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TOWARDS DIGITALIZATION OF TEACHING AND LEARNING OF GUIDANCE AND COUNSELLING IN COLLEGES OF EDUCATION IN SOUTH EAST, NIGERIA

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ABSTRACT

The purpose of the study was to determine the strategies for integrating digital tools in teaching guidance and counselling in colleges of education. The research questions guided the study. The study adopted descriptive survey research design. The area of the study was South East States of Nigeria using all public and private colleges of education the area. The population for this study comprised 952 guidance counsellors in public and private colleges of education in South East, Nigeria. The sample for the study comprised 540 respondents made up of 331 guidance counsellors in public colleges of education and 209 guidance counsellors in private colleges of education selected from three out of the five States in the South East, Nigeria. The instrument for data collection was a 21-item structured questionnaire which was duly validated by experts. The reliability of the instrument was also established. The researcher collected the data with the help of two research assistants. Mean and standard deviation were used in the data analysis. The items with mean weight above 2.50 were accepted as agreed to integrating digital tools in teaching guidance and counselling in colleges of education while items with mean weight less than 2.50 were rejected. Findings indicated that the integration of digital tool has great enhanced the teaching and learning of guidance and counselling in colleges of education, hence, it was among other recommended that lecturers in colleges of education should make use of any available digital tool to teach, give assignment and assess students.

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Keyword: Integration; Digitalization; Guidance and Counselling.

Introduction

Education is as old as human. Every country or nation needs education for national socio-economic progress and development. It is on this note that all countries of the world are committed to educational development. Education is a powerful instrument for encouraging learning developing skills and acquiring knowledge for high productivity self-sufficiency and meaningful living in society. Thus, education is important for developing human potentials, abilities, intelligence, attitude and skills. It is also the foundation for modernity, science and technology.

In Nigeria, as in other countries of the world, education is used to transmit knowledge, skills, moral values and attitudes necessary for individuals to live meaningfully and contribute responsibly to the development of the nation. According to the Federal Republic of Nigeria (FRN 2013), the nation's education is based on the belief that education is an instrument for national development and social change. Furthermore, FRN stated that education maximizes the creative potentials and skills of the individuals for self-fulfillment, general development and promotion of a progressive and united Nigeria. Consequently, the educational system in Nigeria is delineated into different levels, namely: pre- primary, primary, secondary and tertiary levels (FRN, 2013). The tertiary level, and precisely, college of education is the focus of this study.

College of education is among the tertiary institution in Nigeria and aims at producing competent and certified teachers for pre-primary and primary education. College of education trains teachers for a period of three years and awards Nigeria Certificate in Education (NCE). This type of higher education was the brain child of the 1959 Ashby commission's report and its stand on the nation's development in education. Following the Ashby commission's mandate to conduct and explore the need for higher education in Nigeria as the time, the commission swung into action. In short while after investigations, the commission observed with dismay that there is no room for higher education in Nigeria owing to the upsurge of the turnout of students from the colleges of education and who desire to further their education. In addition, the commission also observed that there was acute shortage of trained and qualified teachers. This explains why training of more teachers for national colleges of educations found its way in their recommendations.

In the light of the fore-goings therefore Writers (2015) citing Adeyinka (1988) lucidly put that some class of education institute were consequently turned into professional training of teachers. These include:

1. Grade II teachers colleges; 2. Colleges of education; 3. Institutes of education; and 4. National teachers Institutes.

On another dimension, Bolaji (2022) posited that college of education was established in 1960s to revive the dearth of trained and certified teachers in both primary and colleges of educations. These teachers are adequately trained so as to fortify them for onerous duty of laying good foundation for the basic education children.

Earlier, Fafunwa (2004) and Erhieyovwe and Andrew (2019) traced the origin of college of education to the findings and recommendations of Mr. E.R.J. Hussey who was the then country's colonial Director of Education. He noted that there was need to occupy most duties meant for junior and senior ranks which have been hitherto the position for the whites. He posited that higher college could be birthed and transform to university level in no distant time. This led to the establishment of Yaba Higher College Lagos in 1934. Within a space of time other higher institutions sprang up including the colleges of education.

Bolaji (2022) citing Olugbeko, the President of College of Education Academic Staff Union (COEASU) recognized 152 colleges of education in Nigeria which according to him are duly accredited. Out of which, 21 are managed by federal government, 49 by state government and 82 private colleges of education. The emergence of the private colleges of education was as a result of numerous challenges facing the public ones such as: teeming turnout of students from the colleges of educations seeking unavailable admission space, incessant strike, insufficient fund and increased cases of cultism and other social vices. One of the courses taught on the colleges of education is guidance and counselling.

