

BSU International Journal of Humanities and Social Science

Available Online: <http://buijhs.journals.ekb.eg/>

Online ISSN: 2314-8810 Print ISSN: 2314-8802



" Counsellors' Perception on the Adoption of E-Counselling Mode for Students' Counselling Needs during COVID-19 Pandemic in Secondary Schools in Lagos State."

Modebelu, Obiageli Josephine,

Ph.D.

Counselling Unit,

Distance Learning Institute, University of Lagos

Correspondence email:

omodebelu@unilag.edu.ng

&

2Nwaoba, Christiana Ngozika,

Ph.D.

Guidance and Counselling Department

Faculty of Education

Michael Okpala University of Agriculture, Umudike

ABSTRACT

This study ascertained counsellors' perception on the adoption of E-counselling for students' support during COVID-19 pandemic in Secondary schools, adopting a descriptive survey method. The population of study was counsellors in secondary schools in Lagos state, using purposive sampling in selecting 90 of them for the study. The instrument for data collection was a 29-item 4-point Likert scale questionnaire titled Counsellors' Perception on Adoption of E-counselling (CPAEC). The split half method was used to determine the stability of the instrument yielding 0.82. Data collected were analyzed using both descriptive and inferential statistics. The findings of the study revealed that counsellors are computer literate, capable and willing to adopt e-counselling. The test of first hypotheses yielded a t-test value of (3.65) which was higher than the (t-crit of 1.99), this shows that the perceived ease of use significantly

ARTICLE INFO

Received

2022-1-25

Accepted

2024-3-26

KEYWORDS

E-counselling,
Ease of use,
Usefulness,

COVID-19, pandemic affects adoption of e-counselling among counsellors. The test of hypothesis two yielded t-test value of (-0.67) which was less than (t- crit of 1.99). Hence, the hypothesis which states that counsellors' perceived usefulness of e-counselling will not significantly affect adoption of e-counselling mode among counsellors in Lagos state was upheld. From the findings of the study, one of the recommendations was training on e-counselling use should be organized for counsellors.

Introduction

The Novel Corona Virus (SARs Cov2) or COVID-19 as it is generally referred to is a pandemic which took the world by surprise. The virus was first reported in Wuhan China in November 2019, and was declared an outbreak by **World Health Organization** (WHO, 2020). But by March 2020, the virus has spread to almost all the continents of the world causing serious health complications and death. This made the World Health Organization to declare it a pandemic (WHO, 2020). **As a result of this**, all countries of the world took the option of restrictions of public gatherings to see to it that the virus was contained. However, with the restrictions, the virus continued to spread. This brought about total lockdown of all the sectors of the economy and all public institutions. As at February 2021 more than 105million people all over the world have been affected and death rate has reached 2.5million globally (WHO,2021). In Nigeria, corona virus pandemic was also felt, as at February 2021 Nigeria has recorded 139,242 corona virus cases and 1,647 deaths (WHO, 2021). The Pandemic has moved from the first wave and is now in the second wave. It is speculated that there may be a third wave. Corona virus has ravaged the world and it is the worst pandemic ever since the Spanish flu of 1918. According to Zhang, Wang, Yang, & Wang, (2020) the corona virus pandemic necessitated many countries all over the world to adopt a sequence of emergency management mechanisms. Every sector of the economy in the whole world turned to the use of the internet and ICT to do business, deliver and participate in religious activities, academic activities, and indeed all human activities were now channeled to the use of the internet. Online mode of communication becomes the new normal. Human activities are restricted because of the pandemic, schools are totally closed down or are operating skeletally.

Counselling is as a process of helping students with their educational, vocational and personal/social needs was also affected by the locked down.

This is because students no longer attend school and therefore cannot be reached by their counsellors. Counselling is an activity that requires face-to-face or person-to-person contact, usually in Nigeria, clients are made to visit the counselling centres for their interaction and meetings with the counsellor. With corona virus pandemic alternatives are needed to reduce physical meetings of the counsellors and the clients.

