



The Role Of Information And Communication Technology (ICT) In Guidance And Counselling Service In Secondary School In Rivers State

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ABSTRACT

This study examine The Role Of Information And Communication Technology (ICT) In Guidance and Counselling Service in Secondary School in Rivers State. Four research questions were posed to guide the study and one hypotheses was formulated and tested at 0.05 level of significance and researcher used the Descriptive Survey research design for the study. The entire population of 499 was not studied by the researcher as sample size of 50 percent with a total of 250 respondents was studied. The instrument used was the role of information and communication technology (ICT) in guidance and counselling service in secondary school in rivers stat Questionnaire. A 4-Point rating scale of Strongly Agree to Strongly Disagree was used and the respondents were requested to select one of the four (4) options. 250 copies of questionnaire were distributed and 230 retrieved for analysis. Test-re-test method was used for the reliability test. The instrument had 16 items which was validated with a reliability coefficient of 0.54 which shows that it was reliable for the study. The mean and standard deviation was used in analyzing the research questions, while the z-test was used in testing the hypotheses at a 0.05 level of significance. The findings revealed that guidance and counselling when properly streamlined would help curb some of the problems students face in schools. The challenges the students face include shyness, arrogance, lack of information on the part of guidance and counselling officers and non-existence of counselling units in some schools. To enhance and improve guidance and counselling services in the school, more needs to be done to ensure that guidance and counselling is properly accepted and patronised by students. It was therefore recommended that the counsellors should provide more time to use ICT in counselling. Clients should be expose to the use of ICT seeking for counselling by the counsellors. Counsellors should have opportunities of workshop and seminars. Government should provide ICT facilities for students and teacher.

Keywords: Guidance, Counseling Services, Placement Service and ICT

INTRODUCTION

Education is an important tool for transformation is no longer contestable. Scholars globally view education as a vehicle for upliftment and transformation. The transformational capacity of education stems from its ability to inculcate values, increase individuals' creative ability, galvanize individuals to act and improve their understanding. It is thus a disservice when certain individuals are not opportuned or are excluded from these opportunities that been educated provides. Education is said to be an accumulated experience that has a determinant effect on human character and mind. As a process, through

which societal values, norms, principles, ethos, and skills can adequately be conveyed. Individuals need education in order to acquire this accumulated knowledge.

The essence of incorporating guidance and counseling into the school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children. Based on these and more, career officers and counselors were appointed to take the responsibilities in sensitizing students on the needs for effective career choice. A counsellor could be one who is highly experienced to help another one to get out of problem. A counsellor offers help services to those who on their own could not help themselves out of such problems. A guidance and counsellor outside the talent endowment must have studied guidance and counselling in the higher institutions of learning. The guidance and counsellors do not solve the problems for the client but shows the client the easiest way out of his/her problems. Guidance and counselling services for students promotes their social, emotional physiological, spiritual and academic well-being. Guidance and Counselling (2011) has it that counselling aims at helping the client understand and accept themselves “as they are” and to help the student to help himself. Today, the services has gained prominence in the Nigerian educational system and many are becoming interested in counseling the youths especially students in making wise educational, vocational and social decisions. Counseling Service is one of the recent disciplines introduced into Nigerian Educational system. With the current trends in technological development and globalization, it has become imperative to refocus counseling and widen its scope to meet with the challenges of the modern society especially in Nigerian secondary schools. Counseling, according to (Erford, 2011) is an interpersonal relationship in which one person attempts to help another person to understand and cope with his problems in the area of education, vocation and family relationship.

Guidance and Counseling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly. As individuals develop through stages of life and educational attainment, they encounter problems, challenges and conflict situations. The focus of guidance and counselling in school is to address the needs and concerns of students or learners at different levels of academic or educational development. Braddock (2001), states that the purpose of guidance and counselling in schools is to improve academic achievement, foster positive study attitudes and habit, increase acquisitions and application of conflict resolution skills and decrease school dropouts. The primary mission of a school’s guidance and counselling program is to provide a broad spectrum of personnel services to the students. Denga (2001), referred to these services as “cluster of formalised educational services designed by the school to assist students to achieve self-knowledge or self-understanding which is necessary for them to attain the fullest self-development and self-realization of their potential”.

