

Integration of Digital Technology in Rendering Counselling Services in Nigeria

ABSTRACT

Aims: This study seeks to determine the integration of digital technology in rendering counselling services in Nigeria.

Place and Duration of Study: This study was carried out in Nigeria, conducted within the space of four (4) months January 2022 to May 2022.

Methodology: The design for this study is the descriptive survey research design. The target population for this study include all professional guidance counsellors registered with the Counselling Association of Nigeria (CASSON). In this wise, for ease of access the authors employed the accidental sampling technique during the administration process. The instrument for data collection is a structured questionnaire titled "Questionnaire on the integration of digital technologies in rendering counselling services in Nigeria" this instrument was structured on a 5-point Likert scale and further divided into clusters (see link <https://forms.gle/Jr5PgpD5XvmzWwdY8>). The validation of the instrument was done by two experts in the Department of Guidance and Counselling. The reliability of the instrument was established using Cronbach Alpha statistics and yielded a reliability statistic of 0.76. Data for this instrument was collected through a mailing approach. The method for data analysis adopted the use of Mean, Standard Deviation (Mean $\pm$ STD) and Analysis of Variance (ANOVA). This was done after the normality of the data collected is established. In judging the response, the criterion mean score of 3.00 was adopted.

Results: The sample size of 169 professional counsellors responded to the instrument and yielded the following results. For research question 1: the statistical values of Mean 3.30 $\pm$ SD 1.22, Mean 3.14 $\pm$ SD 1.22, Mean 3.74 $\pm$ SD 1.08, Mean 3.37 $\pm$ SD 1.21, Mean 3.34 $\pm$ SD 1.19, Mean 3.48 $\pm$ SD 1.20, Mean 3.22 $\pm$ SD 1.17, Mean 4.02 $\pm$ SD 1.04, research question 2 statistical values of Mean 3.98 $\pm$ SD 0.97, Mean 3.82 $\pm$ SD 1.01, Mean 4.00 $\pm$ SD 0.90, Mean 3.73 $\pm$ SD 1.01, Mean 3.49 $\pm$ SD 1.00, Mean 3.76 $\pm$ SD 1.00, Mean 4.49 $\pm$ SD 0.64, research question 3: Mean 3.55 $\pm$ SD 0.95, Mean 3.66 $\pm$ SD 1.05, Mean 4.12 $\pm$ SD 0.79, Mean 3.27 $\pm$ SD 1.01, Mean 3.59 $\pm$ SD 0.97, Mean 3.93 $\pm$ SD 0.89, Mean 4.08 $\pm$ SD 0.88, research question 4: Mean 3.43 $\pm$ SD 1.18, Mean 4.41 $\pm$ SD 0.64, Mean 4.36 $\pm$ SD 0.76, Mean 3.95 $\pm$ SD 0.91, Mean 4.34 $\pm$ SD 0.85, Mean 4.37 $\pm$ SD 0.73, Mean 4.14 $\pm$ SD 0.88, Mean 4.31 $\pm$ 0.87.

There is no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of telephone device in rendering counselling services in Nigeria, there is a significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of video conferencing service in rendering counselling services in Nigeria, there is a significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of social networking tools in rendering counselling services in Nigeria and also no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the factors hindering the integration of digital technologies in rendering counselling services in Nigeria.

Conclusion: It was concluded that guidance counsellors agreed to the integration of telephone device, video conferencing service, social networking in rendering counselling services in Nigeria. They further agreed to the factors hindering the integration of digital technology in rendering counselling services in Nigeria. The study further revealed that there is no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of telephone device and also factors hindering the integration of digital technology in rendering counselling services in Nigeria. There is a significant difference in the mean rating of counsellors with

varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of video conferencing service and social networking in rendering counselling services in Nigeria.

Keywords: Integration, Digital, Technology, Counselling, Services

INTRODUCTION

Guidance and counselling are termed as interactive process that co-joins a susceptible counselee in need of help through a trained, certified as well as educated counsellor to provide this assistance. The objective of guidance and counselling world over is to enable the counselee to learn how to efficiently deal with themselves and the reality of their environment (Ajowi&Simatwa in [1]. More so, Guidance and counselling focuses on individual and it is highly needed in the schools, colleges, higher education institutions, industries, and hospitals. Nevertheless, for the accomplishment of this study, the main focus is guidance and counselling programs in discipline management in secondary schools.[1] further stated that the focus of Guidance and counselling aims at establishing maximum development and self-realization of human potential for the benefit both society and the individual. These programs assist learners in harmonizing their values, interests and abilities towards developing their full potential in school. The programme also directs students on suitable subject and career choices, solving psychological, social, education and discipline issues, and acts as a precursor to general adjustment to school environment.

