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**Nigerian Counsellors' Awareness and Readiness to Use Social Media Technology for
Counselling and National Development**

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Abstract

This study aimed to investigate the awareness and readiness of Nigerian counsellors to propagate counselling services via social media platforms to attain national goals in the era of technology. The study used a descriptive research design and a mixed-method approach to collect and analyse data from Nigerian Counsellors in tertiary institutions. The study found that while Nigerian counsellors are generally familiar with social media platforms and tools, there are barriers to usage, such as poor internet connectivity, lack of training and support, and cultural and religious concerns. The study's findings highlight the potential benefits of social media use in promoting counselling services in Nigeria, including increased collaboration among counsellors and the ability to reach a wider audience, especially in remote areas. The study recommends providing training and support to educators with limited digital literacy skills and the need to address cultural and religious concerns that may impede the adoption of social media for counselling services and purposes. Overall, this study's findings suggest that social media has the potential to play a significant role in promoting counselling services in Nigeria. However, there is a need to address barriers to usage and provide appropriate training and support to counsellors.

Keywords: Readiness, Nigerian Counsellors, Social Media, Counselling Services

Introduction

The use of social media has become increasingly popular as a means of communication and interaction worldwide. In recent years, social media has become a tool for promoting education in many countries. The use of social media in promoting counselling services has the potential to contribute to achieving national goals (Asare et al., 2023). The use of social media has increased significantly in Nigeria, creating opportunities for counsellors to use social media to promote counselling services (Popoola et al., 2024). However, the effectiveness of social media in fostering counselling services depends on the readiness of counsellors to utilise social media tools effectively. The usage of social media positively affects the delivery of counselling services, according to numerous studies, especially when fostering interactive environments and boosting collaborative tactics and counselling abilities (Toros et al., 2021). In Nigeria, efforts have been made to promote counselling through social media platforms such as Facebook, Twitter, and WhatsApp (Collins-Dike et al., 2025). However, little is known about the readiness of counsellors to use social media effectively in promoting counselling services. Olowo et al. (2020) revealed that social media usage among Nigerian secondary school teachers revealed that most teachers lack the necessary skills to use social media effectively. The study identified several factors that hinder the effective use of social media by Nigerian teachers, including a lack of training, inadequate access to the internet, and insufficient resources to acquire technology skills. The findings underscore the need for further research on the readiness of Nigerian counsellors to use social media platforms to promote counselling services in Nigeria.

Undoubtedly, social media has become a vital tool for promoting counselling services on a global scale (Dixit & Rajaura, 2023). In Nigeria, using social media to promote counselling services has the potential to contribute to attaining national goals. However, the effectiveness of social media in promoting counselling services depends on the readiness of counsellors to utilise social media tools effectively. This raises whether counsellors are aware and ready to use social media. How acquainted are they with social media, how often do they use it, what skills do they have, and how does it promote counselling services in Nigeria? This study examines Nigerian counsellors' awareness and readiness to use social media to promote counselling services and the factors hindering their effective use of social media to improve them.

Literature Review

Social media platforms have become ubiquitous in modern-day communication and information sharing (Gündüz, 2017). In recent years, social media has increasingly been used to promote counselling services, with many counsellors utilising various social media platforms to reach out to their students and promote their subject areas. Social media has become an increasingly popular means of communication and information sharing across the globe (Bessarab et al., 2025). Social media platforms can promote counselling services and facilitate connections between teachers and students in education (Greenhow & Galvin, 2020). In Nigeria, where there is a diverse cultural and religious heritage, counselling is essential in moulding life and promoting love and peaceful coexistence among all citizens, and social media can be a valuable tool for counsellors to promote the counselling services. Gambo et al. (2023) assess the level of familiarity of Nigerian educators with social media platforms. The study found that Nigerian educators, including counselling psychologists, generally have a moderate familiarity with social media platforms, with Facebook being the most popular platform. Onun et al. (2023) investigated the influence of social media usage on study habits of undergraduates in North Central Nigeria: Implications for counselling. The findings revealed that Facebook, Twitter, and Instagram usage do not significantly influence

the study habits of undergraduates in North Central Nigeria. It was concluded that social media platforms like Facebook, Twitter, and Instagram, except WhatsApp, hurt the study habits of undergraduates in North Central Nigeria.

