

Broadcasting technology training and career development: Gaging counselling methods in Nigerian universities

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Abstract. This research bordered on methods of counselling students in Nigerian universities undertaking broadcasting studies. Objectives were: To find out the most common methods of counselling, formats, frequencies, and skills from broadcasting technology training. The scope covered only undergraduate students from four universities. The theoretical framework was on social learning and individual differences. The research method was online surveys using Google Forms questionnaires and telephone interviews. The population was 318,988, and the sample size was 388. From the quantitative calculation of responses, 215 or 56% of 384 sampled students agreed that the method of counselling through open class sessions was contrary to standards. Qualitative interview responses from 4 counsellors showed disapproval about the format of counselling. The frequency of counselling was very irregular. It concluded that career development methods that can provide frameworks for helping students find the right career were missing. It is recommended that universities adjust the method of counselling from open class sessions to personalised or cognitive behaviour therapy methods.

Keywords: broadcasting, career, counselling, development, media

1. Introduction

It is an axiomatic statement that all professions and vocations are learned. Hence, it is doubtful that there is any person whose birth had ever been announced and whose profession is attached or tied to the umbilical cord for practice. Perhaps the only thing that individuals come from the womb with is the art of communication. Unarguably, babies announce their birth before their mothers with short cries. Ji and Pan [22] stated that whatever the meaning of the cries, they signify a broadcast of arrival to the World. The signal relieves the mother, and the job of the birth attendants comes certified. The simplest of ideas about broadcasting is the use of cries by babies to announce their arrival. However, it appears too myopic. The art is never learnt or taught in any formal institution or by the tutelage of anybody. Instead, it is spontaneous, the message is undefined, and the scope and the reach of the channel are very narrow. Only a few persons in the birth theatres receive and can hear such a first announcement. For purposes of being realistic, broadcasting comes from the coinage of two words: broad and cast. Definitively, broad means wide, large or extensive. Cast means spread, extend, blowout. From the perspective of communication, it is not wrong to say that information remains the biggest and essential material of trade. It is the availability of information that prompts communication, which is the sharing of ideas, feelings, facts or data. Consequently, the addition of broad to cast can be deciphered as wide spread of information. This is nothing but broadcasting. Flew, Iosifidis and Steemers [17] identified that broadcast means communication

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*Educational
Dimension*



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to a community by wireless transmission of signs, sounds, or visual images. The difference from the previous idea is that the particular information can be moved from one person to another person and from place to place or over territories. For information to reach a large number of people, training in the use of technology is required. In communication, broadcasting denotes sending information automatically to diverse hearers. Mendelsohn [30] emphasised that broadcasting is disbursing media content electronically from a transmitter to a receiver. Importantly, this is further defined by using a one-to-many approach. Producers generate media content that is communicated electronically to widespread persons with the appropriate apparatus. Such technology revolves around the science of using radio and television to spread information to a large audience or persons. The doors of undertaking this profession or vocation remain open to all. But not all people accept it, just as every other profession. First of all, individuals willing to enter broadcasting need to understand the merits and the demerits, the goals or the missions. Bridston [8] explained that broadcasting had been one of the most influential undertakings either by talent or training. The total of where and how to get all relevant information about broadcasting before venturing into it begins and ends in career counselling. Career counselling builds on the passion of persons aspiring to take up a profession. It helps to facilitate the growth of individuals, guides them to the top of their careers, and aids the development of society. Kanchan [23] upheld that in certainty, some students are incapable of pinpointing desires and the most dependable way to find jobs. Professional psychotherapy is of vast importance for students who are choosing vocations and professions in universities. Broadcasting is not done in all universities in Nigeria. There are private and public universities that offer broadcasting courses for students. Guardian Nigeria [19], Mohammad [32] said that tertiary institutions in Nigeria are for the preparation of students for manpower necessities at the intermediate and upper stages, inspiring values for existence and national development and playing appropriate leadership roles. On a yearly basis, these universities churn out large numbers of students to the labour market who did broadcasting. Perhaps or perhaps not, the universities certify the students fit for the broadcasting technology careers after a series of counselling rather than foisting the professions on the students.

1.1. Statement of the problem

According to Business Insider Africa, Nigeria produces over 600,000 university graduates annually, a number that significantly adds to the already swollen pool of unemployed youth [18]. This unemployment crisis is not merely a function of limited job availability but, more critically, of skills mismatch and poor career preparedness among graduates. Many students leave the university system without practical competencies or a clear understanding of job market expectations, particularly in technical fields like broadcasting technology, where hands-on expertise is crucial.

In response to the growing concern, the Nigerian government introduced entrepreneurship education at the senior secondary level in the 2011 academic session, aiming to instil job-creating capabilities early on. However, the realisation of this curriculum's full impact heavily depends on early and effective career counselling. Despite this policy shift, evidence shows that students still face confusion regarding career direction, skill development pathways, and entrepreneurship opportunities. The absence of targeted career guidance at the university level compounds this problem, especially in specialised and rapidly evolving fields like broadcasting.

Moreover, in today's dynamic global labour market, employers prioritise practical skills over academic qualifications. Certificates alone are no longer sufficient. In fields such as broadcasting, technical know-how – including experience with consoles, editing software, and interviewing techniques – now defines employability. Thus,

broadcasting graduates must be equipped with technological proficiency, creative skillsets, and strategic career planning, all of which depend on effective and industry-relevant counselling interventions.

While some universities have adopted online counselling platforms to bridge access and scalability gaps, such methods present notable imperfections. Online career counselling often lacks interpersonal connection, contextual sensitivity, and tailored feedback, especially when mass-delivered. It is also highly dependent on digital literacy and access, which may disadvantage students in underserved areas or those unfamiliar with digital tools. Although online counselling can complement in-person support, it is less effective when used in isolation, particularly for first-generation university students or those from low-resource settings.

Globally, countries like Germany and Finland have adopted dual training systems and experiential career coaching, where students receive hands-on training alongside structured career development under the guidance of mentors and industry experts. In Canada, the integration of career development portfolios and practicum-linked counselling has been instrumental in transitioning students into employment or entrepreneurial ventures. These international models underscore the value of integrated, personalised, and context-aware counselling, especially in skill-intensive sectors.

Therefore, this study addresses the central problem: whether Nigerian universities currently utilise sufficient and appropriate counselling methods—particularly hands-on and hybrid approaches—to guide students in developing the skills, tools, and networks necessary for sustainable careers in broadcasting technology. The findings will help bridge the gap between policy intent, counselling practice, and labour market realities, contributing to the broader goal of reducing graduate unemployment through career-focused skill development.

1.2. Objectives of the study

The broad objectives were broadcasting technology training and career development through the use of counselling methods in select universities in Nigeria.

The specific objectives are:

1. What is the most common career counselling method of broadcasting technology training in most universities in Nigeria?
2. What is the format of counselling for broadcasting technology careers for students in Nigerian universities?
3. What is the frequency of broadcasting technology career counselling methods for students in Nigerian universities?
4. What has been the specific broadcasting technology skill gained from counselling students in Nigerian universities?

1.3. Scope of the research

The study was narrowed to undergraduate students and eight lecturers at the University of Uyo (Southern Nigeria), the Enugu State University (Eastern Nigeria), the Kwara State University (Western Nigeria), and the Kaduna State University (Northern Nigeria). The respective universities were purposively taken to cover the four cardinal locations of Nigeria. The scope of the topic is relevant to educators, counsellors, and policymakers not only in Nigeria or the African continent but also in other continents since it addresses the universal challenges of aligning broadcasting technology training with modern industry demands, improving counselling frameworks for skill development, and fostering career readiness in an increasingly digital and competitive global market.

