

Original Research Article

Digital Marketing Strategies and Students Enrollment in Guidance and Counselling in Universities in South-East, Nigeria

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Abstract: The main purpose of the study was to determine the extent to which digital marketing strategies influenced students' enrollment in public universities in South-East, Nigeria. Two research questions and two null hypotheses were formulated and tested at .05 level of significance. Descriptive survey research design was utilized for this study. The population for the study comprised all the 84 Guidance Counsellors in the seven public universities in South-East, Nigeria. No sampling was involved in the study. A 17 itemed questionnaire was used for data collection. The instrument was validated by three research experts. The reliability of the instrument was determined using Cronbach Alpha Reliability estimate. The overall reliability coefficient stood at .57, indicating that the instrument was reliable and suitable for the study. Mean and standard deviation were used in answering the research questions that guided the study, while t-test statistic was used to test the null hypotheses formulated to guide the study at .05 level of significance. From the result of the findings, it was concluded that to a great extent video content creating and Educational Apps strategy influence student enrollment in public universities in South-East, Nigeria. It was also concluded that there was no significant difference between the mean scores of male and female Guidance counsellors on the extent to which video content creating and Educational Apps strategy strategies influence student enrollment in guidance and counselling in public universities in South-East, Nigeria. The researchers recommended that deliberate efforts should be made by the Government and Management of Universities in South-East, at utilizing digital marketing strategies to influence student enrollment in guidance and counselling in public universities in South-East, Nigeria.

Keywords: Guidance and Counselling, Digital Marketing, Students Enrollment.

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INTRODUCTION

The present human society is the age of information explosion in which an average individual wants to explore the information system, thus the ability for timely acquisition, utilization, communication and retrieval of relevant and accurate information has become an important attribute for better management of schools (Adeboye, 2021). The Federal Republic of Nigeria (2013), stated that in recognition of prominent role of ICT in advancing knowledge and skills necessary for effective functioning in the modern world, there is urgent need to integrate ICT into education in Nigeria. The integration of computer in education has helped to develop positive changes in educational institutions and communities. According to Satharasinghe (2017), the

positive changes brought in by appropriate infrastructure and Information Communication and Technology (ICT) facilities encompassing electricity, telephone, educational software, internet facility and hardware such as computer, scanners and multimedia projectors have helped in reshaping the phase of the educational sector. Baraket and Batainech (2018) pointed out that in education, the use of computers as part of ICTs in the learning process is seen as a positive change from the use of old-fashioned teaching process. As a result of this move which has brought about drastic changes in the educational process, the use of computer in the teaching and learning process and in management of secondary schools has thus, become an imperative requisite especially for effective guidance and counselling practice. Guidance and counselling is a confidential

dialogue between a client and a counsellor which is aimed at enabling the client to cope with stress and take personal decisions including those regarding parental care. According to Arowolo (2017), guidance and counselling is a process of helping people to discover their needs, interests and capabilities in order to formulate their own goals and make plans to realize them. Okeke (2017), defined guidance and counselling as a helping relationship involving the counsellor and the client, in which the counsellor uses his professional knowledge and skills to assist the client attain proper development and maturity, improved functioning and ability to cope with life's problems.

Guidance and counselling assists learners in harmonizing their values, interests and abilities towards developing their full potentials in school. Guidance and counselling directs students on suitable subject and career choices, solving psychological, social, education and discipline issues, and acts as a precursor to general adjustment to school environment (Mahon & Watson, 2017). In Nigeria, guidance and counselling in schools has been well received by the government and private sectors since it is a programme that is meant to help students to adjust meaningfully to the environment, develop the ability to set realistic goals and improve on total education programmes (Egbo, 2022). In essence, guidance and counselling combined with education, provide opportunities for students to reach their full potential in the areas of educational, vocational, social and emotional development, hence, it is imperative for schools to consider the implementation of Guidance and counselling (Lunenburg, 2020). Shumba, Mpofu, Seotlwe and Montsi, (2017), noted that guidance and counselling is geared towards instilling problem solving skills and good academic performance of students through the counselling services and programmes in schools. However, guidance and counselling program within the South-East, Nigeria seems to be challenged by some factors such as digital marketing strategy which is alleged to have direct influence on students' enrollment in universities in South East.