Guidance and counselling have various meanings (Lai-Yeung, 2014). Many scholars and authors have different views and meanings for it. For instance, Keyes & Wilson (2018) defined guidance and counselling as a process that assists individuals in discovering and developing their educational, vocational, and psychological potentials, allowing them to achieve an optimal level of personal pleasure and societal usefulness. According to Akinade (2015) guidance and counselling are the entirety of meticulously gathered and collated, current and correct services that counsellors deliver to students or customers for them to make informed choices. Karan (2023) explained that guidance and counselling are services and programmes that enhance personal, social, educational, and vocational development. For Dhami (2020), guidance and counselling assists in recognising and comprehending one's qualities and abilities and developing an optimistic viewpoint for eradicating destructive features. Gibson and Mitchell (1990) argued that guidance and counselling are primarily focused on assisting the individual client in understanding themselves and their surroundings and living an everyday and well-adjusted life.Mweemba (2016) also viewed guidance and counselling as an act or tool used to prevent, remediate, or correct students who engage in social experimentation. Guidance and counselling is a service that assists individuals in making wise decisions and making life adjustments (Hanisha & Dayal, 2019). The

teaching of guidance and counselling can be enhanced digitalization or information communication technology.

Information Communication Technology (ICT) has made today's word look like a global village with increased intellectual horizon and technological know-how Ifeanyi, *et al* (2022) ICT has transformed various sections of education, including teaching and learning process. According to Aririguzoh *et al (*2021), the use of ICT has revolutionized teaching and learning in colleges of education with significant impact on students learning outcome. The incorporation of digital tools in teaching guidance and counselling provides students with diverse learning resources, such as interactive digital textbooks, online databases, virtual laboratories and educational websites that will enhance learners understanding, improve critical thinking and problem-solving abilities as well as motivates the students to increase the engagement in learning. The incorporation of digital tools in teaching modifies instruction methods in schools. Digital tools are software application and online information communication technology platforms that provides diverse functions and services to individuals and organizations. Some of the digital tools that can be incorporated in teaching and learning of guidance and counselling in colleges of education includes: interactive simulations, virtual labs, 3D Modeling and visualization, online dissection software, educational videos and animations, online quizzes and assessment tools (Quiz-let, Quizzes) collaboration document tools (Pad-let, Google Docs), virtual field trips and expeditions (Google expeditions, discover)Guidance and counselling-specific software (G&C-lab, Mobile app) (Guidance and counselling dictionary IOS, Android, online resources and database (G&C-portal).There is no doubt that integrating these digital tools in teaching guidance and counselling and other subjects in colleges of education have impacted greatly on teaching and learning, but despite the enormous advantages of integrating digital tools as observed by different researchers there still gap in the utilization of digital tools as a means of teaching guidance and counselling and other subjects in colleges of education. This study determined strategies for integrating digital tools in teaching and learning of guidance and counselling in colleges of education in South East, Nigeria.

Statement of Problem

Digital tools have help to make teaching and learning, simple, easy and interesting. It helps the teacher and learners to achieve a lot of teaching and learning outcome within a short period of time and without the limitation of distance. However, despite the tremendous potentials of digital tools to enhance teaching and learning of guidance and counselling and other subjects as well among colleges of education teachers and their students there is still a continuing reliance on traditional method of teaching and learning guidance and counselling in colleges of education, leading to poor motivation and limited student engagement, inability to see complex guidance and counselling concept and inadequate readiness for the demands of a rapidly technologically driven world.

Purpose of the Study

The main purpose of this study was to determine the strategies for integrating digital tools in teaching guidance and counselling in colleges of education, specifically the study was carried out to:

1. determine the ways of integrating digital tools to enhance collaborative learning and teamwork in guidance and counselling classes.
2. determine the challenges and limitations to integrating digital tools in teaching guidance and counselling classes at secondary level.
3. identify effective and accessible digital tools for teaching guidance and counselling in colleges of education.

Research Questions

1. In which ways can the application of digital tools enhance collaborative learning and teamwork in guidance and counselling classes in colleges of education?
2. What are the challenge and limitations to integrating digital tools in teaching guidance and counselling in colleges of education?
3. Which digital tools are effective and accessible for teaching guidance and counselling in colleges of education?