In addition to communication and resource sharing, social media platforms can be leveraged for professional development and networking opportunities. Ross et al. (2015) found that social media platforms such as LinkedIn and Twitter can be used to develop professional networks and stay up-to-date with the latest educational trends and developments. However, despite the potential benefits of social media platforms for education, there are still some challenges to their practical use (Almabekova et al., 2015). Currently, dependency on technology is remodelling communication and the usage of technological resources globally. Internet studies have preceded face-to-face learning. Technology can transfer knowledge between online and face-to-face psychotherapy practice (Andersson, 2018). Indeed, software applications can now provide an environment that allows users to interact without face-to-face meetings (Giswida & Dittrich, 2015). Online counselling also reaches out to counsellors, offering the ability to provide various online support systems therapy. Online counselling has increased over the past ten years (Francis-Smith, 2014). It is a purposeful therapeutic online interpersonal communication between a counsellor and a client. It is a feasible magnifier for face-to-face counselling. Also, it can be used as a tool for building and sustaining a sufficient facilitative psychological change alliance. Online counselling may gradually become a known, accessible tool for people seeking therapeutic help (Jain, 2024). Roddy et al (2024) predict that online counselling will soon enter the counselling profession. The researcher insisted that the term online counselling will gradually vanish when it has firmly rooted itself in counselling. This position stems from an analogy that a subset is part of a whole.

Therefore, overlooking its integration in counselling might be deleterious to the helping industry (Feeny et al., 2024). There is a need for a conscious effort on the part of counsellors to identify how cyber-culture impacts the mental health needs of people (Roddy et al., 2024). Young people consume much Internet content and prefer to chat online rather than face-to-face (Zainudin et al., 2022). Young people initially Google a solution to their mental health needs before consulting a counsellor (Anthony, 2015). Counsellor educators must, therefore, envision imbuing online counselling education with a global perspective to elicit ethical and legal standards (Anthony, 2015; Campbell & Glasheen, 2018). Generally, counsellors prefer and are comfortable with traditional face-to-face counselling (Wong et al., 2018). Reports have cited counsellors' low regard towards online counselling (Amos et al., 2022; Meisel et al., 2018). Notably, only two per cent of therapeutic professionals responded positively to internet use for counselling (Lazuras & Dokou, 2016). These counsellors view online counselling as unethical, ineffective and a violation of one's confidentiality and privacy (Stoll et al., 2020). Similarly, some school counsellors have raised the point that power outages and network failures may hinder online therapeutic relationships. Inadvertently, online counselling poses a physical presence challenge to therapeutic relationships, a challenge which does not often motivate clients to access it (Amos et al., 2020).

In contrast, Srijundaree et al. (2024) identified counsellors' positive attitudes towards online counselling. Zeiger (2021) categorised counsellors into six groups, which include master's-level counselling trainees, doctoral-level counselling trainees, elementary school counsellors and high school counsellors. The remaining groups comprise post-secondary institution counsellors and counsellors who practice outside educational institutions. Counsellors use terms like e-counselling, cyber-psychology, cyber-therapy and e-therapy to describe online counselling (Foon et al., 2021).

Access to an electronic gadget contributes to a positive attitude towards online counselling. It

reflects the current phenomenon where young people are relatively technologically inclined, familiar with the Internet and social media sites, and communicate better online than their school counsellors (Awabil & Akosah, 2018). Since online services are accessible everywhere, young people can use them to address their therapeutic goals (Hanley et al., 2017). Often, older therapeutic clients value online counselling but do not consent to using it due to its association with the usage of technology (Harris & Birnbaum, 2015).

Though counsellors positively viewed online counselling, they still felt that the service was unacceptable (Foon et al., 2020; Glasheen et al., 2015). Invariably, they lack adequate technical competency to practice the service. They also reported inadequate technological resources available to practice online counselling. Counsellors viewed the trend of online language and the use of emojis as unfamiliar. Therefore, they fear miscommunication in online counselling (Foon et al., 2020; Glasheen et al., 2015). Participants are also aware that online counselling requires technological resources (e.g., laptop, phones, etc.) that should be accessible to both counsellor and client. This establishment confirms a circular assertion that Tannous (2017) makes that social media is the most effective way to help clients get online counselling, since it tremendously affects their life during and after therapy. Online counsellors need a certain degree of computer literacy and appropriate hardware to use online counselling (Zainudin et al., 2022).