The global concerns related to guidance and counselling programmes and services in educational institutions has led to interests in studying discipline management in most secondary schools. Studies from the past four decades affirm that availability of guidance and counselling programmes and services globally including Hong Kong, Britain, United States of America has benefits on managing discipline issues in secondary schools among others [1]. Counselling services activity offered within and outside the school setting recently is gaining a new dawn. This is so in that the educational mission Nigeria has expanded to include Guidance and Counselling services in elementary, secondary and higher institutions [2].

[2] further asserted that in Nigeria, junior secondary school starts after successful completion of the 6th grade or primary six. A child will complete three years of classroom instructions and be able to sit for the junior school certificate examination. The successful completion of junior secondary school (JSS) III will lead to enrolment in Senior secondary school (SSS) I. The students who start the junior secondary school are predominately early adolescents, who made successful transition from the primary six grades. Generally, observations have shown that the early adolescence period is a turbulent period for the developing child, this goes to show why the most endangered age group is the adolescence and also those who drop out from school join the antisocial groups, committing all forms of crime across the entire country. Based on this observation, the secondary schools seem to be the recruitment ground for antisocial groups (Eremie in [2]. These children not only join the dangerous antisocial groups, but also do hard and illicit drugs. They are highly influenced by peer group pressure which leads to juvenile delinquencies across the nation.

The aforementioned social vices prevailed in spite the fact that Guidance and counselling is being perceived as the third force in education along with instruction, is an integral part of educational system [3]. Counselling services rendered to individuals are designed to address the physical, emotional, social, vocational and academic difficulties of these individuals. This is to complement learning in the classroom and also enhance academic performance/achievements and also other visible endeavours of such individual. Such counselling services, plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among individuals. Based on this, the guidance and counselling movement grew out of will-full endeavours in educational, social and civic works which prompted its formalization in the United States. In Africa in general and particularly Nigeria, guidance and counselling services have been embraced by most governments despite the fact that it is relatively new in educational systems (UNESCO in [1]. Even though most sub-Saharan countries recognize the importance of planned guidance and counselling programmes, few studies have verified the roles and challenges of guidance and counselling services that could be salvage through the use of digital information communication technologies.

Comment [A1]: The Abstract should be un-indented, the subtitle **Aim, Place and Duration of Study, Methodology...** should be removed and the statement must be narrated in a paragraph.

Technology generally is impacting on all dimensions of life. This cuts across social, economic, political, and personal. [4] have stated that throughout history the development of technology has been affecting people's lives. Any kind of technological innovation may give a qualitative leap in human society. The impact of technology has penetrated into the study of various disciplines. Over the years, the internet has become the fastest growing technology in the world (Cartwright & McDermott in [5]). A similar study conducted by [6] revealed that the use of mobile technology will increase faster than the fixed Internet traffic in the near future. Albion, Jamieson-Proctor and Finger in [5] further reported that the uptake of technologies was already widespread in Australian households in 2011. In view of this, [7] found that total computer exposure was greater at home than school, and that this increased with young peoples' age.

The use of computers and digital information communication technology (Dig. ICT) for counselling services is not at all recent and it dates back to the first use of computer program in counselling services in 1960s. Furthermore, the emergence of Dig. ICT has great changes in the way we live and execute activities and world over at a more fast-paced and unpredictable. According to Haberstroh, Rowe and Cisneros in [8], the emergence of the internet, ICT and social network is changing the lifestyle, learning modes and career future of the young generation who are evidently different from the older generations such as the baby boomers. Nevertheless, for both young and older generation these days, the internet has gradually become an integral and important part of everyone's life where it is used as a medium of communication, entertainment and information gathering. Hence, this increasing use and reliance on internet and technology has created opportunities for career counsellors and practitioners to enhance and improve their services to all [9].

