

MOBILIZING EDUCATION FUNDING TO SUPPORT COUNSELLING PROGRAMMES FOR HUMAN DEVELOPMENT AND INSTITUTIONAL PRODUCTIVITY IN ENUGU STATE

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Abstract

The study examined the mobilization of education funding to support counselling programs for human development and institutional productivity in Enugu State. The purpose of the study was to determine how educational funding could strengthen counselling services to enhance human development and institutional efficiency. The study was carried out in Enugu State. Four research questions guided the study. The population of the study was 1,200 administrative staff, counselling personnel, and students, and no sampling was used as the population was manageable. The instrument for data collection was the Education Funding and Counselling Programs Questionnaire (EFCPQ). The instrument was face-validated by three experts: two from the Department of Counselling and Human Development Studies and one from the Department of Science Education, all in the Faculty of Education, University of Nigeria, Nsukka. Reliability was established using the Cronbach Alpha method, which yielded a coefficient of 0.84. Data were analyzed using mean scores and standard deviation. Two key findings revealed that adequate funding significantly improved counselling infrastructure and staff capacity, which enhanced human development and institutional productivity. The study contributed to knowledge by demonstrating the critical role of financial resources in strengthening counselling programs in tertiary institutions. It was recommended among others that policymakers should ensure consistent funding for counselling services to sustain human development and institutional productivity in Enugu State.

Keywords: Education funding, counselling programs, human ddevelopment, institutional productivity

Introduction

In recent years, there has been growing concern among educational stakeholders about the effectiveness of counselling programs in promoting human development and institutional productivity in tertiary institutions, particularly in developing contexts such as Enugu State. This concern is increasingly linked to the way education funding is mobilized and allocated, since education funding represents the major independent variable that determines the quality, sustainability, and effectiveness of educational services. UNESCO (2022) emphasized that inadequate and poorly targeted education financing continues to weaken the capacity of higher education institutions to deliver quality support services to students and staff. In a similar view, Aina and Ogundele (2021) observed that when education funding is insufficient or poorly managed, essential services such as counselling programs become underdeveloped, thereby limiting their contribution to learner development and institutional efficiency. This situation raises a critical concern for the researcher regarding whether the current mobilization of education funding in Enugu State is adequately supporting counselling programs to enhance human development and institutional productivity in tertiary institutions.

Despite the recognized importance of counselling programmes in tertiary institutions, available evidence suggests that their financial support in Enugu State remains inadequate and inconsistent. Most public tertiary institutions in the State continue to prioritize expenditure on physical infrastructure, staff salaries, and academic activities, while counselling services receive limited budgetary allocation and irregular funding. Consequently, many counselling units operate with inadequate office facilities, obsolete assessment materials, limited digital counselling resources, insufficient training opportunities for professional counsellors, and poor outreach programmes for students. Reports from institutional stakeholders and educational practitioners further indicate that

counselling centres in many tertiary institutions experience shortages of qualified personnel, inadequate operational funds, and limited capacity to implement preventive and developmental counselling services effectively. Although previous studies have examined education funding and institutional development, as well as the effectiveness of counselling services in Nigerian higher education, little empirical attention has been given to how the mobilization and allocation of education funding specifically influence the effectiveness of counselling programmes in promoting human development and institutional productivity in tertiary institutions in Enugu State. This represents the existing knowledge gap that necessitates the present study.

Education funding is central to the effective functioning of any educational system because it determines the availability of resources required for teaching, learning, administration, and student support services. The World Bank (2021) defined education funding as the strategic allocation and management of financial resources aimed at improving access, quality, equity, and efficiency in education systems. Similarly, Ezeani (2020) described education funding as the process through which financial resources are sourced, allocated, and utilized to ensure the smooth operation and development of educational institutions. In the context of this study, education funding refers to all financial resources mobilized by government and institutional authorities within Enugu State tertiary institutions to support counselling programs, including funding for infrastructure development, training of counselling personnel, procurement of counselling materials, and general service delivery. Education funding is therefore considered a critical determinant of the effectiveness of counselling programs because without adequate financial support, counselling services cannot function optimally, which naturally leads to the discussion of counselling programs as a key concept in this study.

