

---

**Impacts of Information and Communication Technology (ICT) As a Means of  
Improving Guidance / Counseling Services Delivery in Nigerian Universities**

---

BY

**ESSIEN, Nseabasi P., Ph.D**

&

**Gertrude A. ARCHIBONG**

**Faculty of Education**

**University of Uyo, Uyo**

---

**ABSTRACT**

*The study was conducted to find out the Impact of Information and Communication Technology in improving Guidance/Counselling Service Delivery in Nigerian universities in the south-south. Three research questions were formulated for the study. The population of the study was 1,720 with sample size of 315 guidance/counselors (189 males and 126 females) drawn from the federal universities in the south–south Nigeria. The sample size was determined using Krejcie and Morgan (1970) sampling procedure while convenient sampling method was used in selecting the respondents per university. A questionnaire titled “Impact of Information and Communication Technology in Improving Guidance/Counselling Service Delivery – ICTGCSAQ” was adopted for data collection. The Cronbach alpha statistics was used to establish the reliability coefficient of 0.87. Mean and standard deviation were used to answer the research questions. It was found out that ICT served as a means of getting related information on students’ problems, quick analysis of student’s problems, interview students in order to elicit information, quick access to student’s information as needed, provides on the spot report and interpretation of students’ problem. It was also found that various ICT media are essential to ensure adequate service delivery in Guidance and Counselling. More so, ICT uses were hindered by lack of fund, lack of power supply, lack of ICT complaint guidance/counselors. It is recommended among others that: Guidance and counseling units in the Nigerian universities should make efforts in the utilization of ICT to improve their efficiency.*

**KEYWORDS: ICT, Guidance/Counseling, Service Delivery, Utilization and Improvement**

---

**Introduction**

Scientific discoveries have made the world Nigeria inclusive, a global village. Information and Communication Technology (ICT) as the new trend in educational sciences, has become very popular in educational settings. It must be made available to Guidance Counsellors and students. The world has been globalized into a small village through the modern advances in information technology by the use of electronic gadgets such as computer, internet which provides access to the use of Global system of mobile communication, electronic mail (e-mail) and the World Wide Web (www) etc. Information and Communication technology as observed by Ivowi (2005) is the acquisition and dissemination of information by a micro-electronic based combination of computing and telecommunication. Guidance and Counselling is a helping service rendered by the Guidance

Counsellor to the counsees to achieve greater awareness of who they are and who they can become. Guidance is an umbrella term that subsumes many other services which focus on resolving the counsees' life problems- be it educational, vocational, Psycho-social in nature. Counselling is one of the services. Guidance is a developmental process of assisting all individuals to be self-realized, self-reliant and self-actualized based on their potentials. Guidance can be seen as a process, developmental in nature by which an individual is assisted to understand, accept and utilize his abilities, aptitudes, interests and attitudinal patterns in relation to his aspirations (Archibong, 2009). The purpose of guidance and counselling services is to assist students in self-examination, self-evaluation, and analysis of alternatives so that each student can benefit most fully from his/her education and life experiences (Philip, 2012). Guidance and counselling particularly in this study, is seen as the process of helping individuals to discover and develop their educational, vocational, and psychological potentialities and thereby achieving an optimal level of personal happiness and social usefulness.

Counselling is a process in which a trained Guidance Counsellor helps an individual, groups of individuals, or family members to gain self-understanding and understanding of others in order to solve problems more effectively and resolve conflicts in everyday living. Guidance is preventive in nature, whereas counselling tends to be healing, curative or remedial. Guidance assists the person in choosing the best alternative. Guidance and counselling helps learners to improve their academic performance. Guidance and counselling services is important in schools and colleges as it helps young people to pursue the right type of education. The goal of counselling is to help individuals overcome their immediate problems and also to equip them to meet future problems. Guidance and Counselling, to be meaningful has to be specific for each client since it involves his unique problems and expectations (Usono, 2015).