Research Method

The study adopted descriptive survey research design. The area of the study was South East States of Nigeria using all public and private colleges of education the area. The South East geopolitical zone of Nigeria comprises five states namely, Abia, Anambra, Ebonyi, Enugu and Imo States. These states have common geopolitical boundaries with each other and with other geopolitical zones. They are densely populated areas of Nigeria, (National population census, 2006). The population for this study comprised 952 guidance counsellors in public and private colleges of education in South East, Nigeria. According to data collected from the respective colleges of education, there are 604 guidance counsellors in public colleges of education and 348 guidance counsellors in private colleges of education in South East, Nigeria.

The sample for the study comprised 540 respondents made up of 331 guidance counsellors in public colleges of education and 209 guidance counsellors in private colleges of education selected from three out of the five States in the South East, Nigeria. Multi-stage sampling procedure was adopted. In the first stage, simple random sampling technique was used to select three states which included Anambra state, Ebonyi state, and Enugu state. All the public and private colleges of education in the three states were selected for the study. The proportionate sampling technique was used at the second stage to sample 75% of the respondents. This comprised 331 guidance counsellors from the selected public colleges of education and 209 guidance counsellors from the selected private colleges of education. The instrument for data collection was a 21-item structured questionnaire titled “Integrating Digital Tools in Teaching and Learning of

guidance and counselling in colleges of education" (IDTTLGC). The questionnaire had a 4-point response options of Strongly Agreed (SA), Agreed(A), Disagreed(D) and Strongly Disagreed (SD) with corresponding values of 4,3,2and1 respectively. Three experts validated the instrument and reliability coefficient of 89 was obtained using t-test method. The items with mean weight above 2.50 were accepted as agreed to integrating digital tools in teaching guidance and counselling in colleges of education while items with mean weight less than 2.50 were rejected.

Presentation of Results

Research question1: In which ways can the application of digital tools enhance collaborative learning and teamwork in guidance and counselling classes in colleges of education?

Table1: Impact of digital tools on collaborative learning and teamwork in guidance and counselling class

S/N	Statement Items.	SA	A	SD	D	Mean	SD	Decision
1.	Digital tools enhance collaboration between teacher and learners in guidance and counselling class.	100	60	3	10	3.45	0.80	Accepted
2.	Level of communication in guidance and counselling class is improved with the use of digital tools.	107	55	5	6	3.52	0.72	Accepted
3.	There is increased students' participation in guidance and counselling class when digital tools are used	110	55	1	7	3.55	0.71	Accepted
4.	Team-work among students and teachers is enhanced when digital tools are used in guidance and counselling class.	58	100	5	10	3.19	0.75	Accepted
5.	There is better understanding of guidance and counselling concepts by students with the adoption of digital tools in teaching guidance and counselling.	30	95	10	38	2.68	1.01	Accepted
6.	Assessment of students' performance in guidance and counselling class is easier with digital tools	100	65	1	9	3.46	0.76	Accepted

Results from table 1 on the impact of digital tools on collaborative learning and teamwork in guidance and counselling class revealed that the mean scores of all the items are 3.45, 3.52, 3.55, 3.19, 2.68 and 3.46 respectively all the items where accepted because their mean scores were above 2.50. The standard deviation ranges from 0.71 to 1.01 indicating that the respondents where not far from each other in their decisions.

Research question 2: What are the challenge and limitations to integrating digital tools in teaching guidance and counselling in colleges of education?

Table2: Challenges and limitation of integrating digital tools in guidance and counselling class.

S/N	Statement Items	SA	A	SD	D	Mean	SD	Decision
1.	Technical issues and limited access to the incorporation of digital tools in guidance and counselling class	100	70	1	2	3.55	0.57	Accepted
2.	Lack of training support to teachers and students on the use of digital learning tool is a challenge to the incorporation of digital tools in guidance and counselling class	32	60	30	51	2.42	1.10	Rejected
3.	Most student are easily distracted when using digital learning tools like phones, iPad etc.	22	55	39	57	2.24	1.05	Rejected
4.	Low digital literacy of teachers limits them from integrating digital tools into their teaching	20	75	58	20	2.55	0.85	Accepted
5.	Digital devices are very costly to purchase.	100	68	1	4	3.53	0.63	Accepted
6.	Difficulty in integrating digital learning in the curriculum	8	10	80	75	1.72	0.77	Rejected

Result from table 2 on the challenge and limitations of integrating digital tools in guidance and counselling class showed that items 1, 4 and 5 had mean scores of 3.55, 2.55 and 3.53 respectively and where accepted. While items 2, 3 and 6 obtained the mean scores of 2.42, 2.24 and 1.72 respectively and were rejected. The standard deviation ranges from 0.57 to 1.10

Research question 3: Which digital tools are effective and accessible for teaching guidance and counselling in colleges of education?

