

**THE ROLE OF GUIDANCE AND COUNSELING ON FACILITATING THE
ADAPTATION OF ADULT LEARNERS WITHIN LITERACY EDUCATION CENTRES
IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE**

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Joseph Friday IBANGA

EDU1902793

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FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

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MARCH, 2024

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Joseph Friday IBANGA

EDU1902793

**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF ADULT AND NON-
FORMAL EDUCATION FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR
DEGREE (B.Ed.) IN ADULT AND NON-FORMAL EDUCATION**

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MARCH, 2024

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CERTIFICATION

We the undersigned hereby certify that this research project was conducted by Ibanga Joseph Friday with Mat No. EDU1902793 in the Department of Adult and Non-formal Education, Faculty of Education, University of Benin, Benin City, in partial fulfillment of the requirement for the award of Bachelor in Adult and Non-formal Education

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Prof. F.E.O. Omoruyi **Mr.M.O. Egbadon**
Project Supervisor **Project Coordinator**

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Date: ----- **Date: -----**

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Prof. (Mrs).L.A. Okukpon

Head of Department

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Date

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DEDICATION

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To God and to my country

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TABLE OF CONTENTS

	PAGE
TITLE	i
APPROVAL PAGE	ii
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGMENT	v
ABSTRACT	vi
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	12
Research Questions	15
Purpose of the Study	16
Significance of the Study	17
Scope/Delimitation of the Study	19
Definition of Terms	19
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Concept of Guidance	21
Concept of Counselling	25
Concept of Adjustment	38
In-Depth Exploration of Adult Learners Adjustment	47
Interconnectedness between Guidance and Counselling and Adult Learners	

Adjustment	55
Barriers to the Provision of Guidance and Counselling Services in Literacy Centres	57

Summary of Literature Reviewed	80
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CHAPTER THREE: METHODOLOGY

Design of the Study	85
Population of the Study	86
Sample and Sampling Technique	87
Research Instrument	87
Validity of the Instrument	88
Reliability of the Research Instrument	88
Method of Data collection	89
Method of Data Analysis	89

CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Presentation of Results	90
Discussion of Findings	99

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary	103
Conclusion	105
Recommendations	106
REFERENCES	108
APPENDIX	111

ABSTRACT

This study investigates the impact of guidance and counseling on the adaptation of adult learners within literacy Centres in Egor Local Government Area of Edo State. Five (5) research questions were raised to guide the study

A total of One Hundred and Fourteen (114) adults learners selected from the Six (6) adult education centres in Oredo local government area where used for the study. The population is manageable as a result no sample was selected. The questionnaire was designed and validated by experts in the Department of Adult and Non-formal Education, Faculty of Education University of Benin. Data were analyzed using descriptive statistical techniques consisting of Tables, frequencies counts, and percentages.

Findings of the study revealed that learners have at their disposal Vocational, Educational and Information guidance and counselling services. It was further revealed that to a very high extent and high extent guidance and counselling services in the centres are not private enough for free discussion, there is adequate consultation rooms where adults learners are supposed to go and discuss their problems with counselor and the amount of time allocated guidance and counselling services in the centres is sufficient, learners will leave the programme because of their inability to further. It was further recommended that the governments, parents and relevant stakeholders must actively be involved in providing supports where necessary towards ensuring the effectiveness of the guidance and counseling services in the

various adult education centres in the area. It was also recommended that efforts should be made to create more awareness among adult learners on the importance role of guidance and counseling services and the need for them to embrace the programme.

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**THE ROLE OF GUIDANCE AND COUNSELLING ON
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CHAPTER ONE

INTRODUCTION

Background to the Study

In the sphere of adult education, a major paramount focus is on adult literacy. It is considered as a pivotal part of education necessary for human development. It is critical component designed to impart enduring literacy skills to those within the adult demographic category who were unfortunately or unable to access fundamental educational opportunities owing to several reasons. Adult literacy is also positioned as the cornerstone underpinning a myriad of learning endeavors, literacy emerged as the linchpin facilitating communication, encompassing the foundational capacities of reading, writing, and computation. It has assumed the role of a catalytic force for social interaction, enabling individuals, groups, and organizations to intricately weave a network of interpersonal connections that transcends temporal and spatial constraints.

The ramifications of literacy in society are profound and resonant, as aptly articulated by Chieke, Madu, and Ewelum (2017), who opined that literacy stands as an indispensable force for the development of both individuals and the nation. It acts as a liberating force, emancipating individuals and communities from the burdens of diseases, poverty, suffering, ignorance, and unemployment. This profound assertion underscores the transformative power of literacy, positioning it as a gateway to empowerment and societal advancement.

Within the realm of adult education, there is the closely intertwined is the distinct issue of guidance and counseling which assumes distinct roles. As explicated by Adoga (2017), guidance emerges as a process intricately oriented toward aiding individuals in comprehending not only themselves but also the world around them. Further insights from Egbo (2015) delineate guidance as a multifaceted concept, utilizing a specific vantage point to assist pupils in delving into a profound understanding of their own identities. In its service manifestation, guidance extends beyond mere advice, embodying organized procedures meticulously crafted to cultivate a supportive and enriching relationship between those who guide and the guided.

Conversely, the multifaceted realm of counseling, as articulated by Egbo (2015), unfolds as an intricate, interactional process meticulously designed to catalyze the positive redefinition of one's perspective on

specific life issues. The depth and breadth of this interaction, as further underscored by Egbo (2015) encompass the engagement of a professional counselor with counselee students. This engagement transcends traditional boundaries, delving into areas such as nurturing and healing emotionality, adept management of problems, informed decision-making, adept crises resolution, and the provision of invaluable support and life skills training.

The integration of guidance and counseling assumes paramount importance in the landscape of adult education. It demands a profound understanding of not only human growth and development but also an acute awareness of the diverse life stages that individuals traverse. Navigating the intricate tapestry of adult learners' experiences necessitates a comprehensive approach that seamlessly blends the principles of guidance and counseling. This integrative approach becomes an indispensable compass, guiding adult learners through the complexities of their educational journeys with a focus on holistic development and well-rounded empowerment.

Adult learners confront a myriad of challenges that act as formidable impediments on their path to acquiring literacy, these obstacles stems from a complex interplay of psychological, physiological, and sociological factors. Ginsberg and Wlodkowski (2010) underscore the need for a more profound exploration into the psychological and

sociological elements that wield influence over the learning experiences of adult participants, acknowledging their role in perpetuating inequitable participation in adult education programme literacy is inclusive. The psychological barriers prove to be multifaceted, originating from a tapestry of past experiences, distorted perceptions of education as an exclusive domain for the young, and an insidious self-doubt concerning intelligence, all of which coalesce to sow the seeds of demotivation and foster tendencies towards premature dropout.

The general belief is that dispositional barriers consists of the perceptions of limited gain, lingering doubts about personal capabilities, the pervasive belief that one is too advanced in age to embark on a return to educational pursuits, and the haunting specter of negative prior experiences with formal schooling. The emotional aftermath of traumatic incidents in personal lives compounds the challenges for some adults, acting as an additional layer in the intricate web of emotions that shapes the educational landscape.

Physiological impediments, which manifest through the inexorable march of aging and sensory impairments, emerge prominently as formidable barriers to the performance and adjustment of adult learners within literacy programmes. The remarkable resilience displayed by adult learners grappling with these physiological challenges invariably prompts inquiries into the inclusivity of literacy programmes, especially

concerning the accommodation of diverse physical abilities. This prompts a critical examination of the existing structures and methodologies employed in literacy programmes to ascertain their adaptability and responsiveness to the diverse physiological needs of adult learners.

In the sphere of adult education, sociological factors play a pivotal role, encompassing a broad spectrum of influences that significantly impact the participation of adult learners in literacy programmes. These factors, ranging from cultural backgrounds to the availability of resources, from past learning experiences to religious practices, and extending to various social roles, collectively shape the dynamics of adult engagement in literacy initiatives. The intricate interplay of these sociological elements introduces a level of complexity that necessitates a nuanced understanding of comprehending the multifaceted nature of adult participation in literacy programmes.

Cultural backgrounds, being a cornerstone of sociological influence, contribute to the diverse perspectives that individuals bring to their educational interest. The availability of resources, whether financial, technological, or institutional, emerges as a critical determinant shaping the extent and nature of adult involvement in literacy programmes. Past learning experiences, deeply rooted in one's sociological context, form a lens through which individuals approach and navigate new educational opportunities, impacting their willingness to engage in literacy initiatives.

Religious practices, representing an integral aspect of sociological identity, further contribute to the mosaic of factors influencing adult learners' decisions to participate in literacy programmes. The influence of social roles, encompassing responsibilities in careers, parenting duties, or leadership positions, becomes a substantial weight on the shoulders of adults, potentially overwhelming them and acting as a hindrance to active involvement in literacy initiatives. Concerns about potential ridicule, emanating from societal expectations and judgments, create additional barrier that adults must navigate, adding layers of complexity to their decision-making processes within the realm of literacy education.

Understanding the intricate interplay of sociological factors in adult education becomes imperative for educators and policymakers who seek to create inclusive and responsive literacy programmes. It entails recognizing the diverse influences that shape individuals' choices, acknowledging the impact of cultural, resource-related, experiential, religious, and social factors on adult learners. In doing so, a more comprehensive and proactive approach can be developed to address the unique sociological dynamics that influence adult participation in literacy programmes, fostering an environment conducive to diverse and inclusive learning experiences.

The fundamental significance of guidance and counseling transcends various dimensions, permeating the individual, socio-cultural,

economic, political, and educational realms with its profound impact. Beyond merely providing decision-making support, these crucial elements play multifaceted roles, delving into the realms of motivating self-awareness, augmenting work productivity, and cultivating a conducive environment for academic excellence to flourish. In the educational sphere, the deployment of guidance and counseling services within schools is strategically designed to bolster children's endeavors in achieving developmental milestones across a myriad of domains.

The Extension of this paradigm to the domain of adult learning practices underscores the versatility of these principles in addressing an array of challenges. From issues related to resource constraints to navigating the perceived importance of learning programmes, guidance and counseling has emerge as indispensable tools for helping the adult learners. The nuanced art of addressing challenges associated with the acquisition of necessary resources for enrollment in adult education programmes finds a practical ally in the comprehensive support provided by guidance and counseling services.

In the intricate tapestry of individual development, guidance and counseling serve as guiding beacons, steering individuals toward self-awareness and assisting them in navigating the complexities of decision-making. The socio-cultural fabric, woven with diverse threads, is enriched by the adaptability of these services, fostering an inclusive

environment that acknowledges and addresses the unique needs of individuals within diverse cultural contexts.

Economically, the impact of guidance and counseling resonates in the realm of work productivity, where individuals are empowered to make informed career choices, enhancing their professional efficacy. Politically, these services contribute to informed decision-making, potentially influencing policies that support the facilitation of educational opportunities for adults.

Educationally, the integration of guidance and counseling into adult learning practices becomes an imperative. This integration facilitates the resolution of challenges stemming from resource limitations, alters perceptions regarding the importance of adult learning programmes, and guides adults in overcoming hurdles related to resource acquisition for enrollment. The adaptability and applicability of guidance and counseling across these diverse dimensions underscore their integral role in shaping and enhancing the adult learning experience.

Within the expansive domain of adult education, the intrinsic value of guidance and counseling programmes extends far beyond the conventional schooling years, assuming an indispensable role in the ongoing journey of learners. The intricate challenges encountered within literacy centres situated in the Egor local government area act as poignant

reminders of the imperative need for robust counseling and guiding services. These services, far from being mere supplementary elements, emerge as quintessential components that provide unwavering support, precise direction, and invaluable assistance, thereby empowering adult learners to navigate and overcome the myriads of obstacles that may impede their educational progress.

The multifaceted roles embodied by guidance and counseling programmes span an extensive spectrum, encapsulating academic, career-oriented, personal, social, and emotional dimensions. This holistic approach underscores the imperative of addressing the diverse and nuanced needs of adult learners participating in literacy programmes within the Egor local government area. Academic guidance becomes a compass, steering learners towards optimal learning strategies and effective study habits, ensuring their educational endeavors are characterized by efficiency and proficiency.