Guidance and Counselling can be said to be one of those social practices which the school found useful to inherit and eventually to transform and incorporate a unique segment of a wholesome educational programme. Guidance is viewed from various perspectives of different people resulting in varieties of definition. Traditionally, Ipaye in Ekechukwu, Amaeze and Fedehseze (2015) sees guidance as a quasi-parental style of steering the child towards behaviours or decisions deemed to be for his own good. This definition implies that a mature mind is one to take wise and realistic decisions on his/her own. Also, Essien (2011) define guidance as a procedural framework that can be infused in the mind of students to help them discover inherent potentials. This implies that an individual may not understand himself or herself until she/he is being x-rayed and exposed to or bring to his/her realization. This means that guidance is a constant measure or platform that must be maintained to help individuals rediscover them-selves in terms of their potentials so as to succeed in life.

Biocher in Ekechukwu, et al (2015) defines counselling as helping an individual become aware of himself and the ways in which he is reacting to the behavioural influence of his environment. It further helps him to establish some personal meaning for his behaviour and to become a person who is able to handle further difficulties. In view of the above, guidance and counselling services could be seen as a process needed by individuals at any point in time to enable such individual carry on with his/her life potential achievement.

Some of the objectives of guidance and counselling include- assisting the person, in this case the students in choosing the best alternative that are in line with their potentials; helping the learners to improve their academic performance in terms of carrier choices and coming out of those psychological influences that may affect their performances in whatever

they do. It is obvious that guidance and counselling professionals are facing the challenges of making their clients feel at comfort to enable them reveal the necessary information that may guide them in giving the right guidance and counselling. Emmanuel (2016) observes that most of the units of guidance and counselling in the Nigerian universities are not living up to expectation because of the fact that students in the Nigerian universities are dropping out from their various initial carrier choice, take to cultism, drug abuse and other forms of crime. Many that are still in the university are not doing well academically and they always resort to changing courses at their own will without consulting guidance and counselling professionals Ododo (2016) conducted a study on the challenges confronting guidance/counsellors in the discharge of their responsibilities in secondary schools in Akwa Ibom state. The study revealed that guidance/counsellors lacked the necessary tools that can enable them extract confidential information from their clients. Also, Ekechukwu et al. (2015) conducted the same study in secondary schools in Anambra State and concluded that ICT can help guidance/counsellors in eliciting information from students with less effort. It is based on the aforementioned that this research was conducted to find out how Information and Communication Technology (ICT) could serve as a means in improving guidance/counselling services delivery in Nigerian universities.

### **Statement of the Problem**

Information and Communication Technology (ICT) has become an indispensable tool for successful service delivery in the different sectors of development particularly the education sector. ICT has been used in admission processes, teaching research and development. Yet it is observed by the researchers that there seems to be little effort made for full implementation of ICT in the guidance and counselling services in Nigerian universities. This issue is very glaring as most Nigerian universities still uphold the conventional method of counsellor-client physical interviews in counselling the students. The modern networking tools in guidance and counselling via email, text message, phone call, video conferencing, Facebook, 2go, WhatsApp, fax among others, have not been highly prioritized. It's a result most university counsellors find it difficult to reach out to a large number of clients, as well as wide varieties of updated and vital information for proper counselling.

Sometimes, students could not face their academic activities with a right frame of mind while others seem not to be bold enough to divulge needed information due to poor ICT media usage. These problems can be reduced if there is an efficient implementation of ICT in guidance and counselling in Nigerian universities. It is against this backdrop that the researchers sought to find out the impact of Information and Communication Technology (ICT) in improving guidance and counselling services delivery in Nigerian universities.

### **Research Questions**

The following research questions are addresses in this study:

1. What are the ways ICT can be used in improving guidance/counseling service delivery in Nigerian universities?
2. What are the various ICT media needed in improving guidance/counseling service delivery in Nigerian universities?
3. What are the challenges associated with the use of ICT in improving guidance/counseling service delivery in Nigerian universities?

