

**Psychosocial Concerns and Sources of help for Tertiary Institutions Students: Implication for Counselling in Nigeria.**

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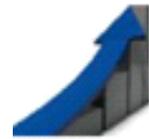
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***Abstract***

*This study was carried out to investigate psychosocial concern and sources of help for tertiary institution students in Nigeria. The students of higher learning in Edo and Lagos state constitute the population for the study. The sample comprises of 150 male and 150 female. Three hundred was randomly selected*



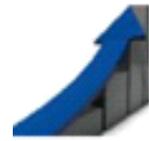
*from six higher institutions in Edo and Lagos states. An instrument namely Tertiary institution students concerns scale (TISCS) was administered to three hundred students sampled from two universities, two colleges of Education and two polytechnics two hypothesis on gender and type of institution were tested at 0.05 level of significance. Result showed that there is significant difference in psychosocial concerns of students in the six institution of higher learning. It also revealed significant gender differences in psychosocial concern of subjects in the six institutions of higher learning. Most students indicated parents as their sources of help. It also recommend that counselling at tertiary institutions of learning should focus principally on psychosocial concern and that guidance and counselling unit of every tertiary institutions should direct its efforts towards enlightening students on the need for expert guidance services*

**Keywords:** *Psycho-social, tertiary institutions, concerns, students, help, instrument.*

## **Introduction**

Students in tertiary institution have many concerns that need satisfaction to achieve this, there is a need to carefully asses and define these concerns especially the psychosocial concerns as it is only through such assessment and definition that students can be adequately helped to overcome their concern (Mustapha, 2009). Adeyemo (2016) indicted that to have adequate information about young learner, careful assessment should precede any treatment the counselor want to use. Though many scholars have stressed the importance of regularly assessing student's psychosocial needs and delivering effective counselling services and programmed. Little has been done among most of the students in tertiary institutions. Umar, (2016) indicted that guidance for tertiary institution students are most of the time offered by unprofessionally trained persons such as friend, parents according to Babangida (2016) is not guidance oriented, in the professional sense as their source of help is neither credible, logical nor based on genuine concern for the progress of individuals. He stressed that where the source of advice or guidance is not credible or when such advice is borne out of egoistic or sheer social affection, then it may not be guidance oriented in the professional sense.

It is necessary to survey psychosocial concerns of student in tertiary institutions because such psychosocial concern constitute significant portion of the total concerns of all individuals. In the research conducted by Kabir (2018) out of the 35 items in his questioner, the 10 highest rank items concerned such areas as developing a healthy relationship with others, accepting that others are better than self; increase self-confidence, effective budgeting of money, the problem of boy/girls relationship and improving the ability to make personal decision. In a related development of assessing the psychosocial concerns of the young learners, Akinboye (2015) after studying 5,000 adolescents in Nigeria pointed out that adolescents and youth are concern about identifying their psychosocial



problems, and how people perceive them. They are therefore seriously concerned about the way parents, teacher, peers and other adult see them.

Akinboye,(2015) have expressed his views in the need for assessment of student's psychosocial concerns especially in Nigeria tertiary institutions. However, it appears as if much conclusive research has not been carried out on assessment of psychosocial concerns of students in tertiary institutions in Nigeria especially in the two states under study. This may be the reason why Umar,(2016) stressed formal guidance and counselling services in tertiary institutions in Nigeria. Egbochuku (2010) also supported the idea by re-affirming that a number of social, political and economic distractions in Nigerian society have exacerbated the problems of students at tertiary institution.

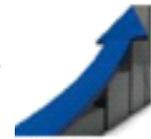
Udoh (2017) stressed the importance of mental health in relation to psychosocial problems indicating that such concern can, if left unresolved, affect scholastic achievements of student. That is why in the world today, frantic effort is constantly being made by individuals to maintain a state in which people especially students do not get out of their minds because of the pressing economic and social problems of all varieties. Sadiya (2015) list some of the common problems of college students and young adult affecting mental health, almost all the problems fall under psychosocial concern. Some of the problems list included lack of self confidence or sense of inferiority, family conflict, religious conflict, love and marriage conflict, family commitments, lack of emotional adjustment, loneliness, problems of drug abuse and misuses, financial constraints, lack of basic services and facilities and like. Counsellors and psychologists are in agreement that certain specifics areas of concern need counselling.