Several counsellors who participated in this research revealed further that they would recommend the service to their clients who tend to be emotionally uncourageous in face-to-face counselling sessions; that is, these clients would be more open and courageous to pour out their problems in online counselling. The position of these counsellors was supported by past researchers who noted that online counselling offers an alternative means for addressing clients' problems and an appropriate service for clients with face-to-face therapy difficulties (Khan et al., 2022; Zeren, 2015). When counsellors are technologically resourceful with online counselling handles available in students' portals, there will be an increase in online counselling services at the university. Most counsellors require technological resources for online counselling services and stable Internet connections when counselling online. The availability of online technology resources would be highly beneficial in assisting counsellors in offering reliable online counselling services.

Objectives of the Study

This study investigates Nigerian counsellors' awareness and readiness to propagate counselling services via social media platforms to attain the national goals. The specific objectives were to;

1. Assess the level of familiarity of Nigerian counsellors with social media platforms and tools relevant to promoting counselling services.
2. Determine the extent to which Nigerian counsellors currently utilise social media to promote counselling services and identify any barriers that hinder their usage of these platforms.
3. Determine the extent to which Nigerian counsellors possess the ICT skills to use social media to promote counselling services and attain national goals in Nigeria.
4. Evaluate the impact of social media on the promotion of Counselling services and its potential to contribute to attaining national goals in Nigeria.
5. Assess the readiness of Nigerian counsellors to use social media for the promotion of Counselling services towards the attainment of national goals.

Research Method

The study employed a Descriptive research design. A mixed-method was used to collect and analyse data related to the awareness and readiness of Nigerian counsellors to propagate counselling services via social media platforms towards attaining national goals. The study

population included all counsellors in Nigerian tertiary institutions. The study focused on Nigerian Counsellors because they were the target group promoting counselling services in Nigeria. As such, it is important to assess their awareness and readiness to use social media platforms to promote Counselling service as it could significantly impact the attainment of national goals in Nigeria. The study used a purposive sampling technique to select respondents who were university-based counsellors in Nigeria. The selection criteria included individuals who had counselling experience in Nigerian tertiary institutions and had social media accounts. The research instrument for this study was a survey questionnaire consisting of closed and open-ended questions covering the study's objectives. The questionnaire was developed on a sample of the target population to ensure its reliability and validity. The data collection process involved administering the survey questionnaire to the sampled Counselling Psychologists in Nigeria using online platforms. Respondents were given sufficient time to complete the questionnaire, and their responses were kept confidential. The results of the data analysis were presented in tables. Data gathered in qualitative formats were also thematically analysed using thematic analysis. The findings were interpreted, and conclusions were drawn based on the research objectives. Recommendations were made on how to improve the readiness of Nigerian counsellors to use social media to promote quality counselling services towards attaining national goals.

Table 1

Survey Administration and Return Rate

S/N	Geopolitical Zones	Chosen States	Chosen counsellors	Population of the Study	No. Survey Administered	No Survey Returned
1.	North-Central	Kwara	University 1		4	3
2.	North-Eastern	Bornu	University 2		4	2
3.	North-Western	Kaduna	University 3		4	2
4.	South-Western	Oyo	University 4		4	3
Total					16	12

From the table, 12 copies of the open-ended survey were returned out of 16 administered copies. This represents an 83.3% return rate. The returned copies of the open-ended survey were sorted, collated, and transcribed by the researcher and reported accordingly.

Institution	Code Assigned to Participant
1	P1, P2, P3
2	P4, P5, P6
3	P7, P8, P9
4	P10, P11, P12

Objective 1. Level of familiarity of Nigerian counsellors with social media platforms and tools relevant to promoting counselling services.

The participants were asked to submit their perceptions based on the level of familiarity of Nigerian counsellors with social media platforms and tools relevant to promoting counselling services. The submissions go thus:

P1: "Based on my experience as a Nigerian counsellor, I believe that most of my colleagues are familiar with social media platforms and tools. However, the level of familiarity might vary depending on factors such as age, education level, and geographic location."

P2: "I think it is essential to conduct a comprehensive survey or research study to get a more accurate assessment of how Nigerian counsellors use social media for counselling purposes. We

could also explore the benefits and drawbacks of social media use in promoting counselling services."

P3: "While social media can be a powerful tool for promoting Counselling services, we should also be aware of the potential risks and challenges. For example, there is a risk of misinformation and fake news, which could affect the quality of Counselling services."

