

Impact of the Adoption of Information and Communication Technology in Guidance and Counselling for Sustainable Education in Abia State Secondary Schools.

¹Nwaoba Christiana N., ²Uba Mercy Benedecta I. & ³Ntaji Mathew Elaunri

¹Department of Psychology and Counselling, Michael Okpara University of Agriculture, Umudike, Abia State.

³Department of Guidance and Counselling, Alex Ekwueme Federal University Ndufu-Alike Ebonyi State.

Email: ¹christiananwaoba@yahoo.com

ABSTRACT

The study examined the role and utilization of information and communication technology in Guidance and Counselling could play in the students, counsellors' effective counselling services delivery, challenges and possible solutions. It focused on secondary schools in Abia State, using description survey design. Four research questions and one hypothesis guided the study. A total of 115 counsellors drawn using purposive sampling technique was the sample size. Utilization of ICT in Guidance and Counselling Questionnaire, duly validated and with reliability value of 0.77, using Cronbach Alpha procedure was used for data collection. Mean, standard deviation, cluster mean and t-test were used to answer the research questions and test the hypothesis at 0.05 level of significance respectively. Some findings were: adoption of ICT in guidance and counselling heightens students' interest, increases counsellors' efficiency, inadequate availability and accessibility of ICT facilities, constituted some of the challenge, while remedies included putting in place staff development programme on ICT for counsellors, making ICT facilities available and accessible to counsellors in schools. One of the recommendations was that school counsellors should consider routinely utilizing computer facilities to improve their effectiveness and efficiency in counselling for students' achievement of sustainable development goals through educational counselling services.

Keywords: Sustainable education, ICT, Guidance - Counselling and Adoption.

INTRODUCTION

Education is a necessary and important requirement for achievement of national development goals and individual wellbeing. It is central to socio-economic and technological development, critical to self-sustaining and a process of positive transformation into current society. Ajiboye and Ajitoni (2018) defined education as a process of imparting and extension of knowledge and skills for progress and development both at the individual and national levels. Education is a powerful tool that sets a nation on a fast lane for technological breakthrough and advancement. Education is the centre for all nations' developmental programmes be it

technological, economical and or environmental advancement for it to be sustainable.

Sustainable education refers to quality education which is essential for the wellbeing of human beings including secondary school students. Sustainable education for students aims at enabling learners to attain social competence and optimum individual development. Thus, sustainable education is education that enables a learner to reach his full potentials in terms of cognitive, emotional and creative capacities. UNESCO (2013) conceptualized sustainable education as the education that



is focused on three major pillars which are: Learning to know; which acknowledges the fact that learners build their own knowledge daily combining ingenious and external elements; Learning to do which focuses on the practical application of what is learned and learning to emphasize on skills needed for individuals to develop their full potentials. The idea is on acquiring new knowledge and skills and using them for optimum individual's development. This new knowledge can be acquired through the acquisition of information and communication technology (Ogbuokiri and Igbe, 2021).

Information and communication technology (ICT) can be broadly defined as the means of creation, storage, management and dissemination of information by electronic means. Those technologies that enable the handling of information and facilitate different forms of communication are called information and communication technologies. Examples include phone, e-mail, blogs, social media, post casts, live streams, online chat, computers, Radio equipment, software for word processing and spread sheets. Saidu (2019) viewed ICT as the study of the use of computers, internet, video and other technologies in institutions of learning. ICT in education is the model of education that uses ICT to support, enhance and optimize the delivery of information. Worldwide research (Egbkatz, (2021), has shown that ICT in education can lead to an improvement in students' learning, better teaching and counselling methods. It can make the school more efficient and productive by organizing a variety of tools to enhance and facilitate teachers' and counsellors' school activities. Federal Republic of Nigeria (2011) earlier equally recognized the importance of the use of ICT for education in her National Policy on ICT and thus stated in a mission statement that ICT must be used to empower our young persons in schools with skills and

prepare them for global competitiveness and so ICT must be integrated into the main stream of education services. The education services include Guidance and Counselling services where school counsellors are also indispensable for the successful implementation and achievement of the mission statement using ICT.