These services include: student appraisal service, information service, counselling service, placement service, orientation service, referral service, follow-up and evaluation service, and research service. Appraisal service involves the use of tests and non-test instruments to collect, analyze and interpret data on students to understand themselves better. It also affords counselors and significant others, the opportunity of having insight into the strengths and weaknesses of students. Information service is tailored towards equipping students with the necessary information in the areas of educational, vocational and personal social. These information are very important because they assist students to make wise decisions about life. Counselling service is a face to face interaction between the counsellor and the students, through which students are assisted towards overcoming obstacles to their academic, vocational, personal-social progress and other life needs. Placement service is concerned with assisting students to adjust to the next stage of development whether in school or on the job. Orientation service is designed to familiarize fresh students with their environment. It is a process of initiating an individual to a work or learning situation and of instructing him about rules, regulations and responsibilities, as an introduction to a new situation. Referral service affords the school counsellor an opportunity to refer the cases which he cannot handle to specialists like clinical psychologist, medical practitioner and others. Follow-up and evaluation service is designed to ascertain the extent to which the guidance programme previously carried out by the school is meeting the objectives for which it was established and also to monitor the progress

of students in their work places. Research service helps the school counsellor to discover relevant information that can improve students learning and understanding. The service should be an on-going process which professional counsellors should embrace and encourage. These services constitute the core of any guidance program and should be organised to facilitate the growth and development of all students from kindergarten through post high school experiences (Erford, 2010; Erford, 2011; Neukrug, 2011).

The world has turned into a global village through high level of intra-connectivity and inter-connectivity that information communication has brought. The use of electronics in the day to day activities in the school has gone a long way to reduce stress, save time and maximize output though with its attendant hazardous effects. Information they say is power. Anybody that is informed is in the right slate to provide required answer or solution to issues at hand. Information communication is the process of sharing knowledge, ideas, facts, values, discoveries and experiences through direct or indirect interaction with the information source. Information communication should be such that vital information is made available to those in need of it without any form of barrier. Wikipedia The Free Encyclopedia (2016) opined that Information and Communication Technology is a unified communication and the integration of telecommunications (telephone lines and wireless signals) computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enables users to access, store, transmit, and manipulate information. Information communication technology can be defined as the use of software or hardware to disseminate and receive information. Technologies that share information in the software systems are discs, cassettes, flash drive, and internet information while the hardware information communication is done through television, radio, projector, computer, telephone, printers and satellites. Information in this respect must be communicated or shared with the help of technological gadgets. Techopedia (2016) saw information and communication technology (ICT) as the technology used to handle telecommunications, broadcast media, intelligent building management systems, audio-visual processing and transmission systems, and net workbased control and monitoring functions. WikiBooks (2016) saw ICT as a set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.

The Internet has become the medium choice, for many people in information assessment and dissemination. According to Mbakwem (2008) it is a global connection of many different types of computer networks linked together. It is an electronic network that makes it possible for people to interact, access and exchange information. Information technology is all about the technologies that aid in the communication process of passing messages from the sender to the receiver. Okenwa (2008) observes that technologies have advanced into the development of communication and multimedia equipment that are capable of accepting data, processing data into information and storing both the data and information for future use and reference purposes. He noted that computer based technology include: teleconferencing machine, computer, electronic books (e-books) computer graphics technology; instructional satellite, video conferencing and web television.

Shiran (2001) and Phrema (2006) have reported significant positive impact of ICT on counselling. It has generated high levels of enthusiasm and commitment during the counselling process as well as increased reasoning ability of learners, increased attention and concentration (Green and Yello 2002, and Chin-Chun 2001). Anyamene, Nwokolo and Anyachebelu (2010) noted that the array of information provided through counselling would help tremendously in production of professionally competent graduates. ICT introduction at the university system is a big boost to education at that level. The provision of ICT facilities in the resource centers presupposes that counsellors and students can use them to improve awareness, adjustment and learning. Shiran (2001) has opined that investment in ICT facility will help in counselling and other support services necessary for effective delivery of an ICT-based curriculum should be utmost in government priorities. In order to plan, design and implement ICT in the country there is a dire need of strong and committed professionals in this field and adequate facilities are required for the implementation of ICT in schools. Smith & Collins (2006) note that the counsellor's role is to provide the leadership necessary to manage the school counselling program and ensure effective strategies to implement counselling standards. Effectiveness requires that counsellors should incorporate new ICT ideas to facilitate learning to meet their counselling needs (Anderson, 2001). Given the importance of ICT

and counselling and its need at the university levels of student's education, therefore the application of ICT in counselling becomes vital in improving students learning.

Guidance also helps to facilitate development of effective study habits, motivation, identifying learning or subject related problems, helping students to see the relevance of school years in life and for future, developing skills, right attitude and interests to help making a choice in career. Guidance and counseling, thus, promotes holistic development of every student. This shows the need for every teacher to become a 'guidance minded' teacher in the course of carrying out his/her duties with aim of making impacts in the students' lives. This study therefore intended to investigate the Role of ICT in Guidance and Counselling Service in secondary schools in Rivers State.

Statement of the Problem

Poor academic performances among secondary school students, gives concern, this has a negative influence on the various programmes. It is a great concern for stakeholders to see students still performing poorly in their academics despite the numerous ways in which they are guided either by their teachers or parents which seems to be caused by inability of the students to follow the laid down rules and regulations. Despite the fact that, guidance and counseling programs are made available in both homes and in schools, there is still great height of indiscipline among students which contributions has influence on their academic performance.