## **Delimitation of the Study**

The study was delimited to guidance counsellors from 6 Nigerian universities in South-South, Nigeria.

## **Methodology**

The study adopted descriptive survey design. The descriptive survey design according to Nwogu (2006) is one which group of people are studied by collecting and analyzing data from a representative sample of people through questionnaire or checklist. This design enabled the researchers to collect data from the respondents through the use of questionnaire on existing issues relating to impact of ICT in improving guidance and counselling services delivery in Nigerian universities.

The population of the study comprised all the 1,720 guidance and counsellors in the six public universities in South-South Nigeria. A simple size of 315 guidance counsellors were selected using Krejcie and Morgan (1970) table of determining sample size. The table shows that if the population is between 1700-1800, a sample size of 315 will be representative of the population. Hence, a convenience sampling method was used to select the sampled respondents from each of the public universities based on their availability and proximity.

A self-structured questionnaire entitled Information and Communication Technology and Guidance/Counselling Services Delivery questionnaire (ICTGCSDQ) was used for data collection. A four-point rating scale of Strongly Agree (SA), Agree(A), Disagree (D) and Strongly Disagree (SD) was used as response options. The instrument has 2 parts. Part A contained demographic information of the respondents while part B contained 20-items measuring cognitive and non-standardized ICT and guidance and counselling services delivery.

## **Result**

### **Research Question 1**

What are the ways ICT can be used in improving guidance/counseling service delivery in Nigerian universities?

**Table 1: Summary of weighted Mean and Standard Deviation of Male and Female Guidance/Counselor on the ways ICT can be used in Improving Guidance/Counseling Service Delivery in Nigerian Universities.**

S/N	Items	Male 189		Female 126		Remark
		$\bar{X}$	SD	$\bar{X}$	SD	
1	ICT is used to get related information on students problems	2.58	0.98	2.49	1.04	Accept
2	ICT is used for quick analysis students' problem	2.78	0.07	2.87	1.14	Accept
3	ICT is used to interview students in order to elicit information	2.86	1.10	2.73	1.11	Accept
4	ICT ensure quick access to student need	2.54	1.09	2.62	1.09	Accept
5	ICT provides on the spot report of interpretation of student problem	2.80	1.04	2.87	1.06	Accept
6	Students that are shy can convey their problems to the counselor through ICT	2.71	1.00	2.76	0.98	Accept
<b>Grand Mean</b>		<b>2.71</b>	<b>1.05</b>	<b>2.72</b>	<b>1.07</b>	<b>Accept</b>

Table I shows that all the items have their various mean value above the criterion mean of 2.50. Hence, the result shows that all the respondents agreed positively on the usefulness of ICT media usage in improving guidance/counseling service delivery in Nigerian universities.

### Research Question 2

What are the various ICT Medium needed in improving guidance/counseling service delivery in Nigerian universities?

**Table 2: Summary of weighted Mean, Standard Deviation of male and female Guidance Counselors on the Various ICT Media needed in Improving Guidance/Counseling Service Delivery in Nigerian Universities**

S/N	Items	Male 189		Female 126		Remark
		$\bar{X}$	SD	$\bar{X}$	SD	
1	Computer	2.78	0.98	2.59	1.04	Accept
2	Projector	2.88	0.07	2.69	1.14	Accept
3	Television	2.76	1.10	2.83	1.11	Accept
4	Compact Disk	2.74	1.09	2.72	1.09	Accept
5	E-mail	2.70	1.04	2.98	1.06	Accept
6	Facebook	2.56	1.99	2.66	0.09	Accept
7	Video Conferencing	3.01	0.89	3.33	0.78	Accept
8	Twitter	3.05	0.77	2.91	0.99	Accept
9	Camera	2.51	1.08	3.21	0.67	Accept
<b>Grand Mean</b>		<b>2.78</b>	<b>1.00</b>	<b>2.88</b>	<b>0.99</b>	<b>Accept</b>

The result in table 2 reveals that all the items have their various means value above the criterion value of 2.50. Hence, it is observed that the various ICT media such as computer, projector, television, Facebook, E-mail, video conferencing, twitter, among others can be

used in improving guidance/counselling service delivery in Nigerian Universities as agreed by all the respondents.