In the realm of career counseling, the role of guidance becomes pivotal in assisting adult learners in making informed choices, aligning their aspirations with viable career paths, and enhancing their overall vocational acumen. Personal guidance delves into the intricate tapestry of individual growth, offering insights into self-discovery, goal setting, and personal development, fostering a sense of empowerment among adult learners. The social and emotional dimensions of guidance and

counseling are equally paramount, addressing the interpersonal challenges and emotional hurdles that adult learners may encounter within the context of literacy programmes . By providing a supportive framework, these services create an environment conducive to emotional well-being and social integration, thereby enriching the overall educational experience for adult learners.

Recognizing the multifaceted nature of challenges within literacy centres, the call for guidance and counseling services becomes an imperative response. This comprehensive and nuanced approach not only acknowledges the unique circumstances and needs of adult learners within the Egor local government area but also positions guidance and counseling as catalysts for transformative change, fostering an inclusive and supportive educational environment for all.

Statement of the Problem

Upon conducting a preliminary examination, a discernible surge in the attrition rate among adult learners enrolled in literacy programmes in Egor Local Government caught my attention, compelling the initiation of this comprehensive study. In the backdrop of the study, three overarching factors were advanced as perceived impediments obstructing learners' active engagement in adult literacy initiatives, thereby contributing significantly to the escalating attrition rate:

One of the impediments is psychological factors. These encompass the intricate interplay of past life or learning experiences, the burden of complex psychological states, and instances of mental instability among adult learners. Delving into the psyche of learners reveals that these psychological factors wield a considerable influence on their ability to persist and thrive in adult literacy programmes.

Another impediment is the physiological factor. A spectrum of challenges, including impairments of the ear or eyes, the inevitable impact of age, and the looming specter of illness, emerges as a formidable hindrance to sustained participation in adult literacy programmes. Understanding and addressing the physiological dimensions of adult learners are pivotal in devising effective strategies to mitigate attrition.

Similarly, sociological factor also impede learners' active engagement in adult literacy. This is Rooted in beliefs, cultural practices, values, and overarching responsibilities, sociological factors play a pivotal role in shaping the attitudes and engagement levels of adult learners in literacy programmes. A nuanced exploration of these sociological dimensions is essential for crafting interventions that resonate with the unique sociocultural contexts of learners.

It is disconcerting to note that practitioners in the field of adult education have made limited efforts to facilitate the adjustment of learners with

diverse challenges to the learning climate. The absence of adept professionals in adult education exacerbates the situation, leading facilitators to rely on instinctive reactions to address daily challenges faced by learners. Reactive endeavors such as financial commitments, unprofessional encouragement, and persistent follow-up, while well-intentioned, prove ineffective and fail to provide insightful reasons for learners to adjust positively to the adult learning process. In response to these observed inconsistencies, the imperative to delve into a study focusing on the potential of guidance and counseling environment thereby exploring services in enhancing adult learning, in helping adult helping adjust. Hence, the problem which instigated this study therefore is: the role of guidance and counselling on facilitating the adaptation of adult learners within literacy centres in Egor local government area of Edo State

Research Questions

To achieve the purpose intended, the following research questions were raised to guide this study:

- What Array of Guidance and Counseling Services is Available to Adult Learners in Egor Local Government Area of Edo State?

- To what extent do adult learners in Egor Local Government Area access the available guidance and counseling services?
- What is the Degree of Adjustment Among Adult Learners Engaged in Literacy Programmes in Egor Local Government Area of Edo State?
- To What Extent Do Guidance and Counseling Services Influence the Interest and Active Participation of Adult Learners in Literacy Programmes within Egor Local Government Area of Edo State?
- What are the Impediments Hindering the Provision of Effective Guidance and Counseling Services to Adult Learners in Egor Local Government Area of Edo State?

Purpose of the Study

The main purpose of this study is to investigate the role of guidance and counselling on facilitating the adaptation of adult learners within literacy centres in Egor local government area of Edo State. However, the study seeks to achieve the following specific objectives:

- Examine the Array of Guidance and Counseling Services Extended to Literacy Learners in Egor Local Government Area of Edo State.

- Examine extent to which adult learners in in Egor Local Government Area access the available guidance and counseling services
- Evaluate the Rate of Adjustment Among Literacy Learners Participating in Literacy Programmes within Egor Local Government Area of Edo State.
- Assess the Influence of Guidance and Counseling Services on the Interest and Active Participation of Learners in Literacy Programmes.
- Identify and Analyze the Challenges Impeding the Effective Delivery of Guidance and Counseling Services in Egor Local Government Area of Edo State.

Significance of the Study

The findings of this study will be significant to the following stakeholders in adult education: adults literacy practitioner, planners, administrators and managers of the programme, government and researcher.

To the government the outcome of this study will help them in addressing the challenge of attrition rates, the study aims to contribute to a reduction in the prevailing high illiteracy rates within the state. A lower attrition rate holds the promise of fostering an increase in the number of

literate citizens, thereby positively influencing the Human Development Index (HDI) of the state. This, in turn, has the potential to elevate the overall socio-economic landscape of the region.

The findings of this study will help to provide valuable insights from the research findings. The study endeavors to shed light on how guidance and counseling can foster a conducive learning environment, promoting a seamless teaching experience. It also explores the ramifications of inadequate counseling services, elucidating how such shortcomings can manifest in learners' difficulties in coping with learning challenges and consequently impact the teaching process.

The findings of this study will help literacy providers, the aspiration for positive transformations in learners aligns with the objectives of the programme. Consequently, the study's findings hold the potential to offer valuable guidance, assisting literacy providers in achieving their overarching goals.

The findings of this study will help adult learners, positioned at the focal point of the literacy programme, emerge as the primary beneficiaries. This study aims to delve into the profound significance of guidance and counseling services as indispensable coping mechanisms. It seeks to unveil how these services serve as catalysts, empowering learners to confront the challenges inherent in the learning process,

especially during a pivotal period in their lives marked by diverse life circumstances

The findings of the study will also be significant to researchers and students of adult education not only as an addition to knowledge or existing literature but as a ready reference material that could form a basis for further research in adult education.

Scope and Delimitation of the Study

This research delves into the impact of guidance and counseling services on the adaptability of adult learners within literacy centres. However, the confines of this study are specifically bound to adult learners situated in the jurisdiction of Egor Local Government Area, Edo State.

Definition of Terms

In the context of this study, the following terms are operationally elucidated to ensure clarity regarding their usage throughout the discourse:

Adjustment: This term, when employed, pertains to the intricate process of acclimating to new circumstances or changes in one's life. It involves the dynamic act of striking a harmonious balance between an individual's internal resources and the external demands of the world around them.

Attrition: Within the scope of this research, attrition serves as a metric indicating the proportion of students who, over a specified time period,

voluntarily or involuntarily withdraw from a learning course. It serves as a quantitative measure of the rate of departure within an educational programme.

Counselling: In the context of adult education and literacy programmes, counseling refers to the accessible and professional support provided to a learner. This support is designed to address psychological barriers that may hinder the learner's capacity to engage effectively with the learning process.

Guidance: This term denotes advice or information dispensed by authoritative figures within a literacy programme. The intent is to assist learners in overcoming challenges or problems they may encounter during the course of their educational journey. Guidance is aimed at providing direction and support to facilitate optimal learning experiences.

Learning Programme: In the framework of this study, a learning programme is defined as an organized activity designed with the explicit purpose of equipping individuals with the essential reading, writing, and numeracy skills. The overarching goal is to empower learners for independent and intelligent navigation of various tasks in their lives.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of relevant and related literature on this study. It shall be discussed under the following sub-headings

- Concept of Guidance
- Concept of Counselling
- Concept of Adjustment
- In-Depth Exploration of Adult Learners Adjustment
- Interconnectedness between Guidance and Counselling and Adult Learners Adjustment
- Barriers to the Provision Guidance and Counselling Services in Literacy Centres
- Summary of reviewed Literature

Concept of Guidance

Over the course of an extensive temporal continuum, the terms "Guidance" and "counselling" have often been utilized interchangeably, although, in essence, they represent distinct concepts. The term "guidance," when dissected etymologically, conveys the fundamental notions of "leading," "pointing out," or "showing the way." Functioning as a broad and inclusive label, guidance serves as an overarching umbrella term encapsulating the diverse array of methods through which

instruction identifies and responds to the needs of pupils and students, irrespective of the nature or origin of these needs. This comprehensive approach plays a pivotal role in facilitating the optimal development of a child, steering them towards the realization of their maximum potential (Ipaye 1983).

According to Crow and Crow (1962), guidance is characterized as an invaluable form of assistance provided by qualified and adequately trained individuals, irrespective of gender, to individuals of any age. This assistance is tailored to aid them in managing their life activities, cultivating their own perspectives, making autonomous decisions, and shouldering their own burdens. It serves as a supportive mechanism particularly for less experienced individuals confronting pivotal life challenges, spanning various dimensions such as schooling, personal affairs, professional pursuits, or occupational endeavors.

Building upon this conceptual framework, Singh (2018) posits that guidance, whether formal or informal, constitutes a concerted effort to steer youths toward their future. This multifaceted concept, both in ideation and practice, is fundamentally rooted in the overarching goal of ensuring the most favorable development of the individual.

Guidance, as expounded by Egbo (2015: P. 50), is intricately linked with the induction of positive functionalities into an individual's abilities, interests, attitudes, and aptitudes. Simultaneously, it involves the

transformation of weaknesses through the provision of direction, advice, and the art of decision-making. This transformative process encompasses activities that go beyond mere advice, involving a nuanced course of action that shows the way, assists in driving, leading, piloting, and steering ideals into individuals, as facilitated by counseling professionals with the ultimate aim of enhancing goal achievement.

The expansive practice of offering direction, counsel, and assistance to individuals or organizations for the purpose of goal-setting, informed decision-making, and obstacle overcoming is commonly referred to as guidance. According to Pandey (2016), guidance, in simplistic terms, implies directing or providing assistance to someone in need. The intricate fabric of guidance spans the dissemination of information, skills, and insights to underpin decision-making and personal development. Varied modes of guidance, such as counseling, coaching, mentoring, or the mere offering of suggestions and recommendations, are avenues through which this invaluable support is extended. Typically, guidance is dispensed by informed experts or skilled individuals with practical experience in specific fields, including but not limited to school principals, teachers, religious leaders, church members, stakeholders, community leaders, and senior colleagues in educational and professional domains. These individuals, in essence, act as agents facilitating the guidance process.

The paramount objective of guidance is to empower individuals with a comprehensive understanding of themselves, fostering the exploration of available options and the making of informed decisions aligned with their values, interests, and objectives. This transformative process equips individuals with an array of tools and resources essential for overcoming challenges, while concurrently aiding in the discovery of their strengths, shortcomings, and opportunities for progress. In the words of Egbo (2015), guidance is a multifaceted journey that traditionally involves activities aimed at inducing positive functionalities into various facets of an individual's being. This, in turn, underscores the intricate interplay between guidance and the facilitation of personal development.

Concept of Counselling

Drawing from the rich insights articulated by Egbo (2015: p.50), the essence of counselling manifests as a sophisticated and intricate interactional process meticulously crafted to catalyze the redefinition of one's stance, instigating positive adjustments within specific facets of life. This refined therapeutic approach unfolds within the context of a profound and extensive engagement between a seasoned professional counsellor and a receptive counselee. This engagement encompasses a multifaceted spectrum, delving into dimensions such as emotional nurturing and healing, problem-solving, decision-making, crisis management, assistance, and life skills training. Recognized as a

distinguished professional and collaborative undertaking, counselling stands out for its unwavering commitment to fostering personal growth, fortifying psychological well-being, and establishing a robust foundation of emotional supports.

Building upon these foundational principles, Egbochuku (2008) delves deeper into the conceptual landscape of counselling, offering an expansive elucidation. Counselling, according to Egbochuku, is not a unidirectional flow of information but a facilitative two-way collaborative exchange of ideas. This collaborative dynamic unfolds within the cocoon of a supportive relationship, empowering clients to actively delve into the intricate complexities of their challenges. This therapeutic modality extends beyond the individual realm, offering its salutary effects to couples, families, and groups grappling with a diverse range of personal, relational, and emotional challenges encountered in the expansive journey of life.

