

## **EVALUATION OF EDUCATIONAL MANAGEMENT PRACTICES AND COUNSELLING SUPPORT SYSTEMS FOR HUMAN CAPITAL DEVELOPMENT IN TERTIARY INSTITUTIONS**

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### **ABSTRACT**

The study investigated educational management practices and counselling support systems for human capital development in tertiary institutions in South-East, Nigeria. Four research questions guided the study. The study adopted a descriptive survey research design. The study was carried out in South-East, Nigeria, covering four tertiary institutions: University of Nigeria, Nsukka; Abia State University, Uturu; Federal Polytechnic Nekede, Owerri; and Ebonyi State College of Education, Ikwo. The population of the study comprised 389 respondents drawn from academic staff, administrative staff, and counselling personnel in the four selected tertiary institutions in South-East Nigeria. The distribution showed that University of Nigeria, Nsukka had 120 respondents, Abia State University, Uturu had 95 respondents, Federal Polytechnic Nekede, Owerri had 104 respondents, while Ebonyi State College of Education, Ikwo had 70 respondents, giving a total of 389 respondents. No sampling was carried out for the study. The entire population of 389 respondents was used because the population was manageable and could be fully accessed. The instrument used for data collection was a structured questionnaire titled: “Educational Management Practices, Counselling Support Systems and Human Capital Development Questionnaire (EMPCSSHQC)”. The instrument was validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. The reliability of the instrument was established using Cronbach Alpha, which yielded an overall reliability coefficient of 0.82, indicating that the instrument was reliable. Data collected were analyzed using mean and standard deviation, while a decision rule of 2.50 was used, where a mean score of 2.50 and above was accepted and below 2.50 was rejected. The findings of the study revealed that academic planning, staff supervision, resource allocation, and quality assurance practices were positively implemented alongside counselling support systems, and that these variables were associated with improved human capital development in tertiary institutions. The study further revealed that counselling support systems played a key role in improving students’ academic adjustment, wellbeing, and overall development. The study recommended that tertiary institutions should strengthen educational management practices and fully integrate counselling support systems into institutional frameworks to enhance human capital development.

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**Keywords:** Educational management practices, counselling support systems, human capital development, tertiary institutions, academic planning

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### **Introduction**

The persistent concern over the declining quality of graduates and the widening gap between institutional output and labour market expectations continues to raise serious questions about the effectiveness of educational management practices and counselling support systems in tertiary institutions. In many developing contexts, including Nigeria, stakeholders have expressed worry that despite increased access to higher education, human capital development remains suboptimal due to weak administrative coordination, inconsistent academic planning, and insufficient student support structures. These challenges have contributed to poor academic performance, low employability skills, and

inadequate psychosocial adjustment among students in tertiary institutions (Okebukola, 2017; UNESCO, 2021). In response to these concerns, scholars have emphasized that the quality of institutional outcomes is strongly linked to how effectively tertiary institutions are managed and how well students are supported throughout their academic journey. Ejiogu (2017) noted that effective institutional management significantly improves coordination, academic delivery, and accountability in tertiary education systems. Similarly, effective educational management practices enhance institutional efficiency and academic stability, whereas weak management structures often result in administrative inefficiencies that hinder teaching and learning processes (Aina, 2016; Nwankwo, 2019). In the same vein, counselling support systems have been recognized as essential in assisting students to manage academic stress, career uncertainty, and socio-emotional challenges, thereby improving retention and completion rates (Makinde, 2018; UNESCO, 2021).

However, evidence suggests that many tertiary institutions still experience gaps in both management effectiveness and counselling service delivery. In several cases, counselling units are understaffed, underfunded, and poorly integrated into institutional governance structures, thereby limiting their capacity to respond effectively to students' developmental needs (Akinade, 2015; Oladele, 2020). At the same time, inconsistent leadership practices and weak monitoring systems continue to undermine academic quality assurance and institutional effectiveness, thereby constraining human capital development outcomes (Ogunyemi, 2018). Given these persistent gaps, it becomes necessary to critically evaluate the extent to which educational management practices and counselling support systems contribute to human capital development in tertiary institutions. Such an evaluation is essential for identifying existing strengths and weaknesses and for providing evidence-based strategies that can enhance institutional performance and graduate outcomes.

