INFLUENCE OF DIGITAL TECHNOLOGIES AND COUNSELLING SERVICES ON LEARNERS' LEARNING ACTIVITIES FOR INCLUSIVE EDUCATION IN OPEN AND DISTANCE LEARNING INSTITUTIONS IN NORTH-CENTRAL NIGERIA

Ukwueze, Augustine C.
Faculty of Education, National Open University of Nigeria
Abuja.,acukwueze@gmail.com,08037891905Nwajiuba,

Chinyere A., *Prof*
Faculty of Education, National Open University of Nigeria,Abuja.,08033288676

Oparaduru, John O.
Faculty of Education National Open University of Nigeria
Abuja, 08035807628.

Abstract
*This study examined the*influence of digital technologies and counselling services on learners' learning *activities* for inclusive education in open and distance learning institutions in North-Central Nigeria. *The study employed the descriptive survey research design with a sample size of 1,800 respondents from five open and distance learning institutions in North-Central Nigeria. An instrument entitled Digital Technologies and Counselling Services for Inclusive Education Questionnaire (DTCSIEQ) with a reliability index of r = 0.91 was used for data collection. Data analysis using descriptive statistical tools and inferential statistical tools revealed a significant positive relationship between the use of digital learning tools and learning activities as well as a significant influence of counselling services on learners' learning activities. The researchers recommended financial assistance to enable students to acquire digital tools for learning, provide counselling materials like psychological tests, and also to train and retrain counsellors in digital or virtual counselling.*
Keywords: Digital tools, counselling, learning activities, inclusive education, ODL institutions.

Introduction

There is no doubt that the adoption of technologies in the education system has improved accessibility to quality education all over the world. Succinctly put, the adoption of digital technologies in teaching and learning has significantly transformed the educational landscape, providing innovative solutions that enhance accessibility, engagement, and personalized learning experiences for students with diverse needs (Adebayo & Salihu, 2021). Thus, the process has ensured that every individual wishing to get education is accommodated irrespective of location, ethnicity, and disability as a hallmark of inclusive education. Inclusive education is a global phenomenon, which ensures that all learners, regardless of disabilities, socio-economic status, or cultural background, have equal access to quality education.

In Nigeria, where traditional educational systems often marginalize students with disabilities, leveraging technology alongside counselling interventions can foster an inclusive and supportive learning environment (Okonkwo & Eze, 2022). Studies have shown that assistive digital technologies, such as screen readers, speech-to-text applications, and adaptive learning platforms improve educational outcomes for learners with special needs (Olaleye et al., 2023). However, technology alone is insufficient as integrating counselling services to address emotional, psychological and social barriers that hinder effective learning would be of significant benefit (Iheanacho & Ume, 2022). (Iheanacho & Ume, 2022).

Learning activities of students is the process where students display their learning potentials in terms of active or non-active participation in knowledge acquisition. Ihendinihu (2020) describes academic or learning activities as efforts made by learners to acquire information in order to improve their performance in assessment through continuous and persistent engagement in punctuality and regularity to school, attentiveness and participation during classes, completion of notes, class works and assignment, participation in co-curriculum activities, as well as possession and use of required texts and materials. In open and distance learning, students/learners engage in various forms of learning activities such as online facilitation, online assessment, seminar presentation, participation in knowledge acquisition through digital/virtual and physical library, project defense, discussion forum, peer-to-peer assessment, gamification, puzzles

simulations, and physical attendance to extra-curricular activities and facilitation. To make these activities meaningful, learners need digital learning tools/platforms and regular counselling interactions, which can be virtual or in person.

The integration of digital technologies in education has revolutionized learning by providing accessible and adaptive solutions for students with disabilities. Assistive technologies such as screen readers, speech-to-text applications, and personalized learning platforms have been shown to improve student engagement and learning activities (Olaleye et al., 2023). Adebayo and Salihu (2021) emphasize that digital innovations enhance inclusion by breaking down learning barriers, particularly for students with visual, auditory, and mobility impairments. However, despite these benefits, the adoption of digital tools in Nigeria remains slow due to inadequate infrastructure, poor internet penetration, and limited digital literacy among educators (Nwosu & Adeyemi, 2021). Addressing these challenges requires strategic investments in technology and policy reforms for equitable access to digital learning for every learner.