Many authorities have emphasized the importance of counselling in schools (UNESCO, (2002), Amao-Kehinde, (2017), Cherishe, (2006), Akpan (2010), and Nyanwange, Nyakan & Ondima, (2012).

Secondary school students being in the developmental stages of life have many needs and problems to grapple with. The counselling needs of students include personal, emotional or psychological, social, educational, career and mental health. These and many more require attention from counselling psychologists in schools, who are employed to provide guidance and counselling services to the students. Succinctly, Okobiah and Okorodudu (2006) say that guidance and counselling is encompassed by activities of relevant services and also processes of helping persons within and outside the school to achieve their potentials in their emotional, moral, social, academic and vocational development. With this in mind, alternative means must be sorted by counsellors to still provide counselling services to the students to effectively cater for their counselling needs despite the restrictions and lockdown imposed because of the pandemic.

One of such alternative modes is e-counselling. Ritterband, Gonder-Fredrick, Cox, Clifton, West and Borowitz (2003) say that the growth of new technologies has made it possible for technologies to be used to provide online psychological support and counselling to clients. Kolog (2014) defines e-counselling as an electronic way of receiving supportive counselling through various forms of social media such as e-mail, webcam, telephone and digital games. Ukwueze (2016) says that e-counselling could be referred to as online counselling, Internet counselling, computer-based counselling, automated counselling or virtual counselling... Ukwueze (2018) noted that there are several platforms through which trained counsellors can reach their students. E-counselling as one of the counselling opportunities introduced in the recent decades for delivering psychotherapeutic services to clients (Omeje, Eze & Egeonu, 2016).

There are many advantages of e-counselling as noted in literature.

Speyer and Zack (2010) listed these among others: It offers convenience and limited access, it provides help to many who would not otherwise receive it, the client has opportunity, even years after, to re-read, listen to, rehearse, and reinforce the solutions and resolutions contained in the video, chat, e-mails, text messages and so on. Other advantages include; the counselling relationship established through the online medium is lasting just as in face-to-face counselling mode. It is very flexible for both the client and the counsellor because they can interact from the convenience of their homes. Furthermore, e-counselling can be done synchronously and asynchronously. In other words, counsellors can have real time engagement with clients using video chats, video conferencing, using different platforms such as WhatsApp, Telegram, Google duo, WeChat, Zoom, Microsoft Teams, and other platforms that allow video interactions. On the other hand, E-mails, Chats, Text messages voice notes can be sent to the client which he has the opportunity to reply to at his own convenience. All these advantages make E-counselling viable as an alternative to face-to-face counselling especially during this corona virus pandemic.

Adoption of e-counselling mode **by** counsellors would depend greatly on their perception and technology adoption attitude. Many models have been used in explaining individual's technology acceptance or adoption behaviour (Davis 1989, Venkatesh and Davis 2000 and Venkatesh, Morris, Davis and Davis, 2003) The Technology Acceptance Model TAM (Davis 1989) is one of the models that is usually used in explaining an individual's adoption of a technology. TAM is premised on two factors; which are: perceived ease of use and perceived usefulness. In this present study, counsellors' perception of adoption of e-counselling based on their perceived ease of use and perceived usefulness would be examined. A counsellor who perceives e-counselling as easy and useful alternative for providing counselling for students during COVID -19 pandemic would definitely want to use e-counselling. On the other hand, a counsellor who sees e-counselling as difficult and not useful, may not be willing to adopt e-counselling mode in providing counselling services for the students. Rogers (1995) also gave factors that affect adoption of new innovation. These include relative advantage; this means that for a counsellor to adopt e-counselling, it must possess a relative advantage over the face-to-face counselling mode. The second factor is complexity; how complex the new innovation is or how easy it is to be incorporated into the routine of the counsellors will determine its adoption. Thirdly, compatibility; if e-counselling is compatible to the line of duties of the counsellors, and

