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GUIDANCE AND COUNSELLING OF ADULT LEARNERS AS A CATALYST FOR SUSTAINABLE COMMUNITY DEVELOPMENT IN KWARA STATE

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Abstract

This paper examined the concept of Guidance and counselling of Adult learners as a catalyst for sustainable community development in Kwara State, Nigeria. The paper established that guidance and counselling influence adult learners on personal development and attitude formation in Ilorin metropolis. Four research hypotheses were generated to guide the study. The objectives were to establish the influence of adult learners' on personal development, attitude formation, career exploration and entrepreneurship development for sustainable community development in Kwara State. The study used the descriptive survey research design. The population of the study comprised all adult learners in Kwara State while a sample of One hundred and eighty (180) was purposively selected for the study. Data were collected with the use of validated instrument tagged Guidance and Counselling of Adult Learners' for sustainable community development (GCALSCD). Data obtained were analyzed using mean and standard deviation analyses to test the four research questions. Results of the analysis indicated that guidance and counselling influence adult learners on personal development, attitude formation, career exploration and entrepreneurship development for sustainable community development in Kwara State. The study showed the importance of guidance and counselling of adult learners for sustainable community development in Kwara State.

Key words: *Adult learners, guidance and counselling, catalyst, Sustainable community development.*

Introduction

The term guidance in every language has always carried the connotation of help given to an individual or group of individuals in areas of personal, social, educational and vocational concerns. Guidance and Counseling is based on the assumption that every individual in any society has a hand, is having and will have a problem that he alone can not solve. Miller (1968) defined guidance as the process of helping individuals achieve self-understand and self-direction necessary to make the maximum adjustment to school, home and community. Durojaiye (1972) viewed guidance as a complex process which encompasses the total needs of the individual student to be directed or guided.

Also, Shertzer and Stone (1981) define guidance as the process of helping individuals to understand themselves and their world. In each of those definitions, emphasis has been laid on guidance is a process because it is not a single event, but involved a series of goals-directed actions and steps. Also, guidance is a helping service aimed at making the individual to interact more efficiently with his environment. Idowu (1998) has stated that for guidance to be meaningful, it must be seen as a series of programmed activities, which help the normal school child to know him/herself as an individual and become more aware of his/her person. Guidance is also a dynamic process which undergoes continuous changes over time as it is not a single event but series of events, steps or actions that are geared towards the general development of the individual or synonymously by various authors.

Many texts interchangeably use the term guidance for counseling and counseling for guidance. Idowu (1998) however opined that guidance is a family name for all the helping service within the general educational and community systems. Olayinka (1972) defined counseling as the process in which one person assists another person in a person-to-person or face-to-face encounter. The assistance may take many forms like educational, vocational, emotional or moral. Durojaiye (1972) also described counseling as an enlightened process whereby people help people by facilitating growth and positive change through an exercise of self understanding. It is necessary to note that when their views are taken together, they show striking similarities and implications. Counseling is a special kind of interaction between the two individuals. Secondly, this special relationship happens between a trained helper and a client in search of clarification of a problematic situation he has found himself. Also, counselling is generally accepted as the heart or keystone of the guidance. Guidance traditionally involves provision of direction or advice as in a decision or course of action, showing the way; setting and helping to drive, lead, assist, pilot and steer

ideals into individuals by counselling professionals to enhance the achievement of goals. This corroborates with definition of Tambuwal (2010) that guidance means to direct, pilot, manage, steer, aid, assist, lead and interact; while counselling can be seen as the process by which a person with problems is helped by a professional counsellor to voluntarily change his behaviour, clarify his attitude, ideas and goals so that his problems may be solved. From the two definitions, guidance is combination of services, while counselling is just one service under guidance.

Educational guidance is "a process of helping an individual to plan a suitable educational programme and make progress in it" (UNESCO 2000). One of the most important roles in educational guidance and counselling is facilitation of the smooth transition of children from home to school, from primary to secondary school, from secondary to post-secondary educational institutions, and to the world of work (UNESCO, 2000). Okonkwo and Anagbogu (2002) opined that counselling is a process of helping a troubled person to understand himself and his work so as to feel and behave in more personally satisfying manner. Counselling can be done individually or in groups. The essence of both counselling types is to yield in the individual or group of person self-development for excellence in life's endeavour.

Guidance and counseling are twin words which are often used either individually or synonymously by different authors. For instance, if you intent to call the programme counseling and you say guidance programme, you are still in order. Secondly, in terms of goals and objectives, there is also similarity between the terms. For example, both of them promote understanding of one, assist an individual to solve problems, ensuring maximization of one's potentials and developing awareness of one's potentials and so on.