Counselling plays a critical role in promoting inclusive education by providing psychological support, career guidance, and behavioural interventions tailored to learners' individual needs through virtual or conventional counselling. Research indicates that school-based counselling significantly improves learners' mental health, self-esteem, and academic performance, particularly for those facing learning challenges (Ofole & Agbaje, 2023). In another development, Ukwueze (2016) asserted that e-counselling/virtual counselling provides learners with the opportunity to engage in various learning activities with ease and enable them to learn from any location at their own convenience. Moreover, combining counselling services with digital learning tools enhances students' adaptability to technology-driven education, fostering resilience and motivation (Umar et al., 2024). With technology-assisted platforms, learners can enjoy counselling services from any location to boost their learning activities. Umar et al. (2024) suggest that combining digital learning tools with counselling services creates a holistic support system that improves learners' adaptability, learning activities and overall educational experience.

While digital technologies and counselling services have proven benefits, their implementation in Nigeria's educational system faces multiple challenges. Nwosu and Adeyemi (2021) identify inadequate funding, poor technological infrastructure, and resistance to change as key barriers to the adoption of digital technologies and counselling services for inclusive education practices. Additionally, many educators lack the necessary training to integrate assistive technologies into their teaching methods, further limiting their effectiveness (Olaleye et al., 2023). Ofole and Agbaje (2023) argue that lack of awareness about the importance of counselling services also contributes to the marginalization of learners of all categories. To overcome these obstacles, a multidimensional approach involving policy reforms, stakeholder engagement, and capacity-building initiatives is essential. Adebayo and Salihu (2021) propose accessibility enhancements, and community involvement to ensure sustainability. Umar et al. (2024) recommend a hybrid approach that combines online and offline support systems to create an inclusive, student-centered learning environment

The literature reviewed here underscores the significance of digital technologies and counselling services in fostering inclusive education in open and distance learning institutions in North-Central Nigeria. While challenges persist, evidence-based strategies can help to create an equitable learning environment that supports learners with diverse educational needs. Research indicates that integrating digital technologies and counselling services into learning can enhance accessibility, engagement, and mental well-being among marginalized and normal learners (Olaleye et al., 2023; Ofole & Agbaje, 2023).

It has been observed by these researchers that despite global efforts to promote inclusive education, many students in Nigeria, particularly those with disabilities, face significant barriers to quality learning. This is occasioned by inadequate infrastructure, limited access to assistive technologies, and a lack of trained counsellors. In addition, the traditional teaching methods has failed to address the diverse needs of learners, leading to educational exclusion and poor academic activities, which often result to poor academic performance of several learners. In light of these facts, these researchers conceived the idea of investigating the *influence of digital technologies and counselling services on learners' learning*

activities *for inclusive education in open and distance learning institutions in North-Central Nigeria.*

Research Questions

1. What is the influence of digital learning tools in improving accessibility and learning activities for inclusive education in open and distance learning institutions in North-Central Nigeria?
2. What is the role of counselling services on enhancing students' learning activities for inclusive education in open and distance learning institutions in North-Central Nigeria?
3. What are the challenges hindering the integration of digital technology and counselling services for effective learning in ODL institutions in North-Central Nigeria?
4. What are the possible solutions to the identified challenges hindering the integration of digital technology and counselling services for effective learning in ODL institutions in North-Central Nigeria?

Hypotheses

1. There is no significant relationship between the use of digital learning tools and learning activities of ODL students in North-Central Nigeria.
2. There is no significant influence of counselling services on learning activities of ODL students in North-Central Nigeria.

Method

This study was conducted in Open and Distance Learning (ODL) institutions in North-Central Nigeria using descriptive survey research design. This research design was adopted to seek for the opinions of learners, facilitators and counsellors on the *influence of digital technologies and counselling services on learners' learning* activities *for inclusive education in open and distance learning institutions in North-Central Nigeria*. According to Creswell (2012), this research design describes existing phenomena by asking individuals about their opinions/perceptions, attitude, behaviours or values (Creswell, 2012).

