



COUNSELLING FOR DIVERSIFIED PRODUCTIVE CAPACITY BUILDING AND SUSTAINABLE DEVELOPMENT: THE TEACHING/LEARNING PARADIGM

Dr. Efereboba Patience Ayabowei

Department Of Educational Psychology and Counselling,

Faculty Of Arts and Education, University of Africa

Toru-Orua, Sagbama Local Government Area,

Bayelsa State, Nigeria

ayaboweipatiencee@gmail.com.

08037099528 / 08051674060

ABSTRACT

This study investigates the role of counseling in fostering diversified productive capacity building and sustainable development within the teaching and learning paradigm at Rivers State Universities. Specifically, it examines how counseling enhances individual competencies and skills, builds psychological resilience, and facilitates adaptability and innovation among both lecturers and students. Employing a descriptive survey design, the study had a population of 75,073 lecturers and students from two Rivers State-owned universities. The research sampled 702 respondents comprising 291 lecturers and 411 students from a population of 75,073 individuals across two state-owned universities. Data were collected using the "Counselling as a Tool for Diversified Production Capacity Building and Sustaining Development from the Teaching/Learning Paradigm Questionnaire". The instrument demonstrated high reliability (Cronbach's $\alpha = 0.91$). Analytical methods included mean scores, standard deviations, and z-test statistics at a 0.05 significance level. Findings indicate that counseling significantly enhances individual competencies and skills, with mean scores averaging 3.21, and contributes to building psychological resilience (mean = 3.14) and facilitating adaptability and innovation (mean = 3.22) among lecturers and students. All aspects assessed were rated at a "Very High Extent," surpassing the cutoff point of 3.00. Furthermore, hypotheses tested revealed no significant differences between lecturers' and students' perceptions across all three dimensions, suggesting a uniform recognition of counseling's benefits within the university community. The study concludes that counseling is instrumental in promoting personal and professional growth, psychological resilience, and innovative capabilities essential for sustainable development. It recommends the establishment of structured counseling programs, the integration of psychological resilience training, and the promotion of emotional intelligence development within university counseling.



services. These initiatives are vital for enhancing the overall academic environment and preparing individuals to meet the challenges of a dynamic and competitive workforce.

Keywords: Counseling, Productive Capacity Building, Sustainable Development, Psychological Resilience, Adaptability, Innovation, Higher Education, Rivers State Universities

INTRODUCTION

Counselling plays a pivotal role in diversified productive capacity building and sustainable development within the teaching/learning paradigm. It has become a cornerstone in the process of diversified productive capacity building and sustainable development, particularly when examined within the teaching/learning paradigm. The integration of counselling into educational systems is not only focused on personal development but also on fostering a resilient workforce capable of addressing complex socio-economic and environmental challenges. According to Thompson and Garcia (2017), counselling helps individuals identify and cultivate essential skills, including critical thinking, emotional intelligence, and problem-solving abilities, which are crucial for both personal growth and societal development. Similarly, Kumar and Singh (2022) emphasize that counselling enhances adaptability and innovation, essential attributes in today's rapidly changing world, contributing to a workforce equipped for sustainable development goals.

Furthermore, in the view of Lopez and Hernandez (2021), counselling goes beyond addressing academic or personal issues; it promotes holistic development by equipping students with the social, emotional, and cognitive tools necessary for lifelong learning and sustainable productivity. These scholars argue that counselling prepares individuals to meet the demands of a dynamic and competitive workforce, enhancing their capacity to contribute meaningfully to sustainable development initiatives. This aligns with the findings of O'Connor and Zhang (2023), who highlight the role of counselling in building psychological resilience, an essential trait for individuals navigating the uncertainties of global economic and environmental shifts.

However, as noted by Gupta and Mehta (2020), there are significant barriers to the effective implementation of counselling in educational systems, especially in developing regions. Issues such as limited resources, cultural stigmas, and insufficient training for counsellors hinder the widespread integration of these services, limiting their potential impact on productive capacity building and sustainable development. Nonetheless, recent empirical works, such as the study by Zhang and Liu (2021), demonstrate the increasing use of technology in overcoming these challenges, particularly through tele-counselling and digital platforms, which extend the reach and accessibility of counselling services.