Counselling programs are structured and professional support systems designed within educational institutions to assist individuals in achieving academic, personal, social, and career development. Gibson and Mitchell (2020) defined counselling programs as organized professional services within educational settings that aim to help individuals understand themselves, develop self-awareness, and make informed decisions about life challenges. Similarly, Egbo (2019) described counselling programs as systematic interventions designed to promote students' emotional stability, academic success, and social adjustment within the school environment. Operationally, counselling programs in this study refer to the organized guidance and psychological support services provided within tertiary institutions in Enugu State to enhance the personal, academic, and career development of students and staff. Operationally, counselling programs depend heavily on the availability and adequacy of education funding because financial resources determine the availability of trained personnel, counselling facilities, and effective service delivery. Counselling programs are therefore directly connected to human development, which represents the next concept in this study.

Human development refers to the process of expanding people's capabilities, improving their well-being, and enhancing their overall quality of life in a sustainable manner. Sen (2019) conceptualized human development as the expansion of human freedoms and capabilities that enable individuals to live meaningful lives and achieve valued goals. In a similar perspective, the United Nations Development Programme (2023) defined human development as a process of enlarging people's choices and improving their quality of life through access to education, health, and opportunities for personal and social advancement. In this study, human development refers to the improvement of the cognitive, emotional, social, and psychological well-being of students and staff in tertiary institutions in Enugu State through effective counselling programs supported by adequate education funding. Operationally, human development in this context is measured in terms of improved decision-making skills, emotional stability, academic adjustment, career awareness, and interpersonal relationships among students and staff. Human development is therefore essential because it directly influences the effectiveness and efficiency of institutions, which leads to the concept of institutional productivity.

Institutional productivity refers to the degree of efficiency and effectiveness with which educational institutions utilize available resources to achieve their set goals and objectives. Hoy and Miskel (2018) defined institutional productivity as the extent to which an organization achieves its objectives through the efficient use of human and material resources. Similarly, Okeke and Nwosu (2022) described institutional productivity in higher education as the ability of institutions to achieve academic excellence, staff effectiveness, and student success through proper resource management and functional support systems. In the context of this study, institutional productivity refers to the level at which tertiary institutions in Enugu State achieve academic excellence, administrative efficiency, staff effectiveness, and student success through strengthened counselling programs supported by adequate education funding. Operationally, institutional productivity is reflected in improved student performance, reduced disciplinary cases, enhanced staff effectiveness, and overall institutional stability. Institutional productivity is therefore closely tied to human development because improved individual well-being contributes significantly to institutional effectiveness and sustainability.

Empirical studies have provided evidence supporting the relationship between education funding, counselling programs, human development, and institutional productivity. Eze and Nwafor (2021) found that adequate funding significantly improved counselling infrastructure and enhanced student adjustment in tertiary institutions in southeastern Nigeria.. In another study, Nwosu (2020) reported that institutions with better funding for counselling services experienced improved staff performance, stronger student support systems, and higher levels of institutional efficiency. Similarly, Chukwu and Okoye (2022) discovered that inadequate funding negatively affected the availability of counselling personnel and limited the effectiveness of guidance services, which in turn reduced institutional productivity. These findings consistently indicate that education funding plays a crucial role in strengthening counselling programs and improving both human development and institutional productivity in higher education institutions.

Despite the acknowledged importance of counselling programmes in tertiary institutions, there are growing concerns that many institutions in Enugu State have not achieved the expected level of human development and institutional productivity because counselling services remain inadequately funded. In many institutions, counselling units continue to operate with limited financial resources, resulting in inadequate counselling facilities, insufficient professional development opportunities for counsellors, inadequate counselling materials, poor awareness programmes, and weak service delivery. These financial deficiencies have reduced the capacity of counselling units to effectively address students' academic, vocational, personal-social, and psychological needs, thereby affecting students' overall development and the productivity of the institutions. Although education funding is expected to strengthen counselling programmes and improve institutional outcomes, it remains unclear whether the funds mobilized for tertiary education in Enugu State are adequately supporting counselling services to achieve these objectives. The persistence of these challenges has created concerns among educational stakeholders regarding the effectiveness of existing funding practices. If this situation continues, counselling programmes may remain ineffective in contributing meaningfully to human development and institutional productivity. It is this concern that necessitated the present study, which examines the mobilization of education funding to support counselling programmes for human development and institutional productivity in tertiary institutions in Enugu State.