The population of the study covers all the learners, facilitators, and counsellors of various ODL institutions in North-Central Nigeria. Such

institutions are the National Open University of Nigeria (NOUN), Abuja. Miva Open University, Abuja, Iconic Open University, Abuja, Nasarawa State University, Keffi (dual mode), and the University of Abuja (dual mode). A sample of one thousand eight hundred (1,800) respondents comprising undergraduates as learners, facilitators, and counsellors were selected through purposive sampling technique from the five institutions for the study. Across the institutions, 740 respondents were selected from the NOUN while 256 were selected from Miva Open University. Also, 234 respondents were selected from Iconic Open University while 230 respondents were selected from the Nasarawa State University. Finally, 340 respondents were selected from the University of Abuja. The breakdown shows that 1,500 undergraduates (learners), 250 facilitators, and 50 counsellors were selected for the study. Based on gender, the sample size comprised 983 females and 817 males.

An instrument entitled Digital Technologies and Counselling Services for Inclusive Education Questionnaire (DTCSIEQ)was designed and used for data collection. The questionnaire was constructed by the researchers in a modified Likert format using strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The instrument was divided into four sections excluding the section for the personal information of the respondents in line with the four research questions of the study.

Thereafter, the instrument was validated by two experts in Guidance and Counselling and later subjected to reliability test through test re-test exercise where fifty copies of the questionnaire were given to postgraduate students of NOUN who were not part of this study. This exercise was done on two occasions after an interval of two weeks. The collated scores were subjected to Pearson's Product Moment Correlation Coefficient analysis, which gave a result of $r = 0.91$. This figure was considered to be reasonable enough to accept the reliability of the instrument for data collection.

The instrument was uploaded online and sent to respondents via e-mail, while some hard copies were also distributed by the researchers and research assistants. Thereafter, a total of one thousand eight hundred (1,800) copies were duly completed (either physically or online), retrieved/returned, and used for data analysis. During the course of data analysis, the mean and standard deviation were used to answer the four

research questions. In this context, items rated 2.50 or higher were considered agreed, while those rated below 2.50 were considered disagreed. Similarly, the two null hypotheses were tested at the 0.05 level using Pearson's Product Moment Correlation Coefficient analysis and multiple regression analysis.

Results

Table 1: Influence of Digital Learning Tools in Improving Accessibility and Learning Activities for Inclusive Education

S/N	Item Statement	N	Mean	SD	Remarks
1.	The use of digital tools in ODL institutions enhances learners' academic performance.	1800	3.33	0.56	Agreed
2	Digital learning platforms improve learners' understanding and retention of course content.	1800	3.33	0.59	Agreed
3.	Access to online instructional resources positively influences learners' ability to complete assignments successfully.	1800	3.50	0.61	Agreed
4.	Digital communication tools facilitate effective interaction for improved learning activities.	1800	3.25	0.55	Agreed
5.	Digital technologies have improved my engagement with course content.	1800	3.42	0.65	Agreed
	Aggregate	1800	**3.37**	**0.60**	**Agreed**

Note. SD = Standard deviation

Table 1 presents the respondents' perceptions regarding the influence of digital tools on learners' learning activities in Open and Distance Learning (ODL) institutions in North-Central Nigeria. The findings indicate that respondents agreed that digital tools have a positive influence on learners' learning activities as evidenced by the aggregate mean score of 3.37 (*SD* = 0.60). Specifically, respondents agreed that access to online instructional resources positively influences learners' ability to complete assignments successfully (*M* = 3.50, *SD* = 0.61), which recorded the highest mean score.

They also agreed that digital technologies have improved engagement with course content (*M* = 3.42, *SD* = 0.65) and that the use of digital tools enhances academic performance (*M* = 3.33, *SD* = 0.56). Similarly, respondents agreed that digital learning platforms improve understanding and retention of course content (*M* = 3.33, *SD* = 0.59) and that digital communication tools facilitate effective interaction for improved learning activities (*M* = 3.25, *SD* = 0.55). Generally, the findings suggest that digital tools make a positive contribution to learners' academic engagement and performance, understanding, and successful completion of learning tasks in ODL institutions in North-Central Nigeria.