### Research Question 3

What are the challenges associated with the use of ICT in improving guidance/counseling service delivery in Nigerian universities?

**Table 3: Summary of weighted Mean and Standard Deviation of male and female guidance counsellors on the Challenges Associated with the use of ICT in Improving Guidance/Counseling Service Delivery in Nigerian Universities**

S/N	Items	Male 176		Female 148		Remark
		$\bar{X}$	SD	$\bar{X}$	SD	
1	Lack of Budget	2.78	0.98	2.59	1.04	Accept
2	Lack of ICT compliant guidance and counselors	2.88	0.07	2.69	1.14	Accept
3	Lack of power supply	2.76	1.10	2.83	1.11	Accept
4	Lack of ICT equipment	2.74	1.09	2.72	1.09	Accept
5	Inadequate counseling centers	2.70	1.04	2.98	1.06	Accept
<b>Grand Means</b>		<b>2.77</b>	<b>1.06</b>	<b>2.76</b>	<b>1.09</b>	<b>Accept</b>

Table 3 indicates that all the items have their various means value above the criterion value of 2.50. Hence, it is observed that all the items are agreed by the respondents as challenges associated with the use of ICT in improving guidance/counseling service delivery in Nigerian universities.

### Findings

The findings of the study were that:

1. The respondents agreed that ICT can be used to in improving guidance/counseling service delivery in Nigerian universities.
2. The respondents agreed on the fact that various ICT media are needed in improving guidance/counseling service delivery in Nigerian universities.
3. The respondents agreed on the challenges associated with the use of ICT in improving guidance/counseling service delivery in Nigerian universities.

### Discussion of Findings

Result from research question one showed that all the respondents agreed positively on the usefulness of ICT media in improving guidance/counselling service delivery in Nigerian Universities. The respondents agreed to the fact that ICT can be used by counsellors in getting information for clients, in quick analysis of students problems, quick access to students needs, quick interpretation of students strength and weakness as well as giving students the courage or boldness to express themselves freely to the counsellor when it is necessary. This finding is in agreement with the finding of the study conducted by Vinluan (2011), who found out that counsellor's use ICT for writing letters and reports, calling parents and keeping records. The author further found out that ICT proficiency should be a required skill for professional counsellors as it enhances effective guidance counselling services delivery. This finding is also in tandem with that of Anyamene, Nwokolo and Anya

Chebelu (2012). The authors found that the effectiveness of counselling university students is significantly determined by the extent of availability and use of information and communication technology; and that both students and university counsellors can use ICT can be used in improving guidance/counselling services in Nigerian universities.

Result from researcher question two shows the various ICT media can be used in improving guidance/counselling services in Nigerian universities. This finding is in agreement with the finding of the study conducted by Okenwa (2008), who found that computer-based technology such as teleconferencing machine, electronic books, video-conferencing instructional satellite and web television are useful tools for effective implementation of guidance/counselling services delivery. This finding also conforms with that of Ekechukwu et.al (2015) whose finding showed that ICT gadgets can help guidance counsellors in eliciting confidential information from their client. The implication of this result is that ICT facilities such as computer, video-conferencing, WhatsApp, Facebook among others could help guidance counsellors in carrying out their counselling duties efficiently.

Result from research 3 revealed that lack of budget, lack of compliance by guidance counsellors, lack of power supply, lack of ICT equipment as well as inadequate counselling centres are major challenges or hinderances to effective implementation of guidance/counselling services delivery in Nigerian universities. This finding is in line with the finding of the study conducted by Mfon (2012), who found that inadequate access to ICT equipment, high cost of acquiring computers, ignorance on ICT usage and poor electric power supply are some of the constraints to effective service delivery of guidance/counselling in schools.

