

THE ROLE OF COUNSELING IN PROMOTING HOLISTIC HUMAN DEVELOPMENT THROUGH TRANSFORMATIVE TEACHING APPROACHES

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Abstract

The study examined the integration of counselling services in transformative teaching approaches to promote holistic human development among undergraduates in Nigerian higher institution. A descriptive survey design was employed, and the study was carried out at the University of Nigeria, Nsukka. Three research questions were formulated to guide the study. The population of the study consisted of 150 undergraduates. No sampling was done as the entire population of 150 undergraduates was used. The instrument for data collection was the Counseling and Transformative Teaching Integration Survey Questionnaire (CTTISQ), which was validated by three experts: two from the Department of Counselling and Human Development Studies and one from the Department of Science Education, all in the Faculty of Education, University of Nigeria, Nsukka. The reliability of the instrument was established using Cronbach's alpha, which yielded a coefficient of 0.87. Data were collected through questionnaires and the decision rule for analysis was based on the mean and standard deviation responses, with items rated above 3.0 being considered significant. The findings of the study revealed that counselling services played a vital role in enhancing students' emotional and social growth, while transformative teaching methods fostered improved critical thinking and active participation in the learning process. These outcomes highlight the need to integrate counselling support with progressive instructional strategies to advance holistic student development and promote a more inclusive and effective educational atmosphere in Nigerian tertiary institutions. Based on these findings, the study recommended the integration of counselling services within the transformative teaching framework to enhance students' academic performance and personal growth. The study highlights the value of integrating counseling with transformative teaching to promote holistic development and a more inclusive educational environment in Nigerian universities.

Keywords: Counselling, transformative teaching, holistic development, undergraduates

Introduction

The role of counseling in promoting holistic human development through transformative teaching approaches has gained significant relevance in contemporary educational discourse. Counseling, as a professional service, has evolved into a crucial component of educational systems that aim to fostering balanced and meaningful development among learners. It is widely acknowledged that effective counseling supports individuals in navigating personal, academic, social, and emotional challenges, thereby enhancing their capacity for growth and self-realization (Oyeleke, Olorundare, and Bello, 2022). As a professional discipline, counseling encompasses structured interventions that facilitate informed decision-making, promote self-awareness, and encourage adaptive coping strategies across various life domains. Holistic human development is a comprehensive process that integrates the intellectual, emotional, moral, social, and spiritual dimensions of an individual. Educational institutions are increasingly expected to provide learning experiences that do not merely focus on academic achievement but also foster the full

spectrum of human potential. This integrated view of development acknowledges the interdependence of various developmental domains and the necessity of nurturing learners in a balanced manner (Okorodudu and Okorodudu, 2023). Holistic education places emphasis on cultivating compassion, ethical reasoning, critical thinking, interpersonal competence, and resilience, which are essential for functioning effectively in a complex and rapidly changing world.

In response to the growing need for educational transformation, transformative teaching approaches have emerged as vital pedagogical models. These approaches are anchored in the belief that teaching should not only transmit knowledge but also inspire critical reflection, self-discovery, and social responsibility among learners. Transformative teaching fosters learner engagement through dialogical methods, experiential learning, and the creation of inclusive environments where learners are empowered to question assumptions, develop new perspectives, and engage in personal transformation (Nwachukwu, Nwosu, and Nwankwo, 2021). The application of these approaches aligns with counseling principles, particularly in fostering student-centered learning, emotional intelligence, and values-based decision-making. The integration of counseling services within transformative teaching practices is essential in advancing holistic human development. When educators incorporate counseling strategies into their teaching, they are better positioned to support students' emotional well-being, cognitive growth, and social adaptation. This synergy enhances the learning process and nurtures individuals who are well-equipped to navigate the demands of modern life. Understanding this intersection between counseling and transformative teaching is, therefore, critical to developing effective educational policies and practices that respond to the developmental needs of learners in a holistic manner.