A critical facet of counselling lies in its adept utilization of an array of therapeutic techniques. This proficiency in therapeutic methodologies positions counselling as a transformative catalyst, aiming to endow individuals with a versatile toolkit and a diverse array of strategies. These tools empower individuals to skillfully navigate difficulties, instigate positive changes in their lives, and elevate their overall mental health and happiness. The multifaceted nature of counselling is thus framed as an

ongoing and dynamic learning process. Individuals, actively and continuously, engage in the exploration of various facets of themselves, their interpersonal relationships, and behaviors, fostering an ever-evolving trajectory of personal development.

Quoting Shertzer (1976), the essence of counselling is succinctly captured as a transformative learning journey. It goes beyond the conventional perception of a therapeutic intervention, evolving into an immersive process that substantively contributes to the ongoing growth and maturation of individuals. This transformative learning journey, as quoted verbatim, underscores counselling's profound impact in instilling a heightened awareness of self, interpersonal dynamics, and behavioral patterns.

The overarching objective of counseling, as delineated by Thompson, Prater, and Poppen (1974), is to meticulously craft a secure and non-judgmental space, wherein clients are afforded the opportunity to delve into the intricate realms of their thoughts, feelings, and experiences. It functions as an interpersonal relationship wherein one individual extends assistance to another in resolving areas of conflict that may have hitherto remained unresolved. At its core, counseling operates on the foundational premise that individuals inherently possess the capacity for self-awareness, personal growth, and effective problem-solving. The role of a counsellor, in this context, takes the form of a facilitator, actively

assisting clients in gaining profound insight into their concerns, identifying inherent strengths, and formulating strategies to navigate the challenges that life presents.

As expounded by Feltham and Dryden (2006), counseling is characterized as a principled relationship, marked by the application of one or more psychological theories and a recognized set of communication skills. This application is further nuanced by experiential insights, intuitive understandings, and other interpersonal factors that collectively contribute to addressing clients' intimate concerns, problems, or aspirations. The diverse range of approaches and techniques within counseling encompasses psychodynamic therapy, cognitive-behavioral therapy (CBT), humanistic therapy, family systems therapy, and more. The selection of a specific approach is contingent upon the unique needs, preferences, and issues pertinent to each client.

The therapeutic relationship between a counsellor and a client emerges as a pivotal and indispensable component of counseling, characterized by essential elements such as trust, empathy, and confidentiality. These foundational aspects foster an environment conducive to open exploration and expression of thoughts and emotions. This exploration becomes particularly relevant when individuals seek counseling amidst experiences of distress, anxiety, depression, grief, or other emotional difficulties. Counseling, in such instances, provides a supportive and

empathetic space for clients to articulate and process their emotions, thereby facilitating clarity and the cultivation of healthier ways to manage these emotions.

Furthermore, counseling is a dynamic process that delves into the realms of self-reflection and self-awareness. It encourages individuals to scrutinize their thoughts, beliefs, and behavioral patterns that may contribute to the challenges they face. By gaining profound insight into these underlying factors, clients can cultivate a more nuanced understanding of themselves and their experiences. This process of self-exploration invariably leads to personal growth and positive change.

Expanding on the profound role of counseling, as articulated by the American Counseling Association website in 2013, it emerges as a dynamic and professional relationship strategically designed to empower a diverse spectrum of individuals, families, and groups in achieving overarching goals related to mental health, wellness, education, and career pursuits. This interactive process, as highlighted by authoritative sources, goes beyond conventional therapeutic interventions, actively involving clients in the development of coping skills and strategies. Through this collaborative engagement, clients are equipped with practical techniques to effectively manage stress, enhance communication, set goals, make informed decisions, and navigate the intricate landscape of mental health and wellness, thereby facilitating the realization of

career aspirations. The insightful perspective presented by Dustin and George (1973) adds depth to this understanding, characterizing counseling as an invaluable learning process aimed at amplifying adaptive behaviors while concurrently diminishing maladaptive patterns.

Counselors, functioning as skilled facilitators in this journey, are well-positioned to provide clients with an array of tools tailored to their specific needs. These tools may encompass relaxation exercises, mindfulness techniques, or problem-solving strategies, all meticulously curated to enhance the client's ability to navigate challenging situations with efficacy and resilience. This personalized approach underscores the versatility of counseling as a transformative process that extends beyond verbal interaction, incorporating tangible and applicable techniques into the client's repertoire for enhanced coping and problem-solving.

Crucially, the domain of counseling is not confined to specific issues; rather, it encompasses a broad spectrum of life domains. This comprehensive reach enables counseling to effectively address a myriad of challenges, ranging from interpersonal relationship difficulties, career-related challenges, and academic stress to complex issues such as family conflicts, trauma, addiction, and beyond. As emphasized by authoritative sources, the applicability of counseling is universal, catering to individuals of all ages, from children to older adults. Moreover, it thrives in diverse settings such as schools, hospitals, community centres, and

private practices, emphasizing its adaptability to meet the unique needs of clients across various contexts.

Beyond issue-specific interventions, counseling emerges as a catalyst for personal empowerment and autonomy. This empowering aspect encourages clients to assume an active role in their healing processes, fostering self-reliance and confidence. This collaborative and client-centred approach underlines the transformative potential of counseling, positioning it not merely as a therapeutic intervention but as a holistic journey toward self-discovery, growth, and enhanced well-being.

Delving into the realm of counseling, as elucidated by the British Association for Counselling and Psychotherapy website in 2013, reveals a multifaceted landscape wherein trained practitioners, referred to as counsellors, engage with individuals over both short and long durations, with the overarching aim of facilitating effective change or enhancing their overall wellbeing. This collaborative process involves the dynamic interaction between counsellors and clients, with a primary focus on supporting clients in setting goals and making decisions aligned with their core values and aspirations. The practice of counseling is underpinned by a robust foundation of ethical principles and professional standards, guiding the actions of counsellors who undergo extensive education, supervision, and ongoing professional development to ensure the

provision of effective and ethical services while maintaining strict adherence to codes of ethics and confidentiality.

It is imperative to recognize that counseling extends beyond crisis intervention or addressing specific challenges; it is a versatile tool for personal development and self-improvement. This transformative process provides individuals with the opportunity to explore their strengths, values, and aspirations, fostering not only personal growth but also a profound journey of self-discovery. Through counseling, clients gain a deeper understanding of themselves, their relationships, and their life choices, equipping them to lead more fulfilling and meaningful lives.

A fundamental principle underscored by counseling is the unwavering belief in the inherent resilience and potential for growth within individuals. This perspective acknowledges that everyone encounters obstacles and struggles at different points in their lives. However, with the appropriate support and guidance offered through counseling, individuals can overcome these challenges and not only persevere but thrive. Counseling empowers individuals by aiding them in tapping into their inner resources, building resilience, and developing effective coping strategies to navigate difficulties successfully.

It is pivotal to note that counseling is not a quick fix or a one-size-fits-all solution. Instead, it is a collaborative and dynamic process necessitating commitment and active participation from both the

counsellor and the client. The length and frequency of counseling sessions exhibit variability based on the unique needs and goals of the client. Some may find benefit in short-term counseling to address specific issues or crises, while others may opt for long-term therapy to delve into deeper-rooted concerns or engage in comprehensive personal growth work.

Expanding the scope of counseling into the realm of education, it assumes a vital role in supporting students, parents, and educators at various stages of the educational journey, a concept known as educational counseling. This facet underscores the broad applicability and impact of counseling in diverse spheres, further highlighting its dynamic and far-reaching contributions to individual and collective wellbeing. Educational counselling, as a comprehensive and multifaceted domain of services and interventions, unfolds as a pivotal facilitator in promoting not only academic success but also personal development and strategic career planning. This nuanced practice is intricately woven into the educational landscape, with its primary objective centred on assisting students in realizing and achieving their educational goals. Within this framework, educational counsellors engage in close collaboration with students, delving into a thorough understanding of their individual strengths, interests, and distinctive learning styles. This collaborative exploration serves as the foundation for informed decision-making regarding

educational pathways, where counsellors play a guiding role in offering insights into course selection, academic planning, and the cultivation of effective study skills. This tailored guidance empowers students to harness their learning potential to the fullest, fostering an environment conducive to academic success and personal growth.

Moreover, the purview of educational counselling extends beyond the academic realm, encapsulating the intricate interplay of social and emotional dimensions within the sphere of education. Learners, navigating the complexities of their educational journey, often encounter challenges such as stress, anxiety, low self-esteem, and peer pressures, all of which can significantly impact their overall well-being and academic performance. In response to these multifaceted challenges, educational counsellors emerge as crucial support figures, providing a safe and supportive space for learners to articulate their concerns. This supportive environment serves as a catalyst for the development of coping strategies and the enhancement of emotional resilience, addressing not only academic hurdles but also the holistic well-being of students. The interventions orchestrated by educational counsellors span various modalities, including individual or group counselling sessions, workshops, and psycho-educational programmes, each meticulously tailored to address the unique needs and challenges that students may encounter.

It is imperative to underscore that the conceptualization of educational counselling as an integral component of the educational landscape aligns with established principles and practices. As articulated by authoritative sources, including but not limited to the British Association for Counselling and Psychotherapy, the essence of educational counselling lies in its dynamic engagement with students, empowering them to navigate the intricacies of their educational journey with resilience and confidence. By providing comprehensive and tailored support, educational counselling not only addresses immediate academic concerns but also contributes substantively to the overall development and well-being of students, fostering a conducive environment for academic success, personal growth, and strategic career planning.

In summary, Counselling, as expounded by Egbo (2015), is an intricate and transformative interactional process aimed at fostering positive adjustments in various aspects of life. This collaborative and professional exchange, delineated by Egbochuku (2008), involves a counselor and a counselee delving into topics such as emotional healing, problem-solving, decision-making, and life skills training. Drawing from diverse therapeutic techniques, counseling facilitates personal growth, psychological well-being, and emotional support, as individuals, couples, families, and groups navigate an array of challenges. It is an explorative journey into one's thoughts and feelings, fostering a safe space for self-

reflection and self-awareness. The therapeutic relationship, governed by ethical principles, emphasizes trust, empathy, and confidentiality. Moreover, counseling, as advocated by the American Counselling Association, empowers individuals across diverse domains, addressing issues from stress management to career goals. It is a learning process designed to enhance adaptive behavior and decrease maladaptive patterns. Educational counseling, a subset of counseling, plays a pivotal role in supporting students' academic success and addressing social and emotional challenges. In tandem, the concept of adjustment, viewed through educational and psychological lenses, delves into the multifaceted process of individuals adapting to diverse circumstances. Adjustment spans personal, social, professional, and environmental dimensions, requiring resilience, resource accessibility, and effective problem-solving. In essence, both counseling and adjustment encapsulate dynamic processes crucial for individual growth, well-being, and success in a constantly evolving world.

Concept of Adjustment

The concept of adjustment unfolds across various dimensions, offering a nuanced understanding when examined through different lenses. In the educational realm, adjustment takes on a crucial role, involving actions and modifications that ensure students have equitable access to educational content and outcomes, fostering an inclusive learning

environment. This perspective, aligning with principles of educational equality, emphasizes the necessity for adaptive measures to cater to diverse learning needs. Furthermore, from a psychological standpoint, adjustment delves into the intricate behavioral processes undertaken by humans and other animals. It becomes a mechanism for maintaining equilibrium, striking a balance between myriad needs and the challenges posed by the environment. As articulated by Vyas (2021), adjustment in psychology embodies the dynamic process of identifying and adapting behavioral modes suitable to the specific context or environmental changes. This perspective underscores the inherent adaptability of individuals and the intricate interplay between behavior and the external milieu. In essence, the educational and psychological perspectives converge, portraying adjustment as a multifaceted phenomenon intricately woven into the fabric of human learning and behavioral processes.

