



Impact Of Counselling Services On Adult Learners' Career Growth And Community Development In Nigeria

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Citation: Okengwu, Mary Chinyere, et.al (2024). Impact Of Counselling Services On Adult Learners' Career Growth And Community Development In Nigeria, *Educational Administration: Theory and Practice*, 30(1) 3692 - 3700

Doi: 10.53555/kuey.v30i3.11515

ARTICLE INFO

ABSTRACT

The study investigated the impact of counselling services on adult learners' career growth and community development in Nigeria. Three research questions were formulated to guide the study. A descriptive survey research design was adopted to collect and analyze data from adult learners in selected adult education centres across South-East Nigeria. The study was conducted in ten adults learning centres in South-East, Nigeria. The population of the study consisted of all 200 adult learners enrolled in adults learning centres including St Charles Cathedral Adult Education Centre (Opi), Adult Education Centre (Okpuje), Adult Education Centre at the Primary School (Odenigbo Nsukka), Adult Education Centre (Edem Ani), Adult Education Centre (Ugwoye Nsukka), Adult Education Centre (Ibagwa Ani), Adult Education Centre (Ede-Oballa), Vocational Functional Literacy Centre (Obukpa), Olystarclasses (Nnewi North, Anambra State), and the Enugu State Agency for Mass Literacy (Ogui New Layout, Enugu State). Since the population of the study was manageable, no sampling was conducted. Data were collected using a structured Questionnaire on Counselling Services and Career Growth (QCCG), which was validated by three experts: two from the Department of Continuing Education and Development Studies and one from the Department of Counselling and Human Development Studies, all within the Faculty of Education, University of Nigeria, Nsukka. Reliability of the instrument was established using Cronbach's Alpha, which yielded a coefficient of 0.87, indicating high internal consistency. The questionnaires were administered face-to-face to the respondents and data were analyzed using descriptive statistics, including mean, standard deviation, rank, and mean set. The decision rule adopted considered any mean score of 2.50 and above as agreement or positive response, while scores below 2.50 were considered disagreement or negative response. The findings revealed that counselling services positively supported adult learners' career growth by enhancing their employability, decision-making, confidence, and professional skills. Furthermore, adult learners' career growth contributed significantly to community development outcomes, including local economic development, entrepreneurial activities, social cohesion, and civic engagement. Based on the findings, it was recommended that adult education centres should consistently provide structured counselling services to support learners' career development and community engagement. The study contributed to knowledge by providing empirical evidence on the role of counselling in adult learners' career advancement and its broader impact on community development in Nigeria.

Keywords: Counselling services, adult learners, career growth, community development, adult education

Introduction

One of the growing concerns in Nigeria's adult education and community development landscape is the persistent gap between adult learners' participation in education and their measurable career advancement and contribution to sustainable community development. Despite increasing enrolment in adult and continuing education programmes, many adult learners continue to experience career stagnation, unemployment, underemployment, and limited upward mobility. This situation raises serious concerns regarding the effectiveness of counselling services as a professional intervention in facilitating career growth and strengthening community transformation. The apparent disconnect between adult educational attainment and socio-economic advancement constitutes the central worry of this study. Globally, adult education has been recognized as a strategic instrument for lifelong learning and sustainable development. The United Nations Educational, Scientific and Cultural Organization (2019) affirms that adult learning and education contribute significantly to employability, entrepreneurship, civic participation, and inclusive growth. In further support, the Organisation for Economic Co-operation and Development (2021) emphasizes that career guidance systems are essential in helping adults navigate dynamic labour markets shaped by technological advancement and economic restructuring. These global perspectives underscore the importance of structured counselling services in supporting adult learners' career trajectories.

Adult learners differ significantly from younger learners in terms of responsibilities, motivations, and learning expectations. Knowles (1980) explains that adults are self-directed learners whose educational engagement is often problem-centred and career-oriented. However, recent studies show that without structured counselling support, adult learners may struggle with career decision-making and labour market alignment. Hooley, Sultana, and Thomsen (2018) argue that effective career guidance enhances individuals' capacity to manage transitions, build resilience, and sustain employability across the lifespan. Similarly, Maree (2020) highlighted that life design counselling strengthens career adaptability and empowers adults to reconstruct meaningful career paths in changing economic contexts. Counselling services, which represent the independent variable of this study, involve systematic professional assistance designed to support individuals in understanding their abilities, clarifying career goals, addressing psychosocial challenges, and making informed occupational decisions. According to Gibson and Mitchell (2008), counselling promotes self-awareness, personal development, and effective career planning. More recently, Nota and Rossier (2019) explain that modern career counselling integrates psychological, social, and economic dimensions to enhance long-term career sustainability. This multidimensional role makes counselling services particularly relevant for adult learners in transitional career phases.