It is worthy to note that digital marketing has a global reach and extends its influence beyond national boundaries. It is a rapidly growing industry, expanding at an annual rate of 25 to 30 percent. Bohara (2022) emphasized the growing reliance of higher education institutions on digital marketing as a means to attract students. This implies that institutions of higher learning must adopt a systematic approach and effectively implement well-designed strategies. Samba (2023) noted that with the advancement of technology, digital marketing has become a crucial tool for universities to establish connections and engage with potential students. The American Marketing Association, (2021) emphasized the importance of investing in digital marketing strategies for companies to thrive in the digital age. By reaching out to clients through various digital channels, organizations can generate more revenue and

achieve higher conversion rates. While traditional marketing still holds value in the education sector, digital marketing undoubtedly represents the future of marketing. Ajah (2024) revealed that the COVID-19 pandemic has further highlighted the urgency for universities to adopt digital marketing to promote their institutions and services, instead of relying solely on traditional marketing tactics. Hence, universities must establish an online presence to effectively market their programs particularly the business education program to the right audience in a professional manner.

Digital marketing is widely recognized as the most effective means for educational institutions to engage with potential students. Its elements are increasingly prevalent in the field of guidance and counselling, aiming to improve operational methods. According to Satya, (2022) universities can attract more students by employing efficient digital marketing methods. Jha, (2023) affirmed that digitalization has completely transformed the education sector, as a large portion of the population now uses the internet, revolutionizing the way schooling is conducted. Consequently, higher learning institutions and colleges must leverage the internet and media extensively to reach a growing number of the students. Seybert, (2022) noted that digital marketing tactics can have a positive impact on the recruitment of first-generation college students. Research conducted by Bohara (2022) confirmed a statistically significant relationship between digital marketing and student enrollment decisions. As a result, it is crucial for universities in south-east Nigeria to implement a range of digital marketing approaches to enhance enrollment. These strategies according to Bohara (2022) include video content creating strategy and Educational Apps strategies.

Video content creating strategy which is also known as video marketing and advertising is said to have become increasingly effective in recent years as a means of connecting with a specific target audience. According to Bolus (2023) this strategy has been widely adopted across various industries. With intense competition in the market, merely having an online presence is no longer sufficient for the higher education institutions. They must make every effort to ensure that their brand and message are effectively marketed. Seybert, (2022) stated that videos, in particular, have a higher likelihood of being shared and engaged with on social media compared to other forms of content. Furthermore, videos have the potential to showcase the unique aspects of an educational institution, provide information about the programs students are interested in, and offer prospective applicants an inside look at campus life. Moreover, video marketing proves to be cost-effective, making it an ideal choice for institutions concerned about their budgetary constraints. Kim (2021) found that video content strategy positively influences brand attitude and electronic word-of-mouth (eWOM) intervention. It was concluded that video content can be an effective tool for universities in

enhancing their brand image and generating positive word-of-mouth among prospective students. Bohara (2022) recommended that universities should focus on creating informative and entertaining video contents that highlight their unique strengths and appeals to the interests and values of the prospective students of guidance and counselling. Similarly, Khechine and Mzoughi, (2021) examined the impact of social media and video marketing on university choice. The study found that social media and video marketing have a positive impact on university choice, with university image and reputation mediating this relationship, hence the need to investigate the influence of digital marketing strategies on student enrollment in universities particularly in South-East, Nigeria. Close to the video content creating strategy is Educational Apps.