ICT in guidance and counselling is the utilization of ICT in counselling process. Odeniyi (2019) related that ICT can increase counsellors' effectiveness in varied areas such as in data storage and retrieval that could provide counsellors with update information on learners in need of counselling. Egbkatz (2021) believed that the effectiveness of students' selection and placement, diagnostic reports to parents, teachers, school community etc and statistical data analysis which are important functions carried out by education counsellors can be significantly improved through the use of ICT.

Providing counselling services to students with the use of computers could serve as a powerful means of aiding Nigeria to achieve expansion of the use of computers in secondary education institutions in the belief that students will benefit from the use of new technologies and thus expose them early in life for actualization of their educational goals. Various scholars seem to have proofs through their studies on the impact of ICT in counselling. For instance, Anyamele, Nwokolo and Anyachebelu (2019) reported significant positive impact of ICT on counselling; but Odeniyi (2016) found out a negative impact of ICT on student's study habit. The trio posited that ICT generates high enthusiasm and commitment in students during counselling. Yume (2016) related that ICT heightens flexibility whereby students can access counselling services and their mentors at any time and place. Ogbuokiri and Egbe (2021) asserted that the use of ICT in

counselling could increase students' reasoning ability, attention and concentration in the counselling process. It helps in easy dissemination of valid and usable information through e-learning in counselling, that could enable students to become more creative, innovative and acquire new knowledge daily for improvement. Young (2019) related that with ICT, students can browse through e-books, diagnostic tools etc. at will, thus makes it possible for them to share various information with peers globally. However, Odeniyi (2016) reported in his study that browsing has negative effects of replacing studying in students, while Anyachebelu (2020) opined that it can create useful opportunity for privacy which is the watch word for effective counselling practice hence the need for counsellors' office to be connected with internet services. Undoubtedly, the usefulness of ICT in counselling has been envisaged variedly. Federal ministry of Education's (2018), National Policy on counselling stipulated that ICT in Guidance and counselling services is for meeting clients' information needs in selecting, creating and using visual, audio and text based information themselves, share different information with other partners in their network of support, achieve access to virtual and simulating career experiences and situations etc. Moreover, the gains that necessitate the adoption of ICT in Guidance and Counselling services by counsellors could include greater access to information, effective communication, improved corporation and collaboration as well as improvement in sharing of new practices among counsellors. It can improve the effectiveness of counselling through its flexibility that allows access to information resources in digital forms. School counsellors need to acquire skills in ICT for effective adoption of ICT in counselling services. Invariably they need to make themselves available for training, develop interest despite government negligence

towards providing ICT facilities in schools. In this regard, Emedo (2021) asserted that counsellors need to develop optimum interest towards ICT usage not only to be utilized in their counselling services but also to make counselling easy for them, make impact on their counselees generally, gain the confidence of their counselees and to equip themselves with necessary knowledge and information needed for good performance on the job. Again, adopting appropriate ICT facilities in Guidance and counselling could enhance the actualization of full potentials of secondary school students in Nigeria. All these point to the fact that ICT use in Guidance and counselling could be very essential in secondary schools.

Guidance and counselling is the learner support service to aid secondary school students resolve their academic challenges and make learning interesting and beneficial. Olawale and Adewole (2019) opined that guidance - counselling is to render assistance to students, make learning meaningful and equip learners with career information which could be effectively done with the use of ICT. School Guidance - counsellors provide counselling to students as counselees or clients in 3 main domains, namely academic (education), career (vocation) and personal-social or psychological. Guidance and counselling services are designed to ensure meaningful adjustment in the students' existence. The services are expected to help students (counselees) resolve emotional, social or behavioural problems and to assist them to develop a clearer focus and make responsible decisions. Adeyewo (2021) viewed guidance and counselling as a process of one person called counsellor helping another person or group of persons called counselees or clients to make an informed, committed decisions or solve a problem with an understanding of facts and emotions involved.