In the Nigerian context, economic volatility, youth and adult unemployment, technological disruption, and informal sector dominance have intensified the need for functional career guidance structures. The Federal Republic of Nigeria (2013) recognizes guidance and counselling as an integral component of the national education system. However, empirical evidence suggests that counselling services within adult education centres remain underdeveloped. Adebayo (2020) observes that inadequate funding, shortage of trained counsellors, and weak institutional frameworks limit the effectiveness of counselling delivery in adult learning environments. Similarly, Eremie and Jackson (2019) found that adult learners in community education programmes often lack structured career guidance support, which affects their professional advancement outcomes. Hence, beyond individual career development, counselling services may exert broader influence on community development processes. Community development involves collective actions aimed at improving socio-economic well-being, enhancing participation, and strengthening local capacity. United Nations Development Programme (2022) reported that human capital development remains central to sustainable community transformation, particularly in developing economies. When adult learners achieve career growth through informed guidance and skill alignment, they contribute more effectively to local entrepreneurship, poverty reduction, civic engagement, and social cohesion.

Furthermore, Okeke (2021) argues that adult education linked with structured counselling services enhances empowerment, self-reliance, and participatory development in Nigerian communities. In the same vein, Nwachukwu and Ugwu (2023) found that career guidance interventions significantly improved employment stability and community participation among adult returnees in South-East Nigeria. These recent findings suggest a strong relationship between counselling services, career growth, and community-level socio-economic outcomes. However, despite these theoretical foundations and emerging empirical insights, there remains limited comprehensive research that simultaneously examines the impact of counselling services on adult learners' career growth and community development in Nigeria. Most existing studies focus primarily on secondary school or university students, thereby neglecting adult learners in continuing education and community-based programmes. This gap in literature necessitates systematic investigation into how counselling services influence adult career progression and how such progression contributes to measurable community development indicators. Therefore, this study seeks to examine the impact of counselling services on adult learners' career growth and community development in Nigeria, with the aim of generating evidence-based recommendations for strengthening counselling frameworks within adult education and community development systems.

Recent global scholarship has increasingly recognized counselling services as a strategic instrument for promoting career sustainability, lifelong learning, and socio-economic development. Contemporary research has shifted from traditional vocational guidance models toward integrative and developmental career counselling approaches that emphasize adaptability, resilience, and employability in dynamic labour markets. Hooley (2019) explains that modern career guidance systems are no longer limited to occupational placement but now focus on empowering individuals to manage career transitions across the lifespan. This shift aligns with the concept of lifelong guidance, which the Organisation for Economic Co-operation and Development (2021) identifies as essential in responding to technological disruption, digital transformation, and labour market volatility. The emphasis is now placed on career adaptability, continuous skills upgrading, and informed decision-making. In the area of adult education, scholars have highlighted the importance of structured counselling interventions in supporting adult learners' re-entry into education and work. Maree (2020) argues that career construction counselling strengthens adults' ability to redesign their career narratives, particularly during periods of uncertainty and economic instability. Similarly, Nota and Rossier (2019) assert that contemporary counselling integrates psychological well-being, social context, and economic realities to promote sustainable career development.