would not change totally the way they discharge their duties or the confidential nature of counselling, it will be easy for counsellors to adopt it. Another factor that affects adoption of innovation is trialability; this is the degree to which the new innovation can be tried and practiced before use and the amount of time a person needs to put into using the innovation. If it is considered time consuming, it may negatively affect adoption. Finally, observability is another factor that affects adoption of innovation. This means that if the counsellors can perceive positive results achieved in using e-counselling over face-to-face, it will encourage its adoption. Zamani, Nasir and Yusoff (2010) studied perception of e-counselling among counsellors in Malaysia, the study revealed that the respondents viewed positively towards e-counselling, but they prefer face-to-face counselling to deliver their services to clients. Finn and Barak (2010) found out in their own study that e-counsellors are satisfied with their practice and believe it is effective. However, counsellors may face challenges in the use of online counselling. Ukwueze (2018) reported that most of the modern social media platforms for e-counselling are not available and that there are challenges that face the utilization of e-counselling platforms, such as inadequate power supply and lack of ICT facilities.

Statement of Problem

The novel Corona virus (COVID-19) took the world by surprise. It was first reported in Wuhan China, in November, 2019. Being a pandemic, it quickly spread all over the world causing hospitalization and death of many people. Because of the highly infectious nature of the virus, the WHO advised countries to lockdown all sectors of the economy; schools inclusive. Hence, the whole segments of the society resorted to adopting technology to do businesses and to keep the world running irrespective of the pandemic. **Counselling as an essential helping service that gives students (especially secondary school students) the opportunity to share problems and challenges with a professionally trained therapist should not be an exception in shifting to the use of technology to reach out to students. As a result, there is a need to keep counselling running during the pandemic. Therefore, the** alternative available is the online counselling mode, where the counsellor has the opportunity to reach out to clients using synchronous or asynchronous mode of counselling. The present study therefore seeks to investigate the perception of counsellors in the secondary schools in Lagos state on the adoption of e-counselling mode for providing for the counselling needs of the students during this pandemic.

Purpose of Study:

The main purpose of this study was to investigate counsellors' perception on the adoption of E-counselling mode for students' counselling needs during COVID-19 pandemic in secondary schools in Lagos state. Specifically, the study intends to:

- Ascertain counsellors' perceived ease of use of e-counselling for counselling students during COVID-19 pandemic
- Examine counsellors' perceived usefulness of e-counselling for counselling students during COVID-19 pandemic
- Find out the perceived challenges of using e-counselling in secondary schools in Lagos state.

Research Questions:

This study will therefore provide answers to the following questions:

- What **are** the counsellors' perceived ease of use of e-counselling for counselling during COVID-19 pandemic among counsellors in Lagos State?
- What are the Counsellors' perceived usefulness of e-counselling during COVID-19 pandemic among counsellors in Lagos State?
- What are the perceived challenges for using e-counselling for counselling during COVID-19 pandemic among counsellors in Lagos State?

Hypotheses:

The following hypotheses were tested at 0.05 level of significance:

- Counsellors' perceived ease of use of e-counselling will not significantly affect the adoption of e-counselling mode among counsellors in secondary schools in Lagos state.
- Counsellors' perceived usefulness of e-counselling will not significantly affect adoption of e-counselling mode among counsellors in Lagos state.

Methods:

The study adopted a descriptive survey method. This design is considered appropriate for the study because the study involved collecting data from a sample of counsellors regarding their perception of the adoption of e-counselling for counselling students in secondary schools in Lagos state. The population of study was all counsellors who are working in secondary

schools in Lagos state. Purposive sampling method was then used in selecting 90 counsellors who are registered members of Association of Professional Counsellors (APROCON) Lagos Chapter for the study. The instrument for data collection was a 29-item self-structured 4-point Likert scale questionnaire titled Counsellors' Perception on Adoption of E-counselling (CPAEC). The instrument was validated by experts in the field of Guidance and Counselling from the University of Lagos. The reliability of the instrument was determined using split half method and it was subjected to Pearson Product Moment was used to determine the stability of the instrument. This yielded a reliability coefficient of 0.82. This was considered high enough for the instrument to be used for the study. The researcher administered the instrument directly to the respondents through their WhatsApp platform. This ensured adequate retrieval of the questionnaires.