Nevertheless, as the broadening of digital technologies persists, counsellors ought to embrace their proficient communication to achieve set expectations and requirements of their clients (counselee) [10]. He further stated that it is because digital technology knowledge is vital in every profession and counselling is not excluded. Unfortunately, counselling professionals seem to yet embrace technology in accomplishing various counselling tasks which includes; client appointments, report writing, record keeping, making clinical assessment and testing, consultation and client referral among others. In view of this, the scope of technology utilization by counsellors and counsellor trainers in their undertaking is also almost unknown (Cabaniss in [10]). Digital technology in focus here include; use of computers related technology (CRT), social media, software's, telephones, television and any other technological equipment that create a bridge connecting the counsellor and the customer. The use of technology in psychoanalysis and psychotherapy is changing the face and the way the profession is carried out. This is as practitioners are either experiencing challenges or getting excited by the new opportunities and new technologies present [10].

The integration of digital technology in rendering counselling services has become an established option for clinical and guidance service provision [11]. According to the American Counselling Associations Code of Ethics, the professional counselling relationship may no longer be limited to in-person, face-to-face interactions [12]. According to [13], online counselling which is the integration of digital technology during counselling holds a particular promise for making mental health services more accessible, effective, and useful for both clients and counsellors. Hence, research regarding potential treatment options, treatment efficacy and other variables (such as client and counsellor perceptions of online counselling, client behaviour and motivation) continues to flourish. Researchers show positive outcomes related to counsellor/client working alliance, overall effectiveness of therapy, client improvement, and client satisfaction.

However, the extent to which guidance and counselling professionals are integrating digital services into practice is not clearly understood, this is as opined by [14]. Additionally, practitioner attitudes toward the integration of digital technologies are complex, varying according to individual preferences and experiences, personal opinions, therapeutic factors, and demographic variables. These myriad factors makes it difficult to ascertain counsellor's perception of the integration of digital technology in rendering counselling services in Nigeria. Specifically, this study will examine;

1. The integration of telephone device in rendering counselling services in Nigeria
2. The integration of video conferencing service in rendering counselling services in Nigeria
3. The integration social networking tools in rendering counselling services in Nigeria

4. Factors hindering the integration of digital technologies in rendering counselling services in Nigeria.

Research Questions

The following research questions will guide the study.

1. What is the mean rating of counsellors on the integration of telephone device in rendering counselling services in Nigeria?
2. What is the mean rating of counsellors on the integration of video conferencing service in rendering counselling services in Nigeria?
3. What is the mean rating of counsellors on the integration social networking tools in rendering counselling services in Nigeria?
4. What is the mean rating of counsellors on the factors hindering the integration of digital technologies in rendering counselling services in Nigeria?

Hypotheses

The following null hypotheses will be tested at 5% alpha level

1. There is no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of telephone device in rendering counselling services in Nigeria.
2. There is no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of video conferencing service in rendering counselling services in Nigeria.
3. There is no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration social networking tools in rendering counselling services in Nigeria.
4. There is no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the factors hindering the integration of digital technologies in rendering counselling services in Nigeria.

METHOD

The design for this study is the descriptive survey research design. The target population for this study include all professional guidance counsellors registered with the Counselling Association of Nigeria (CASSON). In this wise, for ease of access the authors employed the accidental sampling technique during the administration process. Through this, only professional counsellors who can access the questionnaire link will respond to the questionnaire. The instrument for data collection is a structured questionnaire titled "Questionnaire on the integration of digital technologies in rendering counselling services in Nigeria" this instrument was structured on a 5-point Likert scale and further divided into clusters (see link <https://forms.gle/Jr5PgpD5XvmzWwdY8>). The validation of the instrument was done by two experts in the Department of Guidance and Counselling. The reliability of the instrument was established using Cronbach Alpha statistics and yielded a reliability statistic of 0.76. Data for this instrument was collected through a mailing approach. Through this, the link with which the instrument is encrypted was sent to the respondents (professional guidance counsellors), there are expected to click the link and respond to the questionnaire therein. The method for data analysis adopted the use of Mean, Standard Deviation (Mean $\pm$ STD) and Analysis of Variance (ANOVA). This was be after the normality of the data collected is established. In judging the response, the criterion mean score of 3.00 was adopted.

RESULTS AND DISCUSSION

Research question 1: What is the mean rating of counsellors on the integration of telephone device in rendering counselling services in Nigeria?

Hypothesis 1: There is no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of telephone device in rendering counselling services in Nigeria.