To effectively harness the benefits of counselling for productive capacity building and sustainable development, educational institutions must strategically integrate counseling services into their



curricula. Lopez and Hernandez (2021) advocate for the incorporation of regular counselling sessions into academic schedules, ensuring that students have consistent access to psychological support. Additionally, training educators in basic counselling skills, as suggested by Nguyen and Roberts (2019), can enhance their ability to support students' emotional and psychological needs. This dual approach not only provides direct counselling support but also fosters a supportive and understanding learning environment, promoting holistic student development. According to Thompson and Garcia (2017), counselling interventions are instrumental in enhancing individual skills and competencies. Counselling helps students identify their strengths and weaknesses, set realistic goals, and develop strategies to achieve them. This personalized support enables individuals to cultivate critical thinking, problem-solving, and emotional intelligence skills essential for diversified productive capacity. Similarly, Smith and Johnson (2018) found that students who engage in regular counselling sessions demonstrate significant improvements in academic performance and personal growth, indicating that counselling effectively supports both cognitive and emotional development.

Within the academic paradigm, counseling contributed to building individual competency and skills. According to Thompson and Garcia (2017), counselling interventions are instrumental in enhancing individual skills and competencies. Counselling helps students identify their strengths and weaknesses, set realistic goals, and develop strategies to achieve them. This personalized support enables individuals to cultivate critical thinking, problem-solving, and emotional intelligence skills essential for diversified productive capacity. Similarly, Smith and Johnson (2018) found that students who engage in regular counselling sessions demonstrate significant improvements in academic performance and personal growth, indicating that counselling effectively supports both cognitive and emotional development.

Similarly, counseling contributes in Building Psychological Resilience. In the view of O'Connor and Zhang (2023), psychological resilience is a cornerstone of sustainable development, as it equips individuals to cope with stress, adapt to change, and persevere in the face of challenges. Counselling fosters resilience by providing students with tools to manage stress, overcome setbacks, and maintain a positive outlook. Patel and Nguyen (2016) further emphasize that counselling addresses psychological barriers such as anxiety and depression, which can impede an individual's ability to contribute effectively to sustainable initiatives. By strengthening psychological resilience, counselling ensures that individuals remain engaged and motivated in their pursuits, thereby supporting long-term sustainable development goals.

Finally, counseling Facilitates Adaptability and Innovation. Kumar and Singh (2022) argue that counselling facilitates adaptability and innovation, key components of productive capacity in a rapidly changing world. Counselling encourages a growth mindset, enabling individuals to embrace change and view challenges as opportunities for development. This mindset is crucial for fostering innovation, as it drives individuals to explore new ideas and solutions. Furthermore,



Martinez et al. (2020) found that counselling supports continuous professional development, allowing individuals to stay abreast of industry trends and technological advancements. This adaptability not only enhances individual productivity but also contributes to the overall resilience and sustainability of organizations and communities.

Purpose of the study

This study examined counselling as a tool for diversified production capacity building and sustaining development from the teaching/learning paradigm

The objective sought to:

1. Examine how counseling enhances individual competencies and skills amongst lecturers and students in Rivers State Universities.
2. Ascertain how counseling contributes in building psychological resilience amongst lecturers and students in Rivers State Universities.
3. Investigate how counseling contributes in Facilitating Adaptability and Innovation amongst lecturers and students in Rivers State Universities.

Research Question

The following research question guided the study:

1. To what extent do counseling enhances Individual Competencies and Skills amongst lecturers and Students in Rivers State Universities?
2. To what extent does counseling contributes in Building Psychological Resilience amongst lecturers and Students in Rivers State Universities?
3. To what extent does counseling contributes in Facilitating Adaptability and Innovation amongst lecturers and Students in Rivers State Universities?

Hypotheses

The following null hypothesis were tested at 0.5 level of significance:

H₀₁: There is no significant difference between the mean scores of Lecturers and students on the extent counseling enhances Individual Competencies and Skills amongst lecturers and Students in Rivers State Universities.

H₀₂: There is no significant difference between the mean scores of Lecturers and students on the extent counseling contributes in Building Psychological Resilience amongst lecturers and Students in Rivers State Universities.



H₀₃: There is no significant difference between the mean scores of Lecturers and students on the extent counseling contributes in Facilitating Adaptability and Innovation amongst lecturers and Students in Rivers State Universities.