Counseling plays a foundational role in guiding learners toward personal and academic development in educational environments. Counseling has been defined as a process that involves assisting individuals to understand themselves, make informed decisions, and adjust effectively to changes in life circumstances (Omeje & Eze, 2021). According to Oyeleke, Olorundare, and Bello (2022), counseling is a deliberate and goal-oriented process that helps individuals overcome challenges and reach optimal development through guidance, support, and behavioral intervention. Similarly, Ezenwaji and Nwankwo (2022) described counseling as a relationship-based educational service designed to foster self-direction, self-discipline, and personal well-being in learners. Operationally, counseling refers to professionally guided interactions between a counsellor and a student aimed at supporting students' academic, emotional, and social well-being to achieve full personal growth. Counseling serves as a primary tool in laying the groundwork for nurturing learners in a holistic manner, thereby directly connecting to the concept of holistic human development. Holistic human development emphasizes the comprehensive growth of learners across multiple life domains. Ede and Nwagu (2021) defined holistic human development as the full realization of an individual's potential in cognitive, emotional, social, moral, and spiritual dimensions. In the view of Okorodudu and Okorodudu (2023), holistic development involves an educational approach that balances intellectual progress with character building and socio-emotional growth. Nwachukwu and Ede (2021) earlier asserted that holistic human development requires nurturing learners to become emotionally stable, morally upright, and socially responsible individuals capable of contributing meaningfully to society. For the purpose of this study, holistic human development refers to the integrated growth of students in mental, emotional, social, moral, and spiritual dimensions to foster balanced personality

development. Achieving such development demands instructional strategies that extend beyond content delivery, this leads to the incorporation of transformative teaching approaches.

Transformative teaching approaches have emerged as critical pedagogical models in promoting deep, lasting change in the attitudes, behaviors, and worldviews of learners. Transformative teaching is described by Okoye and Umeh (2023) as a learner-centered instructional process that empowers students to challenge assumptions, reflect critically, and engage in personal growth. According to Chinedu and Omodan (2022), transformative teaching creates spaces for dialogue, empathy, and collaborative learning aimed at meaningful transformation in learners' perspectives. In this study, transformative teaching approaches refer to innovative, student-focused instructional strategies that facilitate meaningful learning and personal transformation through reflection, critical thinking, and emotional engagement. These approaches are essential for fostering specific dimensions of human development, which include personal, social, emotional, moral, and cognitive domains. Personal, social, emotional, moral, and cognitive developments are interdependent components of holistic growth that serve as key indicators of successful educational outcomes. Personal development involves self-awareness, confidence, and the ability to manage personal goals (Nwachukwu and Ede, 2021). Social development refers to the capacity to interact effectively with others and contribute positively to one's community (Okoye and Umeh, 2023). Emotional development includes recognizing and managing emotions, demonstrating empathy, and cultivating resilience (Omeje & Eze, 2021). Moral development is defined by the formation of ethical values, conscience, and socially acceptable behavior (Ezenwaji and Nwankwo, 2022). Cognitive development pertains to mental processes such as critical thinking, reasoning, memory, and problem-solving (Oyeleke, Olorundare, & Bello, 2022). Operationally, these five domains represent the core developmental outcomes this study seeks to promote through the integration of counseling and transformative teaching strategies. Their interrelationship reinforces the need for a coordinated educational model that places equal emphasis on emotional, intellectual, and moral growth, thereby underscoring the significance of counseling in promoting holistic human development through transformative teaching approaches.

Counseling serves as a fundamental instrument in fostering holistic human development, particularly in educational and community settings. The major domains of counseling—personal-social, academic, and career guidance—each contribute significantly to different facets of individual development. Personal-social counseling supports students in resolving interpersonal conflicts, managing emotions, and developing healthy self-concepts and coping skills. According to Okorodudu and Okorodudu (2023), this domain helps individuals cultivate resilience, empathy, and emotional intelligence, which are essential for psychological well-being. Academic counseling, on the other hand, facilitates effective learning by addressing issues such as time management, study habits, goal setting, and exam anxiety. Ezenwaji and Nwankwo (2022) emphasized that academic counseling improves learners' motivation and performance by aligning educational efforts with personal capabilities. Career guidance offers structured support for future planning by helping learners understand their strengths, explore career options, and make informed occupational decisions. As asserted by Oyeleke, Olorundare, and Bello (2022), career counseling plays a critical role in preparing students for transitions into the workforce and lifelong learning. These counseling domains directly relate to and support key aspects of holistic human development, which encompasses cognitive, emotional, social, moral, physical, and spiritual growth. Cognitive development involves mental processes such as

critical thinking, problem-solving, and knowledge acquisition, which are enhanced through academic counseling. Emotional development is supported by personal-social counseling, which helps individuals recognize and regulate their emotions and cope with stress and adversity. Social development emerges from the cultivation of interpersonal skills and community engagement, a function often addressed in both personal-social counseling and group guidance activities. Moral development involves internalizing ethical values and norms; this is promoted through character education embedded in counseling programs. Physical development, though largely influenced by health and physical education, benefits from counseling that encourages healthy lifestyles and addresses body image concerns and substance abuse prevention. Spiritual development, though sensitive and individualized, may be supported through values clarification and reflective practices guided by counselors to help learners find purpose and meaning in life.