2. Theoretical background

2.1. Career and career counselling

A career is an occupation that a person has decided to undertake with passion, capacity and skill. At the university level, very few students may be aware of what job to take on for a lifetime, while others may not know what to do till graduation. This is to say that almost all students in tertiary institutions are not aware of careers to select. Baker and Gerler [6] stated that providing guides for students on career selections is the responsibility of the counsellor by assisting students in the discovery of correct careers for the development of innovative skills and job opportunities. Rightly to say, a career has remained an occupation or profession which needs appropriate education and knowledge. It is usually undertaken over an era. It is not a job done intermittently or as may be pleased. The deciding factor for the choice of a career is also not merely the expectations of quick financial gains. Globally, a career is not just a specific or periodic work or job but an occupation to satisfy passion, interest and aspirations. It is an expression of the flair for advancement or zeal for accomplishment of a particular inclination. The procedure of selecting a career is exclusive to each person. Many factors propel students to make career choices. Some of the central factors are character factors, aptitude and curiosity of the individual, growing phase of the person, value system, life roles, age and gender.

2.2. Career counselling

Career counselling plays an essential role in advancement and progress. It offers people sustenance and guidance. In schools, the essence of career counselling is to guide students in understanding strengths, passion, and ambitions. It is also to make students make superior decisions about their professional journey. It acts systematically and is designed to guide individuals to recognise appropriate professional paths. With the help of professional career counsellors, students can enter various fields and disciplines. Roy [37] said that career guidance plays an important role in helping to meet goals and successes in education systems. The desire for a livelihood is unquestionably one of the most vital choices in life. The wit is that people sometimes make such significant choices at the initial stage of life. For certain persons or students, career choices are sometimes decided casually, without giving much thought to benefits or challenges. However, it is ideal to ensure that the choice of a career is carried out with utmost care, thought, and preparation. On the strength of this, Kaplan [24] said that career counselling can commendably help individuals cope with the stress and uncertainty in future work environments. Primarily, career counsellors work with individuals to build personal, professional, and educational lives. Career counsellors work successfully by identifying the needs and interests of students. They work on clarifying career goals, gathering information about different professions, engaging in business sector research, developing plans for realistic job search strategies, providing support at job interviews, and helping in mind health engineering. Thus, appropriate career counselling of students can lead to successful employment, where individuals are able to contribute abundantly to the success of societies. At the same time, career counselling can help students achieve personal fulfilment in their chosen vocations. Generally, effective career counselling of students serves as a platform of hope, direction and stability in life. Therefore, the whole essence of career guidance is to tie the interests of the students to the tangible and intangible benefits of specific vocations and professions. Career counsellors are frequently available in organised schools to assist willing students in obtaining suitable placements for jobs after graduation, resolving mental disputes on what to do from a host of professions or locating other valuable work. Akhter et al. [2] maintained that professional career counsellors help persons facing difficulties in their careers.

Career counsellors can also assist people in getting a better grip on what means most to individuals, in what manner to plan careers freely, and how to make challenging decisions and get through periods of predicament.

Career counsellors check on social comportment and personality traits to know the correct way of advising students to choose a career in the right direction and purpose. The study of personality qualities offers career counsellors important insights into the ambitions and abilities of students. It is through such studies that career counsellors can make well-thought-out recommendations about the professional path of students. A career counsellor helps students know the steps that should be taken to get there. Weakley [38] confirmed that career counsellors could counsel on steps for the learning of new skills by exploring the needs of various industries or even by switching to new occupations completely different from old ones. The counsellor can provide insights about job opportunities that an individual can get by embarking on specific career training. A career counsellor communicates about the trends in industries and the latest developments and guides students to match ambitions with careers. They can also help in building an impactful resume for students to prepare for an interview and build professional connections for career growth. In this aspect, many career counsellors make sure that students only select the correct areas of job specialisation.

2.3. Features of career counseling

Erford [15] explained that counselling is a chunk of a broad sector of applied thinking in the guidance of individuals to do a job through skills and competencies.

Learning instructions and career choice building are self-motivated for all individuals. In the current dispensation, eminent by rapid alteration of labour, determining and handling a career becomes problematic. The student is required to embrace the information and be acquainted with the aims, standards, necessities, and purposes that are entailed.

In the new situation, using data and material available, the students are expected to explore ways and opportunities to learn the connection between the obtained educational qualifications, the available jobs, and personal skills and abilities. This is the premise of scaling above unexpected frustrations and sustaining a fruitful lifelong learning process for steady transformations. Therefore, professional choice is not an irrational choice, but it is the result of complete preparation and agreement of broadminded conclusions and sustaining concern.

2.4. Career counselling methods

There are several methods of carrying out career counselling for students. This can be by career assessment. This is a tool that examines the skills, talents, and aptitudes of students to understand how personal qualities may influence career success and fulfilment. Career assessments are a systematic tool used in career counselling to help people classify interests, abilities, and values and to study careers that might suit them. Career assessment can help people make informed career decisions. Some assessment tools are aptitude tests, asking for records of interest in social and economic matters, character valuations, values reviews, and skills plans. Whiston and Rahardja [39] explained that career counselling is a priceless means of managing the correct career choice. A career counselling survey can help individuals discover a career that is in line with their elements and abilities.

There is also counselling through the use of cognitive behavioural therapy (CBT). This is a method extensively used for intervention in career counselling with psychological problems such as anxiety, stress, and depression, which may affect a student. CBT is based on the idea of making enduring changes in behaviour by altering negative shapes of thinking. It is short-term and goal-oriented to recognise the behaviours

to change and an action plan to do so. CBT helps people identify and challenge undesirable thoughts and learn how to think confidently about the idea that a negative notion is a tradition that can be cracked.

There is also the Myers-Briggs Type Indicator (MBTI) counselling method. It is another widely used instrument that helps understand the personality variances of students and the impact on decision-making flairs, communication inclinations, and vacation environments. The MBTI helps people comprehend preferences and the manner in which they interrelate with the world. It can be used in a variety of ways and situations, including in career counselling for students. Draghici [12] maintain that counsellors can use the MBTI to help explore preferences and latent career paths. They can use type tables to help see how preferences fit with diverse career families.

More so, the trait and factor model also exists as a generally used career counselling model that accepts there is a best fit amid personal characters and the factors of diverse professions. Ismawati, Iswari and Daharnis [21] explained that the trait and factor counselling method rests on the norms that people or students have different characteristics, while occupations necessitate a blend of characteristics to fit different requirements. It is also on the platform that real vocational counselling of students can cause proper adjustment of a person's traits with job necessities.

In the online assessment tools, counsellors use innovative systems and data analytics to deliver career counselling with an understanding of interests, aptitudes, and personality traits. These and each of the career counselling methods can help to identify the features that affect career development, assess interests, abilities, and values, and regulate steps for the progress of students, especially in attaining broadcasting skills. Online counselling can be a viable substitute for face-to-face counselling for students, particularly when face-to-face meetings are not conceivable. Online counselling can be done through email, chat, video, internet, and phone. Online counselling can be effective when conducted by skilled and competent professionals. However, Mulungu, Mindu and Mulungu [33] hinted that there are mixed findings regarding the efficiency of online counselling put side by side with traditional face-to-face counselling.

2.5. Theoretical framework

Two theories, as explained below, were adopted for this work.