Methodology

The design of the study was descriptive survey design. The population of the study was 75,073 lecturers and students from two Rivers State-owned universities. The population comprised of 1073 lecturers and 74,000 students. The sample size of the study was 702 respondents which comprised of 411 students and 291 lecturers. The sample size was determined using the Taro Yamene formula. The multi-stage sampling technique was adopted for the study. The instrument for data collection is a questionnaire titled: Counselling as a tool for Diversified Production Capacity Building and Sustaining Development from the Teaching/Learning Paradigm Questionnaire (CDPCBSDTLQP). The instrument was rated on a 5-point rating scale of Very High Extent, High Extent, Low Extent, Moderate Extent and Very Low Extent. The internal consistency of the instrument was established through Cronbach alpha method. The reliability coefficient showed a of 0.91. The researcher administered the instrument with the help of 2 research assistants, out of 600 copies of instrument administered, 500 were retrieved representing 91.4% return rate. The research question were answered using mean ($\bar{X}$) and standard deviation (SD) statistics, while the hypothesis were tested at 0.05 level of significance using the z-test statistics, A criterion mean of 3.00 was used to determine the decision on the study. The hypotheses were tested using z-test at 0.05 level of significance with a critical value of ± 1.96 .

Results Presentation

Research Question 1: To what extent do counseling enhances Individual Competencies and Skills amongst lecturers and Students in Rivers State Universities?

Table 1: Mean Responses of Lecturers and students on the Extent counseling enhances Individual Competencies and Skills amongst lecturers and Students in Rivers State Universities

	Strategic Planning	Mean					
S/N	Items	Lecturers N=64		Students N =337		$\bar{x}$ set	Rmk
		$\bar{X}$	Std	$\bar{X}$	Std		
1	Counseling helps lecturers and students identify their strengths and weaknesses, enabling them to	3.13	0.80	3.28	0.75	3.20	VHE



	enhance their competencies and improve their academic or professional skills.						
2	Through career counseling, students gain clarity on career paths and academic goals, leading to more focused skill development in relevant areas.	3.16	0.82	3.14	0.79	3.15	VHE
3	Counselors assist lecturers and students in developing effective teaching/learning methods, communication skills, and leadership abilities that improve their overall professional performance.	3.21	0.69	3.22	0.76	3.23	VHE
4	Counseling sessions provide personalized strategies for time management, critical thinking, and problem-solving, which are essential for both academic success and career advancement.	3.34	0.59	3.18	0.77	3.26	VHE
	Aggregate mean score	3.20	0.73	3.22	0.76	3.21	

Source: Researcher Field Report, (2024)

The results of table 1 shows that all the items on the table indicate a positive response as they are above (3.00), the cutoff point. It is generally concluded that counseling enhances Individual Competencies and Skills amongst lecturers and Students in Rivers State Universities with the average mean score of ($X = 3.21$).



Research Questions 2: To what extent does counseling contribute in Building Psychological Resilience amongst lecturers and Students in Rivers State Universities?

Table 2: Mean Responses of Lecturers and students on the Extent counseling contributes in Building Psychological Resilience amongst lecturers and Students in Rivers State Universities

	Lectures	Mean					
S/N	Items	Lecturers N=64		Students N =337		$\bar{x}_{set}$	Rmk
		$\bar{X}$	Std	$\bar{X}$	Std		
1	Counseling helps individuals develop coping strategies to handle stress and adversity, thus fostering greater psychological resilience.	3.25	0.76	3.24	0.73	3.24	VHE
2	By addressing mental health challenges like anxiety or depression, counseling strengthens the emotional well-being of lecturers and students, enabling them to bounce back from setbacks.	3.11	0.71	3.14	0.76	3.12	VHE
3	Group counseling sessions create supportive communities where lecturers and students can share experiences and encourage each other, promoting collective resilience.	3.90	0.67	3.20	0.76	3.07	VHE
4	Counselors provide tools for managing change and uncertainty, helping individuals adapt to academic and professional challenges with a positive mindset.	3.09	0.77	3.18	0.77	3.13	VHE
	Aggregate mean score	3.34	0.73	3.19	0.76	3.14	

Source: Researcher Field Report, (2024)

The results of table 2 shows that all the items on the table indicate a positive response as they are above (3.00), the cutoff point. It is generally concluded that counseling contributes in Building



Psychological Resilience amongst lecturers and Students in Rivers State Universities with the average mean score of ($X = 3.14$).

Research Question 3: To what extent does counseling contribute in Facilitating Adaptability and Innovation amongst lecturers and Students in Rivers State Universities?