The counselor's role in schools and communities is therefore multi-dimensional and proactive. In educational settings, counselors serve as facilitators of development, advocates for students' rights, and coordinators of preventive and intervention services. Uzonwanne and Okonkwo (2022) identified the school counselor as a pivotal figure in promoting student well-being through assessment, consultation, and collaboration with teachers, parents, and community stakeholders. In community settings, counselors extend their services to address broader societal concerns such as youth delinquency, domestic violence, and mental health awareness. Chinedu and Omodan (2022) highlighted that community-based counseling initiatives are essential for reaching vulnerable populations and fostering societal cohesion. As a result of integrating counseling services within both schools and communities, individuals are better equipped to realize their full potential across all domains of human development, thereby reinforcing the transformative role of counseling in holistic education.

Transformative teaching approaches have emerged as pivotal strategies for fostering deep and meaningful learning that transcends rote knowledge acquisition. These approaches are characterized by critical reflection, active engagement, inclusivity, and the cultivation of transformative experiences. As described by Ofoha, Njoku, and Adigun (2023), transformative teaching challenges traditional didactic methods by prioritizing inquiry, social responsibility, and personal relevance in learning. Such approaches emphasize critical thinking, autonomy, and the development of the whole learner, promoting a shift from teacher-centered delivery to a learner-empowered educational process. In addition, Obiakor and Anyaegbu (2022) maintained that transformative teaching is rooted in values of empathy, social justice, and empowerment, enabling learners to analyze societal structures and become active contributors to positive change. Ibe and Okeke (2023) reinforced this by describing transformative teaching as a catalyst for consciousness-raising and the development of critical and creative capacities among learners. Teachers adopting transformative approaches assume the role of facilitators of change rather than mere transmitters of information. This role demands a commitment to nurturing democratic learning spaces and fostering active participation. Teachers act as guides who create conditions for learners to discover, reflect, and construct knowledge through interaction with real-world issues. According to Nwosu and Ezeani (2022), teachers engaged in transformative practice intentionally cultivate environments that encourage critical dialogue, personal exploration, and social interaction. Such teachers must demonstrate cultural sensitivity, emotional intelligence, and adaptability, all while modeling reflective practice and ethical behavior. In this capacity, the educator becomes

both a mentor and a co-learner, fostering reciprocal learning relationships that inspire transformative growth

Transformative teaching further emphasizes learner-centered strategies, which prioritize the needs, interests, and contexts of the learners. This orientation enables education to be more inclusive and responsive. As stated by Adebayo and Musa (2023), learner-centered strategies allow for differentiation, personal agency, and the alignment of pedagogy with students' lived experiences. These strategies empower learners to take ownership of their educational journeys, promoting independence and fostering motivation. Practical methods include project-based learning, cooperative learning, and inquiry-driven activities that stimulate higher-order thinking and meaningful engagement. The learner is no longer a passive recipient but an active participant in the learning process. Integral to transformative teaching is the integration of reflective, experiential, and dialogical learning. Reflective learning encourages learners to analyze their thoughts and actions, leading to self-awareness and personal growth. Experiential learning emphasizes the importance of hands-on, real-life experiences that allow knowledge to be internalized and applied. Dialogical learning promotes open communication, shared understanding, and mutual respect in learning communities. Ezeugwu and Alutu (2022) emphasized that this triadic integration fosters empathy, critical consciousness, and active citizenship. These methods collectively create a holistic and empowering learning experience that nurtures the intellectual, emotional, and moral development of the learner. Consequently, transformative teaching provides the pedagogical bridge through which counseling practices can effectively foster holistic human development.

The interrelationship between counseling and transformative teaching is integral to promoting the holistic development of learners and fostering inclusive, learner-centered education. Counseling provides the psycho-emotional scaffolding necessary for effective teaching and learning, particularly in settings where diverse challenges inhibit academic success and personal growth. According to Chigbu and Ede (2022), counseling serves as a foundational support mechanism that addresses students' individual needs and barriers to learning, thereby creating a conducive environment for transformative learning to flourish. When counseling and teaching are synergistically applied, they result in empowered learners capable of critical thinking, resilience, and self-directed learning. Transformative education, on its part, necessitates the cultivation of emotional intelligence, social sensitivity, and psychological safety, all of which are within the purview of professional counseling. Counseling supports transformative education through both individual and group guidance, tailored to meet the varied developmental needs of learners. Individual counseling sessions provide confidential and personalized support that helps learners address psychological, academic, or personal challenges. Group counseling, on the other hand, offers shared learning experiences and peer interaction that reinforce emotional intelligence and collaborative problem-solving. Uchenna and Ifelunni (2023) emphasized that counseling interventions targeting emotional stability and social integration significantly enhance learner participation, academic engagement, and classroom harmony. By addressing emotional and social barriers to learning, counseling empowers students to overcome fear, anxiety, low self-esteem, and other hindrances that may derail their educational progress.