Results:

Distribution of Respondents by Gender

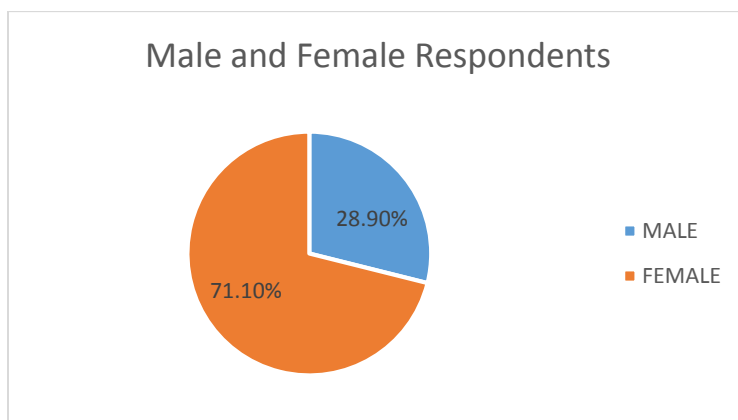


Figure 1. Distribution of respondents by gender.

From the pie chart, it can be seen that 71.10% of the respondents were female while 28.90% of the respondents were male.

Research Question 1: What are the counsellors' perceived ease of use of e-counselling for counselling during COVID-19 pandemic among counsellors in Lagos State?

Table 1: Perceived ease of Use of E-Counselling

S/ N	Perceived Ease of Use of E-counselling	SA	A	D	SD	Mean	Remarks
1.	I am computer literate and I am very savvy with the internet	42(46.7%)	45(50.0%)	3(3.3%)	0 (0.0%)	3.43	Agreed
2.	I am capable of using different social media and internet +platforms for counselling my students.	42(46.7%)	39(43.3%)	9 (10.0%)	0 (0.0%)	3.37	Agreed
3.	If e-counselling is introduced in my school, I will not find it difficult to adjust to the use of e-counselling for my students.	51(56.7%)	30(33.3%)	9(10.0%)	0 (0.0%)	3.47	Agreed
4.	It will be difficult for me to adopt e-counselling mode for counselling because of lack of training on how to use it.	45(50.0%)	15(16.7%)	12(13.3%)	18(20.0%)	2.97	Agreed
5.	I can comfortably use zoom for counselling purposes.	0 (0.0%)	9(10.0%)	30(33.3%)	51(56.7%)	1.53	Disagreed
6.	I can comfortably use WhatsApp for e-counselling.	0 (0.0%)	12(13.3%)	21(23.3%)	57(63.3%)	1.50	Disagreed
7.	I am at home with using video-conferencing for counselling and other instructional purposes	0 (0.0%)	12(13.3%)	21(23.3%)	57(63.3%)	1.50	Disagreed
8.	I used e-mails and text messages to counsel my students sometimes, it is not a new thing to me.	9(10.0%)	24(26.7%)	27(30.0%)	30(33.3%)	2.13	Disagreed
9.	I have started using internet-based platforms to reach my students even when my school has not introduced it.	0 (0.0%)	18(20.0%)	21(23.3%)	51(56.7%)	1.63	Disagreed
10.	I am not certain that e-counselling is good and will help counsellors to reach out to their clients whenever they are not physically in school.	0 (0.0%)	3(3.3%)	27(30.0%)	60(66.7%)	1.37	Disagreed

From table one, it was observed that the respondents agree that they are computer literate ($x \square 3.43$), they are capable of using social media and the internet for counselling ($x \square 3.37$), they however agree that it will be difficult for them to adopt e-counselling mode because of lack of training on it ($x \square 3.47$). The respondents disagree that they can use Zoom ($x \square 1.53$), WhatsApp ($x \square 1.50$), video conferencing ($x \square 1.50$), e-mail and text messages ($x \square 2.13$) for counselling students in the pandemic period. They equally disagree that they have started using internet-based platforms for counselling their clients ($x \square 1.63$) They were not also certain that e-counselling is good and will help the counsellors to reach out to their clients whenever they are not physically present ($x \square 1.37$).

