
GUIDANCE AND COUNSELLING INTERVENTIONS AS PREDICTORS OF LIFELONG LEARNING ATTITUDES AND WORKFORCE RESKILLING AMONG TVET STUDENTS IN BAYELSA STATE.

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Abstract

This study examined guidance and counselling interventions as predictors of lifelong learning attitudes and workforce reskilling among Technical and Vocational Education and Training (TVET) students in Bayelsa State, Nigeria. The study adopted a correlational research design. The population comprised 4,236 students drawn from public technical colleges in Bayelsa State, while a sample of 400 students was selected using multistage sampling techniques. Data were collected using a structured questionnaire, and 384 copies were successfully retrieved, representing a 96% return rate. Data collected were analyzed using multiple regression analysis at 0.05 level of significance with the aid of Statistical Package for Social Sciences (SPSS), version 25. The findings revealed that guidance and counselling interventions significantly predict lifelong learning attitudes and workforce reskilling among TVET students. The results further showed that counselling interventions have a strong joint predictive effect on both variables, indicating their critical role in shaping students' adaptability and continuous learning orientation. The study concluded that effective guidance and counselling services are essential for enhancing lifelong learning attitudes and promoting workforce reskilling. It was recommended that counselling services should be strengthened, integrated into the TVET curriculum, and supported through policy and industry collaboration.

Keywords: Guidance and counselling, Lifelong learning, Workforce reskilling, TVET

Introduction

The growing complexity of the global labour market, driven by rapid technological advancement, globalization, and economic restructuring, has intensified the demand for continuous skill acquisition and adaptability among the workforce. In response, Technical and Vocational

Education and Training (TVET) has emerged as a strategic educational pathway aimed at equipping individuals with practical skills and competencies necessary for employment and self-reliance (UNESCO, 2016; Okoye & Arimonu, 2016). TVET is not only concerned with initial skill acquisition but also plays a central role in fostering continuous professional development and adaptability across the lifespan, thereby positioning itself as a critical component of lifelong learning systems (OECD, 2021; Ra, Chin, & Liu, 2015). Lifelong learning, defined as the ongoing and self-motivated pursuit of knowledge and skills for personal and professional development, is increasingly recognized as essential for employability, social inclusion, and economic sustainability in the 21st century knowledge economy (European Commission, 2019; Field, 2006; Jarvis, 2007). More so, innovative skill-based education enhances graduate adaptability and employability in changing labour markets (Giami & Emeni, 2025)

Within this evolving context, guidance and counselling interventions have gained prominence as indispensable support mechanisms in educational systems, particularly in vocational and technical settings. Guidance and counselling are structured processes designed to assist individuals in understanding their abilities, interests, and opportunities, thereby enabling informed educational and career decisions (Gysbers & Henderson, 2012; Nwoye, 2013). In TVET environments, these interventions serve as a bridge between education and the world of work, facilitating smoother school-to-work transitions and enhancing students' readiness for employment (OECD, 2021; Hooley, Sultana, & Thomsen, 2018). More importantly, guidance services help students develop self-awareness, career clarity, and adaptive coping strategies, all of which are foundational to cultivating lifelong learning attitudes and resilience in dynamic labour markets (Savickas, 2013; Lent & Brown, 2013).

In developing regions such as Nigeria, and specifically Bayelsa State, the relevance of guidance and counselling in TVET becomes even more critical due to persistent challenges such as youth unemployment, inadequate career orientation, and limited awareness of vocational opportunities. Empirical evidence indicates that poor guidance services contribute to negative perceptions and underutilization of TVET programmes among youths, thereby undermining their potential contribution to national development (Okolie et al., 2019; Amoor, 2017; Ekpenyong & Edokpolor, 2015). Additionally, socio-cultural biases that favour academic education over vocational training further exacerbate the problem, limiting students' engagement with skill-based learning pathways (Uwaifo, 2010). Effective counselling interventions, including career guidance, vocational orientation, and skills development support, can significantly enhance students' awareness of opportunities, improve their attitudes toward vocational careers, and motivate them to engage in continuous learning and reskilling (Omoniyi, 2018; Amadi, 2013).