The integration of counseling skills into teaching practices is critical to creating emotionally responsive and inclusive classrooms. Teachers who possess counseling competencies such as empathy, active listening, and motivational support are better equipped to build trusting relationships and attend to students' socio-emotional needs. As

noted by Adeoye and Nwangwu (2022), educators who employ these skills foster a learning atmosphere where students feel valued, understood, and encouraged to explore new ideas without fear of judgment. These interpersonal skills also enable teachers to identify early signs of emotional distress, behavioral issues, or learning difficulties, which can then be addressed through timely referrals or interventions. The blend of counseling techniques and teaching strategies enhances the transformative capacity of instruction by attending to both the intellectual and emotional dimensions of learning. Real-world models of integrated counseling and teaching further illustrate this synergy. Schools and institutions that implement collaborative frameworks between teachers and school counselors report improved academic performance, reduced behavioral issues, and increased student well-being. For instance, Obidiegwu and Ezeokoli (2023) documented successful models in Nigerian secondary schools where teachers are trained in basic counseling skills and collaborate with guidance counselors to provide holistic student support. Such models demonstrate that the counseling-teaching integration is not only feasible but also essential in achieving educational transformation that is both inclusive and sustainable. This interconnection underscores the mutual reinforcement between counseling and transformative teaching, ultimately fostering comprehensive human development.

Notwithstanding the growing recognition of the importance of counseling in education and transformative teaching, several challenges impede their full implementation and effectiveness. One of the major barriers is the lack of integration of counseling into educational curricula. According to Nwachukwu and Ibe (2022), the absence of structured counseling programs in many educational institutions limits the ability of counselors to provide comprehensive support to students. Without a clear mandate for counseling in school curricula, counselors often face difficulties in gaining the recognition and resources required to carry out their roles effectively. This results in fragmented support for students, especially in dealing with emotional, social, and academic challenges, which are critical for transformative learning. Resistance to transformative pedagogy further complicates the situation. While transformative teaching approaches have been shown to enhance learning outcomes, many educators still adhere to traditional, teacher-centered models. As observed by Okeke and Udo (2023), this resistance is often rooted in a lack of understanding or a belief that conventional methods are more effective or efficient. Moreover, educators may feel unprepared to implement innovative, learner-centered strategies due to a lack of training or professional development opportunities. This resistance limits the potential for educational transformation, as it hinders the adoption of practices that encourage critical thinking, creativity, and the holistic development of students. Additionally, there may be institutional reluctance to shift from standardized testing and traditional assessment methods that focus primarily on cognitive outcomes, thus stifling the full implementation of transformative teaching.

Resource and training limitations also represent significant barriers to the successful integration of counseling and transformative teaching. Both counseling services and transformative pedagogy require adequate resources, including trained professionals, appropriate materials, and infrastructure to foster an inclusive, supportive learning environment. As noted by Adebayo and Musa (2022), many schools, particularly in resource-constrained settings, face challenges in providing the necessary counseling services due to a shortage of qualified counselors and inadequate funding. Similarly, the successful implementation of transformative teaching approaches requires professional

development for educators, which is often unavailable or insufficient. Without sufficient training and resources, both teachers and counselors may struggle to adapt their practices to meet the needs of students effectively. Policy and systemic challenges present further obstacles. The lack of comprehensive policies supporting counseling services and transformative teaching approaches at national or institutional levels can impede progress. According to Ofoha and Adigun (2022), educational policies in many countries, including Nigeria, often overlook the integration of holistic approaches to student development, such as counseling and transformative pedagogy. These policies typically focus on traditional academic outcomes and standardized metrics of success, leaving little room for the incorporation of emotional, social, and moral growth. Furthermore, bureaucratic hurdles and lack of coordination between educational departments and counseling services contribute to the fragmentation of support systems. To overcome these challenges, there is a need for systemic change that includes policy reforms, allocation of resources, and the creation of a more supportive educational infrastructure that recognizes the value of counseling and transformative learning.