The great importance and significance attached to guidance and counseling program in our educational system makes it necessary for an effective guidance and counseling services in our present secondary schools. This notwithstanding however, is likely to face a lot of problems in term of implementation or providing the guidance and counseling masters opportunity to function properly in the school system. The 6-3-3-4 system is generally geared towards harmonizing the society with its technological needs as it attempt to develop the society as the need arises. The problem of inferiority complex, personal confidence, self-motivation and inter-personal relationship lead to building of fellow students, this at times leads to truancy in the school. Also some students' do not have self confidence in terms of keeping themselves and do not want help from other people. The problem of this study therefore is to determine the Role of ICT in Guidance and Counselling Service in secondary schools in Rivers State.

Purpose of the Study

The purpose of this study was to determine the Role of ICT in Guidance and Counselling Service in secondary schools in Rivers State, Specially, the objectives are to:

1. Examine the extent Placement services influence Guidance and counseling service in Secondary schools Students in Rivers State
2. to examine the level of counselors in the use ICT facilities in counselling students
3. To examine the frequency of ICT usage during counselling by counselors in Secondary schools Students in Rivers State
4. Ascertain the challenges associated with the use of ICT in guidance/counseling Rivers State.

Research Questions

The following questions were posed to guide on the study;

1. To what extent does a Placement service influence Guidance and counseling service in Secondary schools Students in Rivers State?
2. What are the levels of counselors in the use ICT facilities in counselling students?
3. To what extent does frequency of ICT usage during counselling by counselors in Secondary schools Students in Rivers State?
4. What are the challenges associated with the use of ICT in guidance/counselling services in secondary schools in Rivers State?

Hypotheses

1. There is no significant relationship between Placement service and Guidance and counseling service in Secondary schools Students in Rivers State?

LITERATURE REVIEW

Theoretical Framework

Client-Centred Theory

Client-Centered Theory was developed by Carl Rogers (1902 -1987). It is sometimes called Person-Centered, Rogerian Psychotherapy and Non-directive Theory. Client-Centered Theory is an approach to counselling and psychotherapy that places much of the responsibility for the treatment process on the client, with the therapist taking a nondirective role. Its philosophy is that the client has the capacity somewhere to deal with his own problem. Certain characteristic essential to effective counselling are empathy, genuineness, warmth and unconditional positive regard. The primary behaviours of the counsellor in this relationship are listening and reflection of feeling. Thus, the theory emphasized the effective growth of the client in the context of the helping relationship (Patterson, 1986).

Client-centered therapy has two primary goals which are increased self-esteem and greater openness to experience. Some of the related changes that this form of therapy seeks to foster in clients include closer agreement between the client's idealised and actual selves; better self-understanding; lower levels of defensiveness, guilt, and insecurity; more positive and comfortable relationships with others; and an increased capacity to experience and express feelings at the moment they occur.

Concepts of Information and Communication Technology

Information and Communication Technology (ICT) is the synergy between computers and communication devices and forms an important part of the modern world. ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies.

Evans (2002) also described information and communication Technology as the acquisition, processing and dissemination of information by a micro-electronics based combination of computing and communications. Information and Communication Technology may therefore be defined as all that is involved in gathering and processing information through computers and other related equipment to reach the desired places and people at a reasonable cost and time to the overall benefit of mankind. ICT have changed the lives of people, work and play. Business Education should not be left out of this change to exploit the potentials, shape and transform the educational landscape of the tertiary and secondary institutions in Nigeria.

ICTs have the potential for increasing access to and improving the relevance and quality of education in developing countries. ICTs are potentially powerful tools for extending educational opportunities, both formal and informal, to those previously underserved in rural areas, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus.

Improving the quality of education and training is a critical issue considering the level of educational expansion in Nigeria. Haddad (2002) observes that ICTs enhance the quality of education by increasing learner motivation and engagement (through videos, television and multimedia computer software that combine text, sound and colorful, moving images), facilitating the acquisition of basic skills (through drill and practice, e.g. Sesame Street) and enhancing teacher training (e.g. Web-based courses through the Internet, satellite-based one-way video- and two-way audio conferencing by telephone, e-mail and fax). Educational technology initiatives around the world demonstrate that the enabling environments are as effective as the teachers who are central to them.

Concept of Guidance And Counseling Service

Guidance usually involves providing actionable solutions to more general, immediate issues. It is the help all students receive from teachers, parents, community members, and others to assist them in educational and career development (West Virginia Department of Education, 2011). Ezeji (2001), defines guidance as the help given by a person to another in making choices, adjustment and in solving problems, Denga (2001), sees guidance as a cluster of formalized educational

services designed by the school to assist students to achieve self knowledge or self-understanding which is necessary for them to attain the fullest self-development and self realization of their potential. In this study, guidance is the process of helping people make important choices that affect their lives, such as choosing a preferred lifestyle.