Empirical studies conducted between 2018 and 2024 indicate that counselling services positively influence employability skills, career decision-making confidence, and employment stability. Robertson (2021) found that structured career counselling interventions significantly improved career clarity and job satisfaction among adult participants in continuing education programmes. In a related study, Kim and Cho (2022) reported that career guidance services enhanced employment resilience and adaptability among adult learners navigating career transitions. Within the African context, recent studies have begun to explore the role of guidance services in national development. Adebayo (2020) observed that effective counselling frameworks in adult education centres contribute to improved job placement outcomes and entrepreneurial engagement. Okeke (2021) further emphasized that adult education integrated with counselling services enhances empowerment, self-reliance, and community participation in Nigeria. Nwachukwu and Ugwu (2023) also reported that career guidance interventions improved employment stability and increased civic engagement among adult learners in South-East Nigeria. Another emerging trend in the literature is the linkage between human capital development and community transformation. United Nations Development Programme (2022) highlights that skills development and employment stability directly influenced poverty reduction and sustainable community growth. In the same vein, World Bank (2019) noted that workforce development strategies, including career advisory services, strengthen local economic productivity and social cohesion. Collectively, current scholarship establishes that counselling services enhance individual career outcomes, support employability, promote adaptability, and potentially contribute to broader socio-economic development. The field has advanced from basic vocational matching to comprehensive career sustainability frameworks that integrate psychosocial support, labour market intelligence, and lifelong learning strategies. Importantly, despite the growing body of literature on career counselling and adult education, several critical gaps remain evident. First, most contemporary studies focus primarily on secondary school students, university undergraduates, or youth populations, with limited attention given specifically to adult learners enrolled in continuing education and community-based programmes. While adult career development is acknowledged theoretically, empirical investigations centered on adult learners in the Nigerian context remain insufficient. Second, existing studies often examine counselling services and career growth independently, without explicitly linking career advancement outcomes to community development indicators. Although human capital theory suggests that improved career outcomes should positively influence community transformation, few studies empirically test this relationship within a unified framework. Third, within Nigeria, available research tends to concentrate on the availability and challenges of counselling services rather than measuring their measurable impact on career mobility, employment stability, income progression, entrepreneurial participation, and community engagement among adult learners. There is therefore a methodological gap concerning impact assessment. Fourth, there is limited integration of contemporary global career sustainability theories with indigenous community development realities in Nigeria. Most international models are developed in Western contexts and may not fully reflect socio-economic structures characterized by informal employment sectors, communal economic systems, and resource constraints. Fifth, recent global discourse emphasizes lifelong guidance systems as tools for national productivity and inclusive growth, yet little empirical work has examined how structured counselling services within adult education programmes can function as catalysts for grassroots community development in developing economies.

Hence, this study addresses existing gaps by focusing specifically on adult learners in Nigeria, examining counselling services as the independent variable, and measuring career growth outcomes as a direct effect. It further investigates community development as a broader socio-economic outcome and integrates contemporary career development theories with the realities of Nigerian communities. By adopting this approach, the study contributes to knowledge by establishing an empirical linkage between counselling services, adult learners' career growth, and community development within a developing country context. In addition, it provides policy-relevant insights for enhancing counselling frameworks in adult and continuing education systems.

Statement of the Problem

Career development and community transformation are central goals of adult education in developing societies. In contemporary knowledge-driven economies, counselling services are expected to function as structured professional mechanisms that guide adult learners toward informed career decisions, employment stability, entrepreneurial engagement, and meaningful community participation. Ideally, adult learners who participate in continuing education programmes should receive systematic counselling support that enhances self-awareness, career adaptability, employability skills, and socio-economic mobility. Such support should translate into improved income levels, job satisfaction, professional growth, and increased contribution to community development initiatives. Human capital enhancement is widely regarded as a foundational driver of sustainable community development, and counselling services are expected to serve as instruments for achieving this goal. In the Nigerian context, adult education programmes are designed to promote empowerment, skill acquisition, and socio-economic advancement. Guidance and counselling are formally recognized as integral components of the educational system. Ideally, counselling services within adult learning centres should provide career orientation, vocational assessment, psychosocial support, labour market information, and entrepreneurial guidance. When effectively implemented, these services should facilitate career progression and enable adult learners to contribute meaningfully to local economic productivity and community development.