Comment [A2]: Avoid the sub-title Research Questions. List it without the sub-title. The same too the Hypotheses

Result relating to research question 1 reports counsellors rating on the integration of telephone device in rendering counselling services in Nigeria. The graph in figure 1 shows that counsellors rated agreed to all the items raised with statistical values of Mean $3.30 \pm SD 1.22$, Mean $3.14 \pm SD 1.22$, Mean $3.74 \pm SD 1.08$, Mean $3.37 \pm SD 1.21$, Mean $3.34 \pm SD 1.19$, Mean $3.48 \pm SD 1.20$, Mean $3.22 \pm SD 1.17$, Mean $4.02 \pm SD 1.04$. This further implies that the mean scores are above the criterion mean of 3.00.

Data relating to hypothesis 1 presented in table 1 shows the ANOVA summary on the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of telephone device in rendering counselling services in Nigeria. The analysis revealed that the significant value is greater than the Pvalue, hence the first null hypotheses is accepted ($N=169$, $F = 1.392$, $Sig. 0.252 > P = 0.05$). This implies that there is no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of telephone device in rendering counselling services in Nigeria.

The findings of the present study is in agreement with the findings of [10] which revealed that the most effectively utilized digital technology was the use of computer related technology and mobile phones, followed by use of mobile phones/smart phones. The study further found that the most frequently used digital technology was use of computer related technology. Counsellor's perception had a significant effect on utilization of digital technology. Ethical standards also had a moderate extent of influence in utilization of digital technology [10].

Research question 2: What is the mean rating of counsellors on the integration of video conferencing service in rendering counselling services in Nigeria?

Hypothesis 2: There is no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of video conferencing service in rendering counselling services in Nigeria.

The result for research question 2 reveals counsellors rating on the integration of video conferencing service in rendering counselling service in Nigeria. The graph in figure 2 shows that counsellors rated agreed to seven (7) items with the following statistical values Mean $3.98 \pm SD 0.97$, Mean $3.82 \pm SD 1.01$, Mean $4.00 \pm SD 0.90$, Mean $3.73 \pm SD 1.01$, Mean $3.49 \pm SD 1.00$, Mean $3.76 \pm SD 1.00$, Mean $4.49 \pm SD 0.64$. These items are rated agreed because the mean score is above 3.00 criterion mean.

Data relating to hypothesis 2 presented in table 2 shows the ANOVA summary on the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of video conferencing service in rendering counselling services in Nigeria. The analysis shows that the significant value is less than the Pvalue, Hence the second null hypothesis is rejected ($N= 169$, $F= 10.817$, $Sig. 0.00 < P=0.05$). This implies that there is a significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of video conferencing service in rendering counselling services in Nigeria.

In view of the significant difference earlier reported, a post hoc comparison was conducted to determine which group the significant difference lies on. The multiple comparison reported in table 3 reveals that the significant difference is between the counsellors with 0-5 years and 6-10 years, 0-5 years and above 10 years.

The findings of the present study conform to [5] who found that, all school guidance counsellors affirmed that digital technologies had improved the service. This was supported through school guidance counsellor comments of improved and increased communication with students and greater access and contact with students. Similarly, was an increase in how school guidance counsellors used digital technologies in their school guidance and counselling service through: Data Management, Communication and Collaboration, the use of the World Wide Web, and the use of available Multimedia. The study further revealed that Students highlighted that digital technology rules also formed four rule groups: ensuring safety, using social media, respecting others, and using digital devices [5]. Students viewed the technology rules to be appropriate and needed. Rules that constrained students included blocked websites.

Research question 3: What is the mean rating of counsellors on the integration of social networking tools in rendering counselling services in Nigeria?

Hypothesis 3: There is no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration social networking tools in rendering counselling services in Nigeria.

The result for research question 3 reveals counsellors rating on the integration of social networking tools in rendering counselling service in Nigeria. The graph in figure 3 shows that counsellors rated agreed to seven (7) items with the following statistical values Mean $3.55 \pm SD 0.95$, Mean $3.66 \pm SD 1.05$, Mean $4.12 \pm SD 0.79$, Mean $3.27 \pm SD 1.01$, Mean $3.59 \pm SD 0.97$, Mean $3.93 \pm SD 0.89$, Mean $4.08 \pm SD 0.88$. These items are rated agreed because the mean scores are above 3.00 criterion mean.