Counselling focuses on in-depth discussion of problems and sharing information that aids understanding and future decision making. It refers to the help some individual students receive from credentialed professional to overcome personal and social barriers to learning. (West Virginia Department of Education, 2011). Ifelunni (2003) defines counselling as the assistance that an individual who is trained gives to another to enable such an individual to understand his potentials such as interest, his aptitude, strength and weaknesses. On the other hand, Okeke (2003), defines counselling as a helping relationship involving the counsellor and the client, in which the counsellor uses his professional knowledge and skills to assist the client attain proper development and maturity, improved functioning and ability to cope with life's problems. Counselling is also defined according to Eze (2012), as an inter-personal relationship between a professionally trained individual (counsellor) and a troubled individual (counseee) or individuals (counseees) whereby the former utilises his professional skills to help the latter to be able to solve his educational, vocational and person social problems.

Guidance and counselling services for students promotes their social, emotional physiological, spiritual and academic well-being. Guidance and Counselling (2011) has it that counselling aims at helping the client understand and accept themselves "as they are" and to help the student to help himself. Dunsmoor and Miller in Guidance and Counselling (2011) outlined the purpose of guidance and counselling as:

- To give the student information on matters important to success
- To get information about student which will be of help in solving his problems
- To establish a feeling of mutual understanding between student and teacher
- To help the student work out a plan for solving his difficulties
- To encourage and develop special abilities and right attitudes
- To inspire successful endeavour toward attainment
- To assist the student in planning for educational and vocational choices.

These loft and paramount purposes may not be properly achieved if the guidance and counselling are stereotyped to the conventional method of guidance and counselling but could be possible with the use of information communication technology system.

The importance of guidance and counselling programme in secondary schools, include bringing to the students an increased understanding of educational, vocational and social information needed to make wise choices (Oye, Obi, Mohd & Bernice, 2012). Guidance and counselling is a term usually used together which focus on assisting individuals attain self-understanding and direction, although attempts have been made by various authors to define the term separately. Guidance and counselling is therefore designed to help individuals/students in their different problems and concerns, so that they grow up well adjusted individuals capable not only of living productive lives, but are also prepared to contribute their quota to the development of their society. Gibson, 2008 states that Guidance and counselling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. While Ezeji (2001), defines guidance as the help given by a person to another in making choices, adjustment and in solving problems, Denga (2001), sees guidance as a cluster of formalised educational services designed by the school to assist students to achieve self knowledge or self-understanding which is necessary for them to attain full self-development and self- realization of their potential. On the other hand, Okeke (2003), defines counselling as a helping relationship involving the counsellor and the client, in which the counsellor uses his professional knowledge and skills to assist the client attain proper development and maturity, improved functioning and ability to cope with life's problems. Counselling is also defined according to Eze (2012), as an inter-personal relationship between a professionally trained individual (counsellor) and a troubled individual (counseee) or individuals (counseees) whereby the former utilises his professional skills to help the latter to be able to solve his educational, vocational and person social problems.

Guidance is the help given by one person to another in making choices and adjustments and in solving problems. It is a face to face relationship between the counsellor and the counsellee for the purpose of enabling the counsellee to resolve his conflicts or problems. Bark (2003) defined guidance and counselling as the assistance made available by qualified and trained persons to an individual of any age to help him manage his own life activities, develop his own points of view, make his own decisions and carry his own burden. Generally, students are faced with problems of inappropriate vocational choices, emotional inadequacy and social personal problems. Guidance and counselling therefore provides appropriate assistance to students for better understanding and acceptance of their personalities and endowment, proper knowledge of their strengths and weaknesses, attitudes and worth as unique individuals, Arowolo (2013). Guidance and counselling is also a process of helping people to discover their needs, interests and capabilities in order to formulate their own goals and make plans to realize them.

Several scholars such as Ormrod (2003), Heward, (2003), Wadsworth, Milson and Cocco (2004) opined that guidance counsellors are professionals trained in psychological perspective who typically render numerous tangible services to parents, students and teachers. Guidance and counselling can be seen as an assistance given to students by a specially trained guidance counsellor to resolve their educational, vocational and emotional problems. This counsellor has been trained academically to render the services in school and out of school settings, to help his beneficiaries achieve maximally in spite of all limitations. Modo and Inaja (2010) have defined the counsellor as one that is professionally trained in the field of counselling to help clients or students who may be in need of such help. Again Denga (2001) sees the counsellor as manager of a project called client. He says that the counsellor manages the client's educational, vocational and personal-social potentials in a way that the individual becomes useful to himself and the society at large. To effectively manage his clients, the counsellor employs some professional skills such as listening, responding, empathizing, probing, questioning, interpreting, confronting, restatement, silence, catharsis, assurance, immediacy, encouraging, clarifying, self-disclosing, concretizing, homework and summarizing (Okobiah 2006). Guidance and counselling therefore is a human oriented programme which is based on helping the individual to define and redefined his goals and aspirations in life pursuits for greater productivity.