School guidance and counselling can be said to be a therapeutic alliance between the counsellor and counsellee (student) with the aim of bringing about a desirable change in the counsellee (student). Effective guidance and counselling services delivery helps students to actualize positively in whole life and thus could be adequately fostered by the use of ICT. To this effect, Morgan (2019) concluded that guidance and counselling services promote educational system because it is an essential educational support service without which the aim of education cannot be fully realized and would deny students with information and skills. Unfortunately, counsellors are saddled with many challenges that seem to hinder effective counselling services delivery. Some of the challenges according to Emedo (2021) and Adeyewal (2022) include lack of computer for data storage and retrieval, internet connections, electric recorder, audio cassettes, flash driver for down loading relevant materials from internet for students. Ogbuokiri (2019) added lack of printers, notebook or writing materials, reliable sources of light, mobile phones for effective communication with students, teachers, parents and others. Anyamele *et al.*, (2019) earlier enumerated lack of tools for appraisal, lack of storage facilities, tape recorder etc. as top on the list of counsellors' challenges in schools. Other challenges according to Mecha and Ayelele (2017) and Egbo (2021) are government negligence and unavailable psychological tests for disgnostic treatment of students' problems, negative attitude towards the use of ICT in counselling by counsellors and lack of information and incorporation of ICT usage in educational counselling system (Ezeahurukwe and Johnson, 2011).

Whether creating job destination websites for counsellors in the fields of career development and employment and putting in place internet based information in Guidance and counselling services as

stipulated in National policy on counselling could serve as sufficient solutions to the challenges has not yet been made certain. Emedo and Ucheanyika (2021) reported that counsellors' training does not adequately incorporate the utilization of ICT in Guidance and counselling practices and that ICT facilities are not available and accessible to counsellors in most government secondary schools in Nigeria. The authors therefore, suggested putting in place staff development progammme on ICT for the counsellors and ensuring of the availability and accessibility of ICT facilities to schools and counselling offices as ways of minimizing hindrances to educational progress in Nigeria. Supporting this, Adebowale and Popoala (2021) enumerated the provision of adequate number of computers and internet services in schools and counsellors offices respectively as some of the possible solutions to the issues in the adoption of ICT in Guidance and counselling services. Adoption here refers to the routinely utilization or constant application of ICT facilities in carrying out counselling services by counsellors. The researchers are interested in the impact of adoption of ICT in Guidance and counselling on students, counsellors' delivery of counselling services, likely challenges counsellors could face and possible solutions.

Information and Communication Technology (ICT) in education can lead to an improvement in students' education or learning whereby students become more creative, innovative and have sufficient knowledge for actualization of sustainable educational goals.

Unfortunately, most secondary schools students in Abia state seem not to have this in view due to inadequate or poor exposure to ICT. Routinely utilization of ICT for effective delivery of vital education services such as Guidance and counselling, which is a fundamental aspect of sustainable

education process; seems not to have been sufficiently studied; school counsellors who have the strong desire to regularly use ICT in counselling students are not doing so due to challenges or barriers.

However, the prevailing problem in the schools is that professional counsellors in secondary schools have left counselling services delivery for teaching of unrelated school subjects, leaving students with plethora of counselling needs (problems). This situation has attracted the concern of researchers, parents and other education stake holders in the state; especially when counselling offices and supposedly expert counsellors were put in schools to forestall the issues. The situation becomes worrisome when one considers the view that if the guidance and counselling services delivery remains as poor as this, it may affect not just the future technological development of Nigeria but also the achievement of sustainable development goals via education.

Research trends tend to suggest some solutions to the challenges counsellors face but how the adoption of ICT in guidance and counselling would benefit the students and foster effective counsellors' counselling services delivery in Abia State secondary schools is yet to be established. Therefore, the problem of this study put in a question form is: How would adoption of ICT in guidance and counselling benefit students and foster effective counselling services delivery when the challenges and solutions are ascertained?