Data relating to hypothesis 3 presented in table 4 shows the ANOVA summary on the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of social networking service in rendering counselling services in Nigeria. The study reveals that the significant value is less than the Pvalue. Hence the third null hypothesis is rejected ($N=169$, $F=0.004$, $Sig. = 0.004 < P=0.05$). This implies that there is a significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration social networking tools in rendering counselling services in Nigeria.

Based on the significant difference found, a post hoc comparison (Scheffes') was conducted. The Post hoc comparison was reported in table 5 and reveals that the significant difference lies between counsellors with 0-5 years and 6-10 years, 0-5 years and above 10 years.

This study aligns with the study of [5] which found that school guidance counsellors increased their use of the mobile phone in their guidance and counselling service delivery at school. More so, increased their frequency of use of apps in their guidance and counselling service delivery. They were some specific student's guidance counsellor technological duties and responsibilities that increased over the research period. These included, providing up to date information, providing information for the School Guidance and Counselling web page, organising an electronic newsletter, using apps that complemented SGC's interventions, and managing a School Guidance and Counselling blog.

Research question 4: What is the mean rating of counsellors on the factors hindering the integration of digital technologies in rendering counselling services in Nigeria?

Hypothesis 4: There is no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the factors hindering the integration of digital technologies in rendering counselling services in Nigeria.

The result for research question 4 reveals counsellors rating on the factors hindering the integration of digital technology in rendering counselling services in Nigeria. The graph in figure 4 shows that counsellors rated agreed to all the items raised in this cluster. The items were rated thus; Mean $3.43 \pm SD 1.18$, Mean $4.41 \pm SD 0.64$, Mean $4.36 \pm SD 0.76$, Mean $3.95 \pm SD 0.91$, Mean $4.34 \pm SD 0.85$, Mean $4.37 \pm SD 0.73$, Mean $4.14 \pm SD 0.88$, Mean 4.31 ± 0.87 . These items are rated agreed because the mean scores are above 3.00 criterion mean.

Data relating to hypothesis 4 presented in table 6 shows the ANOVA summary on the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the factors hindering the integration of digital technologies in rendering counselling services in Nigeria. The analysis revealed that the significant value is greater than the Pvalue, hence the fourth null hypothesis is accepted ($N=169$, $F = 2.122$, $Sig. 0.123 > P = 0.05$). This implies that there is no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the factors hindering the integration of digital technologies in rendering counselling services in Nigeria.

This finding aligns with the finding of [8] which reported that the advantages of integrating digital technology cover the extended reach of services, constant access, immediate response, generating info gathering and also the use of audio-visual. It further reported and agrees with the present study that the challenges identified are self-limited thinking, lack of awareness, limited access to internet, digital

illiteracy, and quality of information, confidentiality and client's urgent needs[8]. The present finding further conforms with the findings of [10] which found that certain strategies could improve counsellors' utilization of digital technology. They included; counsellor education programmes on the importance of digital technology, a review of ethical standards and facilitation of resources to motivate counsellors to utilize digital technology.