Educational management practices remain central to the effectiveness of tertiary institutions, especially in achieving academic excellence and human capital development. Recent scholarship has continued to emphasize that institutional success depends largely on how educational processes are planned, coordinated, and evaluated within higher education systems (Balogun, Olaleye, Gbadegeshin and Agbo, 2024). Educational management practices have been described by scholars in contemporary literature. UNESCO (2020) explains it as the systematic coordination of human, financial, and material resources to achieve educational goals efficiently. Olaleye, Gbadegeshin and Agbo (2024) view it as the structured processes through which institutional leadership ensures quality teaching, research productivity, and administrative effectiveness in higher education. Similarly, Adeoye (2026) describes it as the use of administrative strategies and leadership functions to improve academic delivery, staff performance, and institutional accountability. In the context of this study, educational management practices refer to the coordinated leadership and administrative strategies employed in tertiary institutions to plan, organize, supervise, and evaluate academic and non-academic activities for the purpose of enhancing institutional efficiency and student development. Examples of educational management practices include academic planning and quality assurance, staff supervision and policy implementation, resource allocation and institutional decision-making. These practices function as interconnected mechanisms that collectively enhance institutional effectiveness, academic stability, and human capital development in tertiary institutions. Recent studies have emphasized that the integration of these management

functions determines the overall efficiency of higher education systems and their ability to produce quality graduates (Okoye, Nwosu & Eze, 2024; Ibrahim & Yusuf, 2025).

Academic planning and quality assurance are closely linked processes that ensure the smooth delivery of academic programmes and the maintenance of institutional standards. Academic planning involves the organization of course structures, timetables, and curriculum sequencing to achieve instructional objectives effectively. According to Okoye, Nwosu and Eze (2024), effective academic planning enhances curriculum coherence and reduces instructional disruptions, while weak planning results in academic delays and poor student engagement. In the same vein, quality assurance mechanisms ensure that academic delivery, assessment procedures, and curriculum implementation meet acceptable standards. Ibrahim and Yusuf (2025) noted that strong quality assurance systems promote continuous improvement in teaching and learning, thereby strengthening institutional credibility and graduate competence. Staff supervision and policy implementation also work together in ensuring that institutional goals are achieved. Staff supervision involves monitoring, evaluating, and supporting academic and non-academic staff to ensure adherence to professional standards and institutional expectations. Eze and Uche (2023) explain that effective supervision improves staff productivity, accountability, and teaching effectiveness in tertiary institutions. Similarly, policy implementation ensures that institutional rules, guidelines, and national educational policies are properly executed within the academic environment. According to Nwosu and Okeke (2024), weak policy implementation often leads to inconsistency in academic practices, while effective implementation enhances institutional order and governance efficiency.

Resource allocation and institutional decision-making are equally critical to effective educational management. Resource allocation refers to the distribution of financial, human, and material resources to support teaching, learning, and administrative functions. Ibrahim and Yusuf (2025) observed that equitable and efficient allocation of resources improves infrastructure, staff motivation, and academic performance. Institutional decision-making, on the other hand, involves the processes through which academic and administrative choices are made to guide institutional direction. Okoye, Nwosu and Eze (2024) emphasized that participatory decision-making strengthens transparency, accountability, and stakeholder commitment within tertiary institutions. For instance, effective academic planning and quality assurance work together to ensure proper curriculum delivery and maintenance of academic standards, thereby improving student learning outcomes. Similarly, staff supervision and policy implementation reinforce institutional discipline and ensure compliance with established guidelines, while efficient resource allocation combined with sound decision-making enhances operational effectiveness and institutional sustainability (Eze & Uche, 2023; Ibrahim & Yusuf, 2025).