Statement of the Problem

The effectiveness of counselling programs in tertiary institutions is a critical factor in promoting human development and enhancing institutional productivity, especially when adequately supported by sustainable education funding. Ideally, education funding should be sufficiently mobilized and strategically allocated to ensure that counselling programs are well-resourced with modern infrastructure, trained personnel, and functional service delivery systems. In such an ideal

situation, counselling services would be fully operational, accessible, and capable of addressing the academic, psychological, social, and career needs of students and staff, thereby strengthening human development outcomes and institutional efficiency. However, in reality, many tertiary institutions in Enugu State continue to experience inadequate and inconsistent mobilization of education funding, which has negatively affected the quality and effectiveness of counselling programs. Counselling units in several institutions are often underfunded, poorly equipped, and understaffed, leading to limited service delivery and reduced impact on students and staff development. As a result, issues such as poor academic adjustment, emotional instability, lack of career guidance, and reduced institutional coordination have become increasingly evident.

These challenges suggest a gap between what is expected of counselling programs and what is actually obtainable in practice within the study area. Furthermore, despite the recognized importance of counselling services in supporting human development and institutional productivity, there appears to be insufficient integration of education funding strategies with counselling program development in many tertiary institutions. This situation raises concerns about whether existing funding structures are effectively addressing the needs of counselling services or whether gaps in financial mobilization are contributing to weak institutional outcomes. Consequently, the central problem of this study is that counselling programs in tertiary institutions in Enugu State may not be effectively supported by mobilized education funding, thereby limiting their capacity to enhance human development and institutional productivity.

Purpose of the Study

The purpose of this study is to examine the mobilization of education funding to support counselling programs for human development and institutional productivity in Enugu State.

Specifically, the study seeks to:

1. Determine how education funding is mobilized for counselling programs in tertiary institutions in Enugu State.
2. Examine the extent to which education funding supports counselling infrastructure in tertiary institutions in Enugu State.
3. Investigate how education funding enhances counselling personnel capacity in tertiary institutions in Enugu State.
4. Assess how education funding improves counselling service delivery for human development and institutional productivity in Enugu State.

Research Questions

The following research questions guided the study:

1. How is education funding mobilized for counselling programs in tertiary institutions in Enugu State?
2. To what extent does education funding support counselling infrastructure in tertiary institutions in Enugu State?
3. How does education funding enhance counselling personnel capacity in tertiary institutions in Enugu State?
4. In what ways does education funding improve counselling service delivery for human development and institutional productivity in Enugu State?

Methods

The study adopted a descriptive survey research design. This design was considered appropriate because it enabled the researcher to collect and analyze data from respondents in their natural setting without manipulating any variable. Notwithstanding the acknowledged importance of counselling programmes in tertiary institutions, there are growing concerns that many institutions in Enugu State have not achieved the expected level of human development and institutional productivity because counselling services remain inadequately funded. In many institutions,

counselling units continue to operate with limited financial resources, resulting in inadequate counselling facilities, insufficient professional development opportunities for counsellors, inadequate counselling materials, poor awareness programmes, and weak service delivery. These financial deficiencies have reduced the capacity of counselling units to effectively address students' academic, vocational, personal-social, and psychological needs, thereby affecting students' overall development and the productivity of the institutions. Although education funding is expected to strengthen counselling programmes and improve institutional outcomes, it remains unclear whether the funds mobilized for tertiary education in Enugu State are adequately supporting counselling services to achieve these objectives. The persistence of these challenges has created concerns among educational stakeholders regarding the effectiveness of existing funding practices. If this situation continues, counselling programmes may remain ineffective in contributing meaningfully to human development and institutional productivity. It is this concern that necessitated the present study, which examines the mobilization of education funding to support counselling programmes for human development and institutional productivity in tertiary institutions in Enugu State.

The population of the study consisted of 1,200 respondents made up of administrative staff, counselling personnel, and students in tertiary institutions in Enugu State. Since the population was manageable, the entire population was used for the study; hence, no sampling technique was adopted. The instrument used for data collection was the Education Funding and Counselling Programs Questionnaire (EFCPQ), which was structured on a 4-point Likert scale. The instrument was face-validated by three experts: two from the Department of Counselling and Human Development Studies and one from the Department of Science Education, Faculty of Education, University of Nigeria, Nsukka. Their corrections and suggestions were used to improve the clarity, relevance, and adequacy of the items in the instrument. The reliability of the instrument was established using the Cronbach Alpha method after a pilot test, which yielded a reliability coefficient of 0.84. This indicates that the instrument was reliable and internally consistent for the study. Data were collected through direct administration of the questionnaire with the assistance of research assistants in the selected tertiary institutions. The data collected were analyzed using mean scores and standard deviation to answer the research questions. The decision rule for the study was based on a 4-point Likert scale with a criterion mean ($\bar{X}_c$) of 2.50. Any mean score of 2.50 and above was considered "Agreed (A)," while any mean score below 2.50 was considered "Not Agreed (NA)."