2.5.1. Social learning theory

The first theory is the social learning theory, which was adopted as the frame of this research. The theory is a product of Albert Bandura, who considers that human beings process facts and data before them in dynamic and different ways by bearing in mind the connection between behaviour and values. Social learning theory suggests that people absorb new behaviours by being interested, witnessing and replicating what others do. Mcleod [29] stated that the theory highlights the significance of observation, to learn and be educated by individuals by accepting to apply obtained information, seen talents, boldness, beliefs and the activities of others as well as the consequences that follow. The significance of this theory in this study is that it can offer a platform for career counselling and lead to the forming and acceptance of behaviours through observations.

Social learning theory reflects how eco-friendly and cognitive factors interrelate to have an emotional impact on human education and behaviour. This is to say that behaviour is learned from the surroundings through the procedure of observation expressly from groups. Thus, students observe other students' actions and adjust their daily behaviour either to emulate or distinguish from peers. Harnessing the power of social learning theory can expose windows of getting students' attention and

in what manner students can retain information while also ascertaining when it is suitable to replicate the behaviour. This is a theory that explains how people learn, process, and retain information. It can help educators make actual teaching resources and policies.

2.5.2. Individual differences theory

Deary [11] mentioned that from historical records, Charles Darwin inspired attention in the study of individual differences. Curiosity was further followed by measuring individual differences among people. It proposes that people vary expressively in appearances, traits, abilities, and needs. No two individuals are precisely alike but have exclusive personalities, tempers, motivations, skills, and preferences. These contrasts affect behaviour, thinking, feeling, and routine. The theory is important to show that many people, including students, arrange needs or think of making achievements differently due to specific characters, traits, origins, dispositions and conditions. Thus, some students may value achievements and status more, while others stress affinities and self-acceptance. This contrast in needs and priorities affects motivation, goals, and behaviour.

2.6. Review of related literature

Omeje and Ncheke [34] investigated career counselling as a tool for economic empowerment among the youth in Nsukka Zone, Enugu State. In descriptive survey research, the population encompassed 1,520 youths with an extracted sample size of 300 youth. A researcher-designed questionnaire was used for data collection. From the data analysed, the study accepted the role of career counselling for economic empowerment among the youth by providing information about the labour market, human capital development and teaching the youth how to plan and make decisions, among others. The study discovered the challenges to career counselling, including an inadequate resource centre, lack of training and reeducation of career counsellors, lack of support from stakeholders for career therapy programmes and poor connection between career counsellors and parents. Results of the hypotheses revealed no significant differences in youth ratings on the part of career counselling and its tasks as a tool for youth profitable empowerment.

Similarly, El Atrache [14] mentioned that exceptional and talented students may face problems and make mistakes when deciding about professional careers. This study was determined to review and appraise the accessible research evidence for the use of career counselling in guiding gifted and talented students by categorising systematically sound studies and determining if the practices were evidence-based. The qualitative review method of research was used. Using career counselling and gifted keywords and expressions, a methodical search through virtual databases was piloted. Fifteen experimental studies applying career counselling intervention on gifted school and college students between 1990 and 2022 were studied. Findings showed that none of the 15 studies were high-quality studies. Thus, an evidence-based cataloguing could not be established. It endorsed that further studies be conducted on more tentative studies considering quality career counselling pointers.

2.7. Challenges that affect career counselling

These are some of the challenges that disturb career counselling goals with ways to solve them effectively, such as in the following paragraphs.

2.7.1. Deficiency of qualifications

Lacking the necessary qualifications for a role, such as educational requirements or skills, are joint challenges that many assumed professionals face in career counselling. Lack of educational qualifications limits a fair understanding of the skills required for

the role. Certifications can make related positions show obligations. It is known that many jobs require applicants who are with appropriate know-how for the positions. Slight or no knowledge due to lack of qualifications can be challenging for a career counselling job to be done smoothly.

2.7.2. Changes in industry

When there are changes in industries or positions, it may affect professional counselling goals. Certain businesses develop more reliance on technology, and some people may find it problematic to advance in a career with limited technical skills. Throughout career counselling, it is advisable to make known the essence of remaining elastic rather than static by learning and acquainting with changes that may arise from time to time. Badmus [5] said that often, rapid technological progressions and changes in industries may result in a gap between the skills individuals hold and those prerequisite by employers. This calls for constant learning and upskilling through career counselling, which is essential to staying important in the job market.

2.7.3. Fear

Fear can frequently stop professionals from working in the direction of counselling on career goals. At its core, the problem is often denoted when career counsellors begin to distrust capabilities. Prochaska and Norcross [36] explained that fear of transformation could be behind the decision to delay until the last possible second to cultivate a plan B to look for solutions as an alternative to the expectation that everything may work out.

2.7.4. Financial obligations

Economic responsibilities arising from loan repayments, rent, or bills can thwart career counsellors from functioning effectively and helping students attain career goals. These may abstain from accepting the responsibility of pursuing job environment counselling that can support students' curiosity. When money becomes a career task, it affects a financial plan to help students realise career objectives.

2.7.5. Uncertainty about goals

Some career counsellors may face challenges of uncertainty because of the overambitious goals set by students. They may be unconvinced about the categories of jobs that may support or agree with students' passions or the career options of students based on skills and knowledge. If a counsellor is unclear about students' career goals, it can be difficult to guide them on the path of a career, especially in broadcasting technology skills.

2.7.6. Burnout

Burnout occurs when career professionals experience the stress connected to the work of choice students. It may bring defeat in a career path or be unenthusiastic in grasping professional goals. Experience with burnout needs assessment of the issues that may be causing it. Burnout includes physical, emotional, psychological, and behavioural tiredness affecting self-concept, mental health, attitudes toward work, and effectiveness with clients. Kim and Lambie [26] contented that role strain and burnout are connected to school counsellors' adverse self-efficacy, mental health, and job performance.

2.8. Global best practices in broadcasting training and the role of counselling

Globally, effective broadcasting training integrates hands-on industry-standard tools, internship opportunities, and structured career counselling to ensure graduates are industry-ready. In countries outside the African context, especially in advanced higher

education systems, career counselling is strategically embedded in the broadcasting curriculum to bridge the gap between training and employment.

In the United Kingdom, institutions like Bournemouth University and the University of Westminster employ industry-aligned programs where students work on live media projects and receive one-on-one career coaching through dedicated career hubs. Bridgstock [7] say that these services help students identify career paths based on aptitude and media market trends. In Canada, McKeown [28] stated that broadcasting and media schools incorporate experiential learning, including TV studios, film sets, and career labs, where students get guidance from industry mentors and career advisors on skill development and job placement strategies.

In Australia, institutions like the Australian Film, Television and Radio School (AFTRS) provide targeted support through their Industry Mentorship Program, where counsellors match students with professionals for career shadowing and skill refinement, acknowledging the individual learning styles and career trajectories of students [4]. These international models reflect best practices rooted in social learning theory – where students learn from observing professionals – and individual differences theory, where counselling supports the learner's unique path. Such practices highlight the necessity of moving beyond one-size-fits-all counselling approaches and suggest a roadmap for Nigerian universities to adopt more personalised and career-responsive strategies.

3. Methods

3.1. Research design

This study adopted a mixed-methods approach, integrating quantitative and qualitative strategies to comprehensively investigate broadcasting technology training and career development, with particular attention to counselling methods in Nigerian universities. Grounded in social learning theory and individual differences theory, the research design sought to not only collect data but also analyse behavioural patterns and personal variables that influence career outcomes.