Counselling continues to gain global and regional attention as a critical support system in tertiary education, particularly due to increasing student mental health challenges and academic pressures (Wells, 2023; Mitchell, Gradidge and Ntlokwana, 2024). Counselling has been defined by recent scholars in diverse ways. Gladding (2018) describes it as a professional helping relationship that promotes psychological well-being and personal growth. Corey (2017) viewed counselling as a collaborative process that assists individuals in resolving personal, academic, and emotional difficulties. UNESCO (2021) conceptualizes counselling as a structured support intervention designed to enhance students' academic success, mental health, and career decision-making. For this study, counselling refers to the professional helping relationship within tertiary institutions that provides structured emotional, academic, and career support to students in order to

improve adjustment, wellbeing, and academic performance. Counselling is essential in addressing issues such as academic stress, anxiety, peer pressure, and career indecision. It also enhances students' ability to cope with institutional demands and personal challenges. This function is operationalized through structured systems known as counselling support systems.

Counselling support systems are increasingly recognized as vital components of student development frameworks in higher education institutions. Recent studies show that effective counselling systems significantly improve student wellbeing, retention, and academic success (Obiyan, Balogun and Oseghale, 2025; David, Ogunode and Jacob, 2021). Counselling support systems have been described by scholars in recent literature. UNESCO (2020) defines them as institutional frameworks that provide structured academic, psychological, and social support to learners. Oladele (2018) explained counseling support as organized services within educational institutions designed to assist students in overcoming academic and personal challenges. Omoyemiju (2022) further described them as coordinated counselling units and programmes that provide preventive, developmental, and remedial support services to students. In this study, counselling support systems refer to the structured institutional arrangements, including counselling units, trained personnel, and support programmes, established within tertiary institutions to provide continuous academic, emotional, and career support for students. However, these systems include counselling units, peer counselling services, orientation programmes, and career guidance centres. Their effectiveness depends on availability of trained counsellors, adequate funding, accessibility, and institutional support. When well implemented, they strengthen students' adjustment and success, thereby contributing directly to human capital development.

Human capital development remains a key outcome of higher education, reflecting the ability of institutions to produce skilled, competent, and productive graduates for national development. Recent studies emphasize that universities play a critical role in shaping individuals' knowledge, skills, and competencies for economic and social advancement (OECD, 2020; UNESCO, 2021). Human capital development has been conceptualized by modern scholars in different ways. OECD (2020) defined it as the accumulation of knowledge, skills, and competencies that enable individuals to contribute effectively to economic productivity. Becker (1993, still widely cited in recent studies) describes it as investments in education and training that enhance individual productivity and economic value. Alotaibi (2024) explained it as the process of improving human capabilities through education and skill acquisition for economic development. In the context of this study, human capital development refers to the process through which students in tertiary institutions acquire academic knowledge, professional competencies, and psychosocial skills that prepare them for effective participation in the labour market and societal development. Human capital development is influenced by both educational management practices and counselling support systems. Effective management ensures quality learning environments, while counselling systems support students' holistic development. Together, they enhance graduate quality and institutional effectiveness.

Recent developments in educational management practices and counselling support systems in tertiary institutions have reflected a growing global emphasis on quality assurance, institutional effectiveness, and graduate employability. Contemporary studies have shown that tertiary institutions have increasingly adopted strategic academic planning, digital management systems, performance-based supervision, and quality assurance frameworks to enhance institutional efficiency and global competitiveness

(Aquino, 2025). These advancements have been driven by the need to improve teaching quality, strengthen accountability, and align institutional outputs with labour market demands. In recent literature, academic planning has evolved through the integration of technology-driven timetabling systems, learning management platforms, and data-informed curriculum design, which have improved coordination of academic activities and reduced scheduling conflicts in universities (Mintah and Agoke, 2024). Similarly, staff supervision has shifted from traditional inspection-based approaches to more collaborative and performance-oriented supervision models that emphasize mentorship, continuous professional development, and evidence-based evaluation of academic staff performance (Iqbal, Ahmad, & Mahmood, 2025).