In Adult Education, the principles and functions of counseling are highly specialized services that usually constitute the pattern of activities within adult education programmes. These services that make up the basic element of a guidance programme can be defined as the formalized action or steps to take to make guidance operational and available to adult learners (Adegoke, (2004) and (Olusakin, (2010). These basic elements include Appraisal services, Counseling service, Orientation service, Planning, Placement and follow-up service, Information service, Referral service and Evaluation service.

Contribution of Counselling Towards the Sustainability of Education System

Every adult needs the services of specialist counsellors. Complexities in the society have brought about properly organized school guidance services which

are tailored to meet the need of the individuals, the environment and understanding of self, aptitudes, talents skills and ideas. Through these, the individual student clients set realistic goals for themselves. As such, the scope of guidance and counselling covers academic/educational, vocational and personal social problems of student.

Academic Problems: The students are encouraged to help themselves by creating awareness, formation of good study habits, creating and respecting own timetable charts, developing own initiatives, developing realistic plans for the future choice of appropriate school subjects belonging to effective study groups, regular attendance to classes and schools, respect for teachers and love for study, etc.

Vocational/Career: Happiness in adult life is partly dependent on the adjustment to and nature of occupation. Vocational counselling facilitates the choice of job, career development, preparing for and entering jobs, being aware of occupations, being aware of factors affecting the choice of jobs, availability and utilization of occupational information, interpretation of psychological tests relating to jobs, understanding the job environment of localities, increasing the relevance and choices for jobs, among others.

Personal Social Problems: Personal and social counselling help the client to know himself, get along with others and adjust to norms, ethos and ethics of the society where he lives. It takes care of emotional and behavioral difficulties existent in life. Anxieties, interpersonal conflicts, adjustment needs, disillusionment, insecurities, societal problems, etc. are parts of issues that can be addressed under personal and social problems in counselling.

Education is a very vital source of enlightenment so it should be held in high esteem thus salvaged from collapsing at all the levels of primary, secondary and tertiary. One of the means is counselling. It is an inseparable and integral part of education which helps to uphold and improve the standard of education to sustain its development. Information is very essential in this era. An individual that is not informed will be deformed. The heartbeat of counselling is information. Counselling helps to update the individual's knowledge for adequate improvement. Creativity and innovation develop from ideas and information.

Adult education increases the possibilities for active participation in the development of the society. This goal is becoming increasingly important as the power of the civil society is diminishing. Informal adult education, especially community and intergenerational education as well as any other education that is

not linked to work and employment play an important role in its affirmation. Adult education and training for work or a profession has currently found a new way in which it managed to become a key political factor in the development of the workforce and the economic movements in society. This process has importantly contributed to the fact that adult education has gained a significantly more recognizable role and position in the social, educational and economic policies (Illeris, 2004).

Career guidance has been identified as a key focus in addressing this mismatch between the needs of labour market and the products of the educational and training system thereby dealing with unemployment and improving labour mobility (Balasuriya & Hughes, 2003). There are a number of variations in the definition of career guidance. Organization for Economic Cooperation and Development (2004) defines career guidance as services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Career guidance plays a key role in helping labour market work and education systems meet their goals. According to International Association for Educational and Vocational Guidance (IAEVG, 1992), career guidance refers to assistance given to individuals or groups of individuals in addressing problems related to occupational and life choices, offering full opportunities for personal development and work satisfaction.

It can also help to one word in still confidence and positive attitudes, to derive fulfilment from their chosen areas of learning and work and most importantly, to inculcate an eagerness for lifelong learning. The potential impacts of such efforts include reducing youth unemployment and raising income, thereby reducing poverty. Despite the contributions of career education to national development, it still has a low official status in Nigeria. Counsellors are hardly recognized. At least, the practice of counselling is yet to attain full professional status. This has in most part, contributed to the neglect of career counselling in our schools. As a result, most of the secondary school graduates do not have adequate knowledge about career options. They go into the universities to study courses that are not in tandem with realities of our scientific age. Some of those who managed to pass through the universities lack the skills and knowledge to compete effectively in the rather tight labour market and thus loiter around in the cities from dawn to dusk looking for jobs that are not available (Dike, 2009). The youth are struggling with the challenges of acquiring -employability skills because the society is focused mostly on formal university education. Every facet of the economy has been affected by the scarcity of skilled technicians.