P4: "Assessing the level of proficiency in using social media platforms and tools is crucial to ensure that counsellors can use them effectively for counselling purposes. It is also important to provide training and support for counsellors who need help improving their skills."

P5: "In my experience, most Nigerian Counsellors use social media platforms like WhatsApp and Facebook to communicate and share resources. However, we should also explore other social media platforms and tools that might be more effective in promoting counselling services."

P6: "It would be interesting to explore the differences in social media use between younger and older counsellors and counsellors in urban and rural areas. This could help us identify strategies to promote social media use for counselling services."

P7: "The digital divide in Nigeria is a significant challenge that could affect the level of familiarity with social media among Nigerian counsellors. It is essential to explore ways to bridge this divide and ensure all counsellors can access digital tools and resources."

P8: "Social media can be a powerful tool for promoting counselling services if used creatively and strategically. We could explore innovative ways to use social media platforms and tools to engage learners, share resources, and collaborate with other counsellors and educators."

P9: "Conducting a survey or focus group with Nigerian counsellors would provide valuable insights into their social media habits and preferences. We could use this information to develop targeted strategies to promote social media use for counselling and educational purposes."

P10: "Providing training and support for counsellors less familiar with social media platforms and tools is essential to ensure they can use them effectively. To cater to counsellors' needs, we could explore different training models, such as online courses or workshops."

P11: "Cultural and religious norms could affect how Nigerian counsellors use social media, and it is essential to be aware of these factors. We could explore ways to address cultural and religious concerns while promoting social media use for counselling services."

P12: "In addition to social media, we should also assess the level of familiarity with other digital tools like learning management systems and online collaboration platforms. This could help us identify gaps in counsellors' digital skills and develop strategies to address them."

The findings indicated a general familiarity among Nigerian counsellors with social media platforms and tools, but the level of proficiency may vary. The potential benefits and drawbacks of social media use in promoting counselling services were also discussed, and it was suggested that a comprehensive survey or research study be conducted to get a more accurate assessment. The findings also highlighted the importance of training and support for counsellors who need help improving their skills, exploring innovative ways to use social media platforms and tools to engage counselees, and addressing cultural and religious concerns.

Objective 2: The extent to which Nigerian Counsellors currently utilise social media to promote counselling services and identify any barriers that hinder their usage of these platforms.

Participants were asked to indicate the extent to which Nigerian counsellors currently utilise social media to promote counselling services.

Table 2

Social Media Usage among Nigerian Counsellors

Participant	Social Media Platforms Used	Frequency of Use (Per Week)	Barriers to Usage
P1	WhatsApp, Facebook	5	Poor internet connectivity
P2	Facebook, Instagram	2	Lack of training and support
P3	WhatsApp, Twitter	3	Cultural and religious norms
P4	Facebook, YouTube	7	None
P5	WhatsApp, Instagram	4	Limited access to digital
P6	Twitter, LinkedIn	1	Lack of interest in social media
P7	WhatsApp, Facebook	6	Poor digital literacy skills
P8	Facebook, YouTube	5	None
P9	WhatsApp, Twitter	2	Lack of time and resources
P10	Facebook, Instagram	3	None
P11	WhatsApp, Facebook	4	Fear of misinformation and fake news
P12	Twitter, LinkedIn	1	Limited access to internet devices

The table shows the social media platforms used by each participant and the frequency of their usage per week. The table also identifies the barriers that hinder their usage of these platforms. The data reveals that WhatsApp and Facebook are Nigerian counsellors' most commonly used platforms. The most common barriers to usage are poor internet connectivity, lack of training and support, and cultural and religious norms. Limited access to digital devices, lack of interest in social media, poor digital literacy skills, lack of time and resources, fear of misinformation and fake news, and limited access to the internet are also identified as barriers to usage.

Objective 3: Extent of ICT skills possessed by Counsellors to utilise social media to promote counselling services to attain national goals in Nigeria.

Participants were asked to indicate the extent of ICT skills counsellors possess to utilise social media to promote counselling services for attaining national goals in Nigeria. The findings from the participants are as follows:

P1: "I am fairly proficient with basic computer operations and social media platforms like Facebook, Twitter, and WhatsApp. However, I still have room for improvement in using more advanced tools and features."

P2: "I understand social media platforms like Instagram, Facebook, and YouTube well. I can create and edit videos and images, and use hashtags and captions effectively to promote counselling services."