As delineated by Suri, Agarwal, Chauhan, and Madhukar (2020), the concept of adjustment is expounded as a multifaceted process intricately woven into the fabric of self-awareness and interpersonal dynamics. They posit that adjustment constitutes not merely a superficial behavioral shift but, more profoundly, a dynamic mechanism facilitating the cultivation of a more harmonious relationship between the individual and the complex milieu they inhabit. The authors elucidate adjustment as a nuanced

interplay between one's intrinsic self and the external environment, emphasizing the malleability of behavior as a means to achieve a state of equilibrium. This resonates with their assertion that adjustment encapsulates an individual's adaptive prowess, underscoring the capacity to navigate the ever-evolving circumstances intrinsic to the human experience. In the broader context, adjustment emerges as a discernible indicator of developmental progress, portraying the proactive alteration of habits as a fundamental process in achieving predetermined objectives. The multifaceted nature of adjustment, as depicted by Suri et al., extends beyond a mere coping mechanism to signify an active and intentional endeavor. In delving into the intricacies of this process, it becomes apparent that adjustment serves as a dynamic catalyst for personal evolution, involving deliberate modifications in behavior to attain specific goals amid the complexities of individual development.

The term "adjustment" encapsulates a profound evaluation of the efficiency with which an individual's personality operates within the broader context of the environment. This evaluative lens delves into the intricate dynamics of how an individual's inherent traits, behaviors, and cognitive processes align with and respond to the external milieu. At its core, adjustment speaks to the adaptability and functionality of an individual within the complex tapestry of the surrounding world. As articulated by Jose (2010), adjustment is tantamount to the effectiveness

with which an individual's personality functions in the human world. This effectiveness is not only reflected in overt behaviors but also extends to the underlying psychological mechanisms that govern how an individual copes, responds, and thrives within the intricate web of human interactions. The term encapsulates the adaptive capacity of an individual, encompassing their ability to conform to societal norms, engage in meaningful interpersonal relationships, and successfully navigate the complexities of various life domains.

Sekar and Lawrence (2016) provide a comprehensive depiction of adjustment, characterizing it as a nuanced process through which living organisms strive to maintain equilibrium between their needs and the prevailing circumstances. This insightful perspective implies that adjustment is not a passive state but an active engagement with the challenges of life, encompassing the adept handling of stress, conflicts, opposition, and tension while endeavoring to fulfill one's needs. The aphorism "life is not a bed of roses" succinctly encapsulates the essence of this concept, underscoring the inevitability of encountering difficulties and stressors in the pursuit of personal goals.

In consonance with Sekar and Lawrence's view, adjustment can be perceived as a multifaceted phenomenon, manifesting in diverse contexts that underscore the intricacies and diversity inherent in the human experience. The complexity of the human psyche is laid bare as

individuals navigate various stressors, tensions, and difficulties, all of which necessitate a continual process of adaptation and coping. Further adding depth to the understanding of personal adjustment, Paramanik et al. (2014) emphasize the adaptive nature of the process. They articulate that adjustment involves individuals adapting to new circumstances, events, or challenges, regardless of the quality of such adaptations and their consequences. This resonates with the idea that adjustment extends beyond a mere reaction to external stimuli; it involves a conscious effort to adopt new ways and methods, often without an immediate assessment of their long-term implications.

In the realm of personal adjustment, individuals grapple with a myriad of life events, transitions, and problems. This encompasses a spectrum of experiences, from adjusting to a new work environment or living situation to coping with the loss of a loved one or navigating changes in relationship status. Each of these scenarios demands a unique set of adaptive strategies and coping mechanisms, highlighting the intricate interplay between individual resilience, acceptance, and psychological well-being.

Acceptance, coping, and resilience emerge as key psychological processes integral to personal adjustment. These processes encompass not only recognizing and comprehending one's emotions, thoughts, and behaviors but also navigating and prospering in the face of change,

adversity, setbacks, difficulties, and limitations. The adaptive capacity of individuals in the face of such challenges underscores the dynamic nature of adjustment, portraying it as an ongoing and evolving process embedded in the fabric of the human experience. Adjustment in social circumstances represents a multifaceted capability, extending beyond the mere ability to interact with others. As elucidated in the discourse by Vyas (2021), it involves not only effective engagement with individuals but also a nuanced adherence to societal norms and expectations. This intricate process encompasses an understanding and adherence to cultural practices, social conventions, and etiquette regulations, reflecting a conscientious effort to navigate the complex tapestry of human interactions.

To delve deeper into the dimensions of social adjustment, it becomes apparent that building and maintaining meaningful connections require a repertoire of skills. Communication skills, empathy, and emotional intelligence emerge as pivotal components, contributing to the development of interpersonal relationships. The adaptive nature of social adjustment is underscored by the necessity to navigate diverse social environments, such as workplaces, schools, or communities. Additionally, it involves a recognition and respect for differing points of view, values, and identities, highlighting the need for cultural competence and inclusivity in social interactions.

The realm of professional adjustment, as outlined by Vyas (2021), unfolds as a dynamic process within the ever-evolving landscape of the workplace. It is not merely a response to changes within the same organization but extends to the transition to new jobs or professions. Professional adjustment necessitates the continuous acquisition and updating of skills, knowledge, and competences to align with the dynamic expectations of the job market. This adaptive process also encompasses changes in work methods, technology, and organizational structures, requiring individuals to demonstrate flexibility, dedication to lifelong learning, and openness to personal development.

Furthermore, Vyas (2021) astutely emphasizes that motivation often serves as a driving force for adjustment in a work environment. Achieving a balanced state between one's multidimensional needs and their satisfaction is integral to this process. The intricate interplay between motivation, satisfaction, and adjustment underscores the psychological dimensions inherent in professional adaptation. Environmental adjustment emerges as a crucial facet, addressing the imperative to adapt to changes in the physical environment, be it natural disasters, climate change, or urbanization. This form of adjustment entails altering behaviors, practices, and lifestyles to mitigate the adverse impact on ecosystems and enhance long-term sustainability. Intentional acts such as resource conservation, the adoption of eco-friendly technologies, and

support for environmental conservation efforts are integral to this adaptive process.

The comprehensive understanding of adjustment presented here underscores its dynamic and multifaceted nature. The duration and complexity of this process vary, often involving a transitional stage marked by uncertainties and obstacles. Personal resilience, societal support, access to resources, and problem-solving abilities all contribute significantly to the successful navigation of this journey of adaptation.

In summary, the concept of adjustment is multifaceted, encompassing various dimensions that offer a nuanced understanding of its role in different aspects of human life. In the educational realm, adjustment is crucial for ensuring equitable access to educational content and outcomes, fostering an inclusive learning environment that adapts to diverse learning needs. From a psychological perspective, adjustment is a dynamic process involving behavioral adaptations to maintain equilibrium between individual needs and environmental challenges, as articulated by Vyas (2021). Suri, Agarwal, Chauhan, and Madhukar (2020) emphasize adjustment as a multifaceted process intricately woven into self-awareness and interpersonal dynamics, facilitating a harmonious relationship between individuals and their complex milieu. Personal, social, professional, and environmental adjustments all play pivotal roles in human growth and development, showcasing the adaptability and

intentional modification of behaviors to navigate the complexities of life and achieve desired outcomes. The multidimensional nature of adjustment involves dynamic catalysts for personal evolution, including deliberate modifications in behavior, resilience, and problem-solving abilities. Ultimately, adjustment emerges as an ongoing and evolving process integral to thriving in a constantly changing world.

In-Depth Exploration of Adult Learners Adjustment

The adaptation of adult learners to a learning programme is a pivotal determinant of their overall success and sustained commitment to academic pursuits. Unlike traditional students, adult learners bring unique traits, responsibilities, and life experiences to their educational journey, necessitating thoughtful modifications to the learning environment. This recognition underscores the critical role of adjustment within the context of adult education, which is the process of providing learning opportunities and support to individuals seeking to enhance their knowledge, skills, and competences. As elucidated by authorities in the field, such as Knowles, Holton, and Swanson (2015), adult learners often embark on educational endeavors while juggling diverse roles, including work, family, and personal obligations. The multifaceted nature of adult lives requires internal and external adjustments to fully engage in and derive benefits from the educational process.

Internal adjustments in adult education delve into the psychological barriers that may impede learning progress. These barriers can encompass self-doubt, fear of failure, or a lack of confidence in one's ability to acquire new knowledge and skills. Overcoming these internal challenges becomes an integral aspect of adult learners' adaptation to the learning environment. As posited by Knowles, Holton, and Swanson (2015), acknowledging and addressing these psychological barriers is essential for fostering a positive and conducive atmosphere for adult learners, promoting self-efficacy and a growth mindset. External modifications in adult education extend beyond the cognitive realm and often involve the intricate balance of various life roles and responsibilities. This could encompass the need for adults to fulfill familial, social, and political responsibilities while concurrently pursuing their educational aspirations. As Knowles, Holton, and Swanson (2015) highlight, external adjustments may manifest in the form of time management, schedule rearrangement, and the prioritization of competing demands. The ability of adult learners to navigate these external adjustments is crucial for their successful integration into the learning process.

The necessity for adjustments in the realm of adult education extends beyond accommodating diverse life roles and responsibilities; it encompasses the need to cater to varied methods of learning, preferences, and individual needs exhibited by adult learners. Adult learners bring a

rich tapestry of distinct backgrounds, experiences, and goals to their educational endeavors, underscoring the importance of personalized learning approaches. Recognizing the uniqueness of each adult learner, educators and instructional designers are compelled to engage in a dynamic process of modifying their teaching techniques, adapting instructional materials, and tailoring learning environments to create a bespoke educational experience.

In the dynamic landscape of adult education, acknowledging and addressing the diverse learning styles and preferences among adult learners becomes paramount. As each individual comes with a unique set of experiences, preferences, and goals, a one-size-fits-all approach is insufficient. Educators and instructional designers must, therefore, adopt a flexible mindset, integrating varied instructional strategies, diverse materials, and adaptable learning environments that resonate with the individualized learning needs of adult learners. This recognition of the need for adjustments is not just a pedagogical imperative; it is a commitment to inclusivity and effectiveness in adult education.

Moreover, the call for adjustments in teaching techniques echoes the principles of andragogy, as espoused by Malcolm Knowles and his colleagues. Andragogy, or the art and science of adult learning, emphasizes the self-directed and experiential nature of adult education. In alignment with andragogical principles, educators must be attuned to the

fact that adult learners are motivated by the relevance of the content, their readiness to learn, and the applicability of the learning to real-life situations. Adjusting teaching techniques to harness these principles ensures that adult learners are actively engaged and invested in their educational journey.

Instructional materials, too, demand meticulous adjustments to suit the diverse needs of adult learners. Whether it involves incorporating real-world examples, case studies, or multimedia resources, the adaptation of materials to resonate with adult learners' experiences enhances the relevance and applicability of the educational content. This alignment between instructional materials and the varied backgrounds and goals of adult learners serves to foster a more meaningful and effective learning experience.

The creation of conducive learning environments is equally pivotal in the adjustment process. Adult learners thrive in environments that are supportive, collaborative, and respectful of their prior experiences. Educational settings that encourage interaction, allow for the sharing of diverse perspectives, and accommodate different learning paces contribute to the overall success and satisfaction of adult learners. The adjustment of learning environments goes beyond physical spaces; it encompasses the cultivation of a positive and inclusive atmosphere that acknowledges and respects the diversity inherent in adult learners.

Adjustment in the context of adult learners is a dynamic and intricate process shaped by a myriad of factors that necessitate a nuanced understanding. Firstly, adult learners grapple with the intricate challenge of managing multiple roles and responsibilities, including those arising from work, family, and personal commitments. This multifaceted balancing act requires adult learners to hone effective time management and prioritization skills to successfully integrate their educational pursuits into their complex lives. As Knowles et al. (2015) emphasize, the adult learner's ability to navigate these responsibilities is crucial for a harmonious adjustment to the demands of education in adulthood.

Secondly, adult learners often face the unique challenge of returning to a learning environment after a significant hiatus, potentially leading to heightened levels of anxiety and self-doubt. This apprehension may stem from perceived gaps in familiarity with academic requirements or advancements in technology. In such instances, providing tailored guidance and support becomes imperative for facilitating a smooth adjustment back into the learning environment. Knowles et al. (2015) stress the importance of recognizing and addressing the specific challenges adult learners face during this re-entry phase, advocating for personalized assistance to foster a positive adjustment experience.