In this regard, career education is an integral component of lifelong learning and an important determinant of income and wealth creation. It empowers the youth with skills to become productive. In his era of global unemployment situation, the role of career education in reducing youth unemployment cannot be overemphasized. There is a growing recognition among governments and international bi- and multi-lateral organizations that as jobs become scarce, youth entrepreneurship becomes an important strategy for integrating youth into labour markets thereby addressing unemployment challenges (ILO, 2009). In achieving this goal therefore, the role of entrepreneurship guidance service cannot be underestimated. Counsellors are very important in stimulating entrepreneurship skill development at all level of education. Decisions on business ideas should be meticulously considered with help of a counsellor using carefully planned counselling sessions with the prospective entrepreneurs. It is only the counsellor who has the requisite training to be able to guide the individual to arrive at meaningful choices.

Adequate use of the information service of the guidance programme would therefore help to take care of the informational needs of the entrepreneurs. Through the orientation service, prospective entrepreneurs can also be assisted to build up relevant attitudinal acumen that would help him/her to adjust realistically to the demands of routine business life. Sometimes it might be necessary to assist entrepreneurs by getting them attached to experienced persons or agencies to acquire the needed practical skills before starting their own business. Such a support can be possible through the placement service of the guidance programme. Other guidance services such as follow- up, appraisal, research and evaluation can also be tailored to respond to the needs of entrepreneurial skill development, provided the counsellor is given opportunity to do so.

Furthermore, Modebelu and Okafor (2012) in a research established that counselling would help the youth in cultivating cooperation, loyalty and respect for the leaders; help in handling issues that concern the Nation without prejudice and make the youth to be law abiding citizens in Nigeria. Some people believe that counsellors responsibilities end in institution of learning. However, developments in different aspects of life have made guidance and counseling services essential in all areas of human endeavors. Some of these areas that require the services of counselors include hospitals, industries, prisons, banks, police, religious settings, welfare centers, marriage registries, schools and adult centres.

Statement of the Problem

Sustainable livelihood in a developing country as Nigeria can only be successfully and largely attained by the combined efforts of the government and private sector. The adult learners should therefore be given proper perspective, exposure, and orientation to the world of business through some of the in-built adult education programmes and services. It is therefore assumed that guidance and counselling as one of the school services will meet the expectations of adult learners.

Also, most centres do not see this as a basic requirement for their wards; most centres in Kwara State do not specifically have counselling unit. Also, counsellors seems to perform their job like a guide and not as a counsellor and this has made many people deviate from being counsellors problems. The major problem is that most adult learners do not know the importance of guidance and counselling services to them personally. It has caused a lot of set back in sustainable development in our communities. It is at this backdrop that the research wishes to examine guidance and counselling of adult learners as a catalysts for sustainable community development.

Purpose of the Study

The main purpose of the study is to investigate guidance and counselling of adult learners as a catalyst for sustainable community development in Ilorin metropolis. Specifically, this study will seek to:

1. determine influence of guidance and counselling of adult learners on personal development in Ilorin metropolis
2. investigate influence of guidance and counselling of adult learners on attitude formation in Ilorin metropolis
3. ascertain influence of guidance and counselling of adult learners on career exploration and development in Ilorin metropolis
4. examine influence of guidance and counselling of adult learners on entrepreneurship development in Ilorin metropolis

Research Questions

The following research question will guide this study.

1. What is the influence of guidance and counselling of adult learners on personal development towards sustainable community development in Ilorin metropolis?

2. What is the influence of guidance and counselling of adult learners on attitude formation towards sustainable community development in Ilorin metropolis?
3. What is the influence of guidance and counselling of adult learners on career exploration and sustainable community development in Ilorin metropolis?
4. What is the influence of guidance and counselling of adult learners on entrepreneurship development in Ilorin metropolis?

Scope of the Study

The scope of this study will be population of adult learners in literacy centres in Ilorin metropolis. A Sample of one hundred and eighty (180) respondents was used in this study. Simple random sampling technique was used in drawing respondents for this study. Questionnaire and interview was used as an instrument of data collection for the study. Data collected was analyzed using frequency counts and percentages while hypotheses formulated were tested using chi-square statistical tool at 0.05 alpha level of significance.

Data Analysis and Result

Out of the One hundred and eighty (180) questionnaires administered, 100% were successfully filled and returned. The data collected are presented below and analysed using frequency counts and percentages, mean and standard deviation, for the analysis of the demographic information and answering the research question generated. The data were run with Statistical Package for Social-Sciences (SPSS 22.0) window version.