Placement Services

Guidance and counselling therefore provides appropriate assistance to students for better understanding and acceptance of their personalities and endowment, proper knowledge of their strengths and weaknesses, attitudes and worth as unique individuals, Arowolo (2013). Guidance and counselling is also a process of helping people to discover their needs, interests and capabilities in order to formulate their own goals and make plans to realize them. These are services that have to do with the process of helping students to enter and to make adjustment in the next stage of development, (Okeke, 2003). Placement service is concerned with assisting students to adjust to the next stage of development whether in school or on the job. The placement services are very essential at the end of secondary school education, where a student needs to decide on the next step after secondary school. The services assist students in selecting subject combinations required for particular courses and choosing of the right career. Makinde (1994) states that placement services are designed to aid an individual to select and utilize opportunities within the school and in the labour market. Placement Service. This involves placing students in an appropriate class or school, courses, training or vocations. The counselor assist the students to choose the right subject combination in line with their traits. This process is useful in carrying out the placement of these students into science, arts, commercial or technical class. The placement programmes also assist the graduating students to choose the right course at the University (Alabi, 2006).

ICT And Counseling

Information and communication technologies (ICT) will need to be fully integrated into the delivery of careers services. Such integration would not only have the potential to achieve more for less, but would also increase the flexibility of services and enhance their quality (Bimrose & Barnes, 2010; Edwards et

al., 2010; Hooley et al., 2010). Studies by Rickwood (1995), Zubrick (2000), Sawyer et al (2001) cited by Marilyn (2003) give an outline of the history of ICT use in counseling.

The Role Of ICT And Guidance And Counseling

The knowledge of ICT usage improves human capacity in every fields of human endeavor such as business transactions, industrial operations, educational programmes and activities in all aspects of life in general. According to Ofodu (2007), ICT is a revolution that involves the use of computers, internet and other telecommunication technology in every aspects of human endeavor. Ozoji in Jimoh (2007), define ICT as the handling and processing of information (texts, images, instructions, etc) for use, by means of electronic and communication devices such as computer, cameras, telephone. Ofodu(2007) also refers to ICT as electronic or computerized devices, assisted by human and interactive materials that can be used for a wide range of teaching and learning as well as for personal use. From these definitions, ICT could therefore be defined as processing and sharing of information using all kinds of electronic devices, an umbrella that includes all technologies for the manipulation and communication of information.

The role of ICT in guidance can be seen in three ways: as a tool, as an alternative, or as an agent of change. The growth of websites and help lines as forms of technically mediated service delivery means that the potential of ICT as a change agent is now greater than ever before. The telephone, websites and e-mail, alongside face-to-face facilities, could be alternative services; or they could be portals into a wide, flexible and well-harmonized network of services. Public policy may support or impede such harmonization. The potential roles of public policy in relation to ICT-based guidance and information provision include funding such provision as part of their general funding for guidance and information services.

In these various respects, ICT has the potential to significantly increase access to guidance services, freeing it from constraints of time and space. At the same time, however, there may be restrictions on access to the ICT resources themselves. There is widespread concern that the growth of the Internet is exacerbating inequalities between the information-rich and the information-poor: between industrialized and developing countries; between the rich and poor within each nation; and between those who are technically literate and those who are technically inept (OECD, 2000). Growing access to the Internet through the television and telephone is likely to reduce these gaps; libraries and other public information points can also have an important role to play. For the present, though, the gaps remain substantial.

Oladimi, & Oladipo, (2006). And (Kelly (2004).). While describing Nigeria's position in global technology arena they noted that there is a gap between average Nigerian student's knowledge in computer skills and the computer skill of other students from other countries around the world. Tookiji(2007) emphasized that these students need counseling to improve ICT skills before graduation. Counseling is a form of education, which the students receive from their counselors. Palmer (2007) states that counseling is an educational process used in solving problems of the learner. Research findings from(Chun – Chun (2001) have reported significant positive impact of ICT on counseling. It has generated high levels of enthusiasm and commitment during the counseling process as well as increased reasoning ability of learners, increased attention and concentration. Anyamene, Nwokolo and Anyachebelu (2010) noted that the array of information provided through counseling would help tremendously in production of professionally competent graduates.

Roles of integrated websites

Offer & Sampson (1999) suggest that career centers' websites can have at least five different purposes. One is as a funnel into their own existing off-line services, aiming to maximize take-up of these services. The second is to act as a diversion, seeking to take the pressure away from these off-line services by diverting users to other, usually web-based resources where their needs can be met. The third is an enhancement of such diversion, seeking to deliver on-line guidance within the site itself. The final two add further enhancements: providing a forum for putting users in contact with others facing similar issues to their own, or with people who may offer help in relation to these issues (e.g. potential career mentors); and providing a source of distance learning programmes in career management skills and related areas(Offer, Sampson, & Watts (2001).