Purpose of the study

The purpose of the study was to examine the impact of adoption of ICT in Guidance and counselling services in secondary schools in Abia state. The specific objectives were to:

1. Find out the benefits of adopting ICT in counselling to students.

2. Determine how the adoption of ICT in Guidance and counselling fosters effective counselling services delivery of counsellors.
3. Find out challenges facing the adoption of ICT in Guidance and counselling in the schools.
4. Estimate the possible solutions to the challenges.

Research Questions

The following research questions were answered in the study;

1. What are the benefits of adopting ICT in guidance and counselling to the students?
2. How could adoption of ICT in Guidance and counselling foster effective counselling services delivery in the schools?
3. What are the challenges facing the adoption of ICT in Guidance counselling in the secondary schools?
4. What are the possible solutions to the challenges?

Hypothesis

The following hypothesis was tested at 0.05 level of significance to guide the study.

H₀: There is no significant difference between the mean responses of male and female counsellors of the impact of adopting ICT in guidance and counselling in secondary schools in Abia state ($P < 0.05$)

Methodology

The study employed descriptive survey design. Descriptive survey design according to Lock and Tonia (2012) is used to gather information largely with the use of questionnaire as its best method of collecting data. This design was deemed fit for the present study because it used questionnaire to obtain data from school counsellors on the impact of adoption of ICT in counselling. The study was carried out in Abia state, where schools are with

professional counsellors yet it seems that students are poorly helped through counselling services. This informs the rationale for choosing Abia state as the area of this study. The population of the study was 115 made up of 25 male and 90 female secondary school counsellors. The population was manageable therefore, the entire population constituted the sample size for the study. The instrument used to collect data was a questionnaire titled utilization of ICT in Guidance and counselling Questionnaire (UIGCTGC). It was developed by the researchers after extensive literature review. It has 2 main sections -1 and 2. Section 1 was about the bio-data of the respondents while section 2 has four parts: A, B, C and D and bear items according to the research questions and hypothesis that guided the study. The items were designed on a 4 point rating scale of strongly Agree (SD), Agree (A), Disagree (D) and strongly Disagree (SD), with weights as 4, 3, 2 and 1 respectively.

The questionnaire was faced validated by three experts in Guidance and counselling, psychology and measurement and Evaluation, Michael Okpara University of Agriculture, Umudike. The corrections and suggestions made by the experts were effected and reflected in the final draft of the questionnaire used for the study. The

reliability of the questionnaire was established using test re-test method, in which 20 school counsellors from Imo state responded to the items on two occasions of two weeks interval. After computation using Cronbach Alpha procedure, an internal consistency reliability value of 0.77 was obtained, indicating that the instrument was reliable for the study. The questionnaire was administered to the respondents by the researchers themselves during Abia state chapter CASSON meeting and collection was on the spot. Thus 115 copies were retrieved, representing 100% percent return rate. Mean, standard deviation and cluster mean were used to answer the research questions while t-test of independent samples was used to test the null hypothesis at 0.05 level of significance.

Any item with mean score of 2.50 and above was considered agreed and any mean score below 2.50 was regarded as disagreement. T-calculated value less than t-critical value at 0.05 level of significance and appropriate degree of freedom meant HO not rejected while otherwise meant HO rejected (not accepted).

Results

Research Question 1: what are the benefits of adoption of ICT in Guidance and Counselling to the students?