Demographic Description of Respondents

This section describes demographic characteristics of the respondents using frequency counts and percentage as illustrated below:

Table 1: Frequency and percentage distribution showing the gender of the respondents

Gender	Frequency	Percentage (%)
Male	92	52.1
Female	88	48.9
Total	180	100.0

Table 1 shows that out of 180 respondents that participated in the study, 92 (52.1%) were male, while 88 (48.9%) were female. From this it can be deduced that although the study sampled gender, majority of the respondent were male.

Table 2: Frequency and percentage distribution showing the age of the respondents

Age	Frequency	Percentage (%)
30 – 35 years old	66	36.7
36 – 40 years old	49	27.2
41 years and above	65	36.1
Total	180	100.0

Table 2 shows that out of 180 respondents that participated in the study, 66 (36.7%) were between 30 – 35 years old, while 49 (27.2%) were between 36 – 40 years old and 65 (36.1%) were between 41 years and above. From this it can be deduced that although the study sampled age, majority of the respondent were between the ages of 30 - 35 years.

Table 3: Frequency and percentage distribution showing the educational qualification of the respondents

Experience	Frequency	Percentage (%)
Below First degree	44	24.4
First degree and its equivalence	77	42.8
Above First degree	59	32.8
Total	180	100.0

Table 3 shows that out of 180 respondents that participated in the study, 44 (24.4%) have below first degree, while 77 (42.8%) have first degree and its equivalence and 59(32.8%) have above first degree. From this it can be deduced that although the study sampled educational qualification, majority of the respondent have first degree and its equivalence.

Research Questions

Four research questions were generated, and all were answered with the use of mean and standard deviation.

Research Question 1: *What is the influence of guidance and counselling of adult learners on personal development towards sustainable community development in Ilorin metropolis?*

In order to answer this research question, mean of responses of the teachers to each items on the questionnaire that addressed the guidance and counseling of adult learners as a catalyst for sustainable community development in Kwara State were calculated and 2.5 was used as cut off because of the four (4) likert response format of SA (4), A (3), D (2), SD (1). The output of the analysis reveals thus:

Table 4: Mean and Standard deviation Analysis showing the influence of guidance and counselling of adult learners on personal development towards sustainable community development in Ilorin metropolis.

S/N	ITEMS	\bar{X}	SD
1.	Guidance and Counselling assist adult learners to encourage others to participate in community development projects.	2.63	.133
2.	Sustainable community development projects encourage beneficiaries to have right motives towards the development of their communities.	2.73	.122
3.	Guidance and counselling is an eye opener to adult learners to develop their communities.	2.68	.208
4.	Guidance and counselling improve the development reasoning of adult learners toward themselves and their communities.	2.64	.102
5.	Adult learners see the need to partner with other community developers to develop their communities.	2.57	.187
Grand mean		2.65	

Table 4 reveals influence of guidance and counselling of adult learners on personal development towards sustainable community development in Ilorin metropolis, this is evident by the mean value of the items one (1) to five (5) above, they all have the mean value of 2.63, 2.73, 2.68, 2.64 and 2.57 respectively which are greater than 2.5. The overall mean of 2.65 also indicates that guidance and counselling influence adult learners on personal development

towards sustainable community development. It can therefore, be deduced that guidance and counselling influences adult learners on personal development towards sustainable community development.

Research Question 2: *What is the influence of guidance and counselling of adult learners on attitude formation towards sustainable community development in Ilorin metropolis?*

In order to answer this research question, mean of responses of the teachers to each items on the questionnaire that addressed the guidance and counseling of adult learners as a catalyst for sustainable community development in Kwara State were calculated and 2.5 was used as cut off because of the four (4) likert response format of SA (4), A (3), D (2), SD (1). The output of the analysis reveals thus:

Table 5: Mean and Standard deviation Analysis showing the influence of guidance and counselling of adult learners on attitude formation towards sustainable community development.