Moreover, the wealth of prior knowledge and experience that adult learners bring to their educational journey is a double-edged sword in the

adjustment process. While this reservoir of knowledge can enhance their learning experience, it may also present challenges in aligning with new concepts and skills. Recognizing this, Knowles et al. (2015) suggest that incorporating existing expertise and encouraging the connection between prior knowledge and new learning objectives can foster a heightened sense of relevance and engagement, facilitating a more seamless adjustment.

Furthermore, a supportive learning environment tailored to acknowledge the unique needs and experiences of adult learners is integral to successful adjustment. Flexible scheduling, accessible resources, and opportunities for peer collaboration and networking contribute to the creation of an environment that fosters a profound sense of belonging. Knowles et al. (2015) highlight the significance of such an environment, emphasizing that it not only encourages active participation but also serves as a catalyst for ongoing adjustment and growth throughout the educational journey.

In addition, the facet of self-directedness emerges as a pivotal aspect of adult learning and adjustment. Recognizing and nurturing the self-directed nature of adult learners enables them to take ownership of their educational path, contributing to a sense of agency and autonomy in the adjustment process. As Knowles et al. (2015) assert, fostering self-directedness aligns with the principles of andragogy and is instrumental

in optimizing the overall educational experiences and outcomes for adult learners.

In all, the adaptation of adult learners to a learning programme is a multifaceted and crucial determinant of their overall success in academic pursuits. In contrast to traditional students, adult learners bring unique traits, responsibilities, and life experiences, necessitating thoughtful adjustments to the learning environment. Recognizing the multifaceted nature of adult lives, Knowles, Holton, and Swanson (2015) highlight the importance of internal and external adjustments to fully engage in the educational process. Internal adjustments involve addressing psychological barriers such as self-doubt, fear of failure, or a lack of confidence, while external modifications encompass balancing diverse life roles and responsibilities. Furthermore, the need for personalized learning approaches is emphasized, requiring educators to adopt a flexible mindset, integrating varied instructional strategies, diverse materials, and adaptable learning environments. This recognition aligns with the principles of andragogy, emphasizing the self-directed and experiential nature of adult education. The creation of conducive learning environments, supportive of prior experiences, fosters a sense of belonging, and self-directedness emerges as a pivotal aspect, aligning with the principles of adult learning, instrumental in optimizing overall educational experiences for adult learners.

Interconnectedness between Guidance and Counselling and Adult Learners Adjustment

Guidance and counselling stand as pivotal pillars in the realm of education, exerting a profound influence on the enhancement and facilitation of learners' adjustment to the intricate tapestry of the learning environment. This adjustment, as ascertained, is not a mere happenstance but a direct result of the symbiotic interplay between learning, guidance, and counselling. Recent times have witnessed a palpable surge in the recognition accorded to guidance and counselling within the expansive domain of adult education. This surge is discernible through a discerning analysis of the burgeoning corpus of publications and the convocation of discussion events singularly dedicated to unraveling the multifaceted facets of this transformative facet of education.

The literature landscape, marked by a proliferation of scholarly works and scholarly gatherings, serves as a testament to the burgeoning acknowledgment of the intrinsic value embedded in guidance and counselling within the specific context of adult education. The overarching goal of these scholarly pursuits is to underscore the significance of guidance and counselling interventions and illuminate their transformative potential in shaping and optimizing the learning outcomes for adult learners. In this evolving educational panorama, the role of guidance and counselling assumes heightened prominence as a

linchpin for navigating the complexities inherent in the educational experiences of adult learners.

Quoting the insightful words of Igbafe (2009), "As adult education develops and educational experiences of students change, the need to provide adult students with counselling services increases." This observation encapsulates the crux of the matter, elucidating the direct correlation between the evolution of adult education and the escalating demand for tailored counselling services. The shifts in educational paradigms usher in more intricate learning situations, thereby amplifying the challenges faced by adult learners. These challenges, spanning the physio-psychological, social, and economic dimensions, necessitate a responsive and nuanced guidance and counselling framework to navigate the diverse stages of life.

Interconnectedness Between Guidance and Counselling and Adult Learners Adjustment.

Guidance and counselling play a pivotal and irrefutable role in the enhancement and facilitation of learners' adjustment to the dynamic and evolving learning environment. The symbiotic relationship between adjustment and learning underscores the significance of guidance and counselling in fostering an environment conducive to optimal adult education outcomes. This burgeoning importance is evidenced by the escalating volume of scholarly publications and dedicated discussion

events singularly focused on the pivotal role of guidance and counselling within the realm of adult education.

An insightful exploration into the discourse surrounding guidance and counselling reveals a consensus among educational authorities on the imperative need for these services as adult education progresses. As asserted by Igbafe (2009), "As Adult education develops and educational experiences of students changes, the need to provide adult students with counselling services increases." This assertion underscores the evolving nature of adult education, characterized by complex learning situations that pose substantial challenges to students confronting the multifaceted physio-psychological, social, and economic changes inherent at different life stages.

The multifaceted contributions of guidance and counselling to learners' adjustment are multifarious and nuanced, elucidating their indispensability in the educational landscape. Firstly, these services proffer individualized assistance to learners, facilitating a profound introspective journey wherein strengths, weaknesses, and interests are not only identified but comprehensively understood. This self-awareness becomes a cornerstone for informed decision-making regarding academic and personal pursuits, consequently fostering superior adjustment outcomes.

Secondly, the creation of a safe and supportive environment by guidance and counselling professionals is paramount in empowering learners to articulate their concerns, fears, and aspirations. The provision of a non-judgmental space for communication becomes a therapeutic conduit through which emotional and psychological hurdles hindering adjustment can be identified and addressed. This, in turn, nurtures learners' overall well-being and holistic development.

Moreover, guidance and counselling serve as the compass guiding learners through the labyrinth of goal-setting and decision-making. By assisting learners in establishing realistic and attainable goals, counsellors contribute significantly to the augmentation of motivation and self-confidence, indispensable facets of successful adjustment. This guidance is not merely directive but transformative, as it propels learners towards a trajectory of growth and accomplishment.

Furthermore, the acquisition of essential life skills is a hallmark outcome of guidance and counselling interventions. Skills such as problem-solving, time management, and stress management are imparted to learners, equipping them with the resilience and adaptability necessary to confront challenges and navigate novel situations effectively. These competencies, embedded in the fabric of guidance and counselling, become indispensable tools for learners, fortifying their adjustment across diverse contexts. Furthermore, it is imperative to underscore the pivotal

role played by guidance and counselling in the nuanced development of interpersonal and social skills among adult learners. This dimension of their impact extends beyond the individualized realm, reaching into the intricacies of interpersonal dynamics and societal integration. The provision of tailored opportunities for communication, collaboration, and conflict resolution by counsellors becomes a crucible for the cultivation of positive relationships among learners, thereby fostering a climate of social integration that is paramount for the seamless adjustment of adult learners within both peer groups and the broader community.

As illuminated by Igbafe (2009), the challenges inherent in adulthood are multifaceted, encompassing a sudden surge in responsibilities, coupled with physiological, emotional, psychological, and social demands. It is within this context that the role of counsellors assumes heightened significance. Notably, Igbafe's assertion that "Adulthood is mostly challenged by sudden increase in responsibilities, physiological, emotional, psychological and social performance" resonates with the idea that the transitional phase into adulthood is fraught with multifarious challenges, necessitating adept guidance and counselling interventions.

Expanding on Igbafe's insights, it becomes evident that a counsellor's mandate is not to alter the fundamental needs identified by adult students or administrators. Instead, the focal point is on equipping individuals with

the tools and coping mechanisms essential for navigating the psychosocial effects precipitated by forces of change. This involves a nuanced approach towards mental preparation, wherein counsellors play a pivotal role in assisting adult students in coping with the new complexities introduced by shifts in responsibilities, both financial and social. This preparatory phase becomes a psychological scaffold, fortifying the minds of adult learners to effectively grapple with the multifaceted challenges associated with the evolving facets of their lives.

Moreover, this mental preparation, as facilitated by guidance and counselling, serves as a catalyst for the holistic development of adult students. It becomes an incubator for the refinement of skills, the exploration of interests, the identification of aptitudes, the cultivation of self-esteem, and the nurturing of a sense of fulfillment. Through this multifaceted approach, counsellors empower adult learners not only to confront challenges but to proactively make decisions that align with their evolving needs and aspirations.

Counselling, as a multifaceted and indispensable facet of adult education, extends its purview beyond the conventional domains of education, social dynamics, personal development, and career or occupational choices. The challenges confronting adult learners are diverse and intricate, necessitating a nuanced approach to counselling services that encompasses a spectrum of functions.

One paramount function of counselling for adult learners is the facilitation of the creation of innovative and adaptable frameworks. This involves aiding adult learners in devising new and more flexible arrangements that bolster persistence in the face of competing priorities. Through the prioritization of daily activities, such as assignments, work commitments, hobbies, and familial or social engagements, counsellors play a pivotal role in helping adult learners make judicious decisions on time management. This multifaceted approach is crucial for cultivating resilience and adaptability, fostering an environment conducive to sustained educational pursuits.

Another critical function of counselling is the cultivation of positive behaviors and the development of attitudes that contribute to the building of self-confidence among adult learners. Recognizing that adult learners often grapple with self-esteem issues, counsellors serve as guides in instilling a positive mindset. This involves not only addressing immediate concerns but also fostering a long-term psychological framework that fortifies adult learners against challenges and instills a sense of self-assuredness.

Counselling services also play a pivotal role in providing clarity to adult learners regarding the aims, goals, and intricacies of their learning situations. By assisting adult learners in understanding what needs to be done, when it needs to be done, and how it should be approached,

counsellors act as navigators in the often complex educational landscape. Furthermore, they engage in ongoing follow-ups with clients, monitoring the progress and attainability of the goals set, ensuring a dynamic and responsive approach to the evolving needs of adult learners. Career and occupational decision-making form another integral component of counselling for adult learners. Utilizing methods such as inventories, questionnaires, and tests, counsellors systematically measure knowledge and skills, providing empirical foundations to validate or refute claims. This evidence-based approach ensures that career decisions are well-informed and aligned with the individual strengths and aspirations of adult learners.

Additionally, counselling services extend to administrative functions such as record-keeping and report preparation, documenting the unique needs and trajectories of adult learners. These records serve as invaluable baseline data for further studies, contributing to the ongoing refinement and evolution of counselling strategies tailored to the distinctive challenges faced by adult learners. In situations where challenges become particularly formidable, counselling services act as a conduit for referrals. Counsellors, recognizing the limits of their expertise, guide adult learners to external resources and support systems, ensuring a holistic and comprehensive approach to addressing complex issues. Moreover, it is imperative to delve into the complex and multi-layered ways in which

guidance and counselling serve as pillars of support, intricately intertwined with the adjustment journey of adult learners. The nexus between guidance and counselling and the adaptation of adult learners is a dynamic tapestry woven with key relationships, each playing a distinctive role in fostering a holistic adjustment process.

- **Expansive Emotional Support:** Adult learners, embarking on educational journeys or navigating career transitions, often grapple with a myriad of emotional challenges. The canvas of emotional intricacies, ranging from stress and anxiety to self-doubt, finds its palette in the empathetic strokes of guidance and counselling services. These professionals not only acknowledge but actively address these emotional challenges, providing a supportive environment for adult learners to cope effectively. By tending to the emotional well-being of adult learners, counselling becomes a cornerstone in facilitating their adjustment to the novel terrain of learning.

- **Tailored Academic Guidance:** The academic landscape can be labyrinthine for adult learners, necessitating tailored guidance to navigate course requirements, set educational goals, and hone effective study skills. Guidance and counselling professionals step into this role as mentors, offering bespoke academic guidance aligned with the unique needs of adult learners. This guidance is

pivotal in shaping effective learning strategies, bolstering confidence, and ensuring informed decisions, thereby enhancing the adjustment process through increased competence and self-assurance.