The state of the art in the field of counseling and transformative teaching has advanced considerably, with increasing recognition of the importance of integrating psychological support and learner-centered pedagogy to foster holistic human development. In recent years, research has emphasized the vital role of counseling in supporting students' emotional, social, and academic growth, which is essential for their overall development (Nwachukwu & Ibe, 2022). Moreover, transformative teaching approaches have gained prominence, emphasizing learner empowerment, critical thinking, and the development of 21st-century skills through experiential, reflective, and dialogical learning methods (Chigbu & Ede, 2022). These advancements reflect a paradigm shift from traditional teacher-centered methods to more inclusive and participatory approaches that cater to the diverse needs of learners. Current trends in the integration of counseling into educational curricula highlight the growing emphasis on mental health and emotional well-being as critical components of student success (Adebayo & Musa, 2022). Scholars have explored the intersection of counseling and academic performance, showing that counseling interventions, such as career guidance, academic counseling, and emotional support, can significantly improve student outcomes and reduce attrition rates (Obidiegwu & Ezeokoli, 2023). At the same time, transformative teaching strategies have been implemented in various educational settings, with studies showing their effectiveness in promoting active learning, social engagement, and personal growth (Okeke & Udo, 2023). These advancements have led to a more holistic approach to education, where both cognitive and emotional development are equally prioritized.

However, several gaps remain in the literature that this study aims to address. While much research has focused on either counseling or transformative teaching approaches separately, few studies have explored the direct interplay between the two, particularly in the context of fostering holistic human development. The lack of comprehensive studies that integrate both counseling and transformative pedagogy in real-world educational settings leaves a critical gap in understanding how these approaches can complement each other to optimize student development. Moreover, existing literature often overlooks the barriers to integrating these approaches in schools, especially in resource-constrained environments. While there is some exploration of the challenges related to counseling and transformative teaching, comprehensive frameworks or models for overcoming these barriers are still limited. Additionally, while some studies have examined the benefits of counseling and transformative teaching on academic

performance, there is a lack of research on the long-term impact of these integrated approaches on students' personal, moral, social, and spiritual development. The existing studies predominantly focus on short-term outcomes, neglecting the broader scope of holistic human development. This study aims to fill these gaps by exploring how the synergy between counseling and transformative teaching approaches can promote long-term, sustainable development in learners, addressing both the cognitive and socio-emotional aspects of education.

Statement of the Problem

Education is universally acknowledged as a powerful tool for the comprehensive development of individuals and societies. Ideally, educational institutions are expected to provide a learning environment that supports the full spectrum of human development—cognitive, emotional, moral, social, and spiritual. In this ideal context, counseling is recognized as a central component of educational delivery, working collaboratively with transformative teaching approaches to guide learners toward self-actualization, emotional resilience, critical consciousness, and social responsibility. In practice, however, many educational systems remain dominated by examination-oriented, rigid, and teacher-centered instructional methods that pay little attention to the broader developmental needs of learners. Counseling services in schools are often marginalized, poorly implemented, or disconnected from classroom teaching, thereby hindering the emotional and social development of students. Furthermore, transformative teaching approaches, though conceptually sound and impactful, are insufficiently applied in most classrooms due to limited training, lack of policy support, or a general resistance to pedagogical innovation. It is against this backdrop, the problem of the study, therefore, is that the lack of integration between counseling services and transformative teaching approaches limits the promotion of holistic human development in educational settings.

Purpose of the Study

The study examined the integration of counselling services with transformative teaching approaches to promote holistic human development among undergraduates in Nigerian higher institution. Specifically, the study sought to:

1. examine the role of counseling in enhancing undergraduates cognitive and emotional development.
2. examine how transformative teaching approaches support undergraduates holistic human development.
3. ascertain how counseling services can be integrated with transformative teaching approaches to promote holistic human development.

Research Questions

1. What is the role of counseling in enhancing undergraduates' cognitive and emotional development?
2. How do transformative teaching approaches support undergraduates' holistic human development?
3. How can counselling services be integrated with transformative teaching approaches to promote holistic human development?

Methods

This study utilized a descriptive survey research design to explore the integration of counseling services with transformative teaching approaches in promoting holistic human development among undergraduates in University of Nigeria, Nsukka The research was