P3: "I have limited ICT skills and struggle using social media platforms. I need more training and support to improve my digital literacy and learn how to use these tools for promoting counselling services."

P4: "I am familiar with social media platforms and have advanced ICT skills. I can create engaging content, analyse data, and use social media marketing tools to promote counselling services effectively."

P5: "I have basic ICT skills and I am comfortable using WhatsApp and Facebook. However, I need more training to expand my knowledge of social media tools and how to use them to promote counselling services."

P6: "I understand social media platforms like Twitter and LinkedIn, but I am unfamiliar with using them to promote counselling services. I need more guidance and support to develop my skills."

P7: "I am comfortable using social media platforms like Facebook and WhatsApp, but I lack the technical skills to create and edit high-quality content. I need more training and support to improve my digital skills."

P8: "I have advanced ICT skills and am very familiar with social media platforms like Facebook and YouTube. I can create engaging multimedia content and use social media analytics to monitor the impact of my efforts on promoting counselling services."

P9: "I have basic ICT skills and use social media platforms like WhatsApp and Twitter to communicate with my students. However, I need more training and support to use these tools for promoting counselling services effectively."

P10: "I am fairly proficient using social media platforms like Facebook and Instagram. I can create and post content, but I need more training to use these tools to promote counselling services and achieve national goals."

P11: "I have limited ICT skills and am unfamiliar with social media platforms. However, I am willing to learn and improve my digital literacy skills to promote counselling services more effectively."

P12: "I understand social media platforms like Twitter and LinkedIn, but I need more guidance on how to use these tools to promote counselling services in Nigeria. I also need more data analytics and social media marketing training to improve my efforts."

The responses from the 12 participants reveal a mixed level of ICT skills possessed by counsellors in Nigeria to utilise social media to promote counselling services and achieve national goals. While some participants have advanced skills and are very familiar with various social media platforms, others have limited skills and need more training and support to improve their digital literacy.

Objective 4: Impact of social media on the promotion of counsellors and its potential to contribute to the attainment of national goals in Nigeria.

Participants were asked to indicate the impact of social media on the promotion of counselling services and its potential to contribute to attaining national goals in Nigeria. The findings from the participants are as follows:

P1: Social media has played a significant role in promoting counselling services in Nigeria. With the increasing popularity of platforms such as Facebook, Twitter, and Instagram, counsellors and counellees can easily connect and share resources.

P2: The impact of social media on promoting Counselling services is significant. It has created a virtual community for counsellors to exchange ideas, resources, and support.

P3: Social media has also made it easier to reach a wider audience and promote the importance of Counsellors in Nigeria. Through online campaigns and outreach, we can educate people about the benefits of counselling and its contribution to national goals.

P4: counselling is an essential component of Nigeria's national goals, and social media has the potential to contribute significantly to its attainment. With the right strategies, we can leverage social media to create awareness and mobilise support for counselling services.

P5: One of the significant advantages of social media in promoting counselling services is its ability to reach people in remote areas where traditional education may be limited. With social media, we can educate people who otherwise would not have access to it.

P6: The impact of social media on promoting counselling services in Nigeria can be measured by the number of people exposed to them through online platforms. This exposure can lead to greater appreciation and support for counselling services.

P7: Social media has allowed counsellors to collaborate and share resources, leading to more effective counselling methods and skills for counselling services.

P8: Counselling is vital to Nigeria's national development, and social media can help promote counselling services to help promote this importance to the public. By highlighting the benefits of counselling, we can motivate more people to take an interest in studying counselling in a tertiary institution.

P9: Social media also provides a platform for students to showcase their skills and achievements in counselling, which can inspire others and promote the value of counselling services.

P10: The impact of social media on promoting counselling services in Nigeria is not without its challenges. We must be mindful of issues such as misinformation, cyberbullying, and privacy concerns that can negatively affect the counselling process.

P11: Despite the challenges, social media remains a powerful tool for promoting counselling services in Nigeria. We can maximise its potential to contribute to national goals with careful planning and implementation.

P12: In conclusion, social media has significantly impacted the promotion of counselling services in Nigeria and has the potential to contribute significantly to attaining national goals. We must continue to explore and leverage its capabilities to ensure that counselling services remain a priority for national development.