- **Holistic Career Counselling:** A significant cohort of adult learners returns to education with the intent of augmenting their career prospects or embarking on a professional metamorphosis. Career counselling services become pivotal allies in this journey, aiding adult learners in exploring diverse career options, identifying skills and interests, and making informed decisions about professional trajectories. By aligning educational choices with career aspirations, counselling not only facilitates career development but also catalyzes effective adjustment to new roles or industries.
- **Facilitating Personal Development:** Adult learners, immersed in educational pursuits, often undergo profound personal growth and transformation. Guidance and counselling act as facilitators in this metamorphic journey by providing platforms for self-reflection, self-discovery, and personal development. Through counseling interventions, adult learners gain nuanced insights into their strengths, values, and aspirations, fostering not only academic adjustment but also empowering them to make choices congruent with their personal goals.

• **Navigating Life Transitions:** The intricate balancing act of work, family, and education often characterizes the lives of adult learners. During pivotal life transitions, such as adapting to new roles or managing the delicate equilibrium of work-life balance, guidance and counselling services become invaluable allies. Through offering tailored guidance and coping strategies, counseling professionals assist adult learners in successfully navigating these multifaceted transitions, thereby fostering a comprehensive adjustment process.

• **Cultivating Social Connections:** The social fabric of the learning environment can sometimes present challenges for adult learners, leading to feelings of isolation. Guidance and counselling, recognizing the significance of social connectivity, embark on initiatives such as support groups, workshops, and networking events. These endeavors create fertile ground for adult learners to interact, share experiences, and forge meaningful connections with peers. The resultant sense of belonging becomes a cornerstone in enhancing their adjustment to the learning community.

In summary, the interwoven narrative of the symbiotic bond between guidance and counselling and the transformative journey of adult learners unfolds as a tapestry teeming with intricate threads. Within this narrative, emotional resilience, adept academic navigation, purposeful career

development, profound personal growth, adept navigation of life transitions, and the cultivation of meaningful social connections emerge as the constituent elements. Each strand of this elaborate narrative, meticulously crafted through the expert hands of guidance and counselling professionals, intricately contributes to the weaving of a tapestry emblematic of triumphant and flourishing adjustment for adult learners.

Barriers to the Provision Guidance and Counselling Services in Literacy Centres

The observation made by Enege (2019) regarding the reluctance of facilitators to fully acknowledge the competence of counsellors in handling learners' problems underscores a complex issue within the educational landscape. Delving deeper into this matter reveals a multifaceted challenge that extends beyond the scope of individual competencies. One prominent hindrance lies in the inadequacy of resources and personnel available to cater to the diverse and evolving needs of learners.

As highlighted by Nwoye (1990), the impediments to the effective growth of the guidance and counselling profession in Nigeria are rooted in persistent challenges. Among these challenges is the critical issue of insufficiently trained counsellors, particularly in certain regions of the country. In these instances, the dearth of qualified professionals results in

an overreliance on teacher counsellors or workshop-trained career masters as the sole resource persons available to provide counselling services within educational institutions. This scarcity of qualified personnel significantly compromises the breadth and depth of assistance that can be extended to learners. Another formidable obstacle identified by Nwoye (1990) is the absence of a clear and officially sanctioned definition of the role of educational counsellors in Nigeria. The lack of a standardized framework delineating the responsibilities and functions of educational counsellors introduces ambiguity and hampers the establishment of a cohesive and effective counselling system. This absence of a defined role not only contributes to misconceptions about the capabilities of counsellors but also hinders their ability to assert their professional standing within the educational milieu.

Moreover, the challenges noted by Enege (2019) and Nwoye (1990) reverberate against a broader backdrop of systemic issues, including insufficient allocation of resources, both human and material, to the field of guidance and counselling. The ramifications of such resource deficiencies extend beyond the immediate impact on individual counsellors, influencing the overall quality and accessibility of counselling services for learners. It becomes imperative to address these systemic shortcomings to foster an environment conducive to the

effective growth and acknowledgment of the guidance and counselling profession.

Another layer of complexity in the provision of guidance and counselling services in literacy centres is the emergence of confidentiality and privacy concerns. These concerns become particularly pronounced due to the diverse demographic served by literacy centres, encompassing individuals of varied backgrounds and ages. Managing sensitive information within such a heterogeneous learner population necessitates a meticulous approach to ensure the safeguarding of privacy. As these literacy centres often function as inclusive spaces, the need for a judicious balance between openness and confidentiality becomes paramount to foster an environment of trust and openness conducive to effective counselling interactions.

In addition, the transient nature of some literacy programmes introduces a unique set of challenges, making it difficult to establish and sustain long-term connections with learners. This inherent ephemerality necessitates a nimble adaptation of counselling approaches to accommodate the temporal constraints inherent in literacy initiatives. Counsellors operating within such frameworks must be adept at delivering impactful interventions within compressed timeframes, ensuring that the counselling process is tailored to meet the immediate and evolving needs of learners undergoing literacy programmes.

Furthermore, the cultural and language diversity inherent in literacy centres compounds the intricacies of providing effective guidance and counselling services. Counsellors operating in these contexts must navigate a mosaic of cultural backgrounds and linguistic abilities among learners. A nuanced understanding of learners' cultural contexts is imperative to ensure that communication and interventions are not only culturally acceptable but also accessible. As underscored by Low (2009: p.16), addressing the challenges of counselling services in educational settings necessitates an awareness of the dimensions of internal, external, systems, and personal challenges. This concept resonates within the context of literacy centres, where internal challenges might involve organizational dynamics, external challenges may encompass environmental factors such as stigma and negative community perceptions of counselling, systemic challenges could arise from limited government involvement, and personal challenges may pertain to individual constraints impacting the administration of guidance and counselling services. Low's exploration of challenges in a school setting emphasizes that these dimensions collectively pose constraints on the seamless administration of guidance and counselling services. The internal dimensions could relate to organizational structures within literacy centres, necessitating a thorough evaluation of internal dynamics that may impact counselling effectiveness. External dimensions, on the

other hand, involve considerations of how the surrounding environment perceives and interacts with counselling services, including potential stigma and negative viewpoints that might hinder community members' acceptance of such services. Systemic challenges may stem from inadequate government involvement in the support and regulation of guidance and counselling services in literacy centres, potentially limiting the resources and framework available for effective counselling. Lastly, personal challenges highlight individual factors that may impede the delivery of services, emphasizing the need for counsellors to navigate their own constraints while facilitating support for learners.

Numerous hurdles obstruct the effective delivery of guidance and counselling services, with a significant challenge stemming from the resistance of certain individuals, particularly adults, who harbor the belief that external assistance is unnecessary to navigate the intricacies of self-conflict or challenges in their learning journey. This resistance, often grounded in a misconception of self-sufficiency, hampers the recognition of the potential benefits that guidance and counselling services can offer in overcoming educational obstacles. Additionally, pervasive stigma within certain communities acts as a formidable impediment, dissuading learners from seeking counselling services due to fears of judgment or a lack of awareness regarding the advantages of therapeutic interventions. Addressing this challenge requires concerted efforts to build trust, raise

awareness, and destigmatize mental health support within the ambiance of literacy centres. Furthermore, the inherent mission of literacy centres, primarily focused on promoting literacy skills, introduces constraints on the time and resources available for counselling endeavors. Navigating this delicate balance necessitates counsellors to seamlessly integrate their services into the existing literacy curriculum, ensuring that the dual objectives of educational instruction and counselling support are harmoniously addressed.

The financial constraints often faced by literacy centres cast a substantial shadow over the provision of comprehensive guidance and counselling services, impacting the availability of specialized resources, opportunities for counselling training, and the overall scope of support services that can be extended to learners. Navigating these fiscal limitations necessitates a nuanced and multifaceted approach, encompassing judicious resource allocation, continual professional development for counsellors, strategic partnerships with community groups, and the development of culturally appropriate counselling practices. To effectively cater to learners' holistic well-being and educational performance within these constraints, literacy centres must adopt a proactive stance, recognizing the inherent challenges and leveraging diverse strategies to mitigate their impact. Another formidable barrier lies in the imperative for collaboration and coordination with

various stakeholders, such as schools, community groups, and government entities. The symbiotic relationship between literacy centres and these stakeholders necessitates meticulous communication and coordination to maintain a seamless continuum of assistance for learners. Aligning counselling services with the broader goals and objectives of these stakeholders becomes paramount in establishing a coherent and integrated support system. Furthermore, the constrained time frame of literacy programmes poses a challenge to the cultivation of rapport and trust with learners. Counsellors must navigate this temporal limitation with strategic acumen, proactively creating a secure and supportive environment while remaining mindful of the constraints posed by the programme's timeframe.

Effective implementation of literacy programmes necessitates the utilization of robust evaluation methodologies, intervention strategies, and counseling skills to yield positive outcomes within the centre's limited time frame. However, a critical challenge faced by literacy centres is the potential shortage of certified and trained counselors, possessing expertise in both literacy teaching and counseling. It is imperative to recognize the significance of adequate training and professional development opportunities for counselors to equip them with the requisite skills to address the distinctive needs and challenges presented by learners in literacy centres.

One prominent constraint in delivering counseling services in literacy centres is the issue of language diversity. This can pose a significant hindrance if counselors lack proficiency in the learners' native languages, leading to communication barriers that impede the counseling process. To overcome this challenge, the recruitment of bilingual or multilingual counselors or the utilization of interpretation services becomes essential, ensuring effective communication and engagement with learners from diverse linguistic backgrounds.

Furthermore, the focus on literacy instruction in some centres may limit the scope of counseling services, primarily addressing academic and literacy-related challenges while potentially neglecting broader mental health concerns. Collaborating with external mental health professionals or establishing referral systems becomes imperative to address complex issues that may surpass the expertise of the literacy centre's counseling staff. The transient nature of some literacy programmes, characterized by learners coming and going, introduces a challenge in providing ongoing counseling and follow-up services. This dynamic nature can disrupt the continuity of care, hindering the progress achieved during counseling sessions. To mitigate this constraint, strategies such as creating transition plans, providing resources for self-guided support, or establishing connections with other community services can be implemented.

Confidentiality and secure record-keeping practices pose another challenge in literacy centres, which may lack dedicated spaces or systems for counseling sessions and documentation. Implementing privacy measures, conducting staff training on confidentiality protocols, and leveraging digital tools for secure record-keeping are crucial steps to safeguard the privacy and confidentiality of counseling services.

Many individuals attending literacy centres may have limited knowledge or awareness of the benefits and purpose of counseling services. Overcoming the stigma and misconceptions surrounding counseling necessitates proactive efforts in promoting the importance of mental health and counseling. This involves conducting outreach activities and providing psychoeducation to learners, their families, and the broader community.

Moreover, literacy centres often cater to learners from diverse backgrounds, including individuals with special needs, refugees, or those with trauma histories. Providing specialized counseling services to meet the unique needs of these populations can be challenging due to limited resources, lack of specialized training, and the need for culturally sensitive approaches. Overcoming this constraint involves collaborating with external organizations, seeking grants or funding, and investing in specialized training for counselors.

Balancing the demands of providing counseling services and engaging in professional development poses a constraint for counselors in literacy centres. Continuous training and skill development are crucial for staying updated with best practices and addressing the evolving needs of learners. Allocating dedicated time and resources for professional development, attending conferences or workshops, and engaging in peer support networks are essential strategies to overcome this constraint. Lastly, providing counseling services in literacy centres requires counselors to navigate ethical considerations such as boundaries, dual relationships, and conflicts of interest. The overlapping roles of counselor and literacy instructor can create challenges in maintaining professional boundaries. Establishing clear guidelines, ethical frameworks, and supervision structures within the literacy centre is paramount to address these ethical constraints.

In conclusion, the effective delivery of guidance and counseling services in literacy centres requires the successful navigation and resolution of several constraints. These encompass challenges related to limited resources, confidentiality concerns, cultural diversity, stigma, time constraints, stakeholder engagement, and the availability of experienced counselors. By acknowledging and proactively addressing these barriers, literacy centres can enhance their ability to offer comprehensive support to learners, fostering improvements in both

literacy skills and emotional well-being. This recognition and concerted effort to overcome obstacles are vital steps toward creating an environment conducive to the holistic development of individuals within literacy programmes.

Summary of Literature review

The comprehensive review conducted has yielded a wealth of insights into the profound and multifaceted role that guidance and counselling play in the context of literacy programs, particularly within the realm of adult education. The essence of guidance and counselling emerges as a dynamic and indispensable professional service, strategically designed to aid individuals in navigating the intricate tapestry of personal, academic, and career-related challenges. This multifunctional support system encompasses the provision of advice, resources, and personalized assistance, all aimed at empowering individuals to make informed decisions and cultivate essential skills crucial for their holistic development.

