

Article

Digitarization of Guidance and Counselling Programme in Tertiary Institutions in Nigeria

Lawal Adijat Ohunene¹, Okolo M.M.², Adegboyega Gbenga Johnson³

1. Universal Basic Education Board, FCT Abuja, Nigeria. Tel: +234 803 940 9782
2. Junior Secondary School, Gwagwalada, FCT Abuja, Nigeria
3. Foursquare Community, Opposite Timber Shed, Kuje Road, Gwagwalada, Abuja, Nigeria. Tel: +234 803 642 5994

* Correspondence: lawalohunene7@gmail.com, mikeokolo67@gmail.com, Adegboyegagbenga75@gmail.com

Abstract An investigation was conducted to study the impact of digitizing guidance and counselling in tertiary institutions in Nigeria. The research aimed to examine the use of digital technology in the delivery of guidance and counselling services. The study employed secondary data. The secondary data were collected via online publication and print resources. Findings from the study revealed that digitizing guidance and counselling in tertiary institutions in Nigeria can lead to improvement in accessibility, improvement in quality of counselling service delivery, reduction in cost of service delivery and effective data analysis. Based on this, the management of tertiary institutions in Nigeria should support full digitization of guidance and counselling services in tertiary institutions in Nigeria by providing all the human and materials resources to the units or departments. Private institutions and international organization should support the guidance and counselling units by providing the units with digital facilities and technical support.

Keywords: Digitization, Guidance and Counselling, Tertiary institutions

1. Introduction

Tertiary education is an organized educational system that is consciously designed for manpower production, in-service training and national development. Tertiary education is an education that advances teaching, research and community services for national development. Tertiary education is an education industry that is meant for the production of manpower and national development via implementation of teaching, research and provision of community services (Ogunode, 2025). Tertiary education, also known as higher education, refers to educational programs offered by universities, colleges, and other institutions beyond secondary education. It encompasses undergraduate and postgraduate studies, providing students with advanced knowledge, skills, and qualifications in their chosen field of study (Proctoredu, 2023).

Ade-Ajayi (2001) noted that tertiary education / higher education of which university is a sector as a 'catalyst' to stimulate other levels of the educational system, and enhance its contribution to the development of the whole educational system, notably through improved teacher education, curriculum development and educational research. Economic and social progresses are growingly propelling the improvement and application of knowledge. The objectives of tertiary education includes; to provide higher education opportunities via effective teaching, researching and provision of community services; to develop and produce students with specialized knowledge and skills for solving personal problem and national problem; to prepare student for national workforce and to contribute to societal and community development; to provide academic program of various disciplines; to provide quality instruction in field of studies and to conduct

Citation: Ohunene, L. A, Okololo, M. M & Johnson, A. G. Digitarization of Guidance and Counselling Programme in Tertiary Institutions in Nigeria. International International Journal on Orange Technologies (IJOT) 2025, 7(3), 158-163

Received: 08th April 2025Revised: 15th May 2025Accepted: 24th June 2025Published: 03th July 2025

Copyright: © 2025 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

researches to generate new knowledge for national development and to solve complex problems(Ogunode, 2025).

Every tertiary institutions is obliged to work towards enhancing students' academic achievement and staff counselling needs. Partly in this regard, counselling units are established in all educational institutions including tertiary institutions. These units are headed by professionals called counsellors. In the context of this study, the researcher defined counsellors as professionals who assist people in solving their myriad of problems (which could be educational, social, emotional, vocational and psychological in nature) and to also help them change their maladaptive behaviours/habits in order to live a satisfied, happy and meaningful life in the society (Muhammed, 2023).

The digitization of guidance and counselling service in tertiary institutions in Nigeria has been demanded for in order to promptly address the social problems facing students and staff in the various tertiary institutions (Ogunode, & Owobamigbe 2021). With the increasing demand for high-quality counselling and the advancement of technology, there is a need to integrate digital tools into the traditional methods of counselling in the various institutions for a broader assess by all students. It is based on this that this paper seeks to discuss the digitizing guidance and counselling in tertiary institutions in Nigeria.