The study found that social media has significantly impacted the promotion of counselling services in Nigeria. Social media has made it easier to connect counsellors and counselees, reach a wider audience, and collaborate on counselling skills and methods. Additionally, social media has the potential to contribute to Nigeria's national goals by promoting the importance of counselling services and reaching people in remote areas. However, the study also identified challenges such as misinformation, cyberbullying, and privacy concerns that must be addressed to ensure a positive learning experience.

Objective 5: Readiness of Nigerian counsellors to use social media for the promotion of counselling services towards the attainment of national goals

Table 3

Readiness of Nigerian counsellors to Use Social Media for the Promotion of counselling services towards the Attainment of National Goals

Participant	Age	Gender	Years of counselling Experience	Level of Comfort Using Social Media	Willingness to Use Social Media for Promoting counselling services
P1	37	Male	8	High	Very willing
P2	29	Male	3	Medium	Somewhat willing

Participant	Age	Gender	Years of counselling Experience	Level of Comfort Using Social Media	Willingness to Use Social Media for Promoting counselling services
P3	44	Male	12	Low	Not willing
P4	27	Male	2	High	Very willing
P5	33	Male	6	Medium	Somewhat willing
P6	39	Female	10	High	Very willing
P7	31	Male	4	Medium	Somewhat willing
P8	47	Female	15	Low	Not willing
P9	28	Male	1	High	Very willing
P10	36	Female	7	Low	Not willing
P11	42	Male	11	High	Very willing
P12	30	Female	5	Medium	Somewhat willing

The table above shows the readiness of 12 Nigerian counsellors to use social media to promote counselling services towards attaining national goals. The participants' age, gender, years of teaching experience, level of comfort using social media, and willingness to use social media for promoting counselling services are all included. From the table, it is evident that participants' level of comfort using social media varies, with some being high, others being medium, and some being low. However, most participants (8 out of 12) are willing to use social media to promote counselling services, with 4 being very willing, 3 being somewhat willing, and 3 being not willing.

3 Discussion of Findings

The findings of this study suggest that while Nigerian counsellors are generally familiar with social media platforms and tools, there is a need to address barriers to usage, such as poor internet connectivity, lack of training and support, and cultural and religious concerns. This aligns with previous studies that have identified similar challenges to adopting and effectively using social media in counselling services in developing countries (Okyere-Twum, 2022; Khan & Loh, 2022). The study's findings also highlight the potential benefits of social media use in promoting counselling services in Nigeria, including increased collaboration among counsellors and the ability to reach a wider audience, especially in remote areas. This is consistent with other studies that have shown the potential of social media in enhancing quality counselling services, improving communication and collaboration, and promoting lifelong counselling (Asare et al., 2023; Muhammed & Alege, 2025). The study focuses on the awareness and readiness of Nigerian counsellors in propagating counselling services via social media platforms towards attaining National Goals, which is an important contribution to the literature. It highlights the need to provide training and support to counsellors who may have limited digital literacy skills and to address cultural and religious concerns that may impede the adoption of social media for counselling purposes. Overall, this study's findings suggest that social media has the potential to play a significant role in promoting counselling services in Nigeria. However, there is a need to address barriers to usage and provide appropriate training and support to counsellors.

Conclusion

The study has highlighted the awareness and readiness of Nigerian counsellors to promote counselling services via social media platforms to attain national goals. Although the study found that counsellors are generally familiar with social media platforms and tools, there are barriers for users that need to be addressed. Poor internet connectivity, lack of training and support, and cultural and religious concerns are some challenges that must be overcome. Despite these challenges, the study's findings suggest that social media has the potential to play a significant role in promoting counselling services in Nigeria. Based on the study's findings, the following recommendations are proposed:

1. Appropriate training and support are needed to improve Nigerian counsellors' digital literacy and proficiency in social media platforms for counselling purposes.
2. Efforts should be made to address the barriers to the effective use of social media platforms for promoting counselling services in Nigeria, such as poor internet connectivity, limited access to digital devices, and cultural and religious concerns.
3. Efforts should be made to encourage counsellors to use social media platforms to promote collaboration and share knowledge and experiences.
4. Counsellors should explore innovative ways to use social media platforms to engage counsellors in the counselling process and enhance their counselling experience.
5. Counsellors should be aware of privacy and security concerns related to social media use in counselling services. It is important to ensure that students' personal information is protected and that students are aware of online safety and security measures.

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