Table 1: Responses of counsellors on the benefits of adoption of ICT in Guidance and Counselling to students

S/N	Items	Responses		Decision	Females		Decision
		Males			X	SD	
		X	SD		X	SD	
1.	Students will develop the habit of browsing in place of studying.	2.4	0.1	Disagree	1.35	0.02	Disagree
2.	Students interest in counselling will increase	3.2	0.01	Agree	3.8	0.1	Agree

3.	Students' commitment during counselling will be enhanced	3.2	0.4	Agree	3.8	0.03	Agree
4.	Students reasoning ability will increase in counselling only	1.9	0.01	Disagree	1.9	0.05	Disagree
5.	Students will have easy access to counselling irrespective of time and location	3.4	0.1	Agree	3.8	0.03	Agree
6.	Students could share educational information with peers globally	3.3	0.4	Agree	3.6	0.1	Agree
7.	Increases students' sense of privacy in counselling.	3.1	0.1	Agree	3.8	0.1	Agree
8.	Students will improve in their studies daily due to acquisition of new knowledge through ICT	3.6	0.1	Agree	3.2	0.02	Agree
9.	Students could become experts in sourcing learning through other means such as e-text books.	3.0	0.1	Agree	3.0	0.01	Agree
Cluster mean and SD		3.1	1.1		3.0	0.4	

Table 1 shows that all the items minus items 1 and 4 are benefits students have in adoption of ICT in Guidance and counselling services. This is because each of items (2, 3, 5, 6, 7, 8 and 9) has mean score above the cut-off mean of 2.50, with SD ranging from 0.1 to 0.4, indicating closeness in opinion. Items 1 and 4 have their individual mean scores for both male and female counsellors that are below the cut-off mean of 2.50, showing that students cannot develop the habit of browsing replacing studying (item 1) and will increase their

reasoning ability not only in counselling (item 4).

The cluster mean and SD scores are 3.1, 1.1 and 3.0, 0.4 for both male and female counsellors respectively. The cluster mean scores are also above the cut-off mean of 2.50.

Research Question 2:

How could adopting of ICT in Guidance and counselling services in the secondary schools foster effective counselling services delivery?

Table 2: Responses of counsellors on how ICT in Guidance and counselling could foster effective counselling services delivery.

S/N	Items	Responses		Decision	Females		Decision
		Males			X	SD	
	Adoption of ICT fosters counselling services delivery in the following ways:	X	SD		X	SD	
10.	Data storage and retrieval	3.7	0.01	Agree	3.7	0.1	Agree
11.	Getting students in need for counselling	3.2	0.01	Agree	3.7	0.01	Agree
12.	Students' selection and placement	3.6	0.02	Agree	3.5	0.01	Agree
13.	Making diagnostic reports to parents	3.1	0.1	Agree	3.7	0.01	Agree
14.	Statistical analysis of data during appraisal services	3.2	0.02	Agree	3.7	0.01	Agree
15.	Gaining confidence of students during counselling	2.9	0.01	Agree	3.5	0.1	Agree
16.	Easy access to appropriate skills in the use of digital tools and resources for counselling	3.3	0.1	Agree	3.1	0.2	Agree
17.	Easy communication with students	3.6	0.4	Agree	3.8	0.01	Agree
18.	Easy dissemination of information to counselees	3.1	0.01	Agree	3.9	0.02	Agree
19.	Increased accuracy in writing referral notes during referral services	3.2	0.02	Agree	3.4	0.1	Agree
20.	Improvement in the use of appropriate techniques in handling students' differing concerns	3.4	0.1	Agree	3.4	0.1	Agree
	Cluster mean and SD	3.2	0.04		3.5	0.1	

Table 2 shows that all the items (10-20) for both male and female counsellors have individual mean scores above the cut-off mean of 2.50. Their standard deviation range from 0.04 to 0.1, indicating sameness in opinion. The cluster mean scores are 3.2

and 3.5 while cluster SD scores are 0.04 and 0.1 for both male and female counsellors respectively. The cluster mean scores of 3.2 and 3.5 which are also above the cut-off mean score of 2.50, implies that adoption of ICT in Guidance and counselling could

foster effective counselling services delivery in secondary schools.

Research Question 3: What are the challenges faced by counsellors in the adoption of ICT in Guidance and Counselling in the secondary schools.

Table 3: Challenges faced by counsellors in adoption of ICT in Guidance and counselling in the schools.