2.0 Literature Review

2.1 Concept of Guidance and Counseling

Guidance and counselling is a service that all human beings need at one point of their life or the other. There is no human being that has never got a problem at one point or another. Once a problem arises, one seeks solutions, suggestions or even other people's opinions about the problem. In one way or the other, one seeks for guidance and counselling services consciously or unconsciously (Alutu, 2005; Garner, 2000). Guidance and counselling according to Akpan (2010) refers to educational service that seeks to provide the school child opportunity to obtain holistic educational, vocationa and social development that prepares him/her for effective functional life. Ogunboyede, Dada and Oyewumi (2013), Ohunene, Audu, and Ogunode, (2021) opined that, guidance comprises of the procedure and processes organized in other to help counselee achieve certain education and personal goals.

In addition, John (2020), Owobamigbe, Ohunene, and Ogunode (2021) observed that guidance and counselling programmes are expected to supplement school instructional and administrative input thereby help students to develop proper attitude, right values, interests, moral beliefs and disciplines. The authors further stress that, it is als design to helps promote in students, good sense of awareness, ability to acquire a good knowledge of the world of work, possibility of continuing education and ability to make realistic decision and promote human effectiveness. It is also expected to help the school administrator, in creating a close and long lasting relationship between heads of schools, teachers, parents, and students. Guidance and counselling services are services that have been in existence as long as human beings have lived, either formally or informally. Guidance and counselling has been engraved in African traditional society since time immemorial. According to Busari (2012) and Muraina (2018) and Ogunode, Olowonefa and Ukozor (2025) guidance and counselling was entrusted to the immediate and extended family where individuals confined in and depended upon their relatives for advice when faced with problems. As such in the African traditional society, people of all ages could seek for this service from the elderly or respected people in the society such as fortune-tellers, wizards, astrologers, palmists and future-tellers were thought to be getting information from the gods and could therefore guide and counsel others according to what the gods have counselled.

Guidance and counselling is a noble profession whose importance in the educational system of Nigeria is becoming increasingly recognized by the country's educational planners and policy makers. Ideally, a well-trained school counsellor should be available in each institution of the federation to deal with various aspects of students' problems and this presupposes the establishment of school guidance and counselling from the primary up to the tertiary levels (Adeyemo, 2014; David, Ohunene, & Ogunode 2021).

Essential Guidance Services in School

Guidance and counselling service in tertiary institutions should focus on suggested counselling procedure by Busari (2012) as enumerated below:

Appraisal Service: Involves the use of psychometric instruments to gather data on individuals to enable both the counsellor and the individuals concerned to understand themselves. According to Egbule (2021) appraisal service refers to a testing programme which involves the collection, analysis and application of a series of objectives and subjective personal psychological and social data for the purpose of understanding individuals and assisting them to understand their ability, interests and disability. Using the appropriate appraisal procedure using the test or non-test techniques, the individual can be opened-up to him. He is thus in a better position to understand his strengths and weaknesses, and consequently can make more realistic and effective choices.

Placement Service: Refers to assistance given to an individual to make adjustment to the next stage of life development (Olayinka, in Suleiman, Olanrenwaju, & Suleiman, 2019). In other words, Egbule (2021) define placement service as the assistance given to students in making appropriate choice of school subjects and in making transition from one school level to the other; and from school to employment. In school setting, student's placement may mean secondary adjustment in further education or adjustment in a job after secondary education. Placement therefore refers to the next steps, either in educational pursuit or in vocational pursuit. Individuals need to be placed in educational or vocational field that relate to their interests, abilities, personalities and all these parameters are always put into consideration by the professional.

Referral Service: This is the act of transferring an individual to another person or agency providing different kind of assistance. Referral is made for the purpose of specialized assistance. Many referrals occur simply because the problem is beyond the scope of the services provided. According to Egbule (2021) referral service is an elaborate and all embracing professional service which is designed to help individuals cope with their educational, vocational and personal social problems.

Orientation Service: This is provided to help students adjust better in any new environment. Many new students feel lost socially and psychologically because they no longer enjoy the psychological support of parents, friend and former teachers. Orientation service helps students to adjust during this critical transition period. The students are introduced to the physical plants, administrative setup, rules and regulations governing student conduct use of school facilities, teaching staff, and how the school guidance programme can serve their needs.