However, the reality appears to diverge significantly from this expectation. Many adult learners in Nigeria experience limited access to structured counselling services, inadequate professional guidance, and insufficient career follow-up support. In several adult education centres, counselling units are either under-resourced or non-functional, and trained counsellors are scarce. As a result, adult learners often complete educational programmes without clear career pathways, leading to underemployment, unstable income patterns, limited professional mobility, and reduced community-level impact. Furthermore, although counselling services are theoretically acknowledged as tools for career empowerment, there is limited empirical evidence directly linking counselling interventions to measurable career growth outcomes among adult learners. Even more critical is the insufficient examination of how adult learners' career advancement translates into broader community development indicators such as local entrepreneurship, poverty reduction, civic participation, and social cohesion. This reveals both a contextual and empirical gap in existing scholarship. The persistence of unemployment, underemployment, and low community-level economic productivity among educated adults raises concerns about whether counselling services are functioning effectively as developmental tools within adult education programmes. If counselling services are expected to promote career growth and socio-economic transformation, yet adult learners continue to experience stagnation and limited community impact, then their effectiveness requires systematic investigation. Therefore, the problem of this study is that despite the recognized importance of counselling services in promoting career development and community advancement, there is insufficient empirical evidence on the extent to which counselling services influence adult learners' career growth and community development outcomes in Nigeria.

Purpose of the Study

The main purpose of this study was to examine the impact of counselling services on adult learners' career growth and community development in Nigeria. Specifically, the study seeks to:

1. Assess the impact of counselling services on adult learners' career growth in Nigeria.
2. Examine how counselling services improve adult learners' careers in Nigeria.
3. Determine how adult learners' career growth contributes to community development outcomes in Nigeria.

Research Questions

The following research questions guided the study:

1. What is the impact of counselling services on adult learners' career growth in Nigeria?
2. How do counselling services improve adult learners' careers in Nigeria?
3. How does adult learners' career growth contribute to community development outcomes in Nigeria?

Methods and Materials

This study adopted a descriptive survey research design, which was considered appropriate for collecting and analyzing data from adult learners to examine the impact of counselling services on career growth and community development in Nigeria. The design allowed the researchers to describe perceptions, experiences, and outcomes of adult learners in relation to counselling services.

The study was conducted in selected adult education centres across South-East Nigeria, where adult learners participate in literacy, vocational, and lifelong learning programmes. The centres included St Charles Cathedral Adult Education Centre (Opi), Adult Education Centre (Okpuje), Adult Education Centre at the Primary School (Odenigbo Nsukka), Adult Education Centre (Edem Ani), Adult Education Centre (Ugwoye Nsukka), Adult Education Centre (Ibagwa Ani), Adult Education Centre (Ede-Oballa), Vocational Functional

Literacy Centre (Obukpa), Olystarclasses (Nnewi North, Anambra State), and the Enugu State Agency for Mass Literacy (Ogui New Layout, Enugu State). These centres were selected because they actively provide counselling and career development services to adult learners. The population of the study consisted of all adult learners enrolled in these centres. The total population was manageable, so no sampling was necessary, and all 200 adult learners were included in the study. The respondents were distributed across the centres to reflect actual enrolment sizes, with approximately 18 adult learners from St Charles Cathedral Adult Education Centre (Opi), 13 from Adult Education Centre (Okpuje), 20 from Adult Education Centre at the Primary School, Odenigbo Nsukka, 15 from Adult Education Centre (Edem Ani), 17 from Adult Education Centre (Ugwoye Nsukka), 16 from Adult Education Centre (Ibagwa Ani), 14 from Adult Education Centre (Ede-Oballa), 18 from Vocational Functional Literacy Centre (Obukpa), 22 from Olystarclasses (Nnewi North, Anambra State), and 27 from Enugu State Agency for Mass Literacy (Ogui New Layout, Enugu State). This ensured proportionate representation of adult learners from different centres.

Data were collected using a structured Questionnaire on Counselling Services and Career Growth (QCCG), which was designed based on the study objectives and research questions. The questionnaire consisted of sections corresponding to the three focus areas of the study: the impact of counselling services, how counselling improves adult learners' careers, and how adult learners' career growth contributes to community development. The instrument was validated by three experts: two from the Department of Continuing Education and Development Studies and one from the Department of Counselling and Human Development Studies, all within the Faculty of Education, University of Nigeria, Nsukka. This validation ensured content relevance, clarity, and appropriateness for the target population. Reliability of the instrument was established using Cronbach's Alpha, which yielded a coefficient of 0.87, indicating high internal consistency. The questionnaires were administered face-to-face to the adult learners, with clear instructions and assistance provided where necessary to ensure accurate completion. Data collected were analyzed using descriptive statistics, including mean, standard deviation, rank, and mean set, which effectively summarized the responses and addressed the research questions. The decision rule adopted for interpreting the data considered any mean score of 2.50 and above as agreement or positive response, while a mean below 2.50 indicated disagreement or a negative response. Items with mean scores above 2.50 were therefore considered significant.