### **Statements of Problem**

Personal social concerns of tertiary institutions students are varied and enormous as shown in the background literature. These concerns often referred to as personal social problems in guidance and counselling literature could form a basis for academic failure if not adequately managed. It is for this and other reasons that guidance and counselling as educational services is established in Nigerian tertiary institutions to provide students with professional assistance in handling their various concerns. However it is observed that students in Nigerian tertiary institutions generally are reluctant in presenting their psychosocial problems for professional help. They often prefer to utilize non-professional sources of help like; parents, teachers, peers, friends, neighbors and religious leaders for counseling and other professional help. For counselors to provide necessary assistance to students, they need up-to date data to base the planning and implementation of appropriate guidance and counselling services for the students. One of the methods of gathering such information is through empirical research studies. Hence, this study on psychosocial concerns and sources of helps for tertiary institution students.

**Research Question1:** How does student resolved their psychosocial problems professionally?

### **Methodology**



The design adopted for this study is an experimental design aimed at assessing the psychosocial problems of tertiary institution students in Nigeria.

**Null Hypotheses**

The study was guided by the following hypotheses;

1. There is no significant difference in psychosocial concerns of students in the six institutions of higher learning.
2. There is no significant difference in psychosocial concerns of male and female subjects in the six institution of higher learning.

**Methodology**

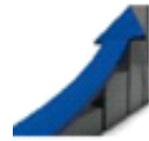
The design of the study was descriptive survey design. The students of institution of higher learning in Edo and Lagos states constitute the population for this study. Three hundred students randomly selected for six higher institutions in Edo and Lagos states supplied information for the study. Students from two (2) universities, two colleges of education and two polytechnic filled and returned the questioner which were analyzed. The sample comprises of 150 male and 150 female. The data for the study were collected using tertiary institution students concern scale (TISCS) constructed by the researchers. The instrument consist of 3 section A - C. section A deals with bio data, section B covers aspect of students psychological concern and comprises a total of 30 items. Responses to the statement are required on a 5 point scale indicating extremely serious, very serious, moderately serious, mildly serious and not serious. Section C requires the respondent to tick their prefix source for help in resolving their psychosocial problems from a list of five. Expert in test and measurement in the faculty of education, university of Benin, validated the instrument. The test retest method was employed in establishing reliability for the instrument. The reliability coefficient was 0.78. This was considered higher enough for the study. Data obtained from the study were statistically analyzed using t-test and analysis of variance (ANOVA). The two statistics were used to establish value and difference between the mean scores by using analysis of variance, errors in the variance were substantially minimized in the final score.

**Research Question 1:** How does student resolve their psychosocial problem?

**Table I**

Students prefer sources of help for resolving their psychosocial problems in percentages.

S/N	Student resolve psychosocial problem through the help from;	Frequencies	Percentages
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1	A professionally Trained Counselor	78	26.0
2	A Lecturer	80	26.66
3	Parent	104	34.66
4	Any Trusted Elder	26	08.66
5	Religious Leader	32	10.66
	<b>Total</b>	<b>300.00</b>	<b>100.00</b>

Table 1 shows the frequency counts as well as the percentage of the participants on preferences for resolving their problems. The result shows that parent ranks highest within 34.66%, followed by lecturer 26.66%. Professionally trained counselor 26.00, religious leader 10.88% and any trusted elder 08.66%, result shows that most students would rather resolve their problems through non- expert approaches rather than professionally and ethical guidance oriented model.

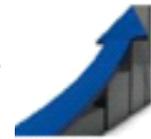
**Null Hypothesis 1:** There is no significant difference in psychosocial concerns of students in the six higher institution of learning.

**Table 2:** Analysis of variance on psychosocial concerns of students in six tertiary institutions of learning

Source of Variance	Sum of Squares	df	Mean Square	F	F. Value
Between Group	159.137	1	159.137		
Within Group	455.771	369	1.239	128.490	0.05
Total	614.908	369	160.376		

*P > 0.05 Significant*

Table 2 shows that (F=128.49, P=0.05) which shows there is significant difference in subject scores in psychosocial concerns between the students in the six institutions. It shows that between group is 159.137, within group is 455.771 which indicates that when students from different institution of higher learning were compared in their psychosocial concerns, a significant difference was recorded. The hypothesis that states that there is no significant difference in the subject scores in psychosocial concerns between students in the six institutions of higher learning was therefore rejected.



**Null Hypothesis 2:** There is no significant gender difference in the psychological concerns of subjects in the six institutions of higher learning.