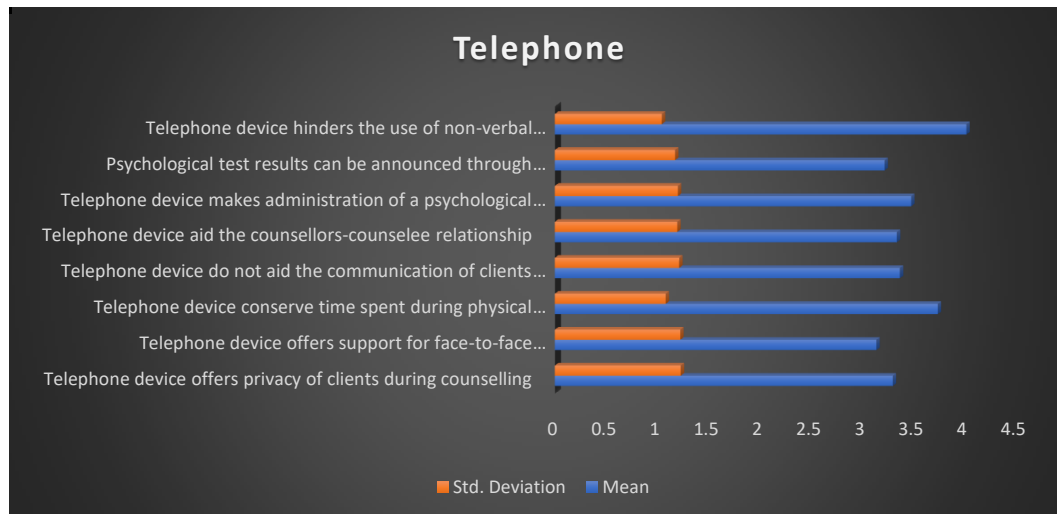


Figure 1: Graphical presentation of counsellors rating on the integration of telephone device in rendering counselling services in Nigeria

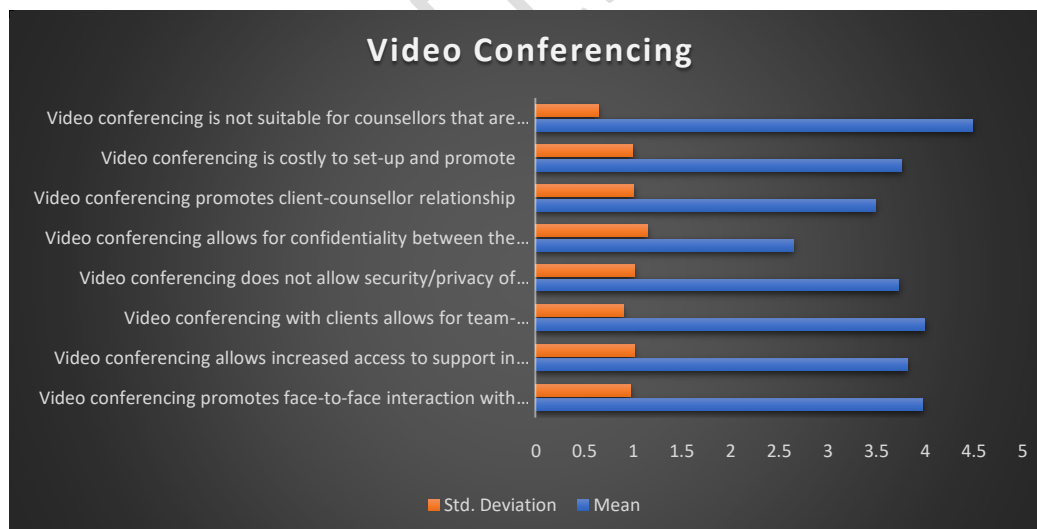


Figure 2: Graphical presentation of counsellors rating on the integration of Video conferencing service in rendering counselling services in Nigeria

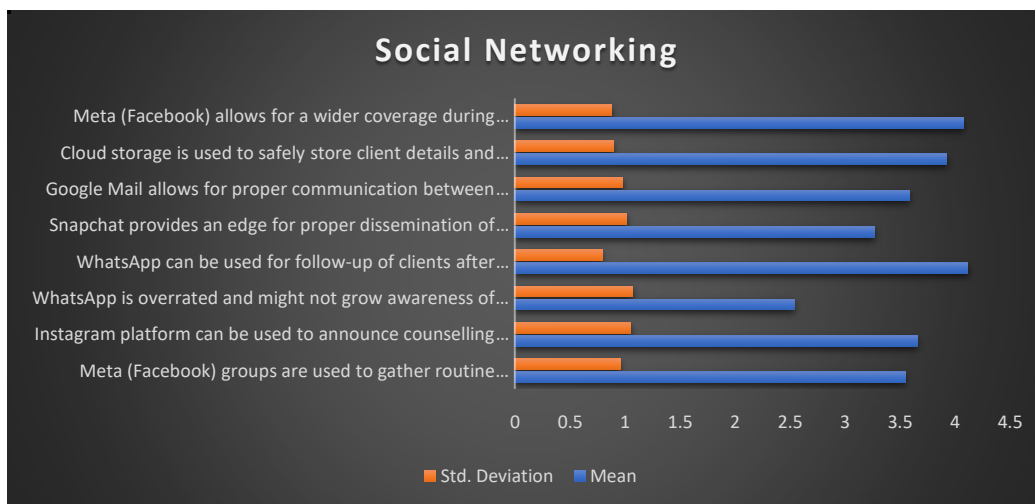


Figure 3: Graphical presentation of counsellors rating on the integration of social networking tools in rendering counselling services in Nigeria