Table 2: The Role of Counselling Services on Enhancing Students' Activities for Inclusive Education

S/N	Item Statement	N	Mean	SD	Remarks
1.	The availability and use of counselling services positively impact learners' academic performance in ODL institutions.	1800	3.11	0.71	Agreed
2.	Counselling services help learners manage personal and social challenges, thereby improving their learning activities.	1800	3.36	0.72	Agreed
3.	Guidance and support from counselling services enhance learners' motivation, engagement, and overall academic success.	1800	3.39	0.73	Agreed
4.	Counselling services have helped me in overcoming my learning barriers.	1800	3.22	0.76	Agreed
5.	Counselling services have assisted me in overcoming psychological barriers to learning.	1800	3.22	0.76	Agreed
	Aggregate	1800	**3.26**	**0.74**	**Agreed**

Note. SD = Standard deviation

Table 2 presents the respondents' perceptions regarding the role of counselling services on learners' learning activities in Open and Distance Learning (ODL) institutions in Nigeria. Specifically, respondents agreed

that guidance and support from counselling services enhance learners' motivation, engagement, and overall academic success (*M* = 3.39, *SD* = 0.73), which recorded the highest mean score. It was also agreed that counselling services help learners to manage personal and social challenges, thereby improving learning activities (*M* = 3.36, *SD* = 0.72). Furthermore, respondents agreed that counselling services help them to overcome learning barriers (*M* = 3.22, *SD* = 0.76) and psychological barriers to learning (*M* = 3.22, *SD* = 0.76), while the statement that the availability and use of counselling services positively impact academic performance recorded the lowest, but still positive (*M* = 3.11, *SD* = 0.71). these are all indications that counselling services make a positive contribution to learners' motivation, engagement, psychological well-being, and learning activities among learners in ODL institutions.

Table 3: Challenges Hindering the Integration of Digital Technology and Counselling Services for Effective Learning Activities

S/N	Item Statement	N	Mean	SD	Remarks
1.	Limited availability of digital infrastructure hinders the effective integration of technology with counselling services.	1800	3.19	0.75	Agreed
2.	Learners' low digital literacy affects their ability to utilize digital counselling platforms effectively.	1800	3.50	0.56	Agreed
3.	Insufficient training of counsellors on digital tools limits the effective delivery of counselling services.	1800	3.42	0.65	Agreed
4.	Poor internet connectivity and technical issues impede seamless access to online counselling and learning resources.	1800	3.67	0.59	Agreed
5.	Financial constraints to accessibility to digital tools.	1800	3.39	0.64	Agreed
	Aggregate	1800	**3.43**	**0.64**	**Agreed**

Note. SD = Standard deviation

Table 3 presents the respondents' perceptions regarding the challenges hindering the integration of digital technology and counselling services for effective learning in Open and Distance Learning (ODL) institutions in North-Central Nigeria. The findings indicate that respondents agreed that several challenges impede the effective integration of digital technology and counselling services, as reflected by the aggregate mean score of 3.43 (*SD* = 0.64). Specifically, respondents identified poor internet connectivity and technical issues as the greatest challenge (*M* = 3.67, *SD* = 0.59), followed by learners' low digital literacy (*M* = 3.50, *SD* = 0.56), insufficient training of counsellors on digital tools (*M* = 3.42, *SD* = 0.65), and financial constraints affecting access to digital tools (*M* = 3.39, *SD* = 0.64). Respondents also agreed that limited availability of digital infrastructure hinders the effective integration of technology with counselling services (*M* = 3.19, *SD* = 0.75). Thus, infrastructural, technological, financial, and capacity-related constraints significantly hinder the effective integration of digital technology and counselling services in ODL institutions.

Table 4: Possible Solutions to the Identified Challenges Hindering the Integration of Digital Technology and Counselling Services for Effective Learning Activities

S/N	Item Statement	N	Mean	SD	Remarks
1.	Investing in digital infrastructure and reliable internet connectivity will enhance the integration of technology with counselling services**.**	1800	3.47	0.65	Agreed
2.	Providing training and capacity-building programs for counsellors will improve their competence in using digital tools effectively.	1800	3.31	0.67	Agreed
3.	Educating learners on digital literacy and the use of online counselling platforms will increase their effective utilization.	1800	3.33	0.59	Agreed
4.	Developing clear institutional policies and guidelines will support the seamless integration of digital technology and counselling	1800	3.42	0.55	Agreed

S/N	Item Statement	N	Mean	SD	Remarks
	services for learning.				
5.	Provision of financial assistance to enable students to acquire digital tools.	1800	3.36	0.59	Agreed
	Aggregate	1800	**3.38**	**0.61**	**Agreed**