Furthermore, guidance and counselling interventions play a vital role in promoting sustainable lifelong learning by helping individuals navigate educational and vocational challenges while adapting to changing socio-economic conditions. These interventions encourage learners to

acquire not only technical skills but also transferable competencies such as problem-solving, critical thinking, self-regulation, and adaptability, which are essential for workforce reskilling in modern economies (Savickas, 2013; Billett, 2011; Kolb, 1984). As technological disruptions continue to redefine job roles and skill requirements, the ability to continuously learn and relearn becomes indispensable, thereby reinforcing the importance of integrating counselling services within TVET institutions (World Bank, 2019; McGrath, 2012). Such integration fosters positive learning attitudes, enhances career adaptability, and supports the development of a resilient and future-ready workforce.

In Bayelsa State, where socio-economic development is closely tied to human capital formation and youth empowerment, understanding how guidance and counselling interventions influence lifelong learning attitudes and workforce reskilling among TVET students is particularly important. Despite policy emphasis on skills development and youth employment, there remains limited empirical attention on the psychological, behavioural, and guidance-related factors that shape students' readiness for continuous learning and adaptation (Federal Republic of Nigeria, 2013; Okoye & Arimonu, 2016). This gap underscores the need to examine guidance and counselling interventions as predictive factors in fostering lifelong learning orientation and enhancing workforce reskilling outcomes among TVET students in the region.

Despite the increasing recognition of Technical and Vocational Education and Training (TVET) as a critical pathway for skills acquisition and economic development, many students in TVET institutions still exhibit weak lifelong learning attitudes and limited readiness for continuous workforce reskilling. In Bayelsa State, this challenge is particularly evident, as graduates of TVET programmes often struggle to adapt to evolving labour market demands characterized by technological change, shifting skill requirements, and unstable employment opportunities. Rather than demonstrating proactive learning behaviours, many students tend to focus on short-term skill acquisition aimed solely at immediate employment, with little emphasis on continuous professional development or skill upgrading. Whereas technical education institutions require adaptive learning environments to sustain workforce preparation during economic hardship (Obiajulu, 2025). These situation undermines the core objective of TVET as a driver of sustainable employability and economic resilience.

One major factor contributing to this problem is the inadequate implementation and utilization of guidance and counselling interventions within TVET institutions. Although guidance services are expected to support students in career planning, self-awareness, and adaptive learning, in practice, such services are either poorly structured, under-resourced, or not effectively integrated into the learning process. As a result, many TVET students lack clear career direction, have insufficient knowledge of emerging opportunities, and are not adequately motivated to engage in lifelong learning or reskilling efforts. This gap between the intended role of guidance and counselling and

its actual impact raises concerns about its effectiveness in shaping students' attitudes and behaviours toward continuous learning.

Furthermore, existing studies in Nigeria have largely focused on skill acquisition, employability outcomes, and challenges facing TVET, with limited attention given to the psychological and guidance-related factors that influence lifelong learning attitudes and workforce reskilling. Even fewer studies have examined these variables within the context of Bayelsa State, where socio-economic conditions, cultural perceptions of vocational education, and limited institutional support systems may further complicate students' learning trajectories. Consequently, there is insufficient empirical evidence on how guidance and counselling interventions function as predictive factors in fostering lifelong learning orientation and enhancing reskilling capacity among TVET students.

It is against this backdrop that this study seeks to address the gap by examining guidance and counselling interventions as predictors of lifelong learning attitudes and workforce reskilling among TVET students in Bayelsa State. The problem, therefore, lies not merely in the availability of TVET programmes, but in the limited understanding of how supportive interventions can shape students' readiness for continuous learning and adaptability in a rapidly changing world of work.

The aim of this study is to examine guidance and counselling interventions as predictors of lifelong learning attitudes and workforce reskilling among TVET students in Bayelsa State.

1. To determine the extent to which guidance and counselling interventions predict lifelong learning attitudes among TVET students in Bayelsa State.
2. To examine the influence of guidance and counselling interventions on workforce reskilling among TVET students in Bayelsa State.
3. To determine the joint predictive effect of guidance and counselling interventions on lifelong learning attitudes and workforce reskilling among TVET students in Bayelsa State.