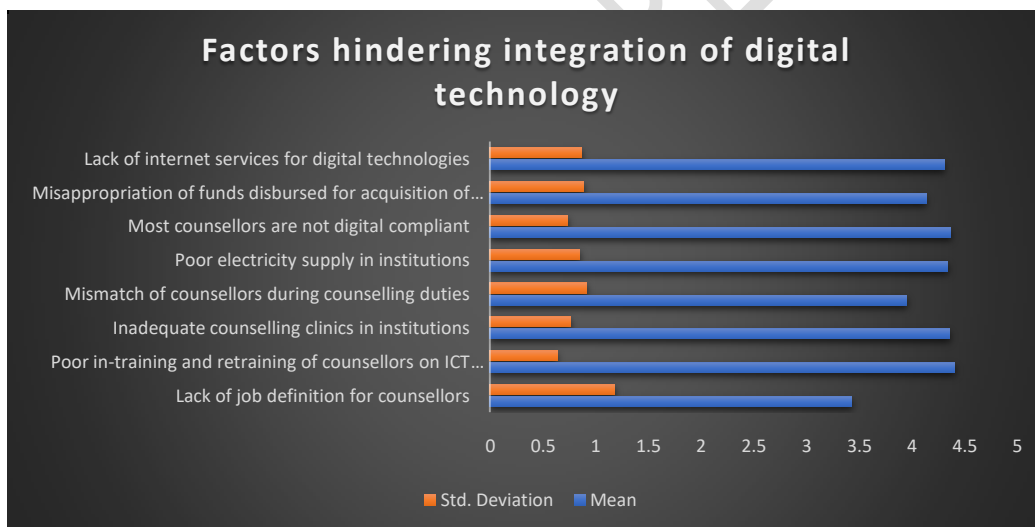


Figure 4: Graphical presentation of counsellors rating on the factors hindering integration of digital technology in rendering counselling services in Nigeria

Hypotheses Testing

Table 1: Analysis of variance summary on the mean rating of counsellors on the integration of telephone device in rendering counselling services in Nigeria.

Sources of Variance	Sum of Squares	df	Mean Square	Fvalue	Sig.	Decision
Between Groups	41.333	2	20.666			
Within Groups	2464.892	166	14.849	1.392	.252	NS

Total	2506.225	168
-------	----------	-----

NS = Not Significant

Table 2: Analysis of variance summary on the mean rating of counsellors on the integration of video conferencing in rendering counselling services in Nigeria.

Sources of variance	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	228.156	2	114.078			
Within Groups	1750.685	166	10.546	10.817	.000	S
Total	1978.840	168				

S = Significant

Table 3:Scheffes' post-hoc comparison

(I) work_experience	(J) work_experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	
zero to five years	six to ten years	4.07692 [*]	1.10312	.001		1.3522
	above ten years	4.39231 [*]	.94466	.000		2.0590
six to ten years	zero to five years	-4.07692 [*]	1.10312	.001		-6.8016
	above ten years	.31538	.69768	.903		-1.4079
above ten years	zero to five years	-4.39231 [*]	.94466	.000		-6.7256
	six to ten years	-.31538	.69768	.903		-2.0386

*. The mean difference is significant at the 0.05 level.

Table 4:Analysis of variance summary on the mean rating of counsellors on the integration of video conferencing in rendering counselling services in Nigeria.

Sources of variance	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	176.395	2	88.197			
Within Groups	2604.623	166	15.691	5.621	.004	S
Total	2781.018	168				

S=Significant

Table 5:Scheffes' post-hoc comparison

(I) work_experience	(J) work_experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	
zero to five years	six to ten years	3.42308 [*]	1.34553	.042		.0996
	above ten years	3.86154 [*]	1.15224	.004		1.0155
six to ten years	zero to five years	-3.42308 [*]	1.34553	.042		-6.7465
	above ten years	.43846	.85099	.876		-1.6635
above ten years	zero to five years	-3.86154 [*]	1.15224	.004		-6.7076

six to ten years

-.43846

.85099 .876

-2.5404

*. The mean difference is significant at the 0.05 level.

Table 6: Analysis of variance summary on the mean rating of counsellors on the integration of video conferencing in rendering counselling services in Nigeria.