S/N	Items	Responses		Decision	Females		Decision
		Males			X	SD	
		X	SD		X	SD	
21.	Lack of ICT facilities	3.6	0.01	Agree	3.8	0.1	Agree
22.	Lack of access to computers.	3.8	0.01	Agree	3.7	0.2	Agree
23.	Lack of internet services	3.2	0.02	Agree	3.8	0.01	Agree
24.	Inadequate training for counselling regarding ways of adopting ICT in Guidance and counselling services delivery.	3.3	0.01	Agree	3.8	0.01	Agree
25.	Lack of support in providing ICT materials.	3.6	0.01	Agree	3.7	0.02	Agree
26.	Irregular power supply for utilization of computer facilities	3.3	0.2	Agree	3.6	0.1	Agree
	Cluster mean and SD	3.5	0.07		3.2	0.1	

Table 3 shows that all the items (21-26) have their individual mean scores above the cut-off point of 2.50 for both male and female counsellors. Their SD range between 0.02 and 0.1 cluster mean scores and SD for both male and female counsellors respectively are 3.5, 0.1 and 3.2, 0.1. These are indications that all the items are among

the challenges facing counsellors in adoption of ICT in Guidance and counselling services.

Research Question 4: What are the possible solutions to the challenges in the adoption of ICT in Guidance and counselling?

Table 4: Analysis of responses on solutions to the challenges.

S/N	Items	Responses		Decision	Females		Decision
		Males			X	SD	
		X	SD				
27.	Putting in place staff development programme on ICT for counsellors	3.8	0.01	Agree	3.9	0.1	Agree
28.	Making ICT facilities available to school counsellors.	3.6	0.02	Agree	3.6	0.01	Agree
29.	Making ICT materials accessible to the counsellors	3.7	0.02	Agree	3.9	0.01	Agree
30.	Government support in providing ICT facilities in counselling offices	3.5	0.02	Agree	4.0	0.1	Agree
31.	Provision of reliable sources of light in counselling offices.	3.6	0.1	Agree	3.7	0.02	Agree
32.	Display of interest towards the use of ICT by Guidance counsellors	2.5	0.3	Agree	2.5	0.01	Agree
33.	Creating job destination websites for counsellors	3.6	0.4	Agree	3.5	0.3	Agree
34.	Putting in place internet based information in Guidance and counselling services.	3.2	0.1	Agree	3.7	0.2	Agree
Cluster mean and SD		3.4	0.1		3.6	0.1	

Table 4 displayed possible solutions to the challenges in adopting ICT in Guidance and counselling in the secondary schools. The analysis shows that all the items (27-33) have means scores ranging from 2.5 to 3.9 and SD of 0.1 to 0.4 from male and female counsellors responses, indicating sameness in opinion. The cluster mean scores are 3.4 and 3.6 for male and female counsellors respectively which are equally highly above the cut-off point of 2.50. From this, it can be deduced that display of interests in the use of ICT in Guidance and counselling by

counsellors (item 32) was not considered to be more of a solution as other items by both male and female counsellors' responses. It has the mean scores just the exact cut-off mean of 2.50.

Hypothesis testing

H_0 : There is no significant difference between the mean responses of male and female counsellors on the positive impact of adopting ICT in Guidance and counselling in secondary schools in Abia state ($P < 0.05$).

Table 5: t-test analysis of the responses of counsellors on the positive impact of adopting ICT in Guidance and counselling services in the schools.

Groups	No	X	SD	Df	t-cal	t-crit	Decision
Males	25	6.2	1.14	113	1.30	1.96	Ho not rejected
Females	90	6.5	0.5				

The data on table 5 reveals that the t-calculated value of 1.30 is less than the t-critical value of 1.96 at 0.05 level of significance and 113 degree of freedom. This implies that the null hypothesis which states that there is no significant difference in the mean responses of male and female counsellors on the positive impact of adoption of ICT in Guidance and Counselling is therefore not rejected.