Evaluation Service: The entire guidance programme in the school is evaluated in order to see how far the stated objectives and goals have been realized and whether the programme meets the developmental needs of the students. Unlike the other guidance services, evaluation is not a direct service to the student but to the entire guidance programme. This evaluation enable the school counsellors at all level to realise their level of progress or shortcoming in achieving the set goal either periodically or the entire session.

Counselling Service: Is a personalized dialogue or interview between the counsellor and counsellee or client during which the client seeks expert assistance from the counsellor regarding the resolution of his/her problem. The Counselling service is personalized in the sense that usually, the client has a personal problem which requires privacy and confidentiality for discussion with the help of expert. Such concerns may include emotional problems, family problems, sexual difficulties, marriage issues and other psychological problems (Hammed and Muraina, 2016). The Counselling service is the heart of guidance service and the most important central service of guidance.

Information Service: This aims at providing students with better knowledge of educational, vocational and personal social thereby guiding the counsellee to make effective and realistic decisions. Such decision might include whether to go for further education or not, what institution to attend, what courses to offer, what elective to take, decision to a particular vocation, which social association to belong and many others. The sources of information service include the local community, the national sources as well as source from outside the country.

Follow-up Service: This service is designed to assess the extent to which the guidance programme is meeting the needs for which it was established. This service is concerned essentially with successes, failures, problems and feedbacks from those who have benefited from the programme. The ultimate goal of follow-up and evaluation is to improve the programme or make those adjustments that have been indicated by the beneficiaries of the programme as necessary. Individuals need to understand what is required in the situation they are placed. In order to determine the effectiveness of planning and placement, there is need to find out how the individuals are developing in their own place of work, and school, how they are adjusting into their new environment. Follow-up service helps the staff to better understand and improve their curriculum and methods.

2. Materials and Methods

This paper is a position paper with the aims of examine the impact of digitizing guidance and counselling in tertiary institutions in Nigeria. The paper employed systematic literature review-based on report method. It has collected and reviewed the related previous literature from various online sources. It has collected secondary information to generate knowledge on this topic. It has followed the qualitative narrative design. The researcher has visited different online sites to collect the previous literature and analyze universal basic education literature in Nigeria (adapted Ogunode, 2025).

3. Results

Over the past few years, there has been an increasing shift towards digitizing various processes and systems in tertiary institutions in Nigeria. From student enrollment to course registrations, digitization has proven to have many benefits. One area in which digitization has the potential to greatly impact is the field of guidance and counselling in tertiary institutions.

Improvement in accessibility

Digitizing guidance and counselling services in tertiary institutions in Nigeria can bring about a range of benefits. One of the main advantages is the ease of accessibility. With digitized systems, students and faculty members can easily access counselling services at any time, from anywhere. This eliminates the need for students to physically visit the counselling offices, which can often be time-consuming and inconvenient (Yusuf, 2021). Another potential benefit of digitizing guidance and counselling services is the increased reach and impact. With traditional counselling, the number of students that can be reached and supported is limited by physical and time constraints. However, with digital tools, counselling services can be extended to a larger number of students, increasing the overall impact and reach of these services. Digitization can greatly improved the accessibility and effectiveness of guidance and counselling services in tertiary institutions in Nigeria (Musa, 2020; Ogunode, Olowonefa & Ukozor. 2025).

Improvement in quality of counselling service

Digitizing guidance and counselling services can improve the quality of services offered. With digital tools, counsellors can keep track of student progress and provide more personalized advice and support. This can lead to better outcomes for students, as their specific needs and concerns can be addressed more effectively (Yusuf, 2021; Ogunode, Abdulrazak, & Abubakar, 2023). Furthermore, it was found that students and counsellors alike have benefited from the use of digital tools, such as online counselling platforms and virtual career guidance programs. The positive impact of digitizing guidance and counselling in tertiary institutions has led to a stronger and more efficient support system for students, ultimately resulting in improved academic performance and well-being (Musa, 2020). Advantages of digitization, such as increased accessibility, efficiency, and effectiveness of counselling services (Ogunode, 2025).