**Table 3:** Mean Standard Deviation and t - value of male and female respondents.

Variable	Mean	N	Standard Deviation	Standard Err. Mean	df	t	P- Value
Male	55.0967	150	19.5119	51.12652	298	15.802	0.05
Female	32.0133	150	13.79149	38.79145			

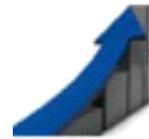
*Significant  $P \leq 0.05$ ,  $df - 298$*

Table 3 indicate that  $t = 15.803$  while  $P - Value$  is  $0.05$  which shows that when male and female student from the six institutions of higher learning were compared in their psychosocial concerns, a significant difference was observed. Therefore, the second hypothesis was stated that there is no gender significant difference in the psychosocial concerns of male and female subject in the six institutions of higher learning was rejected.

**Discussion on Findings**

The findings on table 1 show that significant proportion of student preferred parents, by implication non expert guidance approach to resolving their psychosocial concerns. A smaller proportion of the subjects on the other hand tend to prefer and utilize expert guidance in order to resolve their concerns. This findings tends to confirm the earlier conclusion by Banbangida’s (2016) findings that majority of the students in the sample prefer non – expert guidance approaches like observing their friends and seeking for advice from friends, classmate, etc. Non expert guidance approach may not be in the best position and of course have not the expertise required to assist these students to resolve their concerns. This underscores the need to reinvigorate guidance and counselling services in these institutions of higher learning.

The first hypothesis tested in this study which states that there is no significant difference in the psychosocial concerns of subjects in the six institutions of higher learning was rejected. It was rejected because the finding indicates a significant difference in the psychosocial concerns across the institutions. The possible explanations have different orientation set up and social life which may likely be the reason why they differ in their psychosocial problems. The second hypothesis which states that there is no gender significant difference between subjects in six institutions of higher learning was also rejected because the research finding revealed that there is a significant difference between male and female in their psychosocial concerns. In general this finding goes a long way to confirm that male and female students did indicate that psychosocial concerns are gender oriented. The finding ha further proved that



resolving students psychosocial concerns requires different approaches on the basis of gender. The finding is content with previous finding by Bojuwoye, (2018) that male and female students revealed differences in their perceptions between groupings. Similarly, Akinwale, (2019) investigated the relationship between the sex of Nigerian Adolescent students and their academic between the sexes. The male students on the other hand achieve greater mean score than their female counterparts. Meaning, University students experience psychosocial problems to a higher

Extent, male students in the institutions experience psychosocial problems more than the females. Other finding of the study brings to light the tertiary school student's preference for non – expert guidance on psychosocial issues. The findings of this study revealed that regardless of gender or types of tertiary institutions, students generally experience psychosocial problems to a certain level. However, the intensity of psychosocial problems of tertiary school students relate to the type of higher institution and gender of the students. As the result relate to the type of higher institution and gender of the students of the university, polytechnic and colleges of education students. Likewise, a significant difference was recorded in the psychosocial concerns of the male and female respondents of these institutions. A consideration of the means scores of the groups compared shows that the university students obtain higher psychosocial concerns scores than their polytechnic and colleges of education counterparts.

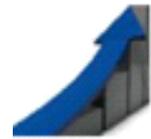
### **Conclusion**

Guidance and counselling as an education service was introduced in Nigeria education in view of among other reasons personality maladjustment among the students which stems from various unresolved psychosocial concerns. The resolution of this concern becomes necessary for students' academic success. Professional counselors therefore need to study current psychosocial concerns of students at various level of Nigerian education and encourage students to seek expert guidance.

### **Recommendations**

Based on the findings from the study, and for excellent academic performance in the tertiary institutions, the followings recommended

1. The prevalence of psychosocial concerns among the tertiary educational institutions in Nigeria depicts the need for the effective guidance and counselling services in these higher educational institutions psychosocial problems, counselling by the experts at this education level should focus principally on psychosocial concerns.
2. Since from the findings of this study, universities students male and female students in tertiary school generally experience psychosocial problems at higher scales guidance and counseling



services by the counselors need to be intensified in Nigerian universities more than in any other type of tertiary school.

3. Guidance and counseling unit of every tertiary school should direct its effort towards enlightening students on the need for expert guidance on psychosocial concerns. Their preference for non – expert guidance could be attributed to ignorance about the existence
4. of expert assistance in their various institutions. Tertiary school counselors therefore need to be really advertised and sell out themselves in this direction.

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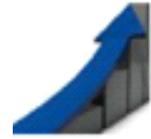
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**AFRICAN JOURNAL OF EDUCATIONAL ASSESSORS**

ISSN e-2536-751x, ISSN p-2536-7501



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