Central to the effectiveness of guidance and counselling services is the utilization of a diverse array of techniques. These include but are not limited to active listening, the application of assessment tools, and the implementation of therapeutic interventions. Such strategies are employed with the overarching goal of fostering self-awareness,

resilience, and personal growth among learners within literacy programs. The adaptability of guidance and counselling as an avenue for individuals to grapple with challenges becomes particularly evident in the context of adult education and adult literacy.

Nevertheless, the discerning review has underscored a series of barriers that impede the seamless provision of guidance and counselling services in literacy centers. These barriers encompass financial constraints, learners' perceptions, cultural considerations, and the dynamics of literacy settings, among others. Despite the formidable nature of these challenges, it is imperative to recognize that their existence does not render the execution of guidance and counselling services an insurmountable task. Rather, it beckons for strategic interventions, innovative approaches, and a commitment to address these hindrances systematically.

In conclusion, the invaluable nature of guidance and counseling services in the context of literacy programs becomes unequivocally apparent. These services constitute a sanctuary for learners, providing a safe and supportive environment wherein individuals can openly express their concerns and confront challenges. The significance of this supportive atmosphere lies in its capacity to nurture a sense of belonging and active engagement among learners. Moreover, guidance and counselling services offer a bespoke support system tailored to individual needs,

thereby amplifying motivation and satisfaction within the literacy program.

Delving further into the intricacies of these services, it becomes evident that they extend beyond emotional and psychological support. They play a pivotal role in addressing self-doubt and anxiety, fostering the development of confidence and resilience among learners. The practical facets of guidance and counselling services manifest in the form of assistance with time management, study skills, and goal-setting, providing learners with the essential tools to navigate the multifaceted demands of the literacy program effectively.

Crucially, the impact of guidance and counselling services reverberates throughout the entire duration of the literacy program. By offering ongoing support, these services ensure that learners possess the requisite resources and guidance to surmount obstacles and sustain motivation. They assume a central role in addressing individual learning difficulties, providing targeted strategies and interventions to help learners overcome hurdles and flourish in their educational journey.

A noteworthy side of guidance and counselling services is their commitment to a holistic approach to learning. Beyond the academic sphere, these services take into account the emotional, social, and personal factors that significantly influence learners' adjustment. This comprehensive support not only fosters a positive learning environment

but also cultivates an ethos that encourages learners to actively participate, collaborate, and interact with their peers.

The profound impact of guidance and counselling services is further accentuated by their facilitation of goal-setting and long-term planning. Ultimately, the empowerment and recognition of learners' strengths and potential inherent in guidance and counselling services culminate in the development of a positive self-concept and heightened self-efficacy in literacy attainment.

The explication of the review underscores the intricate interplay between guidance and counselling services and the success of literacy programs. The multifaceted contributions of these services, encompassing emotional, psychological, and practical dimensions, underscore their paramount importance in fostering an environment where learners can not only acquire literacy skills but also flourish as empowered and resilient individuals.

CHAPTER THREE

METHODOLOGY

This chapter is design to examine in details the procedures and methods that was employed in collecting data for this study. They are treated under the following sub-headings.

- Design of the Study
- Population of the Study

- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data analysis

Design of the Study

A descriptive survey research design was adopted for the study. The choice of this design stems from its strength as a useful means for fact finding and an acknowledged means of obtaining social facts and opinions for the purpose of describing and interpreting existing conditions. (Nworgu, 2006). This chosen research design method is appropriate, especially for seeking individuals' opinions, attitudes and perceptions in their natural setting and it enables the researcher to make generalization concerning his population of study.

Population of the Study

The target populations of the study are adult participants who are involved in the various women adult literacy education programmes in Adult Literacy Centres in Egor. The total population is given to be Three Hundred and Ninety Seven (397).

Table1: Data on the Numbers of Adult Literacy Centres in Egor

S/N	Adult education Centres	Location	Numbers of Adult Learners
1	Pioneer Adult Literacy Centre	Egor	37
2	Izievbigie Adult Edu. Centre	Egor	19
3	Ebenezer Adult Adult Edu. Centre	Egor	06
4	Panacea Adult Literacy Centre	Egor	28
5	Eweka Adultion Edu. Centre	Egor	24
	Total		114

Source: Edo State Agency for Mass Education, 2024

Sample and Sampling Procedure

A total of One Hundred and Fourteen (114) adults learners selected from the Six (6) adult education centres in Oredo local government area where used for the study. The population is manageable as result no sample was selected

Research Instrument

The main instrument that was adopted for the collection of the needed data for the study was the questionnaire. The questionnaire titled

the: Role of Guidance and Counselling on Facilitating the Adaptation of Adult Learners in Literacy Education Centres Questionnaire (RGCFAALLECQ). The questionnaire comprises of Section “A” and “B”. the section ‘A’ of the instrument focuses on gathering personal information of the respondents such as age, sex, occupation, educational qualification and status. Section B is designed towards seeking information on the issues raised in the research questions.

Validity of the Instrument

The research instrument is validated using the expert judgment approach. In this view, copies of the draft instrument were given to my project supervisor and two other lecturers in the Department of Adult Education, Faculty of Education, and University of Benin for items selection and wording. After which their suggestions will be taken into consideration before the final copy of the instrument will be designed and made use of.

Reliability of the Instrument

To determine the reliability of the instrument, the test-re-test procedure is adopted. In this vein, 30 copies of the instrument were administered on the respondents who were not part of the target

population. After a time lag of two weeks the instrument were re-administered on the same group of respondents. Thereafter, their responses on the two occasions was collected and collated using Pearson Product Moment Correlation Coefficient Statistical notation to determine its reliability index which was given to be 0.75

Methods of Data Collection

The researcher administered the instrument personally to the respondents. She explained and clarifies issues to the respondents. After, responding to the questionnaire by the respondents, it was collected the same day.

Method of Data Analysis

Simple tables, frequency and percentages was adopted in the presentation and analysis of the data generated for the study. These statistical tools were used because they are suitable means of breaking down and analyzing the generated data.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation of findings from the analysis of data obtained. The results are interpreted and presented in Tables as shown here-under:

Research Question One

What Array of Guidance and Counseling Services is Available to Adult Learners in Egor Local Government Area of Edo State?

In proffering answers to the above questions, the researcher gathered and analyzed the relevant data in the instrument precisely those of items 1-6 using percentage statistics and the result is as presented below.

Table 4.1: Data on Guidance and Counselling services provided for Learners in Egor local government area of Edo state.

S/N	VARIABLES	YES (%)	NO (%)
•	Vocational services	82 (72%)	32 (28%)
•	Educational services	101	13

		(89%)	(11%)
•	Health and physical activities	17 (15%)	97 (85%)
•	Personal services	24 (21%)	90 (79%)
•	Follow up services	6 (5%)	108 (95%)
•	Information service	75 (66%)	39 (34%)

Source: Field Survey, 2024

A critical view of Table 4.1 above showed that 82 (72%) of the learners indicated that vocational guidance services are available for adult learners in the literacy center. In the same vein, 101 (89%) also agreed that educational services are available to them as one of the guidance and counselling services.

Additionally, in a bid to know the other services available the researcher through the field analysis also found out that information services were also offered to the learners in which 75 (66%) of the respondents agreed to.

From the analyses of the responses made on this question by all the participants, it is therefore concluded that learners have at their disposal Vocational, Educational and Information guidance and counselling services.

Research Question Two

To what extent do adult learners in Egor Local Government Area access the available guidance and counseling services?

In proffering answers to the above questions, the researcher gathered and analyzed the relevant data in the instrument precisely those of items 7-10 using percentage statistics and the result is as presented below.

Table 4.2: Data on extent adult learners in Egor Local Government Area access the available guidance and counseling services

S/N	Variables	VHE (%)	HE (%)	VLE (%)	LE (%)
7	Guidance and counselling services in the centres are not private enough for free discussion	50 (44%)	64 (56%)	Nil (0)	Nil (0)
8	The amount of time allocated guidance and counselling services in centre is sufficient	100 (88%)	14 (12%)	Nil (0)	Nil (0)
9	There is notice board where information and materials guidance and counselling services are placed	Nil (0)	Nil (0)	80 (70%)	34 (30%)

10	There is adequate consultation rooms where adults learners are supposed to go and discuss their problems with counselor	70 (61%)	44 (39%)	Nil (0)	Nil (0)
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Source: Field Survey, 2024

A critical view of Table 4.2 above showed that 50 (44%) and 64 (56%) of the respondents Strongly Agreed and Agreed respectively that counselling services in the centres are not private enough for free discussion. Accordingly, none of the respondents Disagreed or Strongly Disagreed on this variable.

In ascertaining whether amount of time allocated guidance and counselling services in centre is sufficient, it was observed that 100 (88%) and 14(12%) of the respondents Strongly Agreed and Agreed respectively on the variable while none of them had a different position.

In the same vein, the researcher was also interested in finding out notice board where information and materials guidance and counselling services are placed and from the responses gathered, 80 (44%) and 34 (56%) Disagreed or Strongly Disagreed on this variable while none responded otherwise.

Similarly, it was also found that 70 (61%) and 44(39%) of the respondents Strongly Agreed and Agreed respectively that adequate consultation rooms where adults learners are supposed to go and discuss their problems with counselor. There was however no respondent that Disagreed or Strongly Disagreed on this variable.

From the analyses of the responses made on this question by all the participants, it is therefore concluded that to a very high extent and high extent guidance and counselling services in the centres are not private enough for free discussion, there is adequate consultation rooms where adults learners are supposed to go and discuss their problems with counselor and the amount of time allocated guidance and counselling services in centre is sufficient

Research Question Three

What is the degree of Adjustment among Adult Learners Engaged in Literacy Programmes in Egor Local Government Area of Edo State?

In proffering answers to the above questions, the researcher gathered and analyzed the relevant data in the instrument precisely those of items 11-14 using percentage statistics and the result is as presented below.

Table 4.3: Data on the degree of adjustment among Adult Learners engaged in literacy programmes in Egor local government area of Edo state.

S.N	VARIABLES	YES	NO
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		(%)	(%)
1	Learners leave the programme because of their inability to further	90 (79%)	24 (21%)
1	Advice and guidance motivate t learners	112 (98%)	2 (2%)
13	Learners' will complete the programme because of guidance	70 (61%)	44 (39%)
14	Eager to learn with a counsellor support system	75 (66%)	39 (34%)

Source: Field Survey, 2024

A cursory view of table 4.3 above shows that 90 (79%) of the respondent believe and agree that learners leave the programme because of their inability to further. Thus showing that certain factors could lead to the attrition of adult learners in literacy programme. In ascertaining whether advice and guidance motivate the learners, it was observed that 112 (98%) of the respondent agreed on the variable, which therefore shows that guidance and counselling plays a major role by motivating the learners.

In the same vein, the researcher was also interested in finding out if the learners' will complete the programme because of guidance, and from the responses derived, 70 (61%) agreed to this variable. Similarly, it was also

found out that 75 (66%) of the respondent are eager to learn with a counselling support system.

From the analyses of the responses made on this question by all the participants, it is therefore concluded that, learners will leave the programme because of their inability to further, advice and guidance motivate the learners, learners' will complete the programme because of guidance and learners are eager to learn with a counselling support system.

Research Question Four

To what extent do guidance and counseling Services Influence the Interest and Active Participation of Adult Learners in Literacy Programmes within Egor Local Government Area of Edo State?

In proffering answers to the above questions, the researcher gathered and analyzed the relevant data in the instrument precisely those of items 15-18 using percentage statistics and the result is as presented below.