Reduction in cost of service delivery

In addition, digitization can also lead to cost savings for both the institutions and the students. Traditional counselling services often require a lot of resources, such as paper and personnel. By transitioning to digital systems, these costs can be significantly reduced, making counselling services more affordable for students (Yusuf, 2021; Ogunode, Ayoko, & Orifah, 2023). The use of digital tools in counselling and guidance can also help address some of the challenges faced by traditional methods, such as limited resources and accessibility.

Effective data analysis

Digitization as noted by Yusuf, (2021) and Ogunode, and Ndayebom, (2023) also allows for easier data tracking and analysis. This can help institutions identify trends and patterns in student behaviour and needs, which can aid in developing more effective counselling programs and interventions. Digitization can improve the overall quality of counselling and guidance services, as it allows for easier tracking and monitoring of progress and outcomes.

4. Discussion

The paper revealed that digitizing guidance and counselling in tertiary institutions in Nigeria can lead to improvement in accessibility, improvement in quality of counselling service, reduction in cost of service delivery and effective data analysis

5. Conclusion

In conclusion, digitizing guidance and counselling services in tertiary institutions in Nigeria can bring about a multitude of benefits. From increased accessibility and improved quality of services, to cost savings and greater reach, digitization has the potential to greatly enhance the effectiveness and efficiency of guidance and counselling in higher education. So, it can be concluded that digitization is crucial for the development of guidance and counselling services in tertiary institutions in Nigeria.

Based on this, the management of tertiary institutions in Nigeria should support full digitization of guidance and counselling services in tertiary institutions in Nigeria by providing all the human and materials resources to the units or departments. Private institutions and international organization should support the guidance and counselling units by providing the units with digital facilities and technical support.

REFERENCES

- [1] D. A. Adeyemo, "Counselling People with Special Needs," in *Access and Quality of Special Education Needs Delivery in Nigeria*, T. Ajobiewe and K. Adeniyi, Eds. Ibadan: Glory Land Publishing Company, 2014, pp. 128–146.
- [2] J. F. Ade-Ajayi, "Paths to the Sustainability of Higher Education in Nigeria," *Nigerian Social Scientist*, vol. 4, no. 2, pp. 2–11, 2001.
- [3] N. U. Akpan, "The challenges of guidance and counselling service in primary schools in Akwa Ibom, Nigeria," *Ibom Journal of Counselling*, vol. 1, no. 1, pp. 97–99, 2010.
- [4] A. N. G. Alutu, "The status of guidance services in secondary schools in Edo state," *The Nigerian Journal of Guidance and Counselling*, vol. 10, pp. 114–125, 2005.
- [5] A. O. Busari, *Essential Guidance and Counselling Practices*, Most Recent Ed., Ibadan: Gbemisola Multiservice Publisher, 2012.
- [6] O. K. David, L. A. Ohunene, and N. J. Ogunode, "Guidance and Counseling Services in Nigerian Tertiary Institutions: Problems and Solutions," *International Journal on Integrated Education*, vol. 4, no. 10, pp. 67–74, 2021.
- [7] J. F. Egbule, *Principles and Practice of Guidance and Counselling*, 3rd ed. ISBN 978-31424-7-5, 2021.
- [8] N. Garner, "Perceptions of counselors facilitating multi-issue solution-based groups," Ph.D. dissertation, Duquesne University, 2000.
- [9] A. Hammed and K. O. Muraina, "Influence of Test Phobia on Examination Success: Implications for Counselling," *Academic Journal of Counselling and Educational Psychology (AJCEP)*, vol. 2, pp. 100–106, 2016.