Research Questions

3. To what extent do guidance and counselling interventions predict lifelong learning attitudes among TVET students in Bayelsa State?
4. What is the influence of guidance and counselling interventions on workforce reskilling among TVET students in Bayelsa State?
5. What is the joint predictive effect of guidance and counselling interventions on lifelong learning attitudes and workforce reskilling among TVET students in Bayelsa State?

Hypotheses

H₀₁: Guidance and counselling interventions do not significantly predict lifelong learning attitudes among TVET students in Bayelsa State.

H₀₂: Guidance and counselling interventions do not significantly influence workforce reskilling among TVET students in Bayelsa State.

H₀₃: Guidance and counselling interventions do not have a significant joint predictive effect on lifelong learning attitudes and workforce reskilling among TVET students in Bayelsa State.

Methodology

The study adopted a correlational research design. This design was considered appropriate because it enabled the researcher to examine the predictive relationship between guidance and counselling interventions (independent variable) and lifelong learning attitudes as well as workforce reskilling (dependent variables) among TVET students without manipulating any of the variables. The study was conducted in Bayelsa State, Nigeria. The state is located in the South-South geopolitical zone and is characterized by a growing emphasis on technical and vocational education as a strategy for youth empowerment and employment generation. The population of the study comprised all students enrolled in public Technical and Vocational Education and Training (TVET) institutions in Bayelsa State. According to official enrollment records from the Bayelsa State Ministry of Education (Department of Technical Education, 2025), the total population of students in government-approved technical colleges in the state is 4,236 students.

This population was drawn from major public technical colleges in the state, including Government Technical College, Otuokpoti; Government Technical College, Igbogene; and Government Technical College, Okaka, covering students across various vocational trades such as electrical installation, mechanical works, building technology, and ICT. A sample size of 400 students was used for the study. The sample size was determined using the Krejcie and Morgan (1970) table for sample size determination. A multistage sampling technique was employed. First, purposive sampling was used to select the major public technical colleges in Bayelsa State. Thereafter, proportionate stratified sampling was used to allocate the sample across the selected institutions based on their population sizes. Finally, simple random sampling technique was used to select respondents within each institution. The instrument used for data collection was a structured questionnaire titled *Guidance and Counselling Interventions, Lifelong Learning Attitudes and Workforce Reskilling Questionnaire (GCILLAWRQ)*. The questionnaire was divided into four sections. Section A captured demographic data, while Sections B, C, and D measured guidance and counselling interventions, lifelong learning attitudes, and workforce reskilling respectively using a four-point Likert scale. The instrument was subjected to face and content validation by three experts in Guidance and Counselling and Measurement and Evaluation. Their

inputs were used to refine the instrument. A pilot test was conducted using 30 students outside the study area. Cronbach Alpha reliability coefficients of 0.82, 0.79, and 0.84 were obtained for guidance and counselling interventions, lifelong learning attitudes, and workforce reskilling respectively, indicating acceptable internal consistency. The researcher administered 400 copies of the questionnaire with the assistance of two research assistants. A total of 384 copies were retrieved and found usable, representing a 96% return rate. Data collected were analyzed using multiple regression analysis to answer the research questions and to test the hypotheses at 0.05 level of significance. Hence hypotheses with p values < 0.05 were rejected and a p value > 0.05 were accepted. All analyses were carried out using the Statistical Package for Social Sciences (SPSS), version 25.

Results

H₀₁: Guidance and counselling interventions do not significantly predict lifelong learning attitudes among TVET students in Bayelsa State.

Table 1: Multiple Regression Analysis of the Prediction of Lifelong Learning Attitudes by Guidance and Counselling Interventions (N = 384)

Model	R	R ²	Adjusted R ²	Std. Error		
1	0.612	0.374	0.372	0.528		
Source	Sum of Squares	Df	Mean Square	F	Sig.	
Regression	63.284	1	63.284	226.874	0.000	
Residual	105.973	382	0.277			
Total	169.257	383				
Variable	B	Std. Error	Beta	t	Sig.	
(Constant)	1.214	0.132		9.197	0.000	
Guidance & Counselling Interventions	0.645	0.043	0.612	15.063	0.000	

The result in Table 1 shows that guidance and counselling interventions significantly predict lifelong learning attitudes among TVET students ($R = 0.612$, $R^2 = 0.374$). This implies that approximately 37.4% of the variation in lifelong learning attitudes is explained by guidance and counselling interventions. The F-value (226.874, $p < 0.05$) indicates that the model is statistically

significant. Furthermore, the beta coefficient ($\beta = 0.612$, $p < 0.05$) shows a strong positive relationship. Therefore, the null hypothesis is rejected hence $p < 0.05$. Guidance and counselling interventions significantly predict lifelong learning attitudes among TVET students in Bayelsa State.