Educational apps are software programs designed to facilitate learning, often accessible on mobile devices that aim to make learning interactive, engaging, and accessible anytime, anywhere. According to Alzeb (2024) an educational app is a software application designed to support learning and knowledge acquisition, typically used on mobile devices like smartphones and tablets. These apps aim to make learning more interactive, engaging, and accessible, providing learners with opportunities to explore concepts, practice skills, and access educational content. Eliena (2020) posited that educational apps often incorporate features like interactive exercises, quizzes, simulations, multimedia content, and gamified elements to enhance the learning experience. According to Caylor, (2021) the field of education should capitalize on technology and digital marketing by providing courses that are accessible through mobile devices. With the help of information and communication technologies, online students now have the flexibility to learn virtually from anywhere and at any time. These technologies empower students to learn while on the move. Consequently, creating learning materials specifically designed for students on the go, promotes advanced-level learning through interactive strategies (Vazquez-Cano, 2024). Li and Li, (2021) conducted a survey of undergraduate students to explore their use of university websites, as well as the factors that influence their decision to enroll. The results show that mobile-friendly websites are positively associated with students likelihood of considering a university, applying for admission, and enrolling. Furthermore, the authors found that the quality of the website design and ease of use (Al-Emran, 2020), availability of information (John, 2023) are important factors that influence students enrollment decisions. Bolus (2023) posited that educational Apps can provide access to educational resources and learning materials, especially for students in remote areas or those with limited access to traditional schooling. Mulkeen (2015), remarked that most universities in Nigeria do not have an App developed for students use. On the contrary, Ogbuka (2024) revealed that some universities, like the University of Nigeria, Nsukka (UNN), have developed mobile apps to facilitate

access to university portals, course registration, and other services. Unfortunately, with regards to guidance and counselling program in universities in South-East no app has been provided to influence student enrollment in the program to the best knowledge of this researcher. This probably must have been as a result the poor status of guidance and counselling in Universities with South-East, Nigeria.

The South East is one of the six geopolitical zones of Nigeria, representing both a geographic and political region of the country. It comprises five states namely: Abia, Anambra, Ebonyi, Enugu, and Imo. These states are located in the southeastern region of the country and are known as the homeland of the Igbo people. South-Eastern Nigeria is an area covering about 76,358km² east of the lower Niger and south of the Benue valley. The region is located between latitudes 4 and 7 degrees north of the Equator and between longitudes 7 and 9 degrees east. The area is one of the most populous regions in the country. The region is recognized for its thriving commercial and industrial activities, particularly in areas like plastics, textiles, and agro-allied products with several public and private universities. Being that South-East, Nigeria, is reputed for commercial and industrial activities, this repute seem to influence student enrollment in guidance and counselling program in universities in South-East, Nigeria. However, there is an indication that gender may form a challenge on student enrolment in the guidance and counselling program. This makes gender a variable of serious concern in this study.

Gender is described as the biological sex of an individual in terms of being male or female. It has to do with socially expected behaviours of male and females. In Nigerian society, there are differences and inequalities in the assignment of responsibilities between women and men, activities taken, access to and control over resources as well as possession of some qualities (Adigwu, 2024). Nsofor (2023) observed that from socio-cultural orientation, women generally believe that they are weaker vessels and that rough and tough jobs are meant for boys. This induced wrong perception and negative feelings of women towards technical and vocational education. Selpher and David (2015) stated that there is significant relationship between students' gender and their choice of course. Baron (2022) stated that the stigma and stereotype surrounding guidance and counselling can lead to negative perceptions and potentially hinder enrolment and career choices, impacting individuals and society. Several researchers have suggested that gender stereotypes could affect female applicants on university courses (Baron, 2022). According to Nazi (2020) guidance and counselling as a course is often viewed as a feminine discipline. This is an indication that guidance and counselling program is wrongly perceived generally and of cause may have direct effect on students' enrollment in the program. The issue of gender has gained much attention with little or

no conclusion especially as regards the influence of digital marketing strategies on student enrollment in guidance and counseling in universities in South-East, Nigeria.