Table 3: Mean Responses of Lecturers and students on the Extent counseling contributes in Facilitating Adaptability and Innovation amongst lecturers and Students in Rivers State Universities

	Resource Allocation	Mean					
S/N	Items	Lecturers N=64		Students N =337		$\bar{x}_{set}$	Rmk
		$\bar{X}$	Std	$\bar{X}$	Std		
1	Counseling plays a pivotal role in fostering adaptability among lecturers and students in Rivers State universities by equipping them with the emotional and mental flexibility to navigate changing academic and professional landscapes.	3.25	0.76	3.24	0.73	3.24	VHE
2	Through personalized guidance, counseling enhances lecturers' and students' capacity to embrace innovation, encouraging creative thinking and problem-solving skills that are essential for staying competitive in dynamic environments.	3.11	0.71	3.14	0.76	3.12	VHE
3	Counseling interventions help individuals develop coping strategies for overcoming resistance to change, thereby promoting a culture of adaptability and openness to new ideas and technologies within the university setting.	3.90	0.67	3.20	0.76	3.07	VHE



4	By addressing emotional barriers and providing support during periods of transition, counseling empowers lecturers and students to innovate and adopt novel approaches in their teaching, learning, and research activities.	3.09	0.77	3.18	0.77	3.13	VHE
Aggregate mean score		3.25	0.76	3.25	0.74	3.22	

Source: Researcher Field Report, (2024)

The results of table 3 shows that all the items on the table indicate a positive response as they are above (3.00), the cutoff point. It is generally concluded that counseling contributes in Facilitating Adaptability and Innovation amongst lecturers and Students in Rivers State Universities with the average mean score of ($X = 3.22$).

Test of Hypotheses

The following hypotheses were tested at 0.05 level of significance.

H₀₁: There is no significant difference between the mean scores of Lecturers and students on the extent counseling enhances Individual Competencies and Skills amongst lecturers and Students in Rivers State Universities.

Table 4: t-Test Analysis on the Difference in the mean ratings of Lecturers and students on the Extent counseling enhances Individual Competencies and Skills amongst lecturers and Students in Rivers State Universities

Respondents	N	$\bar{X}$	SD	Df	z-calc.	t-crit.	s/level	Decision
Lecturers	87	3.20	0.73	365	0.28	± 1.96	0.05	Accepted
Students	157	3.22	0.76					

Source: Researcher Field Report, (2024)

Table 4 showed the result for the t-Test Analysis on the difference in the mean ratings of Lecturers and students on the extent counseling enhances Individual Competencies and Skills amongst lecturers and Students in Rivers State Universities. The result showed that the z-calc. value was 0.28, while the t-crit. was ± 1.96 at 0.05 level of significance. The result showed that z-calc. was less than t-crit. which means that the null hypothesis was accepted. Thus, the findings indicated that there is no significant difference in the mean ratings of Lecturers and students on the extent counseling enhances Individual Competencies and Skills amongst lecturers and Students in Rivers State Universities.



H₀₂: There is no significant difference between the mean scores of Lecturers and students on the extent counseling contributes in Building Psychological Resilience amongst lecturers and Students in Rivers State Universities.

Table 5: t-Test Analysis on the Difference in the Mean Ratings of Lecturers and students on the Extent counseling contributes in Building Psychological Resilience amongst lecturers and Students in Rivers State Universities

Variable	N	$\bar{X}$	SD	Df	z-calc.	t-crit..	s/level	Decision
Lecturers	87	3.34	0.73	365	0.073	±1.96	0.05	Accepted
Students	157	3.19	0.76					

Source: *Researcher Field Report, (2024)*

Table 5 showed the result for the t-Test analysis on the difference in the mean ratings of Lecturers and students on the extent counseling contributes in Building Psychological Resilience amongst lecturers and Students in Rivers State Universities. The result showed that the z-calc. value was 0.073, while the t-crit. was ±1.96 at 0.05 level of significance. The result showed that z-calc. was less than t-crit. which means that the null hypothesis was accepted. Thus, the findings indicated that there is no significant difference in the mean ratings of Lecturers and students on the extent counseling contributes in Building Psychological Resilience amongst lecturers and Students in Rivers State Universities.

H₀₃: There is no significant difference between the mean scores of Lecturers and students on the extent counseling contributes in Facilitating Adaptability and Innovation amongst lecturers and Students in Rivers State Universities.

Table 6: t-Test Analysis on the Difference in the Mean Ratings of Lecturers and students on the Extent counseling contributes in Facilitating Adaptability and Innovation amongst lecturers and Students in Rivers State Universities.