Table3: Most effective and accessible digital tools for guidance and counselling classes

S/N	Statement Item	SA	A	SD	D	Mean	SD	Decision
1.	Online simulations.	100	70	1	2	3.55	0.57	Accepted
2.	Virtual laboratory	101	68	1	3	3.54	0.60	Accepted
3.	Educational apps and online resources like videos, makes biological concept real	90	70	10	3	3.43	0.68	Accepted
4.	Online quizzes and assessment	50	53	50	3	2.77	1.00	Accepted
5.	Mobile app (guidance and counselling dictionary, ios, androids are accessible and user friendly.	110	50	3	10	3.50	0.80	Accepted
6.	Virtual field trips and expeditions has interactive contents that can facilitate learning.	100	70	1	2	3.55	0.57	Accepted
7.	Notes, pictures and videos can be downloaded from guidance and counselling software's (Bio-lab) and stored offline for future use.	101	70	1	1	3.57	0.54	Accepted

Results in table 3 showed that the mean scores of respondents on the most effective and accessible digital tools for guidance and counselling class are 3.55, 3.54, 3.43, 2.77, 3.50, 3.55 and 3.57 respectively. All the mean scores were accepted, the standard deviations range from 0.57 to 1.00

Findings

1. Incorporation digital tools in teaching and learning of guidance

and counselling enhance collaborative learning and teamwork among students.

2. Technical issues, low digital literacy of teachers and high cost of digital devices are challenge and limitations to integrating digital tools in guidance and counselling classes in the area of study.
3. Online simulations, virtual laboratory, educational apps, online quizzes and assessment, mobile app virtual field trips and expeditions are effective and accessible digital tools that can be used for teaching and learning of guidance and counselling in colleges of educations in the area of study.

Discussion of Findings

Findings from table 1 on the impact of digital tools on collaborative learning and teamwork revealed that incorporation of digital tools in teaching and learning guidance and counselling has great impact on the learning and teamwork with the mean highest mean scores of 3.55 and the lowest of 2.68.This agreed with Aririguzoh *et al,(* 2021) who observed that the use of ICT has revolutionized in teaching and learning senior colleges of educations in Ogun State Nigeria with significant impact on students learning outcome. Findings from table 2 indicated that technical issues, low digital literacy of teachers and high cost of digital devices are challenge and limitations of integrating digital tools in guidance and counselling class. This agreed with Ifeanyi, *et al (*2022) who observed that low digital literacy and high cost of ICT devices affected the effective utilization of ICT for teaching by lecturers during the pandemic era. Findings from table 3 showed that all the respondents accepted that online simulations, virtual laboratory, educational apps, online quizzes and assessment, mobile app virtual field trips and expeditions are effective and accessible digital tools that can be used for teaching and learning of guidance and counselling in colleges of educations with acceptable mean scores between 2.77 to 2.57.

Conclusion

The study was carried out to determine the strategies for integrating digital tools in teaching guidance and counselling in colleges of education in South East, Nigeria. Findings from the study revealed that: Incorporation digital tools in teaching and learning of guidance and counselling enhance collaborative learning and teamwork among students. Technical issues, low digital literacy of teachers and high cost of digital devices are challenge and limitations of integrating digital tools in guidance and counselling class in the area of study. Online simulations, virtual laboratory, educational apps, online quizzes and assessment, mobile app virtual field trips and expeditions are effective and accessible digital tools that can be used for teaching and learning of guidance and counselling in colleges of educations in the area of study. The conclusion here is that digital tools should be inculcated in teaching and learning of guidance and counselling in colleges of education.

Recommendations

It is very clear that the integration of digital tool has great impact on the teaching and learning of guidance and counselling in

colleges of education hence these recommendations:

1. Lecturers in colleges of education should make use of any available digital tool to teach, give assignment and assess students.
2. Lecturers in colleges of education should be encouraged to go for in-service training on the effective use of digital tools for teaching.
3. Government should equip colleges of education with digital learning devices and power supply.

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