As strategies such as traditional schooling has been proved to be counter-productive in influencing student enrollment in guidance and counselling program in universities in South-East, Nigeria, it has become imperative that digital marketing strategies should be explored. It is against this background that the researchers are motivated to carry out this research on influence of digital marketing strategies on student enrollment in guidance and counselling in universities in South-East, Nigeria. This constitutes the gap that this study filled.

Statement of the Problem

It has been realized that there is a total decline in student enrollment in guidance and counselling program in universities in South-East, Nigeria. Prospective students and aspirants seem to have little or no interest in studying guidance and counselling in recent times. This is evident in the students' behaviour disposition and regard for guidance and counselling program which is nothing to write home about. As a result of students' poor interest in guidance and counselling program, they portray different types of ill-behaviours among which include stigma and stereotypes. These ill-behaviours have direct effect on their enrollment in the program and may not be efficiently controlled with the use of traditional schooling strategy that have been adopted over decades which yielded little or no impact.

More so, the society has gotten more complicated and complex as a result of civilization and industrialization and this complexity has crept into the school system. This may explain the need for digital marketing strategies on student enrollment in guidance and counseling in universities in South-East, Nigeria to save guidance and counselling program which is at the verge of utter collapse. Consequently, this study explores video content creating strategy and Educational Apps strategies as digital marketing strategies which can influence student enrollment in guidance and counselling in universities.

Purpose of the Study

The main purpose of the study was to determine the extent to which digital marketing strategies influence student enrollment in guidance and counselling in public universities in South-East, Nigeria. Specifically, the study sought to:

1. Determine the extent to which video content creating strategy influence students' enrollment in guidance and counselling in public universities in South-East, Nigeria.
2. Ascertain the extent to which Educational Apps strategy influence students' enrollment in

guidance and counselling in public universities in South-East, Nigeria

Research Questions

The following research questions guided the study:

1. To what extent does video content creating strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria?
2. To what extent does Educational Apps strategy influence student enrollment in guidance and counseling in public universities in South-East, Nigeria?

Hypotheses

The following null hypotheses were tested at .05 level of significance, guided the study:

1. A significant difference does not exist between the mean response scores of male and female Guidance Counsellors on the extent to which video content creating strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria.
2. There is no significant difference between the mean response scores of male and female Guidance Counsellors on the extent to which Educational Apps strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria.

METHOD

Descriptive survey research design was utilized for this study. Descriptive survey research design, according to Nworgu (2015) is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. A descriptive survey research is concerned with specified population of persons, item or situation, in a defined geographical location. It involves the collection of relevant data for or about the population that enables the description of the person, items or situations the way they are. The descriptive survey research design was considered suitable for the study as it solicits for information from the respondents directly and affords all the respondents equal chance of being chosen for the study. The population for the study comprised all the 83 Guidance Counsellors in the seven public universities in South-East, Nigeria. The population is made up of 51 female and 33 male Business Educators in the public universities in South-East, Nigeria. The population was chosen because they are in the right position to give valid responses to the instrument as professionals. The entire population was used for the study due to its manageable size. Hence, no sampling was involved in the study. A 17 itemed questionnaire named "Digital Marketing Strategies and Students Enrollment in Guidance and Counselling in Universities Questionnaire (DMSSEGCUQ)" developed by the researchers was used for data collection. The instrument had two

sections; A and B. Section A contains the respondents bio data while section B was divided into two clusters with 17 items structured in line with the research questions that guided the study. Cluster 1 was on video content creating strategy with 7 items, while cluster 2 was on Educational Apps strategy with 10 items. The response format for the instrument was 4-point scale of Very Great Extent (VGE), Great Extent (GE), Little Extent (LE), Very Little Extent (VLE). Each response option had numerical value assigned to it as follows;
 Very Great Extent (VGE) = 4 points
 Great Extent (GE) = 3 points
 Little Extent (LE) = 2 points
 Very Little Extent (VLE) = 1 point