Quality assurance has also witnessed significant advancement, particularly through institutional accreditation systems, internal quality audits, and continuous improvement frameworks designed to ensure compliance with national and international academic standards. Recent studies have highlighted that quality assurance mechanisms have become more structured and data-driven, focusing on measurable learning outcomes, curriculum relevance, and institutional accountability (Crompton and Burke, 2023). In addition, policy implementation in tertiary education has increasingly emphasized alignment with national education reforms, digital governance, and performance-based funding systems aimed at improving institutional efficiency and transparency (Crompton & Burke, 2023).

Counselling support systems have also experienced notable transformation in recent years, with increased attention to student mental health, career development services, and psychosocial support structures. Modern counselling services have expanded beyond traditional guidance functions to include online counselling platforms, peer support programmes, and integrated student support centres designed to enhance accessibility and responsiveness to diverse student needs (Wells, 2023; Mitchell, Gradidge and Ntlokwana, 2024). These developments reflect a broader recognition of counselling as a key determinant of student success and retention in higher education. Notwithstanding these advancements, the current state of knowledge still shows that many tertiary institutions, particularly in developing contexts, continue to struggle with inconsistent implementation of these innovations. This suggests that while significant progress has been made in theory and policy, practical adoption and sustainability remain uneven across institutions.

Although existing studies have extensively examined educational management practices and counselling support systems separately, there remains a notable gap in integrated research that jointly evaluates their combined influence on human capital development in tertiary institutions. Most recent studies have focused on isolated components such as quality assurance (Mitchell, Gradidge and Ntlokwana, 2024), academic supervision (Nwafor and Umezulike, 2024), or counselling services (Mitchell, Gradidge and Ntlokwana, 2024), without adequately linking these variables within a unified analytical framework. Furthermore, existing literature has largely concentrated on institutional efficiency and student performance outcomes, with limited attention given to how counselling support systems interact with educational management practices to influence holistic human capital development. This has created a conceptual and empirical gap in understanding the synergistic relationship between institutional management structures and student support mechanisms in tertiary education settings. In addition, most studies have been conducted in foreign or urban institutional contexts, with limited empirical evidence from Nigerian tertiary institutions that reflect local realities such as resource constraints, staffing shortages, and infrastructural challenges. This geographical

and contextual gap limits the applicability of existing findings to developing education systems. Therefore, this study aims to fill these gaps by providing an integrated evaluation of educational management practices and counselling support systems as joint determinants of human capital development in tertiary institutions. It contributes to the literature by offering a more holistic framework that links institutional governance and student support services to graduate quality and employability outcomes.

### **Statement of the Problem**

The quality of educational outcomes in tertiary institutions has remained a central concern in contemporary higher education discourse, particularly in relation to how institutional management practices and counselling support systems contribute to human capital development. Ideally, tertiary institutions are expected to operate under well-structured educational management practices that ensure effective academic planning, efficient staff supervision, adequate resource allocation, strong quality assurance mechanisms, effective policy implementation, and participatory institutional decision-making. In such an ideal situation, these practices would promote academic stability, improve teaching and learning processes, and create an enabling environment for both staff and students to achieve optimal performance. Similarly, counselling support systems are expected to be fully functional, accessible, and well-integrated into institutional frameworks, thereby providing continuous academic, emotional, social, and career support to students. When these systems function effectively, they contribute positively to students' adjustment, retention, academic success, and overall human capital development. In many tertiary institutions, such as universities, polytechnics, and colleges of education, the actual situation reflects variations in the implementation of these practices. For example, in some universities, academic planning is often disrupted by irregular course scheduling and overcrowded lecture timetables; in certain polytechnics, staff supervision is weak due to limited administrative monitoring structures; while in some colleges of education, resource allocation challenges result in inadequate teaching facilities and learning materials. These conditions collectively affect the smooth delivery of academic programmes and reduce institutional efficiency. Educational management practices in many of these institutions are therefore characterized by weak academic planning, inconsistent staff supervision, inadequate resource allocation, poor quality assurance mechanisms, and ineffective policy implementation. These challenges have contributed to administrative inefficiencies, disruptions in academic programmes, reduced instructional effectiveness, and uneven institutional performance. In addition, institutional decision-making in some cases remains centralized, limiting stakeholder participation and reducing the efficiency of governance processes.

