors Hindering Sustainable Development in Counselling Education Based on Age

Source	df	SS	MS	Cal.	Crit.	F-val.	F-val.
Between Group	2	3.511	1.170				
Rejected				4.118	3.00		
Within Group	197	2926.526	9.887				
Total	199	2930.037					

* = Significant at P<0.05 alpha level of significance

Table 4 above presents the calculated F-value of 4.118 which is more than the critical F-value of 3.00 at 0.05 alpha level of significance, thus the hypothesis is rejected. This implies that there is a significant difference. Thus, there is a significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling,

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Adeyemi College of Education, Ondo, Nigeria based on age. In order to determine the mean value(s) that led to the significant difference observed in the ANOVA results of Table 4, the Duncan Multiple Range Test (DMRT) was used as a post-hoc test. The results of the DMRT procedure are displayed in Table 5.

Table 5: Duncan Multiple Range Test (DMRT) Showing Differences in the Factors Hindering Sustainable Development in Counselling Education as Perceived by Final Year Undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria Based on Age

Age	Duncan's Grouping	Mean	N	Rank
46 yrs and above	A	27.56	70	1
36-45 yrs	B	27.53	50	2
26-35 yrs	C	27.39	40	3
18-25yrs	D	27.29	40	4

Table 5 above presents Duncan Multiple Range Test (DMRT) result to show group means that led to the significant difference noted in the ANOVA result of Table 4. The DMRT results indicated that group 1 with a mean score of 27.56 differed from group 2 with a mean score of 27.53 and group 3 with a mean score of 27.39 and differed significantly from group 4 with a mean score of 27.29 respectively. Hence, the significant difference noted in the ANOVA result in Table 4 was due to the fact that groups 1 and 2 differed from each other and from group 4 significantly.

Hypothesis 3: There is no significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on family type.

Table 6: Mean, Standard Deviation and t-value of Respondents' View on the Basis of Family Type

Family type	No	Mean	SD	df	Cal.	Crit. t-val.	Decision t-val.
Monogamy	90	27.46	3.31		198	3.07	1.96
Rejected Polygamy	110	27.43	3.03				

* = Significant at P<0.05 alpha level of significance

Table 6 above shows the mean, standard deviation and t-value of respondents on the basis of family type. The result on the above table revealed that the calculated t-value of 4.27 is greater than the critical t-value of 1.96 with 198 degree of freedom at 0.05

level of significance, thus, null hypothesis is rejected. Thus, there is a significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on family type.

Hypothesis 4: There is no significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on religion.

Table 7: Analysis of Variance (ANOVA) Comparing Respondents' Perception on Significant Difference in the Factors Hindering Sustainable Development in Counselling Education Based on Religion

Source	df	SS	MS	Cal.	Crit.
Decision				F-val.	F-val.
Between Group	2	3.863	0.264	2.03	3.00
Accepted					
Within Group	197	2174.012	9.760		
Total	199	2177.875			

* = Not significant at $P < 0.05$ alpha level of significance

Table 7 above presents the calculated F-value of 2.03 which is less than the critical F-value of 3.00 at 0.05 alpha level of significance, thus the hypothesis is accepted. This implies that there is no significant difference. Thus, there is no significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on religion.

Hypothesis 5: There is no significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on place of residence.

Table 8: Mean, Standard Deviation and t-value of Respondents' View on the Basis of Place of Residence

Place of residence	No	Mean	SD	df	Cal.	Crit.	Decision
							t-val. t-val.
On campus	150	27.43	3.19				

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		198	1.06	1.96
Accepted				
Off campus	50	27.41	3.11	

* = Not significant at P<0.05 alpha level of significance

Table 8 above shows the mean, standard deviation and t-value of respondents on the basis of place of residence. The result on the above table revealed that the calculated t-value of 1.06 is less than the critical t-value of 1.96 with 198 degree of freedom at 0.05 level of significance, thus, null hypothesis is accepted. This implies that there is no significant difference in the factors hindering sustainable development in counselling education as perceived by final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on place of residence.

Discussion of Findings

The results of the findings showed that final year undergraduates in the Department of Educational Foundations and Counselling differed in their responses based on gender, age family type, while they were similar based on religion and place of residence.

The first null hypothesis showed that there is a significant difference between male and female final year undergraduates in their perception of the factors hindering sustainable development in the Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria. This means that the perspective in which male and female final year undergraduates perceived the factors differed from one another.

The second null hypothesis indicated that there was a significant difference in the perception of final year undergraduates in the Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria. The plausible reason for the outcome of this finding might be due to the fact that since the respondents belongs to different age groups there is the likelihood for them to perceive the factors differently. The outcome of this finding corroborates the finding of Ezeji (2011) in which the outcome of the finding differed based on age of the respondents. However, this finding negates the finding of Erford and Neukrug (2011) in which the responses of the respondents were similar based on age.

The third null hypothesis showed that there was a significant difference in the perception of the final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria. The outcome of this finding means that the respondents from different types of family perceived the factors from different perspectives.

The fourth null hypothesis indicated that there was no significant difference in the perception of final year undergraduates in the Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria. The result of this

finding epitomised that irrespective of the religion affiliation of the respondents, they perceived the factors similarly. The plausible reason for this result might be due to the fact that since the respondents' lives in the same community, there is the likelihood have them to have similar experience and thus, they had the same perception. This finding corroborates the finding of Malami (2009) which had similar results in the study carried out irrespective of their religion.

The fifth null hypothesis showed that there was no significant difference in the perception of final year undergraduates in the Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria. The rationale behind the outcome of this result might be as a result of the fact that irrespective of the place of residence of the respondents, they perceived the factors in the same way. And this result negates the study of Tambuwal (2006) in which there was a difference in the respondents' responses from different place of residence.

Conclusion

Based on the findings of the study and discussion that followed, the following conclusions were drawn:

1. There was a significant difference between male and female final year undergraduates of Department of Educational Foundations and Counselling in their perception of the factors hindering sustainable development of counselling education in Nigeria.
2. There was a significant difference among final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on age.
3. There was a significant difference among final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on family type.
4. There was no significant difference among final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on religion.
5. There was no significant difference among final year undergraduates of Department of Educational Foundations and Counselling, Adeyemi College of Education, Ondo, Nigeria based on place of residence

Implications for Counselling/Recommendations

1. Professional counsellors should organise seminars nationwide where the public can be enlightened on the factors hindering sustainable development of counselling education irrespective of their age(s), gender or family type.
2. Government at all levels especially the federal government should take urgent steps by providing enough funds for educational sector especially for educational counselling unit nationwide.

3. Government at all levels, federal, state and local should stop lip service to the implementation of guidance and counselling services in the educational sector, guidance and counselling should be recognised as a profession so that practitioners can function effectively under guiding rules and regulations.

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