In order to ensure the face validity of the instrument, draft copies of the instrument together with the research title, purpose of the study, research questions, hypotheses, and the developed instrument were given to three experts. Two of the experts were from the Department of Guidance and Counselling, while one of the experts was from the Department of Mathematics and Computer Education (Measurement and Evaluation Unit), all from Enugu State University of Science and Technology. They were requested to assess the relevance, adequacy, suitability and comprehensiveness of the items in addressing the research questions as well as the clarity of the instruction to the respondents. Their comments, suggestions and advice were used in restructuring the instrument. The reliability of the instrument was determined by administering 20 copies of the questionnaire to a sample of 20 Guidance Counsellors in public universities in South-South, Nigeria. The choice of using Guidance Counsellors in public universities in South-South, Nigeria was because they have similar characteristics, the respondents were assured of confidentiality of all the information they supplied. Data collected from the respondents were analyzed using Cronbach Alpha Reliability Coefficient to determine the internal consistency of the instrument. The instrument which was

divided into two clusters yielded the following reliability coefficient; cluster 1 had .54, while cluster 2 had .61. The overall reliability coefficient was .57, indicating that the instrument was reliable and suitable for the study. The questionnaire was administered to the respondents by the researchers with the help of two research assistants that were properly briefed on the content of the questionnaire and its administration to ensure that the questionnaire was properly administered. The research assistants assisted in the retrieval of the completed questionnaire and appointments was booked with the respondents for collection at a later date for those who were not able to fill their own copies of the instrument because of the nature of their job. Out of 84 administered instruments, only 82 copies of the questionnaire instruments were correctly filled and retrieved. The statistical tools for data analyses for the study was mean, standard deviation and t-test statistic. Mean and standard deviation were used in answering the research questions that guided the study, while t-test statistic was used to test the null hypotheses formulated to guide the study at .05 level of significance. For the decision rule, real limits of numbers were applied. Therefore the upper and lower limits of the mean are as follows;
 Mean score from 3.50 – 4.00 = Very Great Extent (VGE)
 Mean score from 2.50 – 3.49 = Great Extent (GE)
 Mean score from 1.50 – 2.49 = Little Extent (LE)
 Mean score from 0.00 – 1.49 = Very Little Extent (VLE)

For the hypotheses, the null hypotheses was not rejected when the significant level is equal to or less than 0.05 and was rejected when the significant level is equal or greater than 0.05 level of significance.

RESULTS

Research Question 1

To what extent does video content creating strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria?

Table 1: Mean Response and Standard Deviation of the Respondents on the Extent to which Video Content Creating Strategy Influence Student Enrollment in Guidance and Counselling in Public Universities in South-East, Nigeria N=82

SN	Extent video content creating strategy influence student enrollment in Guidance and counselling include; the use of video contents to;	FEMALE= 51			MALE = 31			Total = 82		
		\bar{x}	STD	Dec.	\bar{x}	STD	Dec.	\bar{x}	STD	Dec.
1	advertise guidance and counselling Program	2.59	0.94	GE	2.82	1.11	GE	2.76	1.07	GE
2	interact with prospective guidance and counselling students	3.06	1.20	GE	2.80	1.06	GE	2.87	1.09	GE
3	motivate students' interest in guidance and counselling Program	2.65	1.22	GE	3.04	1.00	GE	2.94	1.07	GE
4	educate students about guidance and counselling Program	2.88	0.86	GE	2.87	1.06	GE	2.87	1.00	GE
5	showcase the unique aspects of an educational institution	2.88	1.05	GE	2.89	1.07	GE	2.89	1.06	GE
6	provide information about the programs	2.18	0.81	LE	2.84	1.02	GE	2.66	1.01	GE

SN	Extent video content creating strategy influence student enrollment in Guidance and counselling include; the use of video contents to;	FEMALE= 51			MALE = 31			Total = 82		
		\bar{x}	STD	Dec.	\bar{x}	STD	Dec.	\bar{x}	STD	Dec.
7	influences brand attitude among guidance and counselling Program applicants	2.71	1.11	GE	2.62	1.13	GE	2.65	1.12	GE
	GRAND MEAN	2.71	1.03	GE	2.84	1.06	GE	2.80	1.06	GE