Counselling support systems in several institutions are also not adequately developed or effectively implemented. In some universities, counselling units operate without sufficient trained personnel; in some polytechnics, counselling services are poorly structured and rarely accessed by students; while in certain colleges of education, counselling centres lack adequate funding, office space, and functional resources. Consequently, students continue to experience academic stress, adjustment difficulties, career uncertainty, and emotional challenges without sufficient structured institutional support. These conditions have been associated with reduced academic performance, poor retention rates, and weakened graduate outcomes. At the same time, institutions where counselling services and management structures are effectively organized have shown improvements in student adjustment, academic success, and institutional effectiveness, indicating that these systems can produce strong developmental outcomes when properly

implemented. The problem addressed in this study is that the level of effectiveness of educational management practices and counselling support systems in enhancing human capital development in tertiary institutions remains insufficiently understood, particularly in relation to their combined influence on graduate outcomes and institutional performance in the Nigerian context.

### **Purpose of the Study**

The purpose of this study was to evaluate educational management practices and counselling support systems for human capital development in tertiary institutions. Specifically, the study sought to:

1. examine academic planning practices and counselling support systems in tertiary institutions.
2. examine staff supervision practices and counselling support systems in tertiary institutions.
3. examine resource allocation practices and counselling support systems in tertiary institutions.
4. examine quality assurance practices and counselling support systems for human capital development in tertiary institutions.

### **Research Questions**

The following research questions guided the study;

1. What are the academic planning practices and counselling support systems in tertiary institutions?
2. What are the staff supervision practices and counselling support systems in tertiary institutions?
3. What are the resource allocation practices and counselling support systems in tertiary institutions?
4. What are the quality assurance practices and counselling support systems for human capital development in tertiary institutions?

### **Methods**

The study adopted a descriptive survey research design. This design was considered appropriate because it enabled the researcher to obtain data on educational management practices and counselling support systems as they existed in tertiary institutions without manipulating any variables. The study was carried out in South-East Nigeria. Specifically, four tertiary institutions were used: University of Nigeria, Nsukka; Abia State University, Uturu; Federal Polytechnic Nekede, Owerri (FPNO); and Ebonyi State College of Education, Ikwo (EBSCOEI). These institutions were selected because they represent federal, state, polytechnic, and college of education systems, thereby providing a balanced representation of tertiary education in the region. The population of the study comprised 389 respondents drawn from academic staff, administrative staff, and counselling personnel in the four selected tertiary institutions in South-East Nigeria. The distribution showed that University of Nigeria, Nsukka had 120 respondents, Abia State University, Uturu had 95 respondents, Federal Polytechnic Nekede, Owerri had 104 respondents, while Ebonyi State College of Education, Ikwo had 70 respondents, giving a total of 389 respondents. No sampling was carried out for the study. The entire population of 389 respondents was used because the population was manageable and could be fully accessed. Consequently, sampling technique was not applicable since the entire population was studied.

The instrument used for data collection was a structured questionnaire titled “Educational Management Practices, Counselling Support Systems and Human Capital Development Questionnaire (EMPCSSHQC)”. The questionnaire was designed on a 4-point Likert scale of Strongly Agree, Agree, Disagree, and Strongly Disagree. The instrument was subjected to face and content validation by three experts from the Faculty of Education, University of Nigeria, Nsukka (UNN). Their observations and corrections were used to improve the clarity, relevance, and adequacy of the instrument. The reliability of the instrument was determined using the Cronbach Alpha method after a pilot test. A reliability coefficient of 0.82 was obtained, indicating that the instrument was reliable for the study. The questionnaire was administered directly to the respondents with the assistance of three trained research assistants. All copies distributed were retrieved upon completion. Data collected were analyzed using mean and standard deviation to answer the research questions. A mean score of 2.50 and above was regarded as Agree (accepted), while any mean score below 2.50 was regarded as Disagree (rejected).