Discussion of Results

Results obtained show that students benefit a lot when ICT is adopted into Guidance and counselling practice in schools, students' benefits as shown in this study are in harmony with finding of many scholars such as Anyamele, Nwokolo and Anyachebelu (2019) that ICT in Guidance and counselling generates high enthusiasm and commitment in students during counselling, Yume's (2016) study that ICT heightens flexibility whereby students can access and share counselling services at any time and geographical location.

The findings also agree with Ogbuokiri and Igbe's (2021) findings that ICT in counselling increases students' reasoning ability, attention and concentration and effective dissemination of information, through which student counselees become more creative, innovative and acquire new knowledge for improvement among others.

However, it disagrees with Odeniyi (2016) who opined that ICT usage is capable of making students replace studying with browsing which diverts their academic attention for social gains only. The study

revealed that adoption of ICT in Guidance and counseling fosters effectiveness in counselling services delivery. This is evident in the finding which shows that ICT facilities aid counsellors in the storage and retrieval of students' data, students' selection and placement functions of the counsellors, writing diagnostic reports to parents, teachers etc, easy communication with students, choosing appropriate techniques in handling students' differing concerns in referral services among others.

These findings also collaborate those of Egbkatz (2021) that ICT in education can lead to improvement in counselling methods, effectiveness in counsellors' functions in students' selection, placement and statistical analysis which are vital roles of school counsellors. Some of the greatest challenges facing adoption of ICT in Guidance and counselling as revealed by the study include inadequate training for the counsellors regarding ways of adopting ICT, lack of access to computers; lack of internet services, regular power supply among others. These findings are in line with Adeyewo's (2014) findings of lack of computer facilities at the disposal of school counsellors, Ogbuokiri's (2019) findings that included lack of reliable sources of light, mobile phones for effective communication with students and parents. They also support Ogbuokiri and Igbe's (2021) assertion that counsellors need regular proactive training in the use of ICT for effective Guidance and counselling services in schools and that government negligence towards providing ICT facilities in schools hinder effective utilization of ICT in schools. This negligence could account

for the counsellors' lack of required interest in ICT usage in counselling services delivery; coupled with absence of regular power supply in the schools.

This study identified possible solutions to the challenges such as development training on ICT for school counsellors, making ICT available and accessible to the counsellors as well as provision of regular sources of light which are in alliance with scholars such as Emedo and Ucheanyika (2021) that putting in place staff development programme on ICT for counsellors and ensuring the presence of internet services are good remedies to some of the challenges. Other solutions revealed in the study such as creating job destination websites and putting in place internet – based information in Guidance and counselling services seem to be in line with the stipulations by Federal Ministry of Education (2018) in the National Policy on counselling.

Hypothesis testing which revealed that there is no significant difference between the opinion of male and female counsellors on the positive impact of adoption of ICT in Guidance and counselling agrees with the report of significant positive impact of ICT on counselling by Anyamele, Nwokolo and Anyachebelu (2012)

Conclusion

The findings of this study indicated that adopting ICT in Guidance and counselling services holds much benefits to the students and could foster effectiveness in counselling services delivery of school counsellors that could in turn lead students to achieve sustainable educational goals. And even though there are challenges to this, the challenges have possible solutions.

Recommendations

1. School counsellors should consider utilizing of computer facilities to improve their effectiveness and

efficiency in counselling; for students' achievement of sustainable development goals through educational counselling services.

2. Realizing the fact that school counsellors are indispensable in the realization of effective adoption of ICT in Guidance and counselling in schools, there should be well planned staff development programme on ICT to enhance counsellors' acquisition of skills needed for adoption of ICT in delivery counselling services by the government
3. Counselling Association of Nigeria could help by including skills for adoption of ICT in Guidance and Counselling in their skills training sessions of their annual conferences.
4. The training on skills for adoption of ICT in Guidance and counselling should be more proactive than theoretical.
5. ICT facilities should be made available and accessible to school counsellors by the school administration in partnership with relevant bodies such as Abia state government, P.T.A, old students' Associations, school communities among others.

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