Two methods were adopted for data collection. These are the online surveys and the telephone interviews. Following Akpan [3], position, online surveys are employed to collect broad-based quantitative data from a geographically dispersed population. This method enabled the assessment of collective attitudes, perceptions, and personal learning experiences regarding broadcasting technology training. In alignment with social learning theory, the surveys explored how students' career interests and skills are shaped by observation, imitation, and reinforcement within university settings. At the same time, consistent with individual differences theory, the surveys probed variations in students' abilities, personalities, and motivations that impact their training and career trajectories. In addition, the telephone interviews complemented the survey data through semi-structured telephone interviews conducted to obtain rich, qualitative insights. This method was fast, efficient, and effective for gathering deep personal narratives without requiring physical interaction. The interviews delved into individual learning pathways, mentorship experiences, and perceived barriers to career development, thereby allowing a clear analysis of individual differences in learning and counselling responsiveness.

In order to achieve an innovative analytical strategy, this triangulation was employed to cross-validate findings from surveys and interviews, ensure data robustness and increase the credibility of interpretations. It provided a thematic analysis of interview data linked with statistical correlation analysis of survey responses to uncover patterns of influence between social learning factors like role models and peer networks and individual variables such as cognitive style and vocational interests.

It also offered a comparative group analysis conducted to differentiate responses across demographic lines and understand how individual differences interact with social environments to shape career development.

3.2. Study participants

The participants in this work were 318,988 persons, covering 318,980 undergraduate students and 8 counsellors. The number of students came from 127,980 students of the University of Uyo (Southern Nigeria), the Enugu State University, 81,000 students (Eastern Nigeria), the Kwara State University, 35,000 students (Western Nigeria), the Kaduna State University, 75,000 students (Northern Nigeria). The respective universities were purposively taken to cover the four cardinal locations of Nigeria. Another reason was that each of the universities offers courses in mass communication, from broadcasting sprouted as a specialised technological career.

3.3. Sample

In particular to sampling size, Cohen [9], Field [16], Kline [27] and Pallant [35] have found that 384 can provide reliable estimates of population parameters in various fields. By using the recommended sample size formula on the population above, 384 students at 95% confidence with a 5% margin of error were picked. Four (4) or 50% of 8 counsellors were, which put the sample size at 388. This facilitated the formulation of 384 copies of the questionnaire on Google online forms and proportionately distributed randomly through electronic mail to students. The emails were collected from two reputable mobile telecommunication network provider sites. In addition, for purposes of interviews, 4 or 50% of 8 counsellors in the universities under study were handily interviewed through telephones. Through the probability sampling method, the sample size of the population was pegged at 388. In the justification of representativeness, the inclusion of a large and diverse student sample size ensures the generalizability of findings to the student population. The inclusion of half of the counsellors ensured that an adequate institutional perspective was captured. Together, the sample size of 388 provided both quantitative robustness and qualitative depth.

3.4. Research tools

The questionnaires were inscribed to students as instruments of obtaining data for educational research purposes only. It had 10 questions drawn from the objectives of the research (appendix A). The questionnaire was designed into three sections to capture key components of the study. Section A was on the demographic information with 2 questions about academic level and expected specialisation in broadcasting, and section B was on career counselling exposure with 4 questions; these assess the format, frequency, and impact of counselling services. Section C on skills and career development with 4 questions. These questions evaluated the skills acquired and perceived career readiness on a 4-point Likert scale.

In order to ensure the validity and reliability of the questionnaire, a pretest study for content and face validity was carried out by mailing out 38 copies or 10% of the 384 copies to students in the Faculty of Management and Social Sciences in Topfaith University, Mkpatak, who have seemingly characteristics of students in the four universities picked for this study. The result assessed the clarity, relevance, and coverage of each question in relation to the research objectives. In addition, a reliability pretest retest using the Pearson correlation coefficient analysis was calculated using the responses of the 38 participants. This is a statistical measure that calculates the strength and direction of the linear relationship between two continuous variables. The result showed a coefficient of 0.83, indicating a good level of internal consistency and suggesting that the questionnaire was suitable for full-scale deployment. The different

statistical measures confirmed that the questionnaire addressed the questions properly after due correction of lapses brought out.

In addition, advanced statistical testing through an Exploratory Factor Analysis (EFA) was conducted to examine the underlying structure of the questionnaire items. The results revealed three major factors: Staff Quality, Infrastructure Barriers, and Student Engagement Issues, with factor loadings ranging between 0.58 to 0.80, which indicated strong associations between items and respective factors. Based on these results, the questionnaire demonstrated a valid multi-dimensional structure capable of accurately capturing key aspects of counselling practices in broadcasting technology training within Nigerian universities. This confirmed the questionnaire's validity and structural coherence. A period of two weeks was given to students to fill and return responses by clicking one out of four options per each of the questions. The pretested questionnaire is attached as an appendix.

3.4.1. Origin and objectives of the questionnaire

The 10 questionnaire items were designed based on validated constructs from established career development and educational psychology frameworks. The origin of these questions can be traced to empirical studies on career counselling effectiveness in higher education. Global best practices in broadcast media training. Theoretical models addressing individual learning differences and career decision-making processes. The primary objectives of the questions were to assess the prevalence and frequency of career counselling, identify the techniques and formats used in career counselling, explore the career outcomes, especially broadcasting skill acquisition, among students, and evaluate the impact of counselling methods on student career clarity and preparedness.

3.4.2. Classic theoretical model of analysis

The questionnaire was anchored in a dual theoretical framework of social learning theory, which emphasises learning through observation, modelling, and reinforcement. The questionnaire explored how group/class-based counselling (or lack thereof) influences students' exposure to career paths in broadcasting. The theory of individual differences suggests that students have unique cognitive styles, interests, and needs, thus requiring personalised counselling approaches. The questionnaire probes the extent to which formats (personal vs. group) and techniques (CBT, career advising) match individual learning and decision-making preferences. Together, these models offer a classic lens of analysis, assessing whether current counselling practices align with theoretical expectations for effective career development and whether they sufficiently prepare students for the dynamic demands of the broadcasting industry.

3.5. Procedure

For accuracy in counting the number of responses from students and determining the groupings for common counselling methods, formats, frequencies, and skills gained, the researcher contacted the Head of the Student Councils to release three students as research assistants. These assistants helped group the answers and separately recorded the numbers based on the variables, enabling the adoption of the survey analysis method. The computations for each category were done using a coding sheet, frequency tables, and pie charts, which were analysed and calculated by ascertaining totals, grand totals, and sub-calculations in percentages.

Additionally, the four research questions were fused into a single, uniform, open-ended question to check time management and reduce costs at the interview stage for four counsellors. Four counsellors who chose to remain anonymous and were tagged Personnel A, B, C, and D were conveniently selected to provide added qualitative answers to the research questions related to common methods, formats, and frequencies

of counselling for students.

4. Data analysis

4.1. Quantitative analysis

The data collected was analysed using frequency tables and supported by pie charts for simplicity of understanding. The extract of answers from 4 of the selected counsellors was presented in a qualitative prose pattern and analysed by thematic and similar major word identification.

