



Assessment of Provision and Management of Health and Guidance and Counselling Services for Students in Federal Universities in North-west, Nigeria

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ABSTRACT

This study assessed the 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, two research questions were raised. Two null hypotheses were formulated and tested. The study used a 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 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. The questionnaire was pilot tested. Using the test re-test method, it was subjected to the Pearson product-moment correlation test 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 a 0.05 level of significance, using ANOVA. Findings revealed that Students' health were effectively provided and managed, and that provision of facilities for guidance and counselling services were fairly provided and managed in federal universities in Northwest Geographical Zone, Nigeria. From the findings, it was recommended that existing health facilities should be maintained and improved upon. However, Guidance and counselling services occupy an 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.

INTRODUCTION 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

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progress of students. Welfare service is one of the wide range of services put in place by the school authority, to ensure sound learning of students on the campus. Guidance and counselling, health services, career information, support from a 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, cafeterias, 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) carry out a study on the problems of students' accommodation. The situation equally made some of the universities 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 an 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 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 a university setting. The administration of welfare programmes in the tertiary institutions, particularly universities, borders on the number of persons and activities that are administered through several 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 the education sector determine the degree to which these services are made available to universities by the government.

Each of the stakeholders has a different view which is influenced their 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 the provision and management of the welfare and social service and also quality enhancement. This aims at improving 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 basis of allocated resources as well as policy-making, control and supervision in the



attainment of educational goals is the major functions and responsibilities of the students' affairs unit.

Welfare and social services are basic needs in all societies and the fundamental rights 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 welfare and social services around university communities are likely to be interesting and significant.

An 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 be reflected through the 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 the 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 is the perception of stakeholders on the 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 Objectives

The study was set to:

1. Investigate perceptions of stakeholders on provision and management of student's health services in Federal Universities of North West geographical zone, Nigeria
2. Investigate perceptions of stakeholders on provision and management of student's guidance and counselling services in Federal Universities of North West 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 a descriptive survey research design for the study. The design describes what is in existence with 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 behavioural and social science researches to gather factual information concerning a particular population (Yabo 2017). The research design would therefore allow the researcher 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 a questionnaire to many respondents at the same time.

management of Guidance and Counseling services in Federal universities of Northwest Geographical Zone, Nigeria?

Research Question One: What are the perception of stakeholders on the provision and

Table 1: Mean Scores of Respondents on their Perceptions on Provision and Management of Guidance and counseling Services in Federal Universities of Northwest Geographical Zone, Nigeria.

S/N	Item statement	Category of Respondents	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Number	MEAN
1	The university provides functional guidance and counselling 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 counselling offices at the 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 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 an 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 staff	6	10	4	10	19	49	4.0
		Teaching staff	100	10	-	31	20	110	3.4
		Non-tech. staff	43	2	-	13	4	108	3.2
		Students	66	7	-	34	10	107	4.0
8	There are enough Guidance and Counseling materials in the University.	Management staff	16	10	1	13	9	49	4.0
		Teaching staff	39	50	-	6	17	110	3.9
		Non-tech. staff	61	27	-	9	7	108	4.0
		Students	84	6	-	12	5	107	4.3
9	The university's guidance and counseling's office is well managed	Management staff	14	28	-	4	3	49	4.5
		Teaching staff	28	58	5	5	15	110	3.3
		Non-tech. staff	51	30	-	23	-	108	3.0
		Students	87	10	-	8	2	107	4.1



S/N	Item statement	Category of Respondents	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Number	MEAN
10	The university's guidance and counseling's office is well utilized	Management staff	10	20	-	17	2	49	3.0
		Teaching staff	15	63	5	19	9	110	2.9
		Non-tech. staff	61	3	6	40	3	108	3.8
		Students	44	45	-	16	2	107	3.0
11	The management inspect guidance and counseling's office	Management staff	12	19	-	8	10	49	2.4
		Teaching staff	21	50	-	20	20	110	3.0
		Non-tech. staff	40	10	2	55	7	108	4.1
12	The University manages guidance and counseling activities	Students	57	30	-	12	8	107	3.3
		Management staff	20	10	-	19	-	49	4.0
		Teaching staff	60	31	4	6	10	110	3.8
		Non-tech. staff	40	27	7	30	8	108	3.0
13	The management organizes enlightenment campaigns regularly	Students	46	44	4	9	4	107	3.0
		Management staff	13	22	-	12	3	49	3.7
		Teaching staff	65	10	7	30	4	110	3.8
		Non-tech. staff	62	30	-	10	6	108	3.2
14	Guidance and counseling materials are well managed	Students	65	1	-	32	9	107	3.3
		Management staff	22	10	3	12	2	49	3.1
		Teaching staff	20	2	-	53	35	110	3.0
		Non-tech. staff	14	16	1	23	4	108	3.0
		Students	44	47	-	14	2	107	3.3

Table 1 revealed the view of Management staff, teaching staff, non-teaching staff and Students on the 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 a 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 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 the 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 a career choice in the University. The item was also accepted by the respondents with 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 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 the Guidance and Counseling office offers orientation services 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 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 means 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 managers 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 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: Mean Scores of Respondents on their Perceptions on Provision and Management of Health Services in Federal Universities of Northwest Geographical Zone, Nigeria.

S/N	Item statements	Respondents	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Number	Mean
15	the 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 restrooms are provided in a 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
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
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
		Students	88	2	-	10	7	107	2.2



S/N	Item statements	Respondents	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Number	Mean
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
		Students	70	5	4	21	4	107	3.0
21	Test equipment is 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
		Students	2	4	4	8	2	107	2.8
22	The 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
		Students	13	4	-	87	3	107	4.2
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
		Students	10	24	-	71	2	107	2.8
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
		Students	10	16	-	72	9	107	3.3
25	The restrooms 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
		Students	10	20	2	62	15	107	3.4
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
		Students	17	60	-	28	2	107	3.2
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
		Students	66	10	-	30	1	107	3.6
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 the perception of stakeholders on the provision and management of health services in federal universities of Northwest Geographical Zone, Nigeria. Item 15 showed the responses of respondents on whether a 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 the University provides drugs all the time. The mean scores of the



respondents showed that the item was accepted by the respondents with 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 restrooms are provided in the university clinics. 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 a mean score of 2.8. Similarly, item 20 was accepted by all categories of respondents with 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 best equipment 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 mean scores of 3.6, 3.0, 3.7 and 4.2 respectively. From item 23, the decision mean of

the respondents was 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 restrooms 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 the provision and management of guidance and counseling services in universities of the northwest geographical zone, Nigeria.

Table 3: 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 the 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 3, 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 the



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 the provision and management of health services in universities of the northwest geographical zone, Nigeria.

Table 4: Summary of the One Analysis of Variance (ANOVA) on the perception of stakeholders (respondents) on the Provision and Management of health services in universities of the 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 4, 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 the perception of stakeholders (respondents) on the provision and management of health services in universities of the 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 statements on research question two that Health services are effectively provided and managed in federal Universities; among which are, the functional clinic is provided to the students in the university; university provides drugs all the time; ventilated restrooms are 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.

CONCLUSION

Base on the finding of this study, it can be concluded that stakeholders in the area of coverage of this study perceived the provision and management of student's health services and guidance and counselling services as very important to the development, wellbeing and academic performance of students in the university, it has however deducted that;

1. Health services are effectively provided and manage in the Federal University of North West geographical zone, Nigeria.
2. There was adequate provision and management of facilities in the Federal University of North West geographical zone, Nigeria.

RECOMMENDATIONS

Given 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 an important position in the lives of university students, as such, should be seen to be given adequate attention and accessibility in federal universities



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