Research Question 2: What are the Counsellors' perceived ease of usefulness of e-counselling during COVID-19 pandemic among counsellors in Lagos

State?

Table 2: Perceived usefulness of E-Counselling

S/N	Perceived Usefulness of E-counselling	SA	A	D	SD	Mean	Remarks
1.	E-counselling is very useful for counsellors especially in this pandemic era	0 (0.0%)	0 (0.0%)	24(26.7%)	66(73.3%)	1.27	Disagreed
2.	E counselling is convenient for counsellors because you cannot communicate with your client anywhere, they are without scheduling an appointment.	0 (0.0%)	0 (0.0%)	27(30.0%)	63(70.0%)	1.30	Disagreed
3.	E-counselling offers flexible timing for both the counsellor and the clients.	0 (0.0%)	0 (0.0%)	24(26.7%)	66(73.3%)	1.27	Disagreed
4.	E -counselling (especially when text or WhatsApp messages are used) offers a client an opportunity to read, and re-read counsellor’s messages over and over as many times as he or she wants.	0 (0.0%)	6 (6.7%)	27(30.0%)	57(63.3%)	1.43	Disagreed
5.	Video-conferencing and other video platforms are as good as face-to-face meetings so, e-counselling is a welcome idea especially during this corona virus pandemic	0 (0.0%)	0 (0.0%)	33(36.7%)	57(63.3%)	1.37	Disagreed
6.	Counselling students online will also boost confidentiality as the other students and class mates of the client will not see him or her attending the counselling centre.	0 (0.0%)	12(13.3%)	33(36.7%)	45(50.0%)	1.63	Disagreed
7.	Rapport created using e-counselling mode is as good as the face-to-face so it is good.	0 (0.0%)	6 (6.7%)	27(30.0%)	57(63.3%)	1.43	Disagreed
8.	E-counselling gives the counsellor the opportunity to reach out to many students at the same time as bulk messages can be sent to students with similar problems.	3(3.3%)	18(20.0%)	18(20.0%)	51(56.7%)	1.70	Disagreed

From table 2, it is observed that the respondents disagreed to all the items (with mean scores ranging from $(\bar{x} \square 1.27$ to $1.70)$ this is an indication that the counsellors do not perceive e-counselling as useful for counselling during the pandemic. This may be attributed to the fact that E-counselling is a new mode of counselling and as it is with new innovation, people go through different mental stages before adopting a new innovation. So, e-counselling would not be exceptional. Counsellors have to be aware of the usefulness, evaluate the usefulness, try e-counselling out before finally adopting it as a viable means of counselling in secondary school.

Research Question 3: What are the perceived challenges for using e-counselling for counselling during COVID-19 pandemic among counsellors in Lagos State?

Table 3: Perceived Challenges of E-Counselling in Secondary Schools

S/N	Envisaged Challenges of E-counselling in Secondary schools	SA	A	D	SD	Mean	Remarks
1.	Incessant power supply will be a problem to e-counselling in secondary schools in Lagos.	60(66.7%)	12(13.3%)	12(13.3%)	6 (6.7%)	3.40	Agreed
2.	Poor internet services will hinder e-counselling in schools	42(46.7%)	27(30.0%)	15(16.7%)	6 (6.7%)	3.17	Agreed
3.	E-counselling may not be effective because clients may not open up for the counsellor	42(46.7%)	12(13.3%)	24(26.7%)	12(13.3%)	2.93	Agreed
4.	Students in secondary schools may not have access to internet friendly phone to use for counselling	45(50.0%)	18(20.0%)	21(23.3%)	6 (6.7%)	3.13	Agreed
5.	E-counselling may not work in Nigeria because most counsellors do not have laptops, or internet friendly phones.	45(50.0%)	12(13.3%)	24(26.7%)	9(10.0%)	3.03	Agreed
6.	Non-verbal cues which are very vital in counselling sessions may not be observed especially when text messages and other messaging platforms are used.	42(46.7%)	36(40.0%)	12(13.3%)	0 (0.0%)	2.93	Agreed
7.	Confidentiality which is a watchword in counselling may be compromised as someone else may see the videos or even eavesdrop in the conversation between the counsellor and the client.	51(56.7%)	36(40.0%)	3(3.3%)	0 (0.0%)	3.53	Agreed
8.	The long wait for either the counsellor or the client to reply the messages or mail can be frustrating for both the counsellor and the client	36(40.0%)	36(40.0%)	15(16.7%)	3(3.3%)	3.17	Agreed