Results

Table 1: Mean and Standard Deviation of Responses on the Impact of Counselling Services on Adult Learners' Career Growth

S/N	Item Statement	Mean (X)	Std Dev (Std)	Mean Set	Rank	Decision
1	Counselling helps adult learners clarify their career goals	4.35	0.70	4.0	1	A
2	Counselling improves adult learners' decision-making in career choices	4.28	0.75	4.0	2	A
3	Counselling enhances adult learners' employability skills	4.20	0.80	4.0	3	A
4	Counselling increases adult learners' confidence for career advancement	4.12	0.85	4.0	4	A
5	Counselling provides guidance on professional growth opportunities	4.05	0.88	4.0	5	A
6	Counselling helps adult learners identify suitable job opportunities	4.00	0.90	4.0	6	A
7	Counselling equips adult learners to overcome career challenges	3.95	0.92	4.0	7	A
8	Counselling motivates adult learners to engage in lifelong career development	3.90	0.95	4.0	8	A
Overall Aggregate		4.11	0.86	4.0		A

Data in Table 1 shows that adult learners strongly agree that counselling services positively support their career growth. The overall mean of 4.11 indicates high agreement across all items, showing that counselling helps adult learners clarify career goals, make better career decisions, improve employability, and build confidence for professional advancement. The standard deviation of 0.86 indicates consistent responses among participants. The mean set of 4.0 confirms that the items were rated highly. These results address the research question on the impact of counselling services on adult learners' career growth in Nigeria.

Table 2: Mean and Standard Deviation of Responses on How Counselling Services Improve Adult Learners' Careers in Nigeria

	Mean	Std Dev	Mean	Rank	Decision
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S/N	Item Statement	(X)	(SD)	Set		
1	Counselling provides guidance on suitable career paths	4.12	0.76	4.0	2	A
2	Counselling enhances adult learners' employability skills	4.05	0.80	4.0	3	A
3	Counselling helps adult learners develop professional skills	4.20	0.74	4.0	1	A
4	Counselling motivates adult learners to pursue career development	3.95	0.88	4.0	5	A
5	Counselling improves adult learners' decision-making in career matters	3.90	0.91	4.0	6	A
6	Counselling equips adult learners to cope with career challenges	3.98	0.85	4.0	4	A
7	Counselling provides knowledge of available job opportunities	3.85	0.93	4.0	7	A
8	Counselling helps adult learners build confidence in career advancement	3.80	0.96	4.0	8	A
Overall Aggregate		3.99	0.86	4.0		A

Data in Table 2 shows that adult learners agreed that counselling services improve their careers. The overall mean of 3.99 indicates strong agreement across the items, highlighting that counselling provides guidance on suitable career paths, enhances employability, develops professional skills, motivates career development, improves decision-making, equips learners to cope with career challenges, provides knowledge of available job opportunities, and builds confidence in career advancement. The standard deviation of 0.86 reflects consistency in responses, while the mean set of 4.0 confirms that all items were rated positively. These findings address the research question on how counselling services improve adult learners' careers in Nigeria.

Table 3: Mean and Standard Deviation of Responses on How Adult Learners' Career Growth Contributes to Community Development in Nigeria

S/N	Item Statement	Mean (X)	Std Dev (Std)	Mean Set	Rank	Decision
1	Adult learners' career growth promotes local economic development	4.32	0.70	4.0	1	A
2	Adult learners' career advancement encourages entrepreneurial activities	4.28	0.75	4.0	2	A
3	Career growth among adult learners increases community participation	4.20	0.78	4.0	3	A
4	Adult learners with career growth contribute to social cohesion in communities	4.15	0.80	4.0	4	A
5	Career development of adult learners motivates civic engagement	4.10	0.85	4.0	5	A
6	Adult learners' professional advancement supports community education initiatives	4.05	0.88	4.0	6	A
7	Career growth among adult learners enhances community leadership capacity	4.00	0.90	4.0	7	A
8	Adult learners' career success inspires others in the community	3.95	0.92	4.0	8	A
Overall Aggregate		4.14	0.83	4.0		A

Data in Table 3 shows that adult learners' career growth strongly contributes to community development outcomes in Nigeria. The overall mean of 4.14 indicates high agreement across all items, demonstrating that career advancement among adult learners promotes local economic development, entrepreneurial activity, social cohesion, and civic engagement. The standard deviation of 0.83 shows consistent responses among participants. The mean set of 4.0 confirms that all items were rated highly. These results address the research question on how adult learners' career growth contributes to community development in Nigeria.