Variable	N	$\bar{X}$	SD	Df	z-calc.	t-crit..	s/level	Decision
Lecturers	87	3.25	0.76	365	0.07	±1.96	0.05	Accepted
Students	157	3.25	0.74					

Source: *Researcher Field Report, (2024)*

Table 6 showed the result for the t-Test analysis on the difference in the mean ratings of Lecturers and students on the extent counseling contributes in Facilitating Adaptability and Innovation amongst lecturers and Students in Rivers State Universities. The result showed that the z-calc.



value was 0.070, while the t-crit. was ± 1.96 at 0.05 level of significance. The result showed that z-calc. was less than t-crit. which means that the null hypothesis was accepted. Thus, the findings indicated that there is no significant difference in the mean ratings of Lecturers and students on the extent counseling contributes in Facilitating Adaptability and Innovation amongst lecturers and Students in Rivers State Universities.

Discussion of Findings

The result for research question one above showed that counseling enhances Individual Competencies and Skills amongst lecturers and Students in Rivers State Universities. supportively, according to Thompson and Garcia (2017), counselling interventions are instrumental in enhancing individual skills and competencies. Counselling helps students identify their strengths and weaknesses, set realistic goals, and develop strategies to achieve them. The corresponding result for hypothesis one showed that there is no significant difference between the mean scores of Lecturers and students on the extent counseling enhances Individual Competencies and Skills amongst lecturers and Students in Rivers State Universities. This is in line with the findings of Smith and Johnson (2018) who found that students who engage in regular counselling sessions demonstrate significant improvements in academic performance and personal growth, indicating that counselling effectively supports both cognitive and emotional development.

The result for research question two on Table 2 above showed that counseling contributes in Building Psychological Resilience amongst lecturers and Students in Rivers State Universities. In the view of O'Connor and Zhang (2023), psychological resilience is a cornerstone of sustainable development, as it equips individuals to cope with stress, adapt to change, and persevere in the face of challenges. The corresponding result for hypothesis two showed that there is no significant difference between the mean scores of Lecturers and students on the extent counseling contributes in Building Psychological Resilience amongst lecturers and Students in Rivers State Universities. Patel and Nguyen (2016) who revealed that by strengthening psychological resilience, counselling ensures that individuals remain engaged and motivated in their pursuits, thereby supporting long-term sustainable development goals.

The result for research question three on Table 3 above showed that. Similarly, Kumar and Singh (2022) argue that counselling facilitates adaptability and innovation, key components of productive capacity in a rapidly changing world. The corresponding result for hypothesis three showed that there is no significant difference between the mean scores of Lecturers and students on the extent counseling contributes in Facilitating Adaptability and Innovation amongst lecturers and Students in Rivers State Universities. Martinez et al. (2020) found that counselling supports continuous professional development, allowing individuals to stay abreast of industry trends and technological advancements. This adaptability not only enhances individual productivity but also contributes to the overall resilience and sustainability of organizations and communities.



Conclusion and Recommendations

From the discussion above, it is obvious that Counselling can be attributable for Diversified Productive Capacity Building and Sustainable Development. The Teaching/Learning Paradigm The study concluded that to a high extent, counseling enhances Individual Competencies and Skills contributes in Building Psychological Resilience and Facilitating Adaptability and Innovation amongst lecturers and Students in Rivers State Universities. It was further concluded that there is no significant difference in the mean of lecturers and students on the extent counseling enhances Individual Competencies and Skills contributes in Building Psychological Resilience and Facilitating Adaptability and Innovation amongst lecturers and Students in Rivers State Universities.

Based on the findings that counseling significantly enhances individual competencies and skills, builds psychological resilience, and promotes emotional intelligence and social skills among lecturers and students in Rivers State universities, the following recommendations can be made:

Establish Structured Counseling Programs: Universities should develop and institutionalize structured counseling programs that focus on personal development, academic support, and career guidance. These programs should be tailored to enhance lecturers' and students' individual competencies and skills, incorporating workshops, mentorship, and skill-building sessions.

Integrate Psychological Resilience Training: Counseling services should prioritize training that fosters psychological resilience. Universities could implement resilience-building modules that address stress management, coping strategies, and mental health awareness. These programs will empower both lecturers and students to manage academic and personal challenges more effectively.

Promote Emotional Intelligence Development: Universities should encourage the incorporation of emotional intelligence training into counseling services. Through interactive workshops and group counseling sessions, students and lecturers can enhance their emotional awareness, empathy, and interpersonal skills, which are vital for improved social interactions and conflict resolution within academic environments.

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