In table 1 and figure 1, the analysis shows that the variables of career assessment, cognitive behaviour therapy, trait-factor method and occupational aptitude testing were identified as counselling methods in universities. Data obtained from 384 students show that career assessment at 215 or 56% was the most common, while the lowest score went to cognitive behaviour therapy at 25 or 7%. The implication is that counselling in universities begins and ends with academic work and lacks outside classroom tactics. The analysis revealed a gap between theoretical ideals and practical implementation. In comparison, career assessment remains the predominant counselling method, aligning counselling practices more closely with social learning theory and the theory of individual differences calls for broader adoption of individualised counselling methods (cognitive behaviour therapy, trait-factor method), policy-driven support for training and resources and integration of social learning experiences in academic programmes of broadcasting training. Social learning theory elements can be embedded in training through peer mentoring, role modelling, internships, and alumni interaction, reinforcing theory with practice.

Table 1

Most common technique of counselling students.

Technique	Responses	%
Career advising	215	56%
Cognitive behavioral therapy	25	7%
Trait-factor method	40	10%
Occupational aptitude testing	104	27%
Total	384	100%

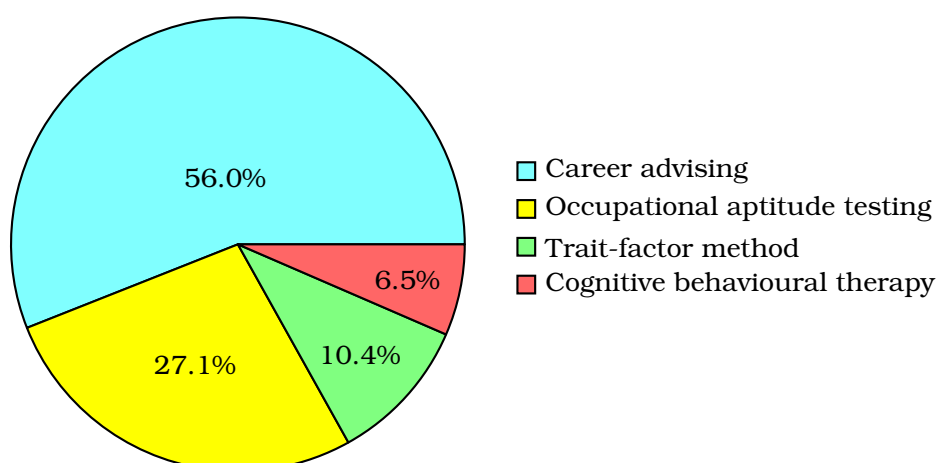


Figure 1: Distribution of responses by technique.

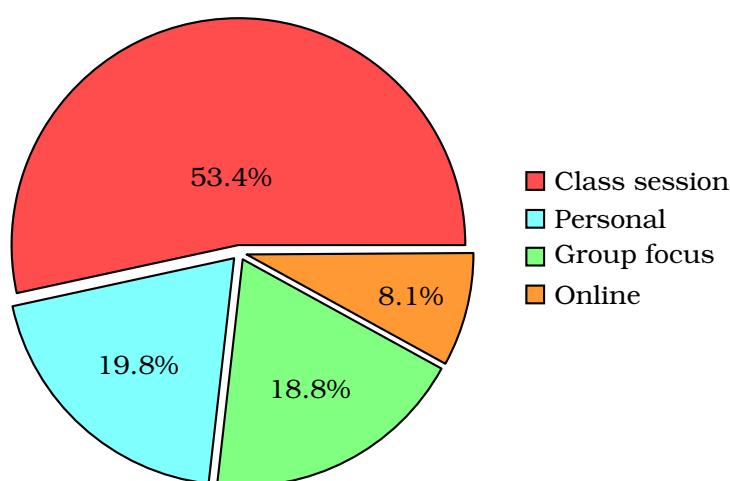
Table 2 and figure 2 show variables of personal counselling, group focus counselling, class session counselling and online counselling for students. Data from 384 students

indicated that class session counselling top in the scores with 205 or 53%, while the lowest score went to online counselling with 31 or 8% responses. Theoretically, social learning promotes interaction and shared experience but is missing in giving deep reflection, mentorship, or skill-building through role models or real-world simulations. The implication is that universities carry out open counselling during class hours, which ends up leaving students humiliated. The dominance of classroom sessions suggests that many institutions have not fully developed diverse counselling formats. Policy implications show that universities can promote a hybrid counselling model that blends personal, group, and online methods, allowing institutions to reach more students while still addressing individual needs. Counsellors may also be limited in their ability to deliver personalised or online counselling due to training or resource gaps.

Table 2

Format of career counselling.

Format	Responses	%
Personal	76	20%
Group focus	72	19%
Online	31	8%
Class session	205	53%
Total	384	100%

**Figure 2:** Format of career counselling.

In table 3 and figure 3, the variables of very regular, regular, irregular and very irregular were identified. Data from 384 students indicated that a very irregular frequency of counselling had a score of 283 or 74%, while the lowest score of zero went to a very regular and regular frequency of counselling for students. The implication is that the counselling units of universities cannot claim to be active. The data reveals that career counselling in Nigerian universities is largely infrequent, with 74% of students reporting it as very irregular and 26% as irregular. This significant lack of consistency undermines the effectiveness of career development efforts. From the social learning theory perspective, irregular counselling limits students' opportunities to observe, engage, and model successful career behaviours, which are crucial for internalising career choices through social interaction and reinforcement. According to the theory of individual differences, infrequent counselling fails to support students'

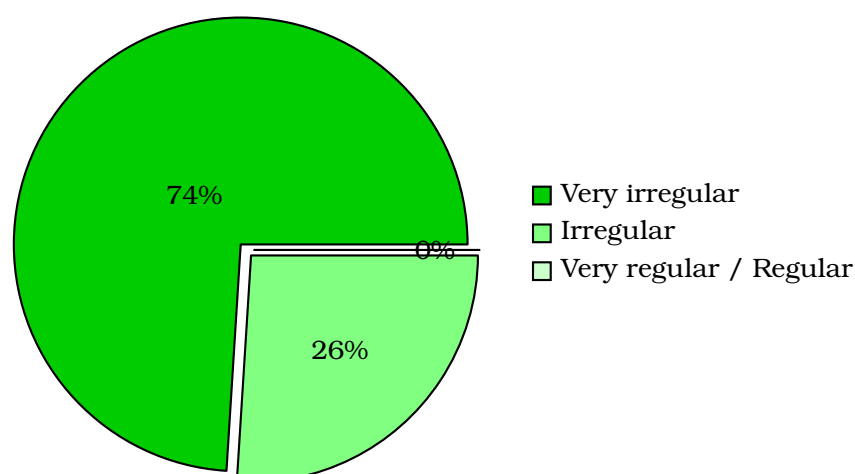
unique developmental needs, leaving many without timely guidance tailored to their interests, abilities, and evolving career aspirations. On policy implications, this trend signals a need for structured and regularised counselling programs within university systems. Policymakers should institutionalise routine career counselling schedules in academic calendars by mandating minimum counselling contact hours per semester. Without regular engagement, both the social and personal dimensions of effective career development remain unmet.

Table 3

Frequency of career counselling among university students.

Frequency	Responses	%
Very regular	0	0%
Regular	0	0%
Very irregular	283	74%
Irregular	101	26%
Total	384	100%

Note: data shows that no respondents reported receiving regular or very regular career counselling.

**Figure 3:** Frequency of career counselling among university students.**Table 4**

The specific broadcasting technology skill gained by students in universities.