Note. SD = Standard deviation

Table 4 presents the respondents' perceptions regarding the possible solutions to the challenges hindering the integration of digital technology and counselling services for effective learning in Open and Distance Learning (ODL) institutions in North-Central Nigeria. The findings indicate that respondents agreed with all the proposed solutions, as reflected by the aggregate mean score of 3.38 (*SD* = 0.61). Specifically, respondents identified investment in digital infrastructure and reliable internet connectivity as the most important solution (*M* = 3.47, *SD* = 0.65), followed by the development of clear institutional policies and guidelines to support the integration of digital technology and counselling services (*M* = 3.42, *SD* = 0.55). Respondents also agreed that providing financial assistance to enable students to acquire digital tools (*M* = 3.36, *SD* = 0.59), improving learners' digital literacy through training (*M* = 3.33, *SD* = 0.59), and building counsellors' capacity to effectively use digital tools (*M* = 3.31, *SD* = 0.67) would facilitate effective integration. Thus, strengthening digital infrastructure, enhancing institutional support, improving digital competencies among learners and counsellors, and providing financial assistance are perceived as effective strategies for promoting the integration of digital technology and counselling services in ODL institutions for enhancing learning effectiveness.

Table 5:Relationship Between the Use of Digital Learning Tools and Learning Activities of Students

		Use of Digital Learning Tools	Learning Outcome of ODL Students
Use of Digital Learning Tools	Pearson Correlation	1	.634**
	Sig. (2-tailed)		0.000
	N	1800	336
Learning Outcome of ODL Students	Pearson Correlation	.634**	1
	Sig. (2-tailed)	0.000	
	N	1800	336

**. Correlation is significant at the 0.05 level (2-tailed).

Table 5 displays the results of a Pearson product-moment correlation analysis that investigates the relationship between the use of digital learning tools and the learning activities of Open and Distance Learning (ODL) students in North-Central Nigeria. The findings indicate a strong, positive, and statistically significant correlation, with r (34) = .634 and p < .001. This means that an increased use of digital learning tools is associated with better learning activities for ODL students. As a result, the null hypothesis, which stated that there is no significant relationship between the use of digital learning tools and learning activities, was rejected.

Table 6: **Influence of Counselling Services on Students' Learning Activities**

Hypothesis	Regression Weights	Beta Coefficient	R^2	F	p-value	Hypothesis Supported
Ho	CS-- LO	0.654	0.428	25.44	0.000*	No

Note: *p < 0.05. CS: Counselling Services, LO = Learning Activities of ODL

Table 6 summarizes the results of a simple linear regression analysis conducted to assess whether counselling services significantly influence the learning activities of Open and Distance Learning (ODL) students. The

findings indicated that counselling services are significant predictors of learning activities, with a standardized beta coefficient of $\beta = 0.654$, suggesting a strong positive influence on students' learning activities. Therefore, since the p-value (0.000) is less than the 0.05 significance level, the null hypothesis, which states that counselling services have no significant influence on the learning activities of ODL students is hereby rejected.

Discussion

The results showed that digital tools positively contribute to learners' academic engagement, performance, understanding, and successful completion of learning tasks in ODL institutions in North-Central Nigeria. Specifically, online instructional resources positively influence learners' ability to complete assignments successfully. Digital technologies have improved engagement with course content while the use of digital tools enhances academic activities for better performance. Digital learning platforms improve understanding and retention of course content, while digital communication tools facilitate effective interaction and improve learning activities. This is in line with the findings of Olaleye et al. (2023) and Adebayo and Salihu (2021) who found and asserted that digital technologies like screen readers, speech-to-text applications, and personalized learning platforms have been shown to improve student engagement and learning activities by breaking down learning barriers.

In addition, the results of the study revealed the role of counselling services in ODL institutions. Counselling services positively enhance learners' learning activities, learners' motivation, engagement, and overall academic success. Also, counselling services help learners to manage personal and social challenges, thereby improving learning activities. Furthermore, counselling services help learners to overcome learning and psychological barriers to learning with a view to enhancing academic performance of learners positively. This is equally in line with the revelations of Ofole and Agbaje, 2023) and Ukwueze (2016) who revealed that virtual counselling in ODL institutions provides learners with the opportunity to engage in various learning activities with ease and from any location at their own convenience.