conducted at the University of Nigeria, Nsukka, chosen purposively due to its diverse student population and relevant academic programs. The population of the study consisted of 150 undergraduates drawn from various departments within the Faculty of Education. No sampling technique was used as the entire population of 150 undergraduates was included in the study. The instrument for data collection was the Counseling and Transformative Teaching Integration Survey (CTTIQ), developed specifically for this study. The CTTIS contained two sections: Section A, which gathered demographic information, and Section B, which included 20 items assessing undergraduates' perceptions of how counseling services and transformative teaching approaches contribute to their cognitive, emotional, social, and moral development. The instrument was validated by three experts: two from the Department of Counselling and Human Development Studies and one from the Department of Science Education, all within the Faculty of Education at the University of Nigeria, Nsukka. Their feedback ensured that the instrument was relevant, clear, and aligned with the study's objectives. To establish reliability, the instrument underwent a Cronbach's alpha test, yielding a coefficient of 0.87, indicating high internal consistency. Data collection was carried out through the administration of the Q questionnaire. The researcher personally distributed the instrument to the 150 undergraduates during class sessions. Respondents were provided adequate time to complete the questionnaire, and the researcher ensured that they understood the questions and were encouraged to respond honestly. The data collected were analyzed using descriptive statistics, specifically mean and standard deviation, with a decision rule that items with a mean score of 3.0 and above were considered significant. The results were presented in tables and discussed in relation to the research questions guiding the study.

Results

Table 1: Mean and Standard Deviation of Responses on the Role of Counseling in Enhancing Undergraduates' Cognitive and Emotional Development

S/ N	Item	Mean	Standard Deviation (SD)	Decision
1	Counseling enhances undergraduates' cognitive development.	3.85	0.45	A
2	Counseling improves undergraduates' ability to think critically.	3.90	0.40	A
3	Counseling aids in the development of problem-solving skills among undergraduates.	3.80	0.50	A
4	Counseling promotes academic achievement among undergraduates.	3.95	0.45	A
5	Counseling supports undergraduates' decision-making processes.	3.85	0.52	A
6	Counseling boosts undergraduates' self-esteem, which aids learning.	4.05	0.40	SA
7	Counseling helps undergraduates manage academic stress.	3.80	0.50	A

8	Counseling enhances undergraduates' emotional regulation.	4.10	0.45	SA
9	Counseling improves undergraduates' emotional intelligence.	3.95	0.48	A
10	Counseling supports undergraduates in overcoming academic challenges.	3.90	0.50	A
11	Counseling provides a safe space for undergraduates to express their emotions.	3.85	0.50	A
12	Counseling enhances undergraduates' motivation and engagement in learning.	3.75	0.55	A
Overall Mean		3.89	0.47	A

Data in Table 1 shows that counseling plays a significant role in enhancing undergraduates' cognitive and emotional development, with an overall mean score of 3.89. The highest ratings were observed in emotional regulation (mean = 4.10) and self-esteem (mean = 4.05), indicating that counseling is highly effective in supporting emotional well-being. These findings align with Oyeleke et al. (2022), who emphasized the importance of counseling in emotional development, and Okorodudu & Okorodudu (2023), who identified counseling as a key factor in promoting academic success through emotional support. The mean scores for items related to motivation and engagement (mean = 3.75) suggest that while counseling is effective, there is still room for improvement in fostering higher levels of academic motivation among undergraduates. Nevertheless, the overall positive responses highlight the crucial role of counseling in supporting both cognitive and emotional growth, contributing significantly to undergraduates' overall development and academic performance.

Table 2: Mean and Standard Deviation of Responses on the Role of Transformative Teaching Approaches in Supporting Undergraduates' Holistic Human Development

S/ N	Item	Mean	Standard Deviation (SD)	Decision
1	Transformative teaching encourages critical thinking in undergraduates.	4.05	0.40	SA
2	Transformative teaching helps undergraduates become more self-aware.	4.00	0.42	SA
3	Transformative teaching fosters emotional intelligence in undergraduates.	3.85	0.45	A
4	Transformative teaching promotes moral development in undergraduates.	3.95	0.48	A
5	Transformative teaching supports social development by fostering collaboration.	4.10	0.38	SA
6	Transformative teaching enhances undergraduates' communication skills.	3.80	0.50	A
7	Transformative teaching promotes self-efficacy in undergraduates.	4.05	0.45	SA
8	Transformative teaching helps undergraduates understand diverse perspectives.	4.15	0.40	SA
9	Transformative teaching encourages lifelong learning habits	3.90	0.46	A

in undergraduates.

10	Transformative teaching helps undergraduates set and achieve personal goals.	3.95	0.42	A
11	Transformative teaching supports ethical decision-making in undergraduates.	4.00	0.43	SA
12	Transformative teaching enhances undergraduates' overall academic performance.	4.00	0.45	SA

Overall Mean 4.00 0.44 SA

Data in Table 2 shows that transformative teaching approaches significantly support undergraduates' holistic human development, with an overall mean score of 4.00. The highest ratings were observed in promoting diverse perspectives (mean = 4.15) and social development through collaboration (mean = 4.10), indicating that transformative teaching effectively fosters social and cognitive growth in undergraduates. These results emphasize the role of transformative teaching in enhancing critical thinking, self-awareness, and adaptability. The consistently high mean scores across the items suggest that transformative teaching not only promotes cognitive and emotional development but also plays a crucial role in moral, social, and academic growth. By emphasizing critical thinking, self-efficacy, ethical decision-making, and collaboration, transformative teaching helps undergraduates build essential skills that prepare them for success in their academic and professional lives. This highlights the significance of adopting transformative teaching approaches in higher education.