Data in table 1 shows the mean response and standard deviation on the extent to which video content creating strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria. From the table, male and female guidance counsellors agreed to all the items raised with their mean scores greater than 2.50 cut off point set for the study, except item 6 on the female guidance counsellors which has mean score of 2.18. The variations in the standard deviation of the respondents were insignificant and show unanimity in the responses of the respondents. The grand

mean shows that video content creating strategy influence student enrollment in public universities in South-East, Nigeria. This implies that to a great extent video content creating strategy influence student enrollment in public universities in South-East, Nigeria.

Research Question 2

To what extent does Educational Apps strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria?

Table 2: Mean Responses and Standard Deviation of the Respondents on the Extent to which educational Apps Strategy Influence Student Enrollment in Guidance and Counselling Public Universities in South-East, Nigeria N=82

SN	Extent educational Apps strategy influence student enrollment in Guidance and counselling include use of educational Apps to;	FEMALE= 51			MALE = 31			Total = 82		
		\bar{x}	STD	Dec.	\bar{x}	STD	Dec.	\bar{x}	STD	Dec.
8	advertise guidance and counselling program	2.59	1.23	GE	2.71	1.18	GE	2.68	1.18	GE
9	interact with prospective guidance and counselling students	2.53	1.13	GE	3.22	0.90	GE	3.03	1.01	GE
10	access students application in guidance and counselling program	2.82	0.95	GE	2.82	1.09	GE	2.82	1.05	GE
11	educate students on the aspects of guidance and counselling program	3.06	1.03	GE	3.00	1.17	GE	3.02	1.12	GE
12	showcase the unique aspects of an educational institution	2.82	1.24	GE	2.80	1.08	GE	2.81	1.11	GE
13	provide information about the programs	2.71	1.11	GE	2.80	1.06	GE	2.77	1.06	GE
14	influences brand attitude among guidance and counselling program applicants	3.00	0.79	GE	2.60	1.05	GE	2.71	1.00	GE
15	enhancing brand image of guidance and counselling program	3.24	1.09	GE	2.80	1.10	GE	2.92	1.11	GE
16	give access to guidance and counselling contents	2.94	0.75	GE	3.27	0.99	GE	3.18	0.93	GE
17	enhance institutional image	2.82	1.19	GE	2.98	1.10	GE	2.94	1.11	GE
	GRAND MEAN	3.17	1.16	GE	2.93	1.05	GE	2.90	1.07	GE

Data in table 2 shows the mean response on the extent to which Educational Apps strategy influence student enrollment in public universities in South-East, Nigeria. From the table, the male and female guidance counsellors agreed to all items raised with mean scores greater than 2.50 cut off point set for the study. The variations in the standard deviation of the respondents were insignificant and show unanimity in the responses of the respondents. The grand was equally high indicating that the Educational Apps strategy influence

students' enrollment in guidance and counselling in public universities in South-East, Nigeria. This implies that to a great extent Educational Apps strategy influence student enrollment in guidance and counseling in public universities in South-East, Nigeria.

Hypotheses

Hypothesis 1

A significant difference does not exist between the mean response scores of male and female guidance

counsellors on the extent to which video content creating strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria.

Table 3: t-test on the Mean Scores of Male and Female Guidance Counsellors on the Extent to which Video Content Creating Strategy Influence Student Enrollment in Guidance and Counselling in Public Universities in South-East, Nigeria

GENDER	N	Mean	SD	t	df	Sig	Dec.
Female	51	2.71	1.03	-1.93	80	0.059	NS
Male	31	2.84	1.06				

Table 3 shows that the t value for the difference in mean scores of male and female guidance and counselling on the extent to which video content creating strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria is -1.93, which is not significant at 0.059 level of significance, which is less than 0.05 set for the study. The null hypothesis is therefore is not rejected. This means that there is no significant difference between the mean scores of male and female guidance counsellors on the

extent to which video content creating strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria.