Sources of variance	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	65.263	2	32.632			
Within Groups	2553.115	166	15.380	2.122	.123	NS
Total	2618.379	168				

NS=Not significant

CONCLUSION AND RECOMMENDATION

This study focused on the integration of digital technology in rendering counselling services in Nigeria. It was concluded that guidance counsellors agreed to the integration of telephone device, video conferencing service, social networking in rendering counselling services in Nigeria. They further agreed to the factors hindering the integration of digital technology in rendering counselling services in Nigeria. The study further revealed that there is no significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of telephone device and also factors hindering the integration of digital technology in rendering counselling services in Nigeria. There is a significant difference in the mean rating of counsellors with varied years of experience (0-5 years, 6-10 years & above 10 years) on the integration of video conferencing service and social networking in rendering counselling services in Nigeria. The authors recommends that, the federal government should endeavour to establish counselling units in each school, and should be functional to meet the needs of students. Similarly, only qualified counsellors from accredited colleges and universities, with minimum qualification of bachelor in Guidance and counselling or psychology should be employed. On the contrary, counsellor should strictly observe confidentiality as code of ethics.

REFERENCES

- [1] Warui, J.W. "Status and challenges of guidance and counselling programme in discipline management in public secondary schools in Kiambu County, Kenya," *A project submitted to the school of education department of educational management policy and curriculum studies in Kenyatta University*, , 2018.
- [2] Eremie,MD. "Teachers' perception of the roles of guidance counsellors in secondary school in Rivers state," *International Journal of Education, Learning and Development*, 2017., 5.,6, 36-42,.
- [3] Mikeye,OD. "Influence of guidance and counselling on students' discipline in public secondary schools in Kabondo Division, Kenya," *A Research Project Report Submitted to the Department of Educational Administration and Planning, University of Nairobi*, 2012.
- [4] Zhao, L Zhang,S. "Development of visual philosophy under impact of philosophy of technology," *Journal of Educational Technology Development & Exchange*, 2013, 6, 2, 29-38,
- [5] Hohn, GA Dip,T. "The enhanced use of digital technologies in school guidance counsellor and student activity," *An unpulished thesis submitted to the university of Southern Queensland*, 2017.
- [6] Tomovic, S. Pejanovic-Djurisic, M. Radusinovic,I. "SDN based mobile networks: Concepts and benefits," *Wireless Personal Communications*, 2014. 78., 3, 1629-1644,.

Comment [A3]: These much research questions and findings require more conclusion and recommendations.

Comment [A4]: Use APA referencing style

- [7] Harris,C. Straker, L. Pollock,C. "The influence of age, gender and other information technology use on young people's computer use at school and home.," in *In School of Physiotherapy (Ed.)*, Perth, Australia, Curtin University., 2013.
- [8] Zainudin, Z.N., Hassan, S.A. , Talib,M.A., Ahmad, N.A., Yusop, Y.M. Asri,A.S. "Technology-Assited career cpunselling: Application, advamtatges and challenges as career counselling services," *International Journal of Academic Research in Business and Social Sciences*, 2020. 10,11, 68-93.
- [9] Zainudin,Z., Yusof,Y. Hassan, S. Alias, B. "The effectiveness of cybertherapy for the introvert and extrovert personality traits," *Malaysian Journal of Medicine and Health Sciences*,, 2019, 19,.
- [10] Wangari,R.G. "Selected factors influencing utilization of digital technology in cpounselling: A case of Kenya universities professional counsellors association (Kupca) in Kenya," *A thesis submitted to school of education and social science Department of counselling psycholofgy of Kenya methodist University*, 2019.
- [11] Gatti,F. Brivio, E. Calciano,S. "Hello! I know you help people here, right?: A qualitative study of young peoples acted motivations in text-based counselling," *Children and Youth Services Review*,2016, 71, 27-35,
- [12] American Counselling Association (ACA), "Code of Ethics," Retrieved from: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>, 2014.
- [13] Holmes, C. Kozlowski, K. Jernigan,D. "A pilot survey on the integration of technology into counselling practice," *The Journal of Counselling Research and Practice* ,nd, 4, 1, 102-118.
- [14] Menon, G. Rubin,M. "A surveye of the online practitioners: Implications for education and practice," *Journal of Technology in Human Service*,2011, 29, 133-141..