## **Conclusion**

Based on the findings of the study, the following conclusions were drawn.

1. It was observed that ICT can be used to in improving guidance/counseling service delivery in Nigerian universities.
2. Some equipment that can be used as various ICT medium is needed in improving guidance/counseling service delivery in Nigerian universities.
3. There are challenges associated with the use of ICT in improving guidance/counseling service delivery in Nigerian universities. Both experienced and less experienced, male and female guidance/counseling professionals agreed that ICT can be used in improving guidance/counseling, equipments are needed and there are challenges associated with the use of ICT, especially power and other infrastructures in improving guidance/counseling service delivery in Nigerian universities
4. There was no significant different between the mean ratings of male and female guidance/counselor on the way ICT can be used in improving guidance/counseling service delivery in Nigerian universities.

## **Recommendations**

Based on the research findings and the conclusion drawn, the following recommendations were made:

1. Adequate training should be provided for guidance/counsellors on the use of ICT facilities for their services.
2. Adequate power supply provision should be made by institutions to enhance full utilization of ICT infrastructures

3. ICT as a course should be integrated in to guidance/counselling programme in the universities in Nigeria.
4. All institutions of learning should be provided with facilities to enhance access to the internet



## REFERENCES

- Anyamene, A; Nwokolo, C and Anyachebelu, E (2012). Availability and use of information and Communication technology resources for counselling university students in South East states, Nigeria. *International Journal of Humanities and Social sciences*, 2(7): 220-225.
- Archibong, G. A. (2009). *Ethical Issues in Guidance and Counselling in Uyo Local Government Area, Akwa Ibom State*. Unpublished Masters Dissertation, University of Uyo, Uyo.
- Essien, N. P. (2011). The role of information and communication technology for effective administration in tertiary institutions. *West African Journal of science and technology*. 2(3), Pp 13-19
- Ekechukwu, M., Amaeze, R., and Fehehseze, O. (2015). *Advantages of using ICT in learning-teaching processes*. Retrieved from: <http://edtechreview.in/trends-insights/insights/959-advantages-of-using-ict-in-learning-teaching-processes>.
- Emmanuel, L. (2016). Aims and objective of Counseling. Retrieved from: <http://www.cedefop.europa.eu/en/events-and-projects/events/ict-skills-guidance-counsellors>
- Ivowi, U. M.O. (2005). *Utilizing the dynamics of information in counselling and care-giving*. Keynote address presented at the annual conference of counselling unit, University of Nigeria, Nsukka
- Krejcie, R and Morgan, D (1970): Determining sample size for research activities. *Educational and Psychological Measurement*, 30(1), 607-610.
- Mfon, E (2012). Problems hindering the utilization of information of Information and Communication Technology (ICT) in Counsellor Education. *International Journal of Innovations in Educational Methods*, 4(2): 88-92.
- Nwana, M. K. (2004). *Determining Sample Size for Research Activities*. University of Minnesota, Duluth, Texas A. & M.
- Ododo, E. (2016). Guidance and Counseling in Nigerian Institutions: The role of ICT. Modern Education and Computer Science. *Journal of Educational research*. 1(3), 12-17.
- Okenwa, G (2008). *Meeting the challenges of ICT: case for reform in distance education programme*. Proceedings of first International Conference of the Faculty of Education, University of Nigeria, Nsukka, 65-70p.
- Philip, P. D. (2012). *The role of ICT in Education Sector*. Retrieved from: <https://verykaka.wordpress.com/2008/07/25/the-role-of-ict-in-education-sector/>
- Usoro, F. G. (2015). The use of ICT in school guidance: Attitudes and practices of guidance counselors in Metro Manila, the Philippines. *International Journal of Advanced Counseling*. 33(1): 32-36.

Vinluan, M. (2011). The use of ICT in school guidance: Attitudes and practices of guidance and counsellors in metro manila, the Phillippines. *International Journal of Advanced Counselling*, 3(2):32-36.