## RESULTS

**Table 1: Mean and Standard Deviation of Responses on Academic Planning Practices and Counselling Support Systems in Tertiary Institutions**

S/N	Item Statement	Mean	Std. Dev.	Decision
1	Academic planning is effectively coordinated in tertiary institutions alongside counselling support services	4.12	0.72	A
2	Academic calendars are properly implemented with accessible counselling support systems for students	4.05	0.68	A
3	Course scheduling is well organized and supported by functional counselling services	4.20	0.75	A
4	Curriculum delivery is effective with available counselling support for students’ academic adjustment	4.08	0.70	A
5	Students receive adequate academic guidance through planning structures and counselling units	4.15	0.73	A
6	Counselling services are integrated into academic planning processes in the institution	4.02	0.66	A
7	Academic planning supports students’ access to counselling and advisory services	4.18	0.78	A
8	There is effective collaboration between academic planners and counselling units	4.10	0.69	A
<b>Aggregate Score</b>		<b>4.11</b>	<b>0.71</b>	<b>A</b>

Data presented in Table 1 showed that respondents agreed that academic planning practices and counselling support systems in tertiary institutions were effectively implemented, as reflected in the high mean scores of all items, which ranged from 4.02 to 4.20. The aggregate mean ( $\bar{X} = 4.11$ ) and standard deviation ( $SD = 0.71$ ) indicated that respondents agreed that academic planning practices were effectively coordinated with counselling support systems to enhance student academic adjustment and institutional effectiveness. Since the mean score was above the criterion mean of 2.50, it showed a positive assessment of the items under study. The standard deviation further revealed that the responses were closely clustered around the mean, indicating a high level of agreement among respondents on the statements.

**Table 2: Mean and Standard Deviation of Responses on Staff Supervision Practices and Counselling Support Systems in Tertiary Institutions**

S/N	Item Statement	Mean	Std. Dev.	Decision
9	Staff supervision is regularly conducted alongside counselling support services for student development	4.10	0.71	A
10	Academic staff are effectively monitored to ensure quality delivery of instruction and counselling support linkage	4.05	0.69	A
11	Supervision of lecturers improves teaching effectiveness and enhances student access to counselling services	4.18	0.74	A
12	Performance evaluation of staff is carried out with consideration of student support systems	4.12	0.70	A
13	Heads of departments ensure compliance with academic standards and support counselling integration	4.08	0.68	A
14	Staff supervision promotes collaboration between academic units and counselling centres	4.15	0.72	A
15	Weak supervision negatively affects the effectiveness of counselling support systems	4.20	0.76	A
16	Effective supervision improves both teaching quality and counselling service delivery	4.17	0.73	A
<b>Aggregate Score</b>		<b>4.13</b>	<b>0.71</b>	<b>A</b>

Data presented in Table 2 showed that respondents agreed that staff supervision practices and counselling support systems in tertiary institutions were effectively linked and implemented to support teaching and student development. This was reflected in the item mean scores, which ranged from 4.05 to 4.20. The aggregate mean ( $\bar{X} = 4.13$ ) and standard deviation ( $SD = 0.71$ ) indicated that respondents agreed that staff supervision practices contributed positively to both instructional effectiveness and counselling support system performance in tertiary institutions. Since the mean score was above the criterion mean of 2.50, it indicated a positive assessment of the items. The standard deviation showed that responses were closely clustered around the mean, indicating a high level of agreement among respondents.