The study found the challenges of digital tools and counselling services for academic activities in ODL institutions. Specifically, the infrastructural, technological, financial, and capacity-related constraints significantly hinder the effective integration of digital technology and counselling services in ODL institutions for learners' learning activities. Other challenges are poor internet connectivity and technical issues, learners' low digital literacy, insufficient training of counsellors on digital tools, and financial constraints which affect access to digital tools. Limited availability of digital infrastructure equally hinders the effective integration of technology with counselling services for learners' learning activities. This is in accordance with the findings of Nwosu and Adeyemi (2021) who identified inadequate funding, poor technological infrastructure, and resistance to change as key barriers to the adoption of digital technologies and counselling services for inclusive education practices in ODL institutions.

Furthermore, the study revealed that strengthening digital infrastructure, enhancing institutional support, improving digital competencies among learners and counsellors, and providing financial assistance are effective strategies for promoting the integration of digital technology and counselling services in ODL institutions for learners' learning activities. Other solutions are investment in digital infrastructure and reliable internet connectivity, development of clear institutional policies and guidelines to support the integration of digital technology and counselling services, provision of financial assistance to enable students to acquire digital tools for learning, improving learners' digital literacy through training, and building counsellors' capacity to effectively use digital tools. These variables can facilitate the effective integration of digital tools and counselling services for academic activities in ODL institutions. This corroborates the assertions by Adebayo and Salihu (2021) as well as Iheanacho and Ume (2022) that training, accessibility enhancements, and community involvement through policy interventions would ensure integration and sustainability of digital platforms and counselling services for learners' learning activities.

Conclusion

There is no doubt that ODL is a technology-driven platform for learning activities all over the world. Counselling services are also vital means of

supporting learners to study effectively and adapt to the virtual platform of learning in their institutions. Thus, it is the conclusion of this study that increased use of digital learning tools is associated with better learning activities for ODL students Similarly, counselling services have significant influence on the learning activities of ODL students. Therefore, integrating digital tools with counselling services would enable learners in ODL institutions to excel in their learning activities as would be able to navigate the digital tools for academic support and curriculum content coverage during their course of studies. This would also ensure inclusivity in learning environments for ODL learners and facilitators.

Recommendations

In line with the findings of this study, it is the recommendation of the researchers that:

1. Digital tools should be adequately provided in every ODL institution for easy access and utilization for learners to carry out their learning activities through virtual platforms seamlessly.
2. Counselling services should be seen as an instrument for learners' adjustment and active participation in learning activities, which must be made available in every ODL institution. There should adequate professional and well skilled counsellors that can attend to learners' academic and personal problems with required learner-centred counselling strategies at any moment for improved and sustained learning activities among students.
3. The infrastructural and technological deficits as well as financial, and capacity-related constraints that hinder the effective integration of digital technology and counselling services in ODL institutions for learners' learning activities should be addressed with adequate provision of improved technologies and internet services.
4. Financial assistance should be provided to enable students to acquire digital tools for learning, provide counselling materials like psychological tests, and also to train and retrain counsellors in digital or virtual counselling in line with the world best practices in counselling profession.

References

Adebayo, T., & Salihu, M. (2021). Digital technologies and inclusive education: Exploring the context. *International Journal of Educational Technology and Innovation, 8*(2), 45-61.

Iheanacho, C., & Ume, B. (2022). Counselling interventions for inclusive education: A psychological perspective. *Journal of Special Education and Rehabilitation, 10*(1), 78- 95.

Ihendinihu, U. E. (2020). Assessing the influence of counseling on academic activities and performance of delinquent students in Mathematics in Abia State. *Rivers State University Journal of Education*, 23 (1&2), 28-41.

Nwosu, E., & Adeyemi, K. (2021). Challenges and prospects of technologies-driven inclusive education in Nigeria. *African Journal of Educational Development, 15*(3), 112-130.

Ofole, N. M., & Agbaje, J. (2023). School counselling as a tool for inclusive education: Evidence from Nigerian secondary schools. *Journal of Guidance and Counselling Research, 14*(4), 203-218.

Olaleye, O., Adekunle, T., & Musa, I. (2023). Assistive technologies and learning outcomes among students with disabilities in Nigeria. *Educational Research and Reviews, 18*(6), 321-338.

Ukwueze, A. C. (2016). E-counselling for learner support services in ODL institutions: A practical approach. *West African Journal of Open and Flexible Learning,* 5(1), 43-58.

Umar, H., Yusuf, M., & Bello, R. (2024). Blending technology and counselling for inclusive education: A case study of selected Nigerian schools. *Global Journal of Educational Innovations, 12*(1), 99-117.