Skill	Responses	%
Console usage	62	16%
Camera usage	92	24%
Interviewing	153	40%
Editing	77	20%
Total	384	100%

In table 4 and figure 4, the variables of broadcasting skills were console usage, camera usage, interviewing and editing skills. Data from the sample size of 384 students showed that interviewing had 153, or 40%, as the highest, while the lowest score of 62 or 16% went to console usage. The implication is that none of the skills had an impressive score. The meaning can be interpreted as follows: career

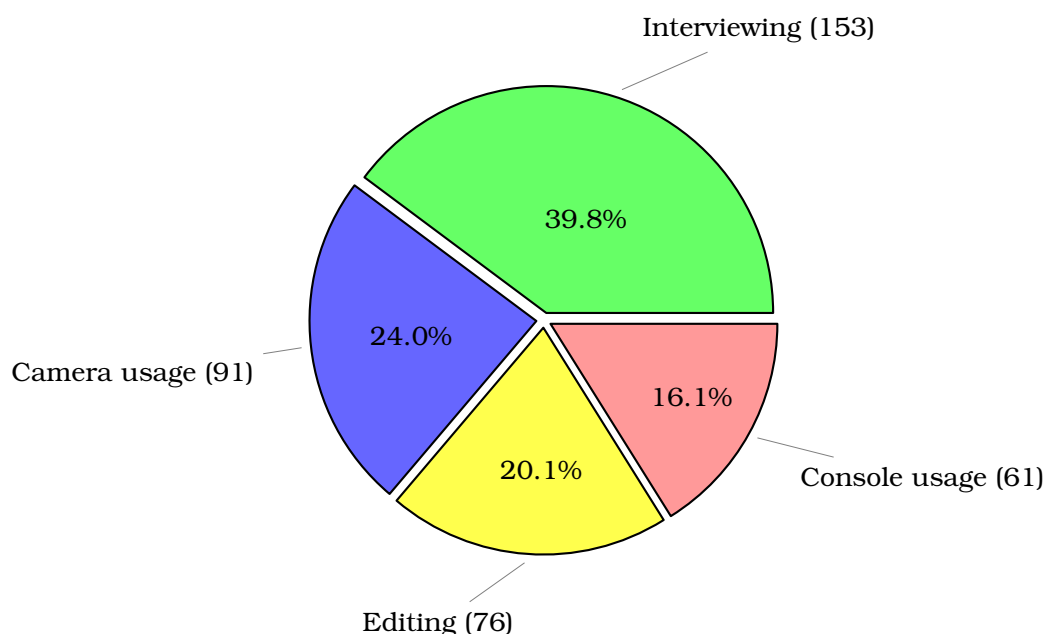


Figure 4: Skill responses distribution with percentages and totals.

counselling does not offer any essential skills for broadcasting technology apart from theoretical academics in universities. From the lens of social learning theory, this suggests students are more frequently exposed to observable, interactive tasks like interviewing – activities that naturally involve modelling, feedback, and peer engagement. However, the lower acquisition of technical, hands-on skills like console usage and editing indicates limited opportunities for practical, modelled learning in these critical areas. Through the theory of individual differences, the results suggest a mismatch between student learning preferences or abilities and the diversity of skill exposure. Students with strengths in technical or behind-the-scenes roles may not be receiving adequate training, which could hinder their career alignment. On policy implications, there is a need to balance training across all broadcasting skill areas, ensuring students are exposed to both front-facing (interviewing) and technical roles (console, editing). Universities can invest in modern studio equipment and editing suites to support hands-on learning, introduce personalised skill development pathways that consider students' aptitudes and interests and ensure coverage of the full broadcasting workflow. This skill imbalance calls for policy-driven enhancements in curriculum design and practical training infrastructure to produce well-rounded graduates for the broadcasting industry.

4.2. Cross-tabulation statistical analysis result

A cross-tabulation of counselling format and frequency indicated that students who mainly received career guidance through class sessions (53%) also reported it as very irregular (74%), suggesting that the mass approach lacks consistency and follow-up. In contrast, personal and group-focused counselling (39% combined), which typically supports deeper engagement, did not significantly influence the regularity of guidance, pointing to underutilisation.

When counselling format and frequency were compared with the type of broadcasting skill acquired, students who accessed more interactive formats (group or class sessions) were more likely to report interviewing skills (40%) as their primary gain – consistent with the social learning theory, which highlights peer interaction and modelling. However, technical skills such as console usage (16%) and editing (20%)

were more common among those who had personal counselling, though still in low proportions – aligning with the theory of individual differences, which emphasises tailored learning approaches.

Overall, the lack of regular and personalised counselling appears to contribute to a narrow skill acquisition pattern, favouring communication-oriented skills over technical expertise in broadcasting.

4.3. Qualitative interview question

Question: Can you make explanations on the most common counselling, the format, the frequency and the gains obtained by students in your university?

Responses

Personnel A: In my university, there is a poor and irregular method of counselling. Counselling is only done when an issue happens. It has no permanent staff. It is like a committee set up when something unusual affects a student.

Personnel B: I am a part-time staff but work as a counsellor at this university. The university only pays me when there is a problem to solve. So, it does not really function effectively. There are inadequate personnel who are not willing to stay and work as counsellors in the universities since there is poor equipment.

Personnel C: The condition of counselling in this university is annexed under the Administrative section. It is the Head of the University Administrative Officer who chairs an occasion to address the problems of students. He is always busy with excessive duties and not available to solve the problems of students from academics, choice of courses, stress management and drug indulgence.

Personnel D: This University has an undefined counselling policy for students. Apart from the day of student orientation, the unit has always remained locked. There is no designated counsellor. The Registrar of the university is the supposed counsellor since he is the one who sometimes listens to them but gives no gainful and actionable responses to help the vulnerable students. So, students are unwilling to visit the unit.

In a thematic analysis of responses, the university's counselling services are inadequate and ineffective. Personnel A, B, C, and D highlight several concerns, including a lack of effective counselling services, insufficient personnel and resources, poor management and oversight, and limited accessibility. Overall, the responses suggest that the university's counselling services need improvement to provide adequate support to students. All responses highlight the absence of a structured, well-defined, and institutionalised counselling framework.

5. Discussion of results and findings

Findings from the data collected were centred on the aims of the study earlier raised. The paramount aim was to find out the most common counselling method for students. From the variables and responses from 384 students, findings showed that career assessment had 215 or 56% as the most common while the lowest score went to cognitive behaviour therapy at 25 or 7%. The implication is that counselling in universities begins and ends with academic work and lacks non-classroom tactics. With an overcrowded population of students, classroom lessons may be boring, and each has its own dynamics, making counselling not ideal. The reactions of the students by seeing counselling as a classroom activity and nothing else agree to Durlak, Weissberg and Pachan [13] that classroom counselling is not enough to develop reliable routines as lessons might be uninteresting. Classroom management abilities to build behaviours, information, skills, abilities, attributes, or other characteristics for students' education are eluding. This work from the responses of students in Nigerian universities conflicts with Halder and Mahato [20] position that the cognitive behaviour therapy counselling method was the mainstay of counselling for persons from different

and diverse socioeconomic backgrounds, cultures, and ages. The authors agree that it is also used in schools, vocational programs, and rehabilitation centres, among other settings. They also consented that it has been found beneficial in generalised anxieties, pressures, incontrollable mind disorders, fears, despairs, and behavioural problems. However, the result of this work shows that the universal standard method of cognitive behaviour therapy counselling has not been fully adopted in Nigerian universities. This shows that Nigerian universities have yet to apply cutting-edge principles of counselling for students. This calls for the rigging or comparing of career counselling methods and curricula as applied in some countries, such as South Africa, which centre on one-on-one counselling methods.