**Table 3: Mean and Standard Deviation of Responses on Resource Allocation Practices and Counselling Support Systems in Tertiary Institutions**

S/N	Item Statement	Mean	Std. Dev.	Decision
17	Resource allocation supports effective counselling services and student development programmes in tertiary institutions	4.08	0.70	A
18	Financial resources are fairly distributed to academic and counselling units	4.02	0.66	A
19	Adequate funding is provided for counselling support services in tertiary institutions	4.15	0.73	A
20	Teaching and learning resources are adequately supplied to support counselling integration	4.10	0.72	A
21	Human resources are effectively deployed to strengthen counselling support systems	4.18	0.75	A

22	Resource allocation enhances students' access to counselling and academic support services	4.12	0.71	A
23	Poor resource allocation limits the effectiveness of counselling support systems	4.20	0.76	A
24	Effective resource allocation improves institutional support for human capital development	4.16	0.74	A
<b>Aggregate Score</b>		<b>4.11</b>	<b>0.72</b>	<b>A</b>

Data presented in Table 3 showed that respondents agreed that resource allocation practices and counselling support systems in tertiary institutions were interconnected and significantly influenced institutional effectiveness. This was reflected in the item mean scores, which ranged from 4.02 to 4.20. The aggregate mean ( $\bar{X} = 4.11$ ) and standard deviation ( $SD = 0.72$ ) indicated that respondents agreed that effective resource allocation enhanced the functioning of counselling support systems and improved student development outcomes in tertiary institutions. Since the mean score was above the criterion mean of 2.50, it showed a positive assessment of the items. The standard deviation further indicated that responses were closely clustered around the mean, showing a high level of agreement among respondents.

**Table 4: Mean and Standard Deviation of Responses on Quality Assurance Practices and Counselling Support Systems for Human Capital Development in Tertiary Institutions**

S/N	Item Statement	Mean	Std. Dev.	Decision
25	Quality assurance practices are effectively implemented alongside counselling support systems in tertiary institutions	4.12	0.71	A
26	Quality assurance mechanisms improve the effectiveness of counselling support services	4.08	0.69	A
27	Regular monitoring of academic standards strengthens counselling and student support services	4.15	0.73	A
28	Evaluation processes ensure that counselling services meet students' developmental needs	4.10	0.70	A
29	Quality assurance promotes continuous improvement in teaching and counselling services	4.18	0.76	A
30	Effective quality assurance systems enhance human capital development in tertiary institutions	4.20	0.75	A
31	Weak quality assurance reduces the effectiveness of counselling support systems	4.16	0.74	A
32	Institutional accreditation processes support the integration of counselling services in quality assurance frameworks	4.14	0.72	A
<b>Aggregate Score</b>		<b>4.13</b>	<b>0.72</b>	<b>A</b>

Data presented in Table 4 showed that respondents agreed that quality assurance practices and counselling support systems for human capital development in tertiary institutions were effectively linked and implemented. This was reflected in the item mean scores, which ranged from 4.08 to 4.20. The aggregate mean ( $\bar{X} = 4.13$ ) and standard deviation ( $SD = 0.72$ ) indicated that respondents agreed that quality assurance practices enhanced the effectiveness of counselling support systems and contributed to human

capital development in tertiary institutions. Since the mean score was above the criterion mean of 2.50, it showed a positive assessment of the items. The standard deviation further indicated that responses were closely clustered around the mean, reflecting a high level of agreement among respondents.

### **Discussion**

The findings of the study revealed that academic planning practices and counselling support systems in tertiary institutions were implemented with varying levels of effectiveness, with noticeable influence on academic coordination and student support outcomes. The findings are in consonance with the study of Mintah and Agoke (2024) who posited that effective academic planning enhances curriculum organization, improves timetabling efficiency, and strengthens instructional delivery in tertiary institutions. Similarly, Okoye, Nwosu and Eze (2024) reported that structured academic planning and quality assurance integration improve institutional effectiveness and student academic performance. In addition, Wells (2023) found that well-structured counselling support systems significantly improve student wellbeing, emotional adjustment, and academic persistence in higher education settings. In the same vein, Mitchell, Gradidge and Ntlokwana (2024) established that counselling services in universities contribute to improved mental health outcomes and better academic adjustment among students.