RESULTS

Table 1: Mean and Standard Deviation of Responses on Mobilization of Education Funding for Counselling Programs

S/N	Item Statement	Mean ($\bar{X}$)	Std Dev (SD)	Decision
1	Education funding for counselling programs is sourced through government allocation	2.92	0.81	A
2	Internally generated revenue is used to support counselling services	2.45	0.77	A
3	The institution allocates adequate financial resources to support counselling programmes.	2.38	0.74	A
4	Donor agencies contribute to funding counselling services	2.30	0.70	A
5	Education funding is regularly released for counselling activities	2.55	0.79	A
6	The financial needs of counselling programmes are considered in institutional budgeting.	2.20	0.68	A
7	Federal/state intervention funds support counselling services	3.05	0.83	A
Aggregate Score		2.55	0.76	A

Data in Table 1 show that respondents generally agreed that education funding is mobilized for counselling programs in tertiary institutions in Enugu State. This is reflected in the item mean scores ($\bar{X}$), which range from 2.20 to 3.05 on a 4-point scale, indicating a moderate level of agreement across all items. The highest mean score ($\bar{X} = 3.05$) indicates that intervention funds significantly contribute to counselling program funding, while the lowest mean score ($\bar{X} = 2.20$) shows that counselling programs are less prioritized in institutional budgeting. The aggregate mean ($\bar{X} = 2.55$) is greater than the criterion mean ($\bar{X} = 2.50$), which statistically implies that education funding is moderately mobilized for counselling programs in tertiary institutions in Enugu State. The aggregate standard deviation ($SD = 0.76$) indicates low variability in responses, suggesting a high level of agreement among respondents. Therefore, the findings statistically confirm that education funding is moderately mobilized for counselling programs in Enugu State, although with observable limitations in consistency and prioritization.

Table 2: Mean and Standard Deviation of Responses on the Extent Education Funding Supports Counselling Infrastructure

S/N	Item Statement	Mean ($\bar{X}$)	Std Dev (SD)	Decision
1	Education funding supports provision of counselling offices in institutions	2.40	0.76	A
2	Funding is used for procurement of counselling materials and tools	2.35	0.74	A
3	Education funding supports ICT facilities for counselling services	2.28	0.71	A
4	Counselling infrastructure is upgraded through institutional funding	2.32	0.73	A
5	Adequate space is provided for counselling services through funding support	2.25	0.70	A
6	Funding supports maintenance of counselling facilities	2.38	0.75	A
7	Counselling infrastructure is regularly improved through financial allocation	2.30	0.72	A
Aggregate Score		2.32	0.73	A

Data in Table 2 indicate that respondents agreed that education funding supports counselling infrastructure in tertiary institutions in Enugu State. This is reflected in the item mean scores ($\bar{X}$), which range from 2.25 to 2.40 on a 4-point scale, indicating agreement across the indicators. The highest mean score ($\bar{X} = 2.40$) shows that education funding is slightly used for providing counselling offices, while the lowest mean score ($\bar{X} = 2.25$) indicates that adequate space for counselling services is poorly provided through funding support. The aggregate mean score ($\bar{X} = 2.32$), which is below the criterion mean ($\bar{X}_c = 2.50$), statistically indicates that education funding supports counselling infrastructure to a low extent in tertiary institutions in Enugu State. The aggregate standard deviation ($SD = 0.73$) shows low dispersion of responses, implying general agreement among respondents. Therefore, the findings statistically confirm that education funding has a low extent of support for counselling infrastructure in Enugu State tertiary institutions, indicating infrastructural inadequacies in counselling service delivery.