Table 3 presented the challenges the counsellors envisaged in the use of e-counselling. The problems as seen by the counsellors include breach of confidentiality with a mean score of ($\bar{x} = 3.53$), incessant power supply, ($\bar{x} = 3.40$), poor internet services, ($\bar{x} = 3.17$), long time between when messages are sent and the reply from the counsellor or client, ($\bar{x} = 3.17$), lack of smart phones for the students, ($\bar{x} = 3.13$), lack of smart phones, laptops and other devices for counsellors, ($\bar{x} = 3.03$), clients may not open up for the counsellor since they are separated, ($\bar{x} = 2.93$) and absence of non-verbal cues which is very important in counselling.

Test of Hypotheses

Table 4: Independent Samples T-test on the Mean Responses on Perceived Ease

of Use of E-Counselling on Adoption of E-Counselling by Counsellors.

Variable	Gender	N	\bar{X}	Std	Df	T	Tc value	Remark
Ease of Use of E-counselling	Male	26	37.8	14.770	89	3.653	1.990	NS
	Female	64						
			21.8	8.695				

The result on table 4 shows the t-test value of the perception of counsellors on perceived ease of use of e-counselling for students T-test value of 3.653 was obtained, T-critical value = 1.990 which was significant at 0.05 level of probability. T-test value of 3.653 was greater than the T critical value of 1.990. Hence, the null hypothesis which states that counsellors' perceived ease of use of e-counselling will not significantly affect the adoption of e-counselling mode among counsellors in secondary schools in Lagos state was rejected. Thus, the alternative hypothesis which is that the perceived ease of use will significantly affect adoption of e-counselling among counsellors is adopted. This means that if e-counselling mode is easy to use, the counsellors will adopt it for use to meet counselling needs of the student.

Table 5: Independent Samples T-test on the Mean Responses on Perceived Usefulness of E-Counselling on Adoption of E-Counselling by Counsellors

Variable	Gender	N	\bar{X}	Std	Df	T	Tc value	Remark
Perceived Usefulness of E-counselling	Male	26	10.5	4.975	89	-	1.990	NS
	Female	64						
			26.625	4.608				

The result on table 5 shows a significant difference in the perception of counsellors on the perceived ease of usefulness of e-counselling on adoption of e-counselling. T-test value of -0.676 was obtained, T-critical value = 1.990 which was significant at 0.05 level of probability. T-test value of -0.676 was less than the T critical value of 1.990. Hence, the hypothesis which states that

counsellors' perceived usefulness of e-counselling will not significantly affect adoption of e-counselling mode among counsellors in Lagos state is upheld.

Discussion:

This study was sought to investigate counsellors' perception on the adoption of e-counselling mode for students' counselling needs during COVID-19 pandemic in secondary schools in Lagos state. From table one, it was observed that all the respondents were computer literate and are capable of using the internet for counselling. They however said that it may be difficult for them to use internet-based platforms like Zoom, WhatsApp, Video conferencing for e-counselling. They disagree that they have started using e-counselling for their students and they were not certain that e-counselling is good for counselling their clients when they are not physically present. Invariably, this means that there is no perceived ease of use. According to Technology Acceptance Model of Davis (1989) perceived ease of use will enable an individual to be willing to adopt a new technology, whereas, when there is no perceived ease of use, an individual finds it difficult to adopt a new technology. This is also in line with the factors affecting the adoption of new innovation as stated by Rogers (1995) which include relative advantage of the new innovation over the former one it hopes to replace or argument, compatibility of the innovation with the existing way or mode of action, **complexibility** of the new innovation, trialability and observability of the new innovation. Since e-counselling is relatively new, it may be difficult for counsellors in secondary schools to adopt it for use for their clients.