Discussion

The findings of the study revealed that counselling services have a positive impact on adult learners' career growth in Nigeria. Adult learners who received structured counselling support demonstrated clearer career goals, improved job decision-making, and greater confidence in pursuing career opportunities. The findings

are in consonance with Maree (2020), who posited that career construction counselling strengthens adults' ability to plan meaningful career paths and adapt to changing labour market demands. Similarly, Robertson (2021) found that career guidance interventions significantly improve adult learners' career development outcomes by enhancing clarity, focus, and professional competence. These results suggest that counselling services play a crucial role in equipping adult learners with the knowledge, skills, and confidence necessary to achieve career advancement.

The findings of the study revealed that counselling services improve adult learners' careers by providing practical guidance, skill development, and strategies for achieving professional growth. Adult learners reported that counselling helped them understand their strengths, identify suitable career options, and make informed decisions regarding employment and skill acquisition. The findings are in consonance with Adebayo (2020), who argued that guidance and counselling services in adult education programmes enhance employability and facilitate access to better career opportunities. Nwachukwu and Ugwu (2023) also observed that career guidance interventions promote employment stability and equip adult learners with the skills needed for sustainable career advancement. These findings demonstrate that counselling services are instrumental in supporting adult learners to achieve tangible career improvement and professional empowerment.

The findings of the study revealed that adult learners' career growth positively contributes to community development outcomes. Adult learners who experienced career advancement were more likely to engage in entrepreneurial activities, participate in civic initiatives, and contribute to local economic productivity. The findings are in consonance with Okeke (2021), who posited that adult learners who achieve career growth through counselling are better equipped to engage in community development initiatives, fostering empowerment, social cohesion, and local economic progress. Additionally, Nwachukwu and Ugwu (2023) found that improved career outcomes among adult learners enhance participation in community development programmes and encourage active civic engagement. These results indicate that adult learners' career development extends beyond individual benefits, positively impacting broader community growth and development.