Telephone help lines

Alongside websites, there has been growing interest in the use of telephone help lines in delivering career information and guidance services. A comparative analysis of these help lines indicates that some have been promoted essentially as information services; others as career counseling services. Some are focused primarily on learning or on work; others on career, embracing the two. Some are aimed at young people or adults; others are all-age. Some are separate services based on call centers; others are integrated in various ways into more broadly-based services (Watts & Dent, 2002).

The provision of ICT facilities in the resource centers presupposes that counselors and students can use them to improve awareness, adjustment and learning. Shiran (2001) has opined that investment in ICT facility will help in counseling and other support services necessary for effective delivery of an ICT-based curriculum should be utmost in government priorities. It has been observed that there is a lack of ICT infrastructure in Nigerian Secondary Schools. It is recommended that attention must be given to the availability of ICT facilities in schools. The availability of Internet services at school will help the counselors and students.

One of the areas in the various services being provided by the school is guidance services or the school counseling services. Through the implementation of the school guidance program various goals and objectives of developing and honing young children to become good and productive citizens of the country could be attained. Through the efficient and effective use of ICT, school counselors are in a better position to provide administrators, teachers, parents, and students the appropriate timely information needed to help all students to set ambitious goals and to realize their goals. The benefits of using ICT in school counseling are so great that there is no need for more justification as to why there is an urgent need to undertake our study on integrating ICT in school counseling for the basic education. Martin (2008) describes the school counselor of the future as one who will be prepared in a pre-service program to possess pro-active, socially critical behavior and skills needed to strategically plan to challenge the status quo in systems where inequities impede students' academic success. Moreover, Offer & Watts(2001) presents the current use of ICT in relation to relevant forms of personal information, advice, and guidance leading to personal development for young people aged 13 to 19.

METHODOLOGY

Research Design

This study adopted the descriptive survey. According to Mugenda and Mugenda (2003), a descriptive survey involved asking a large group of respondents' questions about particular issues or phenomenon. Descriptive survey was adopted in this study for various reasons. It allowed the researcher to adopt a holistic approach in the study sampled schools. Secondly, it was easy to use research tools like questionnaires and interview schedules

Population and Sample of the Study

The Population of this study consists of 499 teacher counselor and SS1 students' of public secondary school in Rivers State. The sample for this study consists of 50 percent of the total population making a total of 250 drawn from the schools under study. The sampling technique used was simple random sampling techniques as all the respondents were given equal opportunity.

Instrumentation

The instrument used for this study was a self-structured questionnaire developed by the researcher. The questionnaire was tagged "The Role of ICT in Guidance and Counselling Service in Secondary School in Rivers State". The questionnaire was developed into two sections. Section A was for background information of the respondents while section B was used to elicit information concerning the research questions posed in chapter one. The questionnaire was structured in a four point rating scale of Strongly Agreed to Strongly Disagreed as shown below for research question two to four while research question one was for high extent, moderate extent, low extent and very low extent as the case may be.

Validation of the Instrument

The instrument was designed by the researcher and sent to the project supervisor and three other experts in the field of study who proof read the instrument and made necessary corrections and approved the

questionnaire for administration. The inputs made by the validators was taken into consideration before the final copy of the instrument was produced.

Reliability of the Instrument

In order for the researcher to establish the reliability of the instruments used in this study, the researcher administered the instruments to a minimum of 20 respondents who were not part of the sample for the study using a test-re-test method, which involved administering the instrument twice at different intervals. The test was administered to the appropriate group after one week (7 days), after which it was re-administered to the same group; and the two sets of scores, were correlated. The Pearson’s Product Moment Correlation Coefficient statistical tool was employed to correlate the sets of scores. The computation yielded correlation coefficient of 0.54 and it was acceptable by the researcher as a valid and reliable instrument for the study.

Data Analysis Techniques

Mean rating and standard deviation was used to analyse the research questions posed in chapter one. Decision for acceptance was based on the scores achieved from the table. Any mean score above 2.50 was agreed or moderate extent and mean score below 2.50 was disagreed or low extent.