Regarding the issue of counselling format as reflected in results of table 2 and figure 2, which show variables of personal counselling, group focus counselling, class session counselling and online counselling for students. Data from 384 students indicated that class session counselling top in the scores with 205 or 53%, while the lowest score went to online counselling with 31 or 8% responses. The scores of 47% allotted to other formats, which is also near to class session counselling at 53%, show that counselling in Nigerian universities lacks a common framework or policy. Each university tends to adopt a framework that is convenient for it, while another does it differently. There is no central or dependable counselling template and format. The personnel who are rarely professionals but also saddled with other academic and non-academic responsibilities take actions by self-initiatives. Hence, many Nigerian universities lack a structured, centralised counselling system, leaving students to rely on open class discussions or informal guidance from lecturers. This approach often exposes struggling students to public criticism, leading to humiliation rather than support. A well-organised counselling system could provide confidential one-on-one sessions, allowing students to discuss academic or personal challenges without fear of embarrassment. The implication is that universities carry out open-for-all counselling during class hours, which ends up leaving students with stigmas of humiliation. This is an outdated form of counselling. The absence of centralised or national counselling systems in Nigerian universities often leads to reliance on open class sessions, which can inadvertently humiliate students facing academic challenges. The outcome of this work on the format of counselling agrees with Adanna, Agerewe and Rita [1] that poor funding, inadequate counselling materials, and a shortage of trained counsellors hinder effective guidance services but turn around to promote open-for-all counselling during class sessions in Nigerian universities.

Comparatively, this outcome is in contrast to the South African universities, in which individual or personalised counselling is at the top of the list of methods of counselling. Cowie and Pecherek [10] said that individual counselling is a one-on-one session with trained counsellors to address personal, emotional or psychological concerns of students at designated centres and wellness units in separate universities. Other counselling methods in South African universities include group counselling and cognitive behavioural therapy, solution-focused brief therapy and psychological assessments and testing methods. These are adopted as per needs rather than using one method for the solving of all troubles of students ranging from stress, anxiety, trauma, substance abuse or addiction. This is a contradiction of what happens in Nigerian universities where the counselling units are lowly given attention in facilities and personnel.

On the frequency at which broadcasting career counselling takes place in universities, data from 384 students indicated that a very irregular frequency of counselling had a score of 283 or 74%, while the lowest score of zero went to a very regular and regular frequency of counselling for students. The irregular frequency of counselling cannot be without cognate reasons. There are many problems militating against

effective guidance and counselling services in Nigerian universities. Some of the problems include poor funding, inadequate guidance and counselling materials, shortage of trained guidance and counsellors, poor capacity building programmes, negative attitude of the university community and inadequate infrastructure facilities. The implication is that the counselling units of universities cannot claim to be active. The result of this research on the frequency of counselling in Nigerian universities works at variance with Kazantzis et al. [25] postulation that a typical duration for counselling could be one to six times monthly. This can be justifiable since there are a large number of reasons for career analysts. Thus, the process and the number of visits can easily exceed any guesstimate and can differ depending on the student's wants and goals and the complications of the career situation. Frequent career counselling can help students fashion a roadmap for their career journey by setting personalised goals and the steps needed to achieve them. It can also help to gain self-awareness. Many people see great results from weekly counselling sessions. At least once per week, counselling can offer enough time to discuss, learn and apply any insights or for students to cope in a real-world broadcasting setting. However, in Nigerian universities, career counselling for development is rarely held except at the orientation for fresh students.

Concerning the answer on skills of broadcasting as in table 4 and figure 4, the variables of broadcasting skills were console usage, camera usage, interviewing and editing skills. Data from the sample size of 384 students showed that interviewing had 153, or 40%, as the highest, while the lowest score of 62 or 16% went to console usage. The implication is that none of the skills had an impressive score. The meaning can be interpreted as follows: career counselling does not offer any required skills for broadcasting technology apart from theoretical academics in universities. The objective of career counselling is not only to aid in the choices of students but also to give the information and expertise to make profitable careers and livelihoods. Being a broadcaster is more than talking into a microphone and playing music, so students have to learn a multiplicity of skills across broadcasting fields. Several technologies, communication, music, business, and creative skills are involved. The result of this research contradicts Milewski [31] that at a school's studio, students study how to work with microphones, how to produce music playlists and rotations, programme scheduling, audio editing, frequency, regulations, and radio's history. In the digital age, students need all of the technical skills to acquire radio broadcasting skills. Comparable skills are used for television broadcasting, internet live streaming, sound design and engineering, news anchoring, or voiceover work. Interestingly, the respective findings specifically validate the two theories of social learning and individual differences applied in this study. This is because it shows the position that though students in institutions of higher learning are usually exposed to many forms of career counselling methods in broadcasting technology trainings, such as focus group discussions, case studies, surveys, projective techniques, and statistical methods, end up in a bandwagon and social influence in choosing research methods without resort to the application of creativity. The three theories are helpful in this work since students in institutions of higher learning are expected to have career counselling for understanding broadcasting technology in their studies to be certified for practical demonstration of skills. The trend is that students who have studied broadcasting as a career only join the bandwagon of unemployable graduates due to inadequate exposure to skills through appropriate counselling methods. The future development of any discipline, such as broadcasting, is a function of the appropriateness of the choice of counselling given to students in universities, especially in Nigeria.

Much of the positions that were derived from this research were based on the quantitative analysis provided in tables and figures. The qualitative responses from the four

counselling personnel reveal strong disapproval of existing student counselling methods in Nigerian universities. The key thematic words identified were: “*poor amenities*”, “*inadequate and untrained personnel*”, “*unwillingness of students*”, and “*excessive duties*” – cluster into four major thematic categories of structural deficiencies:

Highlighted by terms like “*poor amenities*” and “*excessive duties*”, indicating a lack of functional infrastructure and overburdened staff, which severely limit effective counselling delivery.

There exist the human resource challenges in “*inadequate and untrained personnel*”, which point to the urgent need for professionalisation and specialisation in counselling roles.

The “*unwillingness of students*” theme reflects poor motivational and perceptual issues among students, possibly due to past ineffective counselling practices or a lack of visible value.

6. Conclusions

This work started with the topic of broadcasting technology training and career development. It was to gauge the counselling methods adopted in Nigerian universities. The interest was also to expose the most common counselling methods for students in the study of broadcasting. It was on the strength that broadcasting technology training education is the centrepiece of mass communication in contemporary social and economic development. One aspect of broadcasting education was resolving social problems. However, it was noted in the statement of the problem that the choice of broadcasting training devoid of proper counselling and application of reasonable theories can affect the level of studies of mass communication. The choice of the scope was made up of four universities located in Nigeria. The choice of the four universities was based on the premise that the institutions are part of the growing tertiary institutions offering broadcasting as a course of study. In addition, the research chose two theories to back up the research, while the empirical review centred on previous research within and outside Nigeria. Online surveys and telephone interviews were used as the research method. The research made significant contributions to knowledge by the validation of theories of social learning and individual differences as applied in the research. The study of broadcasting without appropriate counselling methods makes studying boring and lacks skill development among students in tertiary institutions. The approaches to counselling, as seen from the findings, tended to add nothing innovative to the learning pattern in broadcasting among students in Nigerian universities. It can be hypothetically deduced that approaches to counselling for broadcasting training do not generate a high order of technical knowledge, nor do they make contributions maximally to the development of the course in Nigeria. It was noted that career development methods provide an appreciated framework to help students navigate the multifaceted journey of finding the right career and adjusting to new opportunities. In a nutshell, the survey findings indicate that students in Nigerian universities generally perceive career counselling methods within broadcasting technology training as helpful in guiding their career choices. The data suggests a positive correlation between structured career development activities and students’ confidence in making informed career decisions. More so, it was noted that career counselling is the foundation of broadcasting education where technology is involved, especially in the contemporary scene. Career counselling infers the provision of know-how and knowledge through information and advice to students. Accordingly, the career counsellor has to deliver information about certain professions and the labour market based on proficiency. In career counselling, the students are to be treated in terms of abilities, interests, and personalities for conforming to the learning