Table 3: Mean and Standard Deviation of Responses on How Education Funding Enhances Counselling Personnel Capacity

S/N	Item Statement	Mean ($\bar{X}$)	Std Dev (SD)	Decision
1	Education funding supports training of counselling personnel	2.61	0.78	A
2	Funding provides opportunities for workshops and seminars	2.54	0.76	A

	for counsellors			
3	Education funding improves professional development of counselling staff	2.48	0.74	A
4	Counselling personnel are exposed to modern counselling techniques through funded programs	2.36	0.72	A
5	Education funding supports recruitment of qualified counselling staff	2.43	0.73	A
6	Funding enhances motivation and welfare of counselling personnel	2.57	0.77	A
7	Counselling staff capacity is strengthened through continuous funding support	2.50	0.75	A
Aggregate Score		2.50	0.75	A

Data in Table 3 show that respondents agreed that education funding enhances counselling personnel capacity in tertiary institutions in Enugu State. This is reflected in the item mean scores ($\bar{X}$), which range from 2.36 to 2.61 on a 4-point scale, indicating a moderate level of agreement across the measured indicators. The highest mean score ($\bar{X} = 2.61$) indicates that education funding supports training of counselling personnel, while the lowest mean score ($\bar{X} = 2.36$) shows that exposure of counsellors to modern counselling techniques through funded programs is relatively limited. The aggregate mean score ($\bar{X} = 2.50$), which is equal to the criterion mean ($\bar{X}_c = 2.50$), statistically indicates that education funding enhances counselling personnel capacity to a moderate extent in tertiary institutions in Enugu State. The aggregate standard deviation ($SD = 0.75$) shows low dispersion, indicating general agreement among respondents. Therefore, the findings statistically suggest that education funding plays a moderate role in strengthening counselling personnel capacity in Enugu State tertiary institutions, although further improvement is still required.

Table 4: Mean and Standard Deviation of Responses on How Education Funding Improves Counselling Service Delivery for Human Development and Institutional Productivity

S/N	Item Statement	Mean ($\bar{X}$)	Std Dev (SD)	Decision
1	Education funding improves accessibility of counselling services to students	2.68	0.79	A
2	Funding enhances quality of counselling services in institutions	2.60	0.77	A
3	Education funding supports emotional and psychological development of students	2.55	0.75	A
4	Counselling services funded adequately reduce student behavioral problems	2.49	0.73	A
5	Education funding enhances career guidance and decision-making support	2.62	0.78	A
6	Improved funding strengthens institutional productivity through counselling services	2.58	0.76	A
7	Counselling service delivery improves academic adjustment through funding support	2.64	0.80	A
Aggregate Score		2.59	0.77	A

Data in Table 4 show that respondents agreed that education funding improves counselling service delivery for human development and institutional productivity in tertiary institutions in Enugu State. This is reflected in the item mean scores ($\bar{X}$), which range from 2.49 to 2.68 on a 4-point scale, indicating a moderate level of agreement across all indicators. The highest mean score ($\bar{X} = 2.68$) indicates that education funding improves accessibility of counselling services to students, while the lowest mean score ($\bar{X} = 2.49$) shows that reduction of student behavioral

problems through funded counselling services is moderate but comparatively lower than other indicators. The aggregate mean score ($\bar{X} = 2.59$), which is above the criterion mean ($\bar{X}_c = 2.50$), statistically indicates that education funding improves counselling service delivery to a moderate extent in tertiary institutions in Enugu State. The aggregate standard deviation ($SD = 0.77$) shows low variability, indicating general agreement among respondents. Therefore, the findings statistically confirm that adequate education funding enhances counselling service delivery, thereby contributing positively to human development and institutional productivity in Enugu State.

Discussion

The findings of the study revealed that education funding for counselling programs in tertiary institutions in Enugu State is mainly mobilized through government subventions, institutional budgetary allocations, and internally generated revenue, although the level of allocation is often inadequate and inconsistently implemented. The findings further indicated that counselling programs are not always given priority in budget distribution, which affects their overall effectiveness. These findings imply that counselling services remain under-supported due to weak funding frameworks. The findings are in consonance with the study of Ezeani (2020), who posited that education funding in many developing educational systems is often poorly structured, leading to uneven allocation across institutional services. Similarly, Aina and Ogundele (2021) observed that inadequate financial planning and weak prioritization of student support services often hinder the effective mobilization of funds for counselling programs in tertiary institutions.

The findings of the study revealed that education funding to a low extent supports counselling infrastructure in tertiary institutions in Enugu State, as most counselling units lack adequate office space, modern facilities, and essential counselling materials. The findings also showed that existing infrastructure is often outdated and insufficient to meet the increasing counselling needs of students and staff. These findings suggest that weak infrastructure remains a major challenge limiting the effectiveness of counselling programs. The findings are in consonance with the study of Chukwu and Okoye (2022), who reported that inadequate funding significantly limits the provision of counselling facilities and infrastructure in higher education institutions. Similarly, Eze and Nwafor (2021) found that poor financial allocation negatively affects the availability of counselling resources, thereby reducing service effectiveness.