4.1 DATA PRESENTATION AND ANALYSIS

Research Question 1: *To what extent does a Placement service influence Guidance and counseling service in Secondary schools Students in Rivers State?*

Table 4.1: Mean and Standard Deviation on Placement service influence Guidance and counseling service in Secondary schools Students in Rivers State

S/N	Item Statements	Counsellor = 100			Students = 130		
		\bar{x}	SD	Remarks	\bar{x}	SD	Remarks
1	New students are not assisted in any way in the choice of subjects	2.78	1.21	Agreed	3.1	0.92	Agreed
2	Counsellors provide information on experiences that increase knowledge of occupation	3.13	0.89	Agreed	2.9	0.88	Agreed
3	Counsellors assists students to enrol in the most appropriate academic course work	3.15	1.08	Agreed	3.14	0.91	Agreed
4	Counsellor educates students on how to form successful cooperatives after school	2.97	1.10	Agreed	2.93	0.95	Agreed
Total mean & SD		= 12.03	4.28		12.07	3.66	
Grand mean & SD		= 3.01	1.07		3.02	0.92	

Source: Field Survey, (2019)

Table 4.1 which is for research question one showed that all the items were agreed. The respondents agreed that New students are not assisted in any way in the choice of subjects. Counsellors provide information on experiences that increase knowledge of occupation The confirmation was made with a grand mean of 6.97 and standard deviation of 1.07 for counselor while that of students were 3.01 and 0.915 for mean and standard deviation.

Research Question 2: *To what extent does frequency of ICT usage during counselling by counselors in Secondary schools Students in Rivers State?*

Table 4.2: Mean and Standard Deviation on the frequency of ICT usage during counselling by counselors in Secondary schools Students in Rivers State

S/N	Item Statements	Counsellor = 100			Student = 130		
		\bar{x}	SD	Remarks	\bar{x}	SD	Remarks
1	I use computer to record information and distribute to clients/students	2.30	0.94	Agreed	2.99	0.89	Agreed
2	I use computer to present placement service to students	2.87	1.24	Disagreed	3.21	0.69	Agreed
3	For effective group counselling I use Power Point presentation	3.04	0.86	Agreed	2.98	1.05	Agreed
4	I employ the use of computer in counselling students	2.95	0.89	Agreed	2.98	0.96	Agreed
Total Mean & SD =		11.16	3.93		12.16	3.59	
Grand Mean & SD =		2.79	0.98		3.04	0.89	

Source: Field Survey, (2019)

Table 4.2 which is for research question two showed that all the items were agreed. The respondents agreed that the student use computer to record information and distribute to clients/students. The confirmation was made with a grand mean of 2.79 and 0.98 while standard deviation of 3.04 and 0.89 for both counsellor and students.

Research Question 3: *What are the levels of counselors in the use ICT facilities in counselling students?*

Table 4.3: Mean and Standard Deviation on the levels of counselors in the use ICT facilities in counselling students

S/N	Item Statements	Teacher = 100			Student = 130		
		\bar{x}	SD	Remarks	\bar{x}	S.D	Remarks
1	I consult the internet to prepare my guidance Services	3.0	0.87	Agreed	2.75	1.25	Agreed
2	Students submit their problems to me through email	3.03	0.86	Agreed	2.92	0.89	Agreed
3	I use SMS to give placement services to students	2.86	1.01	Agreed	3.17	0.57	Agreed
4	I use computer to type my guidance services programme	2.95	1.09	Agreed	3.04	0.90	Agreed
Total Mean & SD =		11.84	3.83		11.88	3.61	
Grand Mean & SD =		2.96	0.95		2.97	0.90	

Source: Field Survey, (2019)

Table 4.3 which is for research question three showed that all the items were agreed. The respondents agreed that low level of application of ICT in counselling services. The confirmation was made with a grand mean of 2.96 and 0.95 and standard deviation of 2.97 and 0.90 as responses of the respondents on both teachers and students.

Research Question 4: *What are the challenges associated with the use of ICT in guidance/counselling services in secondary schools in Rivers State*

Table 4.4: *Mean and Standard Deviation on the challenges associated with the use of ICT in guidance/counselling services in secondary schools in Rivers State?*

S/N	Item Statements	Teacher = 100			Student = 130		
		\bar{x}	SD	Remarks	\bar{x}	S.D	Remarks
1	Lack of ICT complaint guidance and Counselors	3.0	0.87	Agreed	2.75	1.25	Agreed
2	Lack of adequate counselling centres	3.03	0.86	Agreed	2.92	0.89	Agreed
3	Lack of ICT materials	2.86	1.01	Agreed	3.17	0.57	Agreed
4	Lack of power supply	2.95	1.09	Agreed	3.04	0.90	Agreed
	Total Mean & SD =	11.84	3.83		11.88	3.61	
	Grand Mean & SD =	2.96	0.95		2.97	0.90	

Source: Field Survey, (2019)

Table 4.3 which is for research question three showed that all the items were agreed. The respondents agreed that challenges associated with the use of ICT in guidance/counselling services in secondary schools is Lack of ICT complaint guidance and counsellors. Lack of adequate counselling centres and Lack of ICT materials. The confirmation was made with a grand mean of 2.96 and 0.95 and standard deviation of 2.97 and 0.90 as responses of the respondents on both teachers and students.