Table 3: Mean and Standard Deviation of Responses on Integrating Counseling Services with Transformative Teaching Approaches to Promote Holistic Human Development

S/N	Item	Mean	Standard Deviation (SD)	Decision
1	Counseling services provide emotional support that complements transformative teaching.	4.10	0.35	A
2	Counseling helps undergraduates address personal issues that affect their academic performance.	4.05	0.40	A
3	Integrating counseling with transformative teaching promotes mental well-being in undergraduates.	4.00	0.45	A
4	Counseling services support undergraduates in managing academic stress and pressure.	4.00	0.47	A
5	Counseling helps undergraduates enhance their interpersonal skills in collaborative learning environments.	4.05	0.42	A
6	Counseling services play a critical role in helping undergraduates resolve conflicts with peers and faculty.	3.95	0.49	A
7	The integration of counseling with transformative teaching helps undergraduates develop resilience.	4.00	0.44	A
8	Counseling services help undergraduates navigate career decisions and future planning.	4.05	0.41	A
9	Counseling contributes to the moral and ethical development of undergraduates.	3.90	0.46	A
10	Counseling services are essential in addressing the social	4.00	0.48	A

	needs of undergraduates in transformative learning settings.			
11	Counseling helps undergraduates improve their self-esteem and self-worth.	4.15	0.37	A
12	Integrating counseling into transformative teaching enhances the holistic development of undergraduates.	4.10	0.38	A
Overall Mean		4.03	0.43	A

Data in Table 3 shows that integrating counseling services with transformative teaching approaches has a significant positive impact on holistic human development among undergraduates, with an overall mean score of 4.03. The highest ratings were observed in counseling's role in improving self-esteem (mean = 4.15) and providing emotional support (mean = 4.10). These areas indicate that counseling services are crucial for enhancing the emotional and psychological development of undergraduates. The integration of counseling services helps undergraduates address personal issues, manage academic stress, improve interpersonal relationships, and develop resilience, all of which are essential for their overall well-being. The results suggest that the combination of counseling and transformative teaching fosters an environment that supports both academic success and personal growth.

Discussion

The findings of the study revealed that counseling plays a significant role in enhancing the cognitive and emotional development of undergraduates. This aligns with the study by Oyeleke et al. (2022), who argued that counseling services in schools provide learners with the necessary support to foster holistic development, particularly by addressing emotional and social challenges. Similarly, Uzonwanne and Okonkwo (2022) highlighted that effective counseling can lead to improved academic performance and social skills by assisting learners in overcoming personal and emotional barriers. The emotional and social development of learners, as found in this study, is crucial in shaping their overall well-being and academic success, in line with Nwachukwu et al. (2021), who emphasized that counseling is integral in nurturing emotional intelligence and moral growth, key components of holistic education. The findings suggest that transformative teaching approaches are essential in promoting learners' holistic human development by emphasizing critical thinking, creativity, and inclusivity. This finding supports the work of Okorodudu and Okorodudu (2023), who posited that transformative pedagogy allows learners to engage actively in their learning, fostering both cognitive and social skills necessary for their comprehensive development. Chinedu and Omodan (2022) also noted that transformative teaching approaches facilitate empowerment and provide learners with opportunities to explore their moral and social identities, which are fundamental aspects of holistic development. By enabling learners to critically engage with content and reflect on societal issues, these approaches promote not only academic growth but also the development of ethical and social values.

The findings indicated that the integration of counseling services with transformative teaching approaches creates an environment conducive to the comprehensive development of learners. This supports the assertion made by Nwachukwu and Ibe (2022), who argued that integrating counseling services within the framework of transformative pedagogy helps address learners' personal challenges while simultaneously encouraging academic and social growth. Similarly, Adeoye and Nwangwu (2022) highlighted that emotional intelligence, when nurtured through counseling, enhances the effectiveness of transformative teaching methods by improving student-teacher

relationships and fostering a supportive learning environment. The combined efforts of counseling and transformative teaching provide a holistic support system that addresses both the emotional and intellectual needs of learners, as further supported by Okeke and Udo (2023), who emphasized that this integration helps in creating a more inclusive educational environment, where learners are empowered to achieve their full potential. Hence, these findings underline the importance of counseling in creating a supportive educational environment that not only addresses the emotional needs of learners but also enhances their cognitive, social, and moral development. The integration of counseling with transformative teaching approaches offers a comprehensive approach to human development, preparing learners for success in both academic and social spheres.