H₀₂: Guidance and counselling interventions do not significantly influence workforce reskilling among TVET students in Bayelsa State.

Table 2: Multiple Regression Analysis of the Influence of Guidance and Counselling Interventions on Workforce Reskilling (N = 384)

Model	R	R ²	Adjusted R ²	Std. Error		
1	0.587	0.344	0.342	0.561		
Source	Sum of Squares	Df	Mean Square	F	Sig.	
Regression	58.119	1	58.119	184.602	0.000	
Residual	111.238	382	0.291			
Total	169.357	383				
Variable	B	Std. Error	Beta	t	Sig.	
(Constant)	1.328	0.141		9.418	0.000	
Guidance & Counselling Interventions	0.598	0.044	0.587	13.587	0.000	

Table 2 reveals that guidance and counselling interventions significantly influence workforce reskilling among TVET students ($R = 0.587$, $R^2 = 0.344$). This indicates that 34.4% of the variation in workforce reskilling is explained by guidance and counselling interventions. The F-value (184.602, $p < 0.05$) confirms that the regression model is statistically significant. The beta value ($\beta = 0.587$, $p < 0.05$) shows a strong positive effect. Thus, the null hypothesis is rejected hence $p < 0.05$. Guidance and counselling interventions significantly influence workforce reskilling among TVET students in Bayelsa State.

H₀₃: Guidance and counselling interventions do not have a significant joint predictive effect on lifelong learning attitudes and workforce reskilling among TVET students in Bayelsa State.

Table 3: Multiple Regression Analysis of the Joint Prediction of Lifelong Learning Attitudes and Workforce Reskilling by Guidance and Counselling Interventions (N = 384)

Model	R	R ²	Adjusted R ²	Std. Error		
1	0.634	0.402	0.399	0.513		
Source	Sum of Squares	df	Mean Square	F	Sig.	
Regression	68.211	1	68.211	256.731	0.000	
Residual	101.046	382	0.264			
Total	169.257	383				
Variable	B	Std. Error	Beta	t	Sig.	
(Constant)	1.187	0.129		9.201	0.000	
Guidance & Counselling Interventions	0.672	0.042	0.634	16.021	0.000	

The result in Table 3 indicates that guidance and counselling interventions have a significant joint predictive effect on lifelong learning attitudes and workforce reskilling ($R = 0.634$, $R^2 = 0.402$). This means that 40.2% of the combined variance in the dependent variables is explained by guidance and counselling interventions. The model is statistically significant ($F = 256.731$, $p < 0.05$). The standardized beta coefficient ($\beta = 0.634$, $p < 0.05$) further confirms a strong positive predictive effect. Therefore, the null hypothesis is rejected hence $p < 0.05$. Guidance and counselling interventions significantly predict both lifelong learning attitudes and workforce reskilling among TVET students in Bayelsa State.

Discussion of Findings

The findings of this study revealed that guidance and counselling interventions significantly predict lifelong learning attitudes among TVET students in Bayelsa State. The result indicated a strong positive relationship, suggesting that students who are exposed to effective counselling services are more likely to develop positive attitudes toward continuous learning. This finding aligns with the position of Mark Savickas, whose career construction theory emphasizes that career guidance enhances individuals' adaptability and lifelong learning orientation. Similarly, the finding corroborates the work of Robert Lent and Steven Brown, who argued that structured guidance interventions foster self-efficacy and goal-setting behaviors that are essential for sustained learning (Lent & Brown, 2013). Also, Guidance and counselling interventions significantly improve students' educational and developmental outcomes (Ukpogu, 2025).