From table two, it was observed that the respondents disagree to all the items. This is an indication that the counsellors do not perceive e-counselling as useful for counselling during the pandemic. This may be attributed to the fact that e-counselling is a new mode of counselling and as it is with new innovation, people go through different mental stages before adopting a new innovation. This buttresses the postulation of Davis (1989) and Rogers (1995). It is however in contrast to the findings of Zammani, et al (2010) who found out in their study that their respondents viewed positively towards e-counselling. Also, the finding is in contrast to the findings of Finn and Barak (2010) that e-counsellors are satisfied with their practice and believe it is effective.

From table three, it was evident that there are a lot of problems that counsellors perceived as will hinder e-counselling. These include incessant power supply, poor internet services, unwillingness of the clients to open up to the counsellor since they are distanced, lack of necessary gadgets such as internet-friendly

smart phones and laptops, absence of non-verbal cues which is vital in counselling, confidentiality which is core in counselling may be compromised, too long a time in between when messages are sent and when they are received from the counsellor to the clients and vice versa. This finding is in line with Finn and Barak (2010) and Ukwueze (2018) who in their different studies listed different challenges counsellors may face in using e-counselling mode for working with their clients.

Test of the first hypothesis stated revealed that perceived ease of use will significantly affect counsellors' adoption of e-counselling for working with their clients in COVID-19 pandemic era. This agrees with Davis (1989) postulation that perceived ease of use of any technological innovation will lead to acceptance and usage.

The test of hypothesis two stated, revealed that perceived usefulness will significantly affect adoption of e-counselling among counsellors in secondary schools in Lagos state. This also agrees with Davis (1989) and Rogers (1995). When any new innovation is seen as useful, adopters will be willing to adopt and use it.

Conclusion:

COVID-19 pandemic has thrown the whole world to the era of seeking new ways and new technologically-based means for meeting human needs and providing essential services to people in all walks of life. Counselling which is an important helping profession should not be left out in this bid to embrace technologically-based mode of operation in attending to clients during the COVID-19 pandemic. Therefore, a lot needs to be done by the government, schools, counsellors themselves and the students to be adequately equipped to adopt e-counselling as a viable alternative mode to face-to-face counselling in secondary schools in Lagos state. Since perceived ease of use and perceived usefulness are important to acceptance and adoption of any new technology, it is therefore expedient that counsellors are assisted to see e-counselling as easy to use and equally useful for counselling their clients.

Recommendations:

Based on the findings of the study, the following are recommended

- **Training on e-counselling mode should be organized for counsellors in secondary schools to equip them with the necessary knowledge, skills and ability to adopt e-counselling as an alternative mode to face to face counselling.**

- The state government should find a way to provide internet data for the counsellors as part of the resources they need to effectively discharge their duties.
- Government should look into providing or subsidizing the cost of purchasing internet-friendly gadgets for the counsellors which will be solely dedicated to e-counselling of clients in the schools.
- Enlightenment programmes should be organized regularly for both the counsellors and the students to expose them to the usefulness of e-counselling especially in this pandemic era.

References:

- Amao-Kehinde, A. O. (2017). Nature and Scope of Guidance and Counselling. In Amao-Kehinde (ed) *Fundamentals of Guidance and Counselling*. Lagos: Bashright Concepts.
- Akpan, N.U. (2010). The Challenges of Guidance and Counselling in Primary Schools in Akwa-Ibom State, Nigeria. *Ibom Journal of Counselling*. 1(1), 97-106.
- Cherishe, R. (2006). An evaluation of the Effectiveness of School Guidance and Counselling Services in Zimbabwean Secondary Schools. Unpublished Doctoral Dissertation, University of South Africa.
- Davis, F. D. (1989). "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology," *MIS Quarterly* (13:3), pp. 319-339
- Derek, R. (2009). Features and benefits of online counselling: Trinity College online mental health community. *British Journal of Guidance and Counselling*, 37(3) 231-242.
- Finn, J. & Barak, A. (2010). A Descriptive Study of E-counsellors Attitudes, Ethics and Practice. *Counselling and Psychotherapy Research* 10(4) 268-277
DOI: [10.1080/14733140903380847](https://doi.org/10.1080/14733140903380847)
- Kolog, E. A. (2014). E-counselling implementation: Contextual approach. Master's Thesis submitted to the University of Eastern Finland
- Okobiah, O.C & Okorodudu, R.I. (2006). Concepts of Guidance and Counselling. In Okobiah O.C & Okorodudu, R. I (eds) *Issues, Concepts, Theories and Techniques of Guidance and Counselling*. Benin City: Ethiope

Publishers.

Omeje, J.C., Eze, J. U. & Egeonu, D. C. (2016). Utilization of E-Counselling in Career

Information Dissemination among Undergraduates of Federal Universities in South East Nigeria. *Sage Open Journal*.

<https://journals.sagepub.com/doi/pdf/10.1177/2158244016655586>

Nyamwange, C.B., Nyakan, P.O. & Ondima, P.C. (2012). Assessment of Challenges

facing Secondary School Guidance and Counselling Teachers in Nyamira District, Kenya. *Journal of Education and Practice*. 3(16), 41-47. Available online at www.iiste.org

Ritterband, L.M., Gonder-Frederick, L.A., Cox, D.J., Clifton, A.D., West, R.W., &

Borowitz, S.M. (2003). Internet interventions: In review, in use, and into the future.

Professional Psychology: Research and Practice, 34(5), 527-534.

Rogers, E.M. (1995) *Diffusion of Innovations*. New York: Free Press, 4

Suler, J. (2000). Psychotherapy in Cyberspace: A 5-dimensional model of online and

computer mediated psychotherapy. *Cyber Psychology & Behaviour*, 3, 151-160.

doi:[10.1089/109493100315996](https://doi.org/10.1089/109493100315996)

Ukwueze, A. C. (2016). E-counselling for learner support services in ODL institutions: A

practical approach. *West African Journal of Open and Flexible Learning*, 4(2), 43- 58

Ukwueze, A. C. (2018). Availability and utilization of e-counselling platforms for quality

distance learning in National Open University of Nigeria. *Indonesian Journal of*

Learning and Instruction, 1(2), 11-20.

UNESCO (2002). Terms of Reference. The First International Conference on Guidance and

Counselling and Youth Development in Africa. Nairobi, Kenya.

Venkatesh, V. & David, F. D., (2000). "A Theoretical Extension of the Technology

Acceptance Model: Four Longitudinal Field Studies," *Management Science*, 46: 186-204.

Venkatesh, V., Morris, M. G., Davis, G. B. & Davis, F. D. (2003). "User Acceptance

- of Information Technology: Toward a Unified View,” *MIS Quarterly*, 27:
425-478.
- Wingo, N. P., Ivankova, N. V. & Moss, J. A. (2017). Faculty perceptions about teaching online: exploring the literature using the technology acceptance model as an organizing framework, *Online Learning* 21(1), 15-35. doi: 10.10.24059/olj.v21i1.761
- World Health Organization (WHO, 2020). *WHO Corona Virus Disease Dashboard*.
Geneva: WHO. World Health Organization (WHO, 2021) *WHO Corona Virus Disease Dashboard*. Geneva: WHO.
- Zamani, A. Z., Nasir, R. & Yusoff, F. (2010). Perceptions towards E-Counselling among Counsellors in Malaysia. *Procedia Social and Behavioral Sciences* 5 (2010) 585–589
available online at www.sciencedirect.com
- Zhang, Y., Wang, Y., Yang, L. & Wang, C. (2020). Suspending Classes without stopping Learning: China’s Emergency Management Policy in the COVID-19 Outbreak.
Journal of Risk and Financial Management. 13 (3), 55.