environments and occupations identified. There have been countless purposes for career counselling and guidance in all facets of education as well as broadcasting. The students have to be mindful of basic personal rudiments, abilities, and the positive and negative sides of each career. Current, meaningful, and substantial statistics have to be delivered through career counselling to help students easily solve career problems by analysing flaws and ways of overcoming difficulties. Students also need counselling services regarding the choice of a career and making suitable, satisfying, and interesting educational choices. However, research shows that many universities have failed to comply with standard career counselling in Nigeria.

An analytical conclusion of the research revealed that while class session-based counselling was the most common format (53%), it lacked consistency, as evidenced by 74% of students reporting very irregular frequency of career counselling. This highlights a critical gap in the effectiveness of current counselling delivery methods in Nigerian universities. Although personal and group-focused counselling methods – which are more likely to support individualised student development – were available to 39% of students, their limited application suggests underutilisation of more engaging and potentially impactful formats.

Quantitative data from 215 students supports the assertion that open class sessions, though dominant, are not a universally effective approach to career guidance. These findings reinforce the relevance of social learning theory, which emphasises the role of modelling and peer interaction, and individual differences theory, which advocates for personalised learning pathways.

7. Recommendations

Anchored on individual differences Theory, it becomes clear that a “one-size-fits-all” approach to skill development is ineffective for broadcasting technology education. Hence, it is recommended:

1. That universities institutionalise individualised counselling services delivered predominantly through online platforms to overcome workforce shortages and infrastructure limitations. The recommendation for personalised counselling will directly address a critical gap in Nigeria’s education model, which tends to emphasise mass instruction over individual mentorship. In an era of rapid technological advancement, universities must shift from generic career services to personalised developmental pathways – a move that reflects global trends in student-centred learning reforms. By leveraging online counselling systems, students can receive tailored advice on technology skills acquisition, career planning, and problem-solving strategies based on their unique learning styles and career aspirations. Resource optimisation will become possible when a small number of trained counsellors can serve a much larger student population asynchronously and flexibly. It supports the broader digital transformation goals of higher education and will ensure that Nigerian universities are not left behind in the global push for technology-enhanced learning environments. Moreover, implementing personalised online counselling will reinforce Social Learning Theory by creating virtual mentorship models where students can observe and model best practices communicated through digital interactions. This shift can ignite a ripple effect, taking Nigerian higher education closer to holistic development models that value not just technical competency but also personal agency, adaptability, and lifelong learning habits, which are crucial for sustaining careers in a fast-evolving broadcast media landscape.
2. That Nigerian universities must adopt a nationally enacted counseling policy framework that formalises and encourages industry collaboration. This recom-

mendation will get universities to move beyond traditional, theory-heavy models toward experiential, skills-based education, aligning with modern global standards in tertiary education reform. It will structure collaboration with broadcast industry leaders and expose students to current technologies, workflows, and skill demands, facilitating work-integrated learning experiences like internships, mentorship programs, and live projects. It will help universities remain responsive to labour market changes, ensuring that training remains relevant. Integrating national policy frameworks will ensure standardisation, accountability, and sustainability across universities, preventing fragmented efforts. Ultimately, this recommendation will support broader reforms aimed at bridging the gap between education and employment, fostering a generation of broadcasting professionals who are both technically competent and industry-ready.

3. That counselling must be formally embedded in the academic timetable, with functional, fully equipped, and independent counselling units staffed by professionally trained personnel. This recommendation will support the global shift toward holistic student support systems, a key feature of modern higher education reforms. Making counselling a core academic activity will normalise career guidance and personal development as integral parts of technical education, not optional add-ons. It will also ensure that students continuously reflect on their career goals and skill gaps throughout their academic journey, not just at graduation; professionalise counselling services, making them specialised, practical, and aligned with industry trends, particularly in fast-evolving fields like broadcasting. By structurally separating counselling from administrative human resources functions, universities can emphasise student development over institutional staffing concerns, fostering a more learner-centred environment – a cornerstone of effective 21st-century educational reform.
4. That career counselling must be restructured to cover the full technological spectrum of modern broadcasting while eliminating discretionary, outdated counselling patterns that do not align with industry realities. This recommendation is central to shifting from a content-focused to a competency-based education model, which is at the heart of global educational reform. In the new broadcasting landscape, professionals must be multi-skilled, with technical, creative, and operational competencies. Structuring counselling to reflect this will prepare students for hybrid career roles increasingly demanded by employers and encourage skills versatility and technological adaptability, which are critical for long-term career resilience. It will align Nigerian universities with modern curriculum reforms that prioritise practical skillsets and real-world readiness over rote learning. Discarding ineffective counselling traditions will ensure that guidance services are dynamic, evidence-based, and directly linked to current professional standards, making university education far more impactful for students entering the broadcasting field.

8. Limitations/future suggestions

Since this work was limited to a sample of undergraduates of universities undertaking media studies in broadcasting technology and a few counsellors, it is here suggested that similar work can be undertaken in other areas of professional studies and in other countries of Africa to generalise findings.

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A. Questionnaire design

Objective of the questionnaire is to assess the effectiveness of counselling methods in guiding university students toward acquiring relevant broadcasting technology skills and career development opportunities.

The questionnaire is structured into **three sections** to capture key components of the study:

Section A: Demographic information (2 questions)

These questions provide context to interpret the findings more effectively.

1. What is your current academic level?

- 100 level
- 200 level
- 300 level
- 400 level and above

2. What is your area of specialisation in broadcasting technology?

- TV production
- Radio production
- Multimedia
- Journalism

Section B: Career counselling exposure (4 questions)

These questions assess the **format**, **frequency** and **impact** of counselling services.

3. How frequently do you receive career counselling sessions in your department?

- Very regular
- Regular
- Irregular
- Very irregular

4. In what format is career counselling usually delivered?

- Personal (one-on-one)
- Group-focused
- Online
- Class sessions

5. What is the most common counselling technique applied to you?

- Client-centered approach
- Cognitive behavioural therapy
- Trait-factor method
- Occupational aptitude testing

6. To what extent has the counselling helped you identify a clear career path in broadcasting?

- Very helpful
- Helpful
- Slightly helpful
- Not helpful

Section C: Skills and career development (4 questions)

These questions evaluate the **skills acquired** and perceived **career readiness**.

7. Which of the following broadcasting skills have you acquired through your training? (Select all that apply)

- Console usage
- Camera handling
- Editing
- Interviewing

8. To what extent do you believe your university training has prepared you for a career in broadcasting?

- Very well
- Fairly well
- Not well
- Not sure

9. Do you think the career counselling provided in your institution reflects your personal interests and skills?

- Yes
- No
- Partially
- Not sure

10. What improvements would you suggest for career counselling in your department?

- More personnel
- More equipment
- Adequate funding
- Autonomy