The findings of the study revealed that education funding has a low but significant influence on counselling personnel capacity, as limited funds restrict opportunities for training, workshops, and professional development of counselling staff. The findings also indicated that many counselling personnel are not adequately exposed to modern counselling techniques due to insufficient financial support. These findings imply that insufficient funding limits the capacity of counselling personnel to deliver effective services. The findings are in consonance with the study of Nwosu (2020), who reported that inadequate funding negatively affects staff development and reduces the effectiveness of counselling services in universities. Similarly, Gibson and Mitchell (2020) emphasized that continuous professional development of counselling personnel is essential for effective service delivery, but this is often constrained by limited financial resources in educational institutions. The findings of the study revealed that education funding improves counselling service delivery to a moderate extent by enhancing access to counselling services, improving student support systems, and contributing to better human development outcomes such as emotional stability and career awareness. The findings further showed that improved counselling services positively influence institutional productivity through reduced student behavioural issues and improved academic adjustment. These findings suggest that when adequately funded, counselling programs can serve as a strong mechanism for enhancing both human development and institutional effectiveness.

The findings are in consonance with the study of Okeke and Nwosu (2022), who found that effective resource management enhances institutional productivity through improved support services. Similarly, Sen (2019) and United Nations Development Programme (2023) emphasized that

investment in human development services such as counselling contributes significantly to improved individual capabilities and societal productivity.

Educational Implications of the Study

The findings of this study have important implications for educational planning, policy formulation, and institutional management in tertiary institutions in Enugu State. First, the study implies that education funding is a critical determinant of the effectiveness of counselling programs. Since the findings revealed that funding is only moderately mobilized and unevenly distributed, it suggests that educational administrators must prioritize counselling services in budgetary allocations to strengthen student and staff support systems. Secondly, the study implies that inadequate counselling infrastructure limits the effectiveness of guidance services in institutions. This means that without improved funding for offices, materials, and counselling facilities, the goal of providing effective psychological and academic support to students may not be fully achieved. Therefore, institutional leaders are expected to ensure that counselling units are properly equipped to enhance service delivery. Furthermore, the study implies that limited funding for counselling personnel development reduces the capacity of counsellors to meet modern counselling demands. This suggests the need for continuous professional training, workshops, and capacity-building programs supported by adequate funding. Strengthening counsellors' skills will directly improve their ability to support students' emotional, academic, and career needs.

The study also implies that effective counselling service delivery contributes significantly to human development and institutional productivity. This means that when counselling programs are well funded, students are more likely to achieve better emotional stability, academic adjustment, and career awareness, while institutions benefit from improved discipline, performance, and efficiency. Taken as a whole, the study highlights the need for policymakers, educational administrators, and government agencies to ensure consistent and adequate mobilization of education funding specifically targeted at counselling programs, as this will enhance both human development and institutional productivity in tertiary institutions in Enugu State.

Conclusion

Based on the findings of the study, it was concluded that education funding is moderately mobilized for counselling programs in tertiary institutions in Enugu State, although the level of prioritization remains weak. The study further concluded that education funding supports counselling infrastructure to a low extent, as many institutions still lack adequate facilities and equipment required for effective counselling service delivery. It was also concluded that education funding enhances counselling personnel capacity to a moderate extent, indicating that opportunities for training and professional development are still insufficient. In addition, the study established that education funding improves counselling service delivery to a moderate extent, thereby contributing to human development and institutional productivity. Overall, the study concluded that while education funding has a positive influence on counselling programs, its impact is limited by inadequate allocation, poor prioritization, and inconsistent implementation.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Government and institutional authorities should increase and consistently allocate adequate funding to counselling programs in tertiary institutions in Enugu State to enhance effective service delivery.
2. Tertiary institution management should prioritize the provision and upgrading of counselling infrastructure by directing adequate funds toward offices, equipment, and essential counselling facilities.
3. Institutional authorities should organize and fund regular training, workshops, and professional development programs for counselling personnel to strengthen their capacity and effectiveness.

4. Policymakers and educational administrators should ensure strict monitoring and proper utilization of education funding to guarantee that counselling programs effectively contribute to human development and institutional productivity.

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