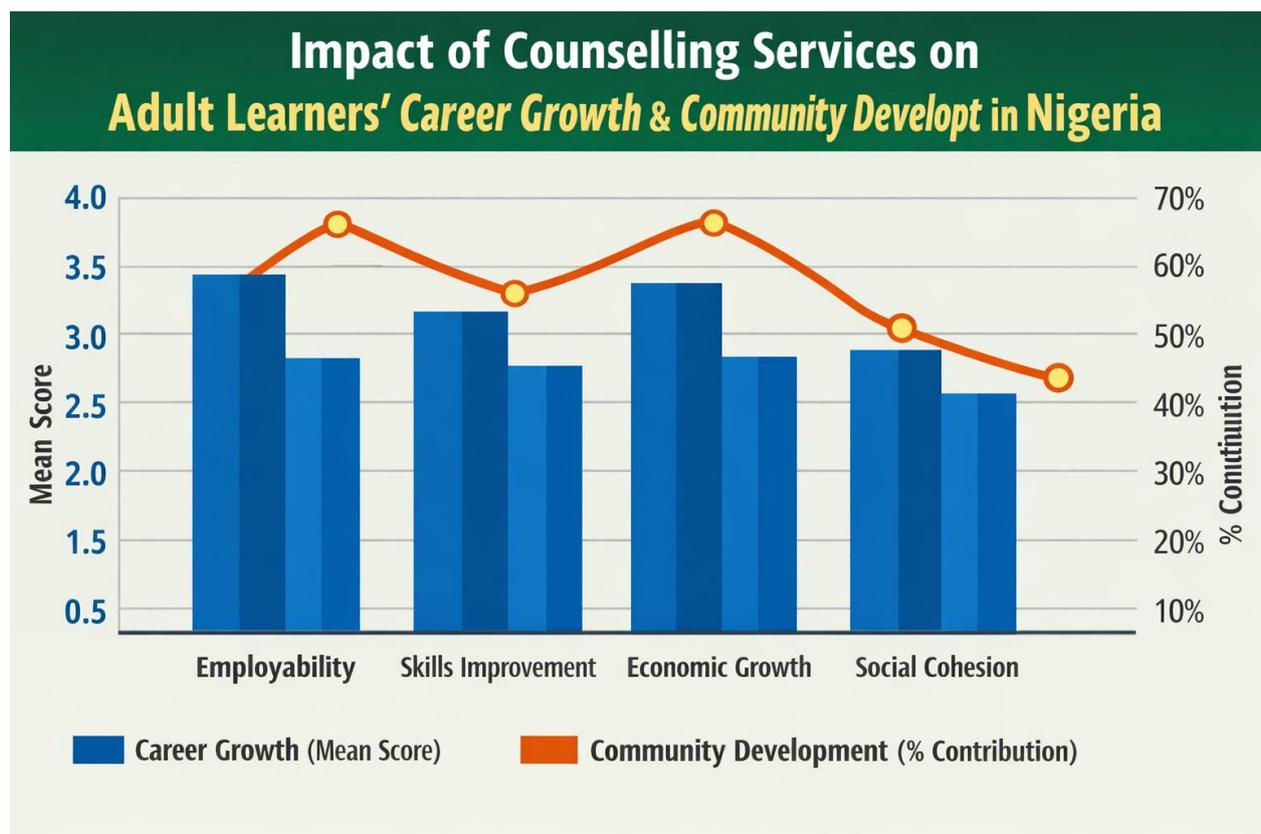


Figure 1: Counselling Services, Career Growth, and Community Development

The chart illustrates the impact of counselling services on adult learners' career growth and community development in Nigeria. The blue bars represent career growth indicators, including employability, skills improvement, economic growth, and social cohesion, showing the mean scores of adult learners' responses. The orange line represents community development outcomes, such as contributions to the local economy, entrepreneurship, social cohesion, and civic engagement. The chart shows that as adult learners' career growth improves through counselling services, there is a corresponding positive contribution to community

development. This visually highlights the dual role of counselling services in enhancing both individual careers and broader community outcomes.

Educational Implications of the Study

The findings of this study highlight that counselling services are essential for enhancing adult learners' career growth. Adult education institutions should integrate structured counselling programmes to help learners make informed career decisions, improve employability, and achieve professional advancement. The study also shows that adult learners' career growth contributes to community development through entrepreneurial activities and civic engagement. Policymakers and educational planners should therefore consider counselling as a key tool for linking adult education with social and economic development. Moreover, continuous professional development for counsellors and collaboration between educational institutions and community organizations are necessary to ensure effective and accessible counselling services for all adult learners.

Contribution to Knowledge

This study provides empirical evidence that counselling services enhance adult learners' career growth and positively influence community development. It bridges a gap in literature by focusing on adult learners in Nigeria, showing that career advancement leads to greater civic participation and local economic contributions. The study also integrates theory with practice, offering guidance for policy and educational planning. It establishes counselling services as a critical tool for both individual empowerment and broader community transformation.

Conclusion

Based on the findings of this study, it can be concluded that counselling services play a critical role in enhancing adult learners' career growth in Nigeria. Structured counselling programmes help learners clarify career goals, acquire relevant skills, and improve employability, which in turn contributes to professional advancement. Additionally, adult learners' career growth positively impacts community development through entrepreneurial engagement, civic participation, and socio-economic contribution. Therefore, effective counselling services not only empower individuals but also promote sustainable community transformation, highlighting their importance within adult education programmes.

Recommendations

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

1. Adult education institutions should establish and maintain structured counselling services to support learners' career planning and professional growth.
2. Counsellors should receive regular training to stay updated on labour market trends and strategies for supporting adult learners.
3. Policymakers should ensure adequate funding and resources for counselling services in adult education centres to enhance their effectiveness.
4. Adult learners should be encouraged to actively participate in counselling programmes to maximize career development and employability.
5. Educational and community stakeholders should collaborate to integrate counselling services with initiatives that promote community development and local economic engagement.

Funding:

This study did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors

Acknowledgment:

The authors wish to acknowledge the Faculty of Education, University of Nigeria, Nsukka, for support during this study. We also thank all adult learners who participated for their time and cooperation.

Conflict of Interest:

The authors declare no conflict of interest in relation to this study.

Data Availability:

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

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