4.2 Tests of Hypotheses

Hypothesis 1: There is no significant difference in the mean responses of Students and Teachers on the extent of Relationship between them, in Teaching and Learning Commerce in Senior Secondary Schools.

Table 4.5: Z-test Analysis of the mean responses of Students and Teachers on the extent of Relationship between them, in Teaching and Learning Commerce in Senior Secondary Schools.

Respondents	N	\bar{x}	SD	Std Error	DF	z-cal	z-crit	Decision
Student	130	3.02	0.92	0.13	228	0.08	1.96	Accepted
Teacher	100	3.01	1.07					

The test was conducted using z-test statistics and the mean of the teachers is 3.01 and that of the students 3.02, the standard deviation for the teachers is 1.07 and for the students is 0.92: the standard error mean 0.13. The observed z-cal is 0.08, the p-value is 0.000 ($p < 0.005$), table value is 1.96. The null hypothesis is thus accepted because there is a no significant difference in the opinion of students and teachers on the extent of relationship between them, in teaching and learning commerce in senior secondary schools.

DISCUSSION OF FINDINGS

The result of the findings showed that the respondents accepted that information technology facilities which are provided to an extent in the nine universities include computer with peripherals, stabilizer, and scanner. It means that the provision of other ITC facilities is grossly inadequate. On this, Okenwa (2008) stated that the options available for information technology include computer, electronic books, computer graphics technology, instructional television programmes, motion films, live broadcast satellite, video conferencing and web television. It is one of the means of bringing reform in the field of counselling. On the level of use of ICT resources in counselling students, the findings showed that information and communication technology is not often used in counselling students to improve their learning. This does not agree well, the result is not in line with the findings of Chin-Chun and Phrema (2006) who reported ICT usage in counselling. Also, Green and Yello (2002) and Chun-Chun (2001) observed high levels of enthusiasm and commitment by teachers in using ICT in counselling students. The study found a generally low use of ICT by counsellors in counselling services. The result is consistent with

Papanastasiou and Angeli (2008) whose study revealed a very low frequency with which software programs were actually used in various school subjects by teachers. This low use of ICT by counsellors could be as a result of low awareness of the importance of ICT in counselling services. A reasonable number of them affirmed that they have not been having opportunities of attending seminars and workshops on ICT which would have increased their awareness of ICT. This finding underscore the results obtained from the study of Okwudishu (2005), Adomi and Kpangban, (2010) that unavailability of some ICT components in schools and lack of adequate search skills and of access points in the schools hampers counsellors' use of ICTs and were viewed as forces inhibiting the use of internet by secondary school counsellors.. The implication is that, more efforts are required by the Ministry of Education to expose the counsellors to ICT facilities so that they improve their skills in ICT for counselling purpose. The counsellors on the other hand should take it as a challenge to be ICT compliant.

This aligned with Cuban (2000), Becker and Ravitz (1999) and Brush (1998) that technology reform efforts in integrating ICT in classroom assessment have failed because teachers' beliefs, skills, and attitudes were never taken into consideration. Result obtained by Abdul-Salaam (2011) that most teachers used as the sample for her study were not competent in the use of ICT suffices here. This is because for effective integration of ICT in assessment, teachers must be competent in handling the necessary ICT software that could enhance assessment. Academic staff expressed their concern about the high cost of ICT tools which they were not capable of purchasing during the time of data collection suggesting that except the government could subsidize. For effective use of ICT for counseling services, both the counsellors and the students/clients must be cognitively and affectively prepared to embrace the innovations in Counselling, teaching and learning particularly in the use of ICT for counselling services.

CONCLUSION

It was also concluded that guidance and counselling services play a major role in enhancing social and emotional adjustment among the students in secondary schools. Also, guidance and counselling unit helps in promoting prosocially behaviour among the students in secondary schools. In addition, it can be concluded from the findings that guidance and counselling services in secondary schools are paramount in modifying students behaviour through assisting students control their emotions such as fear and anger thus creating a harmonious environment for students to stay and learn Thus, Zunker (2008) points out that secondary school require intensive and frequent guidance counselling services in order to overcome students' antisocial behavior Characterized by conflicts, fighting anger fear of uncertainties and possible massive destruction of property and loss of innocent lives. Guidance and counselling services influence students' academic achievement in Rivers State.

RECOMMENDATIONS

From the above conclusions, the study makes the following recommendations:

1. The counsellors should acquire skills on how to use ICT in counselling.
2. The counsellors should provide more time to use ICT in counselling.
3. Clients should be expose to the use of ICT seeking for counselling by the counsellors.
4. Counsellors should have opportunities of workshop and seminars.
5. Government should provide ICT facilities for students, counsellors and teachers.
6. Electricity is very essential and should be provided in secondary schools so that counsellors, teachers and students will participate in the information and communication technology age.
7. Counsellors should give their students assignment that requires e- learning.

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