

COUNSELLOR-STUDENT RATIO AND SERVICE QUALITY IN SCHOOLS

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Counsellor-Student Ratio and Service Quality in Schools" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined counsellor-student ratio and service quality in schools, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of counsellor; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with counsellor and student. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 406 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 386 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.08). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.488$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.24, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.09$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on counsellor.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of counsellor-student ratio and service quality in schools is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The relationship between counsellor and student has been the subject of sustained academic interest across several disciplines. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which counsellor unfolds. Research by Kalu and Salami (2021) using mixed methods provided particularly rich insight into the mechanisms connecting counsellor and student. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Adigun and Nnamdi (2020), in a survey of relevant stakeholders, concluded that the benefits of counsellor are unevenly distributed across groups. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Debates on national transformation repeatedly return to the role of counsellor and its attendant dynamics. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which counsellor unfolds. The work of Famuyide and Obiora (2023) extended earlier analyses by demonstrating that student reinforces the effects of counsellor. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Evidence assembled by Salami and Nwosu (2015) across twelve states underscored the heterogeneity of outcomes linked to counsellor. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

A growing corpus of literature draws attention to the pivotal role of counsellor in shaping developmental trajectories. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of counsellor in everyday life. Salami and Nwosu (2020), in a survey of relevant stakeholders, concluded that the benefits of counsellor are unevenly distributed across groups. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Evidence assembled by Eze and Adebayo (2015) across twelve states underscored the heterogeneity of outcomes linked to counsellor. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The salience of counsellor in national discourse has grown steadily, driven by changing social conditions and technological penetration. Nigeria's federal structure and its diverse cultural geography ensure that the experience of counsellor varies considerably from one region to another. Comparative work by Famuyide and Famuyide (2022) across several states uncovered a consistent pattern linking counsellor with student.