Hypothesis 2

There is no significant difference between the mean scores of male and female Guidance counsellors on the extent to which Educational Apps strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria.

Table 4: t-test on the Mean Scores of Male and Female Guidance Counsellors on the Extent to which Educational Apps Strategy Influence Student Enrollment in Guidance and Counselling in Public Universities in South-East, Nigeria

GENDER	N	Mean	SD	t	Df	Sig	Dec.
Female	51	3.17	1.16	-1.10	80	0.277	NS
Male	31	2.93	1.05				

Table 4 shows that the t value for the difference in mean scores of male and female guidance counsellor on the extent to which Educational Apps strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria, is -1.10, which is not significant at 0.277 level of significance, which is greater than 0.05 set for the study. The null hypothesis is therefore rejected. This means that there is no significant difference between the mean scores of male and female guidance counsellor on the extent to which Educational Apps strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria.

which recommended that universities should focus on creating informative and entertaining video contents that highlight their unique strengths and appeals to the interests and values of the prospective students. The findings is also in line with the study of Khechine and Mzoughi, (2021) which found that social media and video marketing have a positive impact on university choice, with university image and reputation mediating this relationship. Therefore, government and university administrators should adopt video content creating strategy to influence student enrollment in guidance and counselling in universities particularly in South-East, Nigeria.

DISCUSSION

The findings in research question one indicated that to a great extent video content creating strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria. The comparison of the comparison of the male and female guidance and counsellors in public Universities in in South-East, Nigeria showed that there is no significant difference between the mean scores of male and female guidance counsellors on the extent to which video content creating strategy influence student enrollment in public universities in South-East, Nigeria. These findings are in line with Kim (2021) who found that video content strategy positively influences brand attitude and electronic word-of-mouth (eWOM) intervention. The finding agree with Bohara (2022)

Result in research question two sought to find out the extent to which Educational Apps strategy influence student enrollment in guidance and counselling in public universities in South-East, Nigeria. The comparison of the comparison of the male and female Guidance counsellors in public Universities in South-East, Nigeria showed that there is no significant difference between the mean scores of male and female guidance counsellors on the extent to which Educational Apps strategy influence student enrollment in public universities in South-East, Nigeria. These findings agree with the study of Li and Li, (2021) which found that mobile-friendly websites are positively associated with students' likelihood of considering a university, applying for admission, and enrolling. The findings are in consonance with Bolus (2023) who posited that educational Apps can provide access to educational

resources and learning materials, especially for students in remote areas or those with limited access to traditional schooling. Therefore, efforts should be made by the management of Universities in South-East, Nigeria at utilizing Educational Apps strategy to influence student enrollment in guidance and counselling in public universities in South-East, Nigeria.

Educational Implications of the Findings

The findings of this study hold the following:

The findings of this study hold serious implication on the government who are saddled with the responsibility of providing quality education to its citizenry as it will assist the government in making policies and guidelines with regards to students enrollment in the Universities. The finding of the study would serve as a guide to the government on the need for adoption of video content creating strategy and Educational Apps strategies in Universities to influence student enrollment in guidance and counselling in public universities in South-East and Nigeria at large.

The study holds implication for administrators of Universities as it explores digital marketing strategies and recommendations that will help to facilitate and to influence student enrollment in guidance and counselling in public universities in South-East, Nigeria.

Recommendations

Based on the findings of the study the following recommendations were made.

1. Government and university administrators should adopt video content creating strategy to influence student enrollment in guidance and counselling in universities particularly in South-East, Nigeria.
2. Efforts should be made by the management of Universities in South-East, at utilizing Educational Apps strategy to influence student enrollment in guidance and counselling in public universities in South-East, Nigeria.
3. Deliberate efforts should be made by Government and Management of Universities in South-East, at utilizing digital marketing strategies to influence student enrollment in guidance and counselling in public universities in South-East, Nigeria.

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