- [10] C. N. John, "Assessment of Implementation of Guidance and Counselling Programmers in Post-Primary Schools in Anambra State," *International Journal of Multicultural and Multireligious Understanding (IJMMU)*, vol. 7, no. 6, pp. 251–261, 2020.
- [11] K. O. Muraina, "Exploratory Effects of Vocational Counselling Strategy and Gender on Career Awareness of In-School Adolescents in Gombe State, Nigeria," *International Journal of Teaching, Education and Learning*, vol. 2, no. 3, pp. 89–100, 2018.
- [12] R. S. Musa, "Benefits of Digitization for guidance and counselling implementation in schools." [Online]. Available: <https://www.toolbot.ai/apps/AI%20Abstracteer?desc=A%20tool%20that%20generates%20academic%20abstracts%20from%20user%20input&placeholder=Enter%20a%20topic%20for%20your%20abstract>. [Accessed: Jul. 9, 2025].
- [13] T. Y. Matthew, "Di." [Online]. Available: <https://www.toolbot.ai/apps/AI%20Abstracteer?desc=A%20tool%20that%20generates%20academic%20abstracts%20from%20user%20input&placeholder=Enter%20a%20topic%20for%20your%20abstract>. [Accessed: Jul. 9, 2025].
- [14] N. J. Ogunode, "Teachers, Capacity Building and Instructional Resources and Implementation of Universal Basic Education in Nigeria," *Irfan: Oriental Journal of Mystical Insights and Cultural Heritage*, vol. 1, no. 1, pp. 11–19, 2025.
- [15] N. J. Ogunode, "Benefit of Digital Literacy for Academic staff and Students of Tertiary Institutions in Nigeria," *American Journal of Alternative Education*, vol. 2, no. 2, pp. 43–53, 2025.
- [16] N. J. Ogunode and A. J. Ndayebom, "Digitalization of Higher Education in Nigeria: Benefits, Problems and Solutions," *Electronic Research Journal of Social Sciences and Humanities*, vol. 5, no. 2, pp. 31–47, 2023.
- [17] N. J. Ogunode, V. O. Ayoko, and V. Orifah, "Digitalization of Post-Basic Education and Career Development (PBECD) in Nigeria: Problems and Way Forward," *European Multidisciplinary Journal of Modern Science*, no. 19, pp. 32–40, 2023.
- [18] N. J. Ogunode, A. Abdulrazak, and J. A. Abubakar, "Digitalization of Educational Institutions in Nigeria: Benefits, Problems and Solutions," *World of Semantics: Journal of Philosophy and Linguistics*, pp. 13–21, 2023.
- [19] N. J. Ogunode, J. A. Olowonefa, and C. U. Ukozor, "Basic Education Digitalization in Nigeria: Implication for Administrative Decision Making," *International Journal of Formal Education*, vol. 4, no. 2, pp. 1–7, 2025.
- [20] M. O. Ogunboyede, M. F. Dada, and C. F. Oyewusi, "Factors militating against policy and implementation of school guidance program in Nigeria," *Journal of Education Innovation and Practice*, vol. 1, no. 2, pp. 206–213, 2013.
- [21] L. A. Ohunene, B. C. Audu, and N. J. Ogunode, "Challenges Facing Counsellors in Nigerian Public Primary Schools and Way Forward," *Middle European Scientific Bulletin*, vol. 17, pp. 301–310, 2021.
- [22] N. J. Ogunode and K. D. Owobamigbe, "Guidance & Counselling in Nigerian primary schools: Challenges and Way forward," *Central Asian Journal of Innovations on Tourism Management and Finance*, vol. 2, no. 8, pp. 29–37, 2021.
- [23] K. D. Owobamigbe, L. A. Ohunene, and N. J. Ogunode, "Guidance and Counseling Services in Nigerian Tertiary Institutions: Problems and Solutions," *International Journal on Integrated Education*, vol. 4, no. 10, pp. 67–74, 2021.
- [24] Proctoredu, "Tertiary Education - Definition & Meaning." [Online]. Available: <https://proctoredu.com/glossary/tertiary-education>. [Accessed: Jul. 9, 2025].
- [25] Y. Suleiman, M. K. Olanrenwaju, and J. M. Suleiman, "Improving Guidance and Counseling Services for effective Service Delivery in Nigerian Secondary schools: Implication for Stakeholders in Education," *Journal of Multicultural Studies in Guidance and Counseling*, vol. 3, no. 1, pp. 75–89, 2019.
- [26] R. T. Yusuf, "Digitization and implementation of counselling services in schools in Nigeria." [Online]. Available: <https://www.toolbot.ai/apps/AI%20Abstracteer?desc=A%20tool%20that%20generates%20academic%20abstracts%20from%20user%20input&placeholder=Enter%20a%20topic%20for%20your%20abstract>. [Accessed: Jul. 9, 2025].