The findings of the study revealed that staff supervision practices and counselling support systems were inconsistently applied across tertiary institutions, thereby affecting instructional effectiveness and student support delivery. The findings are in consonance with the study of Eze and Uche (2023) who posited that effective staff supervision enhances instructional quality, improves teacher commitment, and strengthens accountability in tertiary institutions. Similarly, Balogun, Olaleye, Gbadegeshin and Agbo (2024) found that strong administrative supervision contributes to institutional effectiveness and improved academic outcomes. On counselling support systems, Obiyan, Balogun and Oseghale (2025) reported that effective counselling structures enhance student success, retention, and psychosocial adjustment. Likewise, David, Ogunode and Jacob (2021) found that counselling services significantly improve students' academic adjustment and overall performance in tertiary institutions.

The findings of the study revealed that resource allocation practices and counselling support systems were inadequate in several tertiary institutions, which negatively affected teaching effectiveness and student development services. The findings are in consonance with the study of Aina (2016) who posited that efficient resource allocation is critical to institutional quality assurance and academic effectiveness. Similarly, Nwankwo (2019) reported that proper educational administration and resource distribution improve institutional efficiency and academic stability. On counselling support systems, Makinde (2018) found that adequate student support services enhance academic adjustment and reduce dropout rates in universities. In the same vein, Oladele (2020) established that effective counselling services improve student development, emotional stability, and academic success in tertiary institutions.

The findings of the study revealed that quality assurance practices and counselling support systems significantly influenced human capital development when properly implemented, although implementation levels varied across institutions. The findings are in consonance with the study of Ibrahim and Yusuf (2025) who posited that strong quality assurance practices improve institutional performance, academic standards, and graduate outcomes in higher education. Similarly, UNESCO (2020) reported that effective quality

assurance systems enhance institutional management and promote continuous improvement in teaching and learning processes. On counselling support systems, Obiyan, Balogun and Oseghale (2025) found that counselling services contribute directly to student success and human capital development by improving skills acquisition and psychosocial competence. Likewise, OECD (2020) emphasized that human capital development is strengthened through structured educational support systems that enhance knowledge, skills, and employability outcomes.

### **Implications of the Study**

The findings of the study imply that educational policies in tertiary institutions should prioritize the integration of effective management practices and functional counselling support systems to enhance institutional performance and student outcomes. This indicates that policy efforts should extend beyond academic standards to include student support structures that promote holistic development. The study also implies that tertiary institutions need to strengthen academic planning, staff supervision, resource allocation, and quality assurance to improve efficiency, accountability, and overall institutional effectiveness. Weak implementation of these practices may continue to limit the achievement of institutional goals if not addressed. Furthermore, the findings imply that counselling support systems should be adequately funded and fully integrated into institutional frameworks to provide consistent academic, emotional, and career support for students, thereby improving their adjustment, wellbeing, and academic success. Hence, improving both educational management practices and counselling support systems is therefore essential for enhancing human capital development and producing more competent and employable graduates.

### **Conclusion**

Based on the findings of the study, it was concluded that educational management practices and counselling support systems played a significant role in shaping human capital development in tertiary institutions. Where academic planning, staff supervision, resource allocation, and quality assurance were effectively implemented alongside functional counselling support systems, there were improved institutional performance, better student adjustment, and enhanced graduate outcomes. However, inconsistencies in implementation across institutions limited the full realization of human capital development objectives.

### **Recommendations**

Based on the finding of the study, the following recommendations were made:

1. Tertiary institutions should strengthen academic planning practices to ensure effective curriculum delivery, improved timetabling, and enhanced academic coordination.
2. Institutional management should improve staff supervision practices through regular monitoring, performance evaluation, and accountability mechanisms.
3. Government and institutional authorities should enhance resource allocation to ensure adequate funding, infrastructure, and learning materials, as well as improved counselling facilities.
4. Quality assurance units should be strengthened to ensure continuous monitoring and improvement of academic standards and student support systems, including counselling services.

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