Educational Implication of the Study

The educational implications of this study are significant, as it underscores the importance of integrating counseling services with transformative teaching approaches in higher education. By recognizing the role of counseling in enhancing undergraduates' cognitive, emotional, social, moral, and spiritual development, educational institutions are encouraged to adopt a more holistic approach to student support. This integration can lead to a more balanced educational experience, addressing both academic and personal needs of students, which is crucial for their overall development. First, this study highlights the need for educators to adopt transformative teaching strategies that emphasize learner-centered approaches. Through doing so, educators can create an inclusive learning environment that caters to diverse learning needs, fostering engagement and critical thinking. This aligns with the broader goal of developing not only academically proficient students but also well-rounded individuals who are equipped to navigate life challenges. Second, the research advocates for the inclusion of comprehensive counseling services that go beyond academic support. By providing emotional and psychological guidance, counseling helps students manage stress, improve self-esteem, and develop better interpersonal skills. This can significantly improve students' academic performance, mental well-being, and social interactions, ultimately contributing to their success both inside and outside the classroom. Lastly, the findings suggest that educational policies should prioritize the integration of counseling and transformative pedagogy as essential components of the curriculum. This approach will require training teachers and counselors to work collaboratively, ensuring that they are equipped to support students in a way that promotes holistic development. The study also implies that school administrators should allocate resources to support this integrated approach, ensuring that both counseling services and transformative teaching practices are effectively implemented and sustained.

Contribution to Knowledge

The study contributes to the existing body of knowledge by providing valuable insights into the integration of counseling services with transformative teaching approaches to promote the holistic development of undergraduates. It emphasizes the crucial role that counseling plays in enhancing cognitive, emotional, social, moral, and spiritual growth, directly influencing academic performance and personal development. The research highlights that counseling services are not only vital for addressing academic-related stress but also essential in fostering emotional resilience, improving interpersonal skills, and guiding undergraduates in their career and ethical decision-making. Furthermore, the study offers evidence that the collaboration between counseling and transformative teaching leads to a more comprehensive educational experience, ensuring that undergraduates receive support for both academic success and personal growth. This integrated approach

can be implemented in educational institutions to foster a more inclusive, supportive, and well-rounded learning environment, promoting the overall well-being and future success of undergraduates. Hence, by demonstrating the synergistic effects of counseling and transformative teaching, this study provides a basis for further exploration and policy development aimed at enhancing holistic human development in higher education.

Conclusion

The findings of this study underscore the critical role of counseling in fostering holistic human development in learners. Counseling significantly contributes to the enhancement of cognitive, emotional, social, moral, and spiritual development by providing the necessary support to address personal challenges and promote well-being. This study also highlights the importance of transformative teaching approaches in nurturing learners' academic and personal growth. These approaches, which emphasize critical thinking, creativity, and inclusivity, are essential for empowering learners and supporting their overall development. Furthermore, the study demonstrates that the integration of counseling services with transformative teaching approaches creates a supportive and inclusive learning environment. This integration not only addresses the emotional and social needs of learners but also enhances their academic performance and prepares them for future challenges. By fostering emotional intelligence, resilience, and social skills, this combined approach ensures that learners are equipped with the tools necessary to succeed both in and outside the classroom. However, the study highlights the need for educational institutions to adopt counseling services and transformative teaching methods as complementary strategies for promoting holistic development. By doing so, they can create a more inclusive, supportive, and empowering environment for learners, ultimately contributing to their success and well-being. These findings provide valuable insights into the importance of integrating counseling with teaching approaches to foster comprehensive human development in education.

Recommendation

Based on the findings of this study, the following recommendations are made:

1. Counseling services should be integrated into the curriculum to address the cognitive, emotional, social, moral, and spiritual development of learners.
2. The integration of counseling services within the transformative teaching framework to enhance students' academic performance and personal growth.
3. Teachers should adopt transformative teaching approaches that focus on critical thinking, creativity, and inclusivity to empower learners and enhance their overall development.
4. Schools should provide professional development programs for teachers and counselors to equip them with the necessary skills for implementing counseling and transformative teaching strategies effectively.
5. Educational institutions should foster collaboration between counselors and teachers to ensure a holistic approach to learners' development, ensuring that both academic and personal needs are met.
6. Policy makers should prioritize the allocation of resources towards counseling services and transformative pedagogy to support a more inclusive and comprehensive educational system.

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