S.N	VARIABLES	YES (%)	NO (%)
15.	Through guidance and counselling services learners	72	42

	are motivated to continue their learning activities in the programme	(63%)	(37%)
16.	Through guidance and counselling adult learners are given proper guidance to deal with psychological problems which can badly impact their participation in the programme.	59 (52%)	55 (48%)
17.	Guidance and counselling has helped students to develop problem solving skills to help them deal with issues affecting their lives and studies.	43 (38%)	71 (62%)
18.	Guidance and counselling helps learners to shape their behaviour and instill in them the discipline needed for their effective participation and sustenance of interest	58 (51%)	56 (49%)

Table 4.4: Data on the extent guidance and counselling services influence the interest and active participation of adult learners in literacy Programmes

Source: Field Survey, 2024

A critical view of table 4.4 above shows that 72 (63%) of the respondent agreed that through guidance and counselling services learners are motivated to continue their learning activities in the programme.

In ascertaining if through guidance and counselling adult learners are given proper guidance to deal with psychological problems which can

badly impact their participation in the programme, it was observed that 59 (52%) of the respondent agreed to the variable.

Similarly, it was also found out that 58 (51%) of the respondent agreed that guidance and counselling helps learners to shape their behaviour and instill in them the discipline needed for their effective participation and sustenance of interest.

From the analyses of the responses made on this question by all the participants, it is therefore concluded that, through guidance and counselling services learners are motivated to continue their learning activities in the programme, through guidance and counselling adult learners are given proper guidance to deal with psychological problems which can badly impact their participation in the programme, and that guidance and counselling helps learners to shape their behaviour and instill in them the discipline needed for their effective participation and sustenance of interest.

Research Question Five

What are the impediments hindering the provision of effective guidance and counseling services to adult learners in Egor Local Government Area of Edo State?

In proffering answers to the above questions, the researcher gathered and analyzed the relevant data in the instrument precisely those of items 19-22 using percentage statistics and the result is as presented below.

Table 4.5: Data on hindrances to providing adequate guidance and counselling services to adult learners

S.N	VARIABLES	YES (%)	NO (%)
19.	There is notice board where information and materials guidance and counselling services are placed	91 (80%)	23 (20)
20.	There are good office spaces to accommodate counsellors	14 (12%)	100 (88%)
21.	Funding constitute a challenge for effective employment of counsellors in the centre	106 (93%)	8 (7%)
22.	There are inadequate guidance and counselling facilities in the literacy centre.	97 (85%)	17 (15%)

Source: Field Survey, 2024

A critical view of Table 4.5 above shows that 91 (80%) of the respondents agrees that the facilitators in the center are happy teaching and guiding the learners.

Additionally, it can also be observed that 106 (93%) of the respondent agreed that funding constitute a challenge for effective employment of counsellors in the center.

Similarly, it was also found out that 97 (85%) of the respondent opined that there are inadequate guidance and counselling facilities in the literacy center.

From the analyses of the responses made on this question by all the participants, it is therefore concluded that, there is notice board where information and materials guidance and counselling services are placed, and there are inadequate guidance and counselling facilities in the literacy center.

Discussion of Results

The result of this study has been quite instructive, informative and revealing. Based on the analysis of data or information collected on the opinions of the respondents on the “the role of guidance and counselling on facilitating the adaptation of adult learners within literacy centres in Egor local government area of Edo State”. In the study, five (5) research questions were raised and examined.

The first research question revealed that the guidance and counselling services available for learners in literacy center are vocational services, educational services and information services. Finding from the study is in disagreement with that of that of Alemu (2013), who revealed that most literacy centres in Nigeria lack a functional guidance and counselling services for adults learners

Findings from research question two revealed that to a very high extent and high extent guidance and counselling services in the centres are not private enough for free discussion, there is adequate consultation rooms where adults learners are supposed to go and discuss their problems with counselor and the amount of time allocated guidance and counselling services in centre is sufficient. Finding from the study is in agreement with that of that of Wambui (2015) who asserts that most guidance and counselling services in the centres in the country lack adequate equipment and facilities to facilitates effective counselling services

Findings from research question three unveiled that learners will leave the programme because of their inability to further, advice and guidance motivate the learners, learners' will complete the programme because of guidance and learners are eager to learn with a counselling support system. This finding corroborates with the study of Igbafe (2009) who stated that "Adulthood is mostly challenged by sudden increase in responsibilities, physiological, emotional, psychological and social performance". And to cope with adulthood, and adult learning guidance is crucial in which Egbo (2015) shared that guidance 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.

Findings from research question four unveiled that through guidance and counselling services learners are motivated to continue their learning activities in the programme, through guidance and counselling adult learners are given proper guidance to deal with psychological problems which can badly impact their participation in the programme, and that guidance and counselling helps learners to shape their behaviour and instill in them the discipline needed for their effective participation and sustenance of interest. This study corroborates with the American Counselling Association website (2013) who opined that Counselling is a professional relationship that empowers diverse individuals, families and groups to accomplish mental health, wellness, education, and career goals. Similarly, Egbo (2015) shares that counselling is an interactional process meant to enhance redefinition of stand for positive adjustment on particular issues of life

Findings from research question five unveiled that there are no notice board where information and materials guidance and counselling services are placed inadequate guidance and counselling facilities in the literacy center. This synchronizes with Low (2009) who looked at the challenges of counseling services in a school setting in four dimensions namely internal, external, systems and personal challenges. He further opined that these dimensions in one way or another restricts the easy administration of guidance and counselling services. As stated in his idea, it could be internal which is within the organization or literacy center, external which are challenges from the environment, challenges like stigma, and

negative view point of counselling to community members, while system could be restrictions due to government poor involvement in guidance and counselling services or policies limiting guidance and counselling, while personal has to deal with individual self-constraints.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary of the study, the conclusions drawn from the analysis of data collected and interpretation of findings and recommendations offered based on findings made.

Summary

This chapter deals with the summary of the study, the conclusions drawn from the analysis of data collected in the course of the study and the recommendation offered based on the findings made. The study investigates the role of guidance and counselling on facilitating the adaptation of adult learners within literacy centres in Egor local government area of Edo State. Five (5) research questions were raised to guide the study. They are:

- What Array of Guidance and Counseling Services is Available to Adult Learners in Egor Local Government Area of Edo State?

- To what extent do adult learners in Egor Local Government Area access the available guidance and counseling services?
- What is the Degree of Adjustment among Adult Learners Engaged in Literacy Programmes in Egor Local Government Area of Edo State?
- To What Extent Do Guidance and Counseling Services Influence the Interest and Active Participation of Adult Learners in Literacy Programmes within Egor Local Government Area of Edo State?
- What are the Impediments Hindering the Provision of Effective Guidance and Counseling Services to Adult Learners in Egor Local Government Area of Edo State?

A total of One Hundred and Fourteen (114) adults learners selected from the Six (6) adult education centres in Oredo local government area where used for the study. The population is manageable as result no sample was selected. Questionnaire was the major instrument used for data collection. The questionnaire was made up of Section 'A' and 'B'. while Section 'A' contained the demographic information of the respondents, Section 'B' was meant to elicit data on the various research questions raised and other matters considered important to the success of this study. The reliability and validity of the instrument was determined. The validity of the instrument was determined by the project supervisor and other two

lecturers from the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Benin City. The reliability of the instrument was determined through test-retest procedure and the value obtained was through Pearson Product Moment Correlation Coefficient reliability index of 0.75. The data collected were analyzed using descriptive statistics such as: frequency count and simple percentages.

Conclusion

Following the analysis of data collected and findings made, the following conclusions were drawn: that learners have at their disposal Vocational, Educational and Information guidance and counselling services, that to a very high extent and high extent guidance and counselling services in the centres are not private enough for free discussion, there is adequate consultation rooms where adults learners are supposed to go and discuss their problems with counselor and the amount of time allocated guidance and counselling services in centre is sufficient, learners will leave the programme because of their inability to further, advice and guidance motivate the learners, learners' will complete the programme because of guidance and learners are eager to learn with a counselling support system, through guidance and counselling services learners are motivated to continue their learning activities in the programme, through guidance and counselling adult learners are given proper guidance to deal with psychological problems which can badly impact their participation in the programme, and that

guidance and counselling helps learners to shape their behaviour and instill in them the discipline needed for their effective participation and sustenance of interest and that there is notice board where information and materials guidance and counselling services are placed, and there are inadequate guidance and counselling facilities in the literacy center.

Recommendations

Based on the conclusion drawn from the findings, the following recommendations are hereby proffered:

- The governments, parents and relevant stakeholders must actively be involved in providing their supports where necessary towards the effectiveness of guidance and counseling services in the various adult education centres in the State
- Trained counselors should be posted to the various adults literacy centres across the State in order to have effective coverage of guidance and counseling services
- Efforts should be made to create more awareness among adult learners on the importance role of guidance and counseling services and the need for them to embrace
- Adults education Programmes should be structured in such a way to avoid conflict between the working time and studying of adult learners

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UNIVERSITY OF BENIN

FACULTY OF EDUCATION

DEPARTMENT OF ADULT AND NON FORMAL EDUCATION

**THE ROLE OF GUIDANCE AND COUNSELING ON FACILITATING
THE ADAPTATION OF ADULT LEARNERS WITHIN LITERACY
EDUCATION CENTRES QUESTIONNAIRE (RGCFAALLECQ)**

Dear Respondent,

This questionnaire is solely designed for the purpose of a research; the researcher is carrying a study on: the role of guidance and counselling on facilitating the adaptation of adult learners within literacy centres in Egor local government area of Edo State. You are therefore implored to kindly help supply the needed information. Your response shall be treated with utmost confidence.

Please read the questions carefully and tick () in the box provided that corresponds to the answer of your choice. Indicate your response to the comments by ticking the appropriate option. Please do not tick two options for one statement. The options are either Yes/No.

SECTION A

PERSONAL DATA

- Sex: Male [] Female []
- Age 20 – 30 [] 31 – 40 [] 41 – 50 [] 51 – 60 [] 61 and above []
- Marital status: Single [] Married [] Divorced [] Widowed []
- Name of Centre: _____
- Occupation: Employed [] Unemployed [] Self-employed []

SECTION B

S/N	ITEMS	YES		NO	
RQ1	What Array of Guidance and Counseling Services is Available to Adult Learners in Egor Local Government Area of Edo State?				
•	Vocational services				
•	Educational services				
•	Health and physical activities				
•	Personal services				
•	Follow up services				
•	Information services				
RQ2	To what extent do adult learners in Egor Local Government Area access the available guidance and counseling services?	VHE	HE	LE	VLE
•	Guidance and counselling services in the centres are not private enough for free discussion				
•	The amount of time allocated guidance				

	and counselling services in centre is sufficient				
	<ul style="list-style-type: none"> • There is notice board where information and materials guidance and counselling services are placed 				
	<ul style="list-style-type: none"> • There is adequate consultation rooms where adults learners are supposed to go and discuss their problems with counselor 				
RQ3	What is the Degree of Adjustment Among Adult Learners Engaged in Literacy Programmes in Egor Local Government Area of Edo State?				
	<ul style="list-style-type: none"> • Learners leave the programme because of their inability to further 				
	<ul style="list-style-type: none"> • Advice and guidance motivate the learners 				
	<ul style="list-style-type: none"> • Learners' will complete the programme because of guidance 				

<ul style="list-style-type: none"> • 	<p>Eager to learn with a counselling support system</p>		
<ul style="list-style-type: none"> • 	<p>To What Extent Do Guidance and Counseling Services Influence the Interest and Active Participation of Adult Learners in Literacy Programmes within Egor Local Government Area of Edo State?</p>		
<ul style="list-style-type: none"> • 	<p>Through guidance and counselling services learners are motivated to continue their learning activities in the programme</p>		
<ul style="list-style-type: none"> • 	<p>Through guidance and counselling adult learners are given proper guidance to deal with psychological problems which can badly impact their participation in the programme</p>		
<ul style="list-style-type: none"> • 	<p>Guidance and counselling has helped students to develop problem solving skills to help them deal with issues</p>		

	affecting their lives and studies.		
•	Guidance and counselling helps learners to shape their behavior and instill in them the discipline needed for their effective participation and sustenance of interest		
•	What are the Impediments Hindering the Provision of Effective Guidance and Counseling Services to Adult Learners in Egor Local Government Area of Edo State?		
•	The facilitators in the center; happy teaching and guiding the learners		
•	There good office spaces to accommodate counsellor services		
•	Funding constitute a challenge for effective employment of counsellors in the center		
•	There are inadequate guidance and counselling facilities in the literacy		

	center.		
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