S/N	ITEMS	\bar{X}	SD
1.	Guidance and counselling assist adult learners to develop good attitude towards sustainable community development.	2.51	.028
2.	The responsibilities of developing adult learners' communities become necessity to them.	2.59	.132
3.	Guidance and counselling helps adult learners to fund any community development projects in their communities.	2.62	.125
4.	Adult learners volunteer to support any community development projects in their communities.	2.56	.094
5.	Adult learners see themselves as partners in progress with government to develop their communities.	2.59	.152
Grand mean		2.57	

Table 5 reveals the influence of guidance and counselling of adult learners on attitude formation towards sustainable community development in Ilorin

Metropolis, this is evident by the mean values of the items one (1) to five (5) above, which all have the mean value of 2.51, 2.59, 2.62, 2.52 and 2.57 respectively which are greater than 2.5. The overall mean of 2.57 also indicates that guidance and counselling influence adult learners on attitude formation towards sustainable community

development in Ilorin metropolis. It can therefore, be deduced that guidance and counselling influence adult learners on attitude formation towards sustainable community development in Ilorin metropolis.

Research Question 3: *What is the influence of guidance and counselling of adult learners on career exploration and sustainable community development in Ilorin metropolis?*

In order to answer this research question, mean of responses of the teachers to each items on the questionnaire that addressed the guidance and counseling of adult learners as a catalyst for sustainable community development in Kwara State were calculated and 2.5 was used as cut off because of the four (4) likert response format of SA (4), A (3), D (2), SD (1). The output of the analysis reveals thus:

Table 6: Mean and Standard deviation Analysis showing the influence of guidance and counselling of adult learners on career exploration and sustainable community development in Ilorin metropolis.

S/N	ITEMS	\bar{X}	SD
1.	Guidance and Counselling assist adult learners on career explorations.	2.52	.141
2.	Career exploration assists adult learners to discover their areas of interest.	2.62	.094
3.	Career exploration helps adult learners to discover their potentials to develop themselves and their community more.	2.53	.121
4.	Career exploration assists adult learners to discover their weakness areas and to see the need to improve on them.	2.57	.224
5.	Adult learners perform maximally and excellently to achieve sustainable community development through career exploration.	2.51	.121
Grand mean		2.55	

Table 6 reveals the influence of guidance and counselling of adult learners on career exploration and sustainable community development in Ilorin metropolis, this is evident by the mean values of the items one (1) to five (5) above, which all have the mean value of 2.52, 2.62, 2.53, 2.57 and 2.51 respectively which are greater than 2.5. The overall mean of 2.55 also indicates that guidance and counselling influence adult learners on career exploration and sustainable community development in Ilorin metropolis. It can therefore, be deduced that guidance and counselling influence adult learners on career exploration and sustainable community development in Ilorin metropolis.

Research Question 4: What is the influence of guidance and counselling of adult learners on entrepreneurship development in Ilorin metropolis?

In order to answer this research question, mean of responses of the teachers to each items on the questionnaire that addressed the guidance and counseling of adult learners as a catalyst for sustainable community development in Kwara State were calculated and 2.5 was used as cut off because of the four (4) likert response format of SA (4), A (3), D (2), SD (1). The output of the analysis reveals thus:

Table 7: Mean and Standard deviation Analysis showing the influence of guidance and counselling of adult learners on entrepreneurship development in Ilorin metropolis.

S/N	ITEMS	\bar{X}	SD
1.	Guidance and Counselling help adult learners on entrepreneurship.	2.73	.133
2.	Adult learners do not depend on government to develop their communities for them alone.	2.61	.179
3.	Guidance and Counselling helps adult learners to discover new skills.	2.70	.153
4.	Adult learners see the need not to be unemployed.	2.62	.150
5.	Guidance and Counselling gives orientation services to adult learners to develop themselves and their communities.	2.66	.069
Grand mean		2.66	

Table 7 reveals the influence of guidance and counselling of adult learners on entrepreneurship development in Ilorin metropolis, this is evident by the mean values of the items one (1) to five (5) above, which all have the mean value of 2.73, 2.61, 2.70, 2.62 and 2.66 respectively which are greater than 2.5. The overall mean of 2.66 also indicates that guidance and counselling influence adult learners on entrepreneurship development in Ilorin metropolis. It can therefore be deduced that guidance and counselling influence adult learners on entrepreneurship development in Ilorin metropolis.

Conclusion

It can therefore, be deduced that guidance and counselling influences adult learners on personal development towards sustainable community development. This will enable them to develop personal interest in themselves and the community. Guidance and counselling also influence adult learners on attitude formation towards sustainable community development in Ilorin metropolis and was established in the analyses above. Guidance and counselling at the same time influences adult learners on career exploration and sustainable community development in Ilorin metropolis.

Recommendation

It was recommended that guidance and counselling should be restructured in educational curriculum as from primary school level to tertiary level. Training of adult education tutors on guidance and counselling through conferences and workshops will assist adult learners and their tutors which will eventually lead to sustainable community development in their communities.

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