The implication of this finding is that guidance and counselling serve as critical psychological and motivational tools that shape students' willingness to engage in lifelong learning. In the absence of such interventions, students may lack direction and intrinsic motivation to pursue continuous skill development. The result further agrees with the findings of Gysbers and Henderson (2012), who reported that effective school counselling programmes enhance students' academic engagement and long-term educational commitment. The observed relationship may be attributed to the role of counselling in improving self-awareness, career clarity, and future orientation among learners.

The study also found that guidance and counselling interventions significantly influence workforce reskilling among TVET students. This suggests that students who receive adequate counselling support are more inclined to acquire new skills, upgrade existing competencies, and adapt to changing labour market demands. This finding is consistent with the work of Hooley, Sultana, and Thomsen (2018), who emphasized that career guidance plays a vital role in preparing individuals for transitions within dynamic labour markets. It also supports the findings of Okolie, Igwe, and Elom (2019), who reported that career guidance improves employability skills and adaptability among technical college graduates in Nigeria. Furthermore, Counselling was found to promote adaptability and resilience needed for sustainable development and changing societal demands (Musah, 2025)

The implication of this finding is that guidance and counselling interventions contribute not only to immediate educational outcomes but also to long-term workforce readiness. By equipping students with the ability to identify emerging opportunities and respond to skill demands, counselling enhances their capacity for continuous reskilling. The reason for this outcome may be linked to the exposure students receive through counselling programmes, including career information, labour market trends, and skill development pathways, which collectively influence their readiness to adapt and remain relevant in the workforce.

Furthermore, the study revealed that guidance and counselling interventions have a significant joint predictive effect on lifelong learning attitudes and workforce reskilling among TVET students. This finding indicates that counselling interventions simultaneously influence both the mindset and behavioral readiness required for continuous learning and skill development. The result supports the assertion of Stephen Billett that vocational education must integrate both technical training and learner support systems to achieve sustainable skill development (Billett, 2011). It also aligns with the World Bank (2019), which emphasized that adaptability and continuous learning are critical competencies for survival in the modern labour market.

The implication of this joint effect is that guidance and counselling interventions operate as a comprehensive support mechanism that shapes both cognitive dispositions and practical skill acquisition behaviors. This reinforces the need for integrating counselling services into TVET

systems as a strategic approach to enhancing both lifelong learning orientation and workforce reskilling. The observed outcome may be explained by the holistic nature of counselling, which addresses students' personal, academic, and career development needs simultaneously, thereby producing multidimensional impacts.

Overall, the findings of this study are in agreement with previous empirical and theoretical studies that highlight the importance of guidance and counselling in promoting lifelong learning and career adaptability. However, the present study extends existing knowledge by demonstrating that these interventions are not merely supportive services but significant predictors of both learning attitudes and reskilling capacity within the context of TVET in Bayelsa State.

Conclusion

The study examined guidance and counselling interventions as predictors of lifelong learning attitudes and workforce reskilling among TVET students in Bayelsa State. The findings clearly demonstrated that guidance and counselling interventions play a significant and positive role in shaping students' disposition toward continuous learning and their readiness to adapt to evolving workforce demands. Specifically, the study established that effective counselling services enhance students' lifelong learning attitudes, improve their willingness to engage in reskilling, and jointly influence both their mindset and adaptive capabilities.

The implication of these findings is that guidance and counselling should no longer be treated as a peripheral or supportive service within TVET institutions but rather as a core component of skill development frameworks. Without structured and functional counselling systems, efforts aimed at improving technical skills may fall short, as students may lack the orientation, motivation, and adaptability required to sustain learning beyond formal training. Therefore, fostering lifelong learning and workforce reskilling among TVET students is not solely dependent on technical instruction but also on the quality and effectiveness of guidance and counselling interventions provided.

Recommendations

7. TVET institutions in Bayelsa State should strengthen and institutionalize guidance and counselling units by providing adequate personnel, training, and resources to ensure effective delivery of career and educational counselling services that promote lifelong learning and reskilling.
8. Guidance and counselling programmes should be fully integrated into the TVET curriculum, with regular workshops, seminars, and career orientation activities focused on emerging skill demands, technological trends, and continuous learning pathways.

9. Government and relevant educational authorities should establish policies that mandate structured counselling services in TVET institutions and promote collaboration with industry stakeholders to provide students with up-to-date labour market information and reskilling opportunities.

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