

Students Perceptions on Adult Education as a Course of Study for Career Choice in Usmanu Danfodiyo University, Sokoto



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ABSTRACT: The study examine students perception on adult education as a course of study for career choice in usmanu danfodiyo university, sokoto. The study have three objectives and three research questions to guide the study. The study used descriptive survey design method having 129 population of UG IV adult education student 2022/2023 academic session. The sample size was purposive sampling to select all the sample since they are manageable and from particular department. The instrument used to collect data was questionnaire title: students perception on adult education as course for career choice. The statistical tool used for this study was descriptive statistic and percentages to analyzed the results from the research questions. The study found that the students who are reading adult education are not their choice was giving in absence of the course applied for. The study further to revealed that the students seeing career prospects studying adult education. Finally, the study indicates that the students first interaction with their course lecturer change their perception to understand that adult education has a positive career prospects. The study recommended that that policy makers, government and higher institutions offered adult education should come up with the policy that will give the course a sense of recognition, organize sensitization and awareness about the course and university should educate students the impact of the course. Lastly the study come with conclusion.

KEYWORDS: students perception, adult education, career choice

INTRODUCTION

Students are learning under a particular institutions reading a certain course for study. But before, students to get himself into higher institution must have gone through other level of education where certain interest most have been developed on what to read, who do I want to be, and what profession should I choose to take. Even though there are some certain fundamental things missed right from home by our teeming students in school that is proper guidance or choice of course to student by their parents. Sometimes there is conflict between the parents and their sons and daughters of which parent insist on what their ward to read and the ward insisted don't want to read what the parent want them to read. In essence, one cold understood it that the students under estimate or overestimate their educational potentials; thus, the socioeconomic background of parents could become a strong influential variable. Joseph (2012) ,, stress that "students eventually leave the halls of their secondary education institutions and are still in a crucial developmental process. The role of the parent remains constant; therefore, they need to remain involved and supportive. The type of parental involvement may look different across gender and socioeconomic status but is still necessary in all aspects of an individual's life". but, to Schumba and Naoney (2012) remarked that in order for students to make the right career choice, the family (parents) should be encouraged not to force their children into careers. With parental guidance and support, children are able to make the right career choices.

The world over change rapidly in technology and science but all these are through education. UNESCO (2016) sees 'Education as a powerful driver of development and is one of the strongest instruments for reducing poverty and improving health, gender equality, peace, and stability.' Education contributes to development by transforming individuals. Through education, people become empowered and their capacities for innovation and productivity are enhanced for their participation in the social, economic and social aspects of society. This is to say that an educated individual is not just an end recipient of development programmes but rather a critical minded person with dynamic ideas been him participant for the development of his society society in all aspect of life. On this note adult education is one of such discipline that brings about dynamism, critical thinking, social and psychological development. Jinna and Maikano (2014) connected to this believe that the potential benefits of adult education are multidimensional adding that the contribution of adult education to development to society happens at the intersection of the social, economic, political

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and cultural determinants of progress in any society. The social benefits of adult education range from improved sanitation, health care and nutrition in the wider population to reduced mortality rates. The major economic benefit of adult education is the development of human capital: individuals get skill and knowledge that make them productive and thus dynamic partners in development efforts rather than just passive recipients.

Career 'choice' is a subject that has attracted academic, professional as well as public attention, due to its multifaceted nature. Since a career is a result of the interplay between individuals within organizational and social structures, it yields well to analysis from diverse perspectives ranging from occupational psychology to organizational sociology (Mustapha, Fatima & Nihat 2004). However, education for young where career is determine mostly come from higher education which confers an advantage upon university graduates in the labour market, it has been established that other important factors or characteristics that influence the economic outcomes of higher education is the graduates' course of study (Pitan, 2010). Students all over the world are usually faced with the task of career decision-making (Moleke, 2004). Making a choice is sometimes like wise decision and this decision could not be within oneself it has to involve other whose ideas contributes in making decision. Once career was wrongly choose it end of making the entire life mistakes. But by right decision the future of our young adult will be bright.

More so, empirical studies from other parts of the world showed that, the environment in which students live, their personal aptitudes, and educational attainment often have an effect on their career choices (Bandura, Barbaranelli, Caprara and Pastorelli, 2001 as cited in Oluyomi & Segun 2014). The interests they have in certain courses or the prospects of good employment opportunity and possibility of a wide choice of future career after school are also reasons for their choices (Cosser, McGrath, Badroodien and Maja, 2003 as cited in Oluyomi & Segun 2014).

However, there a lot of factors that made students for the choice the make on their studies. For, instance students' low interest, their low content knowledge and negative self-concept of ability as well as a perceived lack of the subject's relevance for their anticipated careers and their self-perception are recognized as possible causes affecting their decision to enroll and stay on a programme (Fullarton & Ainley, 2000; Merzyn, 2011). In a more precise and knowledge of individual and personal factors that determine students' choice of programme, was recognized by Worthington and Higgs (2004) they observed in their study that students select the major programme that matches their personality and personal interest. This means that programme that matches their interest and their future prospect in life. Other factors include institutions which has to do with some attributes but not limited to location of the institutions or the study centre, the programmes offered, the reputation of the institutions, the facilities available at institutions or study centre, the cost of education, the job opportunities (Proboyo & Soedarsono, 2015; Beneke & Human, 2010; Baharun, 2002). These, and many more determine the choice of once study or programme to pursue.

Adult education as course of study in higher institutions like any other programme approved by the regulating bodies. As a matter of fact because of missed perception people have with adult education as course for study in University Obasi (2014) sees that the lack of understanding might not be unconnected to the fact that the field suffered neglect and remained largely under-explored, and its products were underutilized for national development. The author further explained that, its relevance was recognized mainly for literacy purposes in the post-independence period. This narrow conception of the field unduly influenced official thinking towards supporting only adult literacy programmes to the detriment of other important aspects of the discipline. It was understood by the researcher years ago University that offered adult education are been conducted with lecturers who are not professional in the field. These give the fact that curriculum and content taught by different universities missed led the whole process as the author discussed.

some of these lecturers dominated the discipline to an extent and even influenced its curriculum contents and direction over the years. The result was that various departments had diverse curricula offered at different levels in our universities (Obasi, 2014)

The position which the Adult Education is in the country Nigeria is worrisome. Kester, Ogidan, & Oke (2015) explained with dismay that the attention and importance attached to Adult Education by successive governments in Nigeria, there are evidences that most of the expectations from the practice have not been met. This therefore shows the failure of Adult Education policies to play their parts in meeting the developmental needs of Nigeria. It was observed that the popularity of the course as other courses of study in the University, its value to national development is eroded in the mind of the students offering the course in the Universities. It is on this note Obasi (2014) lamented that the graduates of the discipline in some universities were neither trained for the classroom nor for a specific professional field of practice except for areas that also overlapped with other disciplines such as community development, extension services, health services among others.

STATEMENT OF THE PROBLEM

Education believe to be a bedrock for development either national, community or individual. While adult education is an adding opportunities to those who earlier missed their opportunity to be enrolled into formal type of education. Not only that the course adult education is of non-formal type which provided the teeming population young adult and adolescence with requisite skills to

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earn their living. But in the case of career choice in higher institutions of learning it was observed that majority of the students who are reading adult education is not their choice of preference rather they were force to read since the course they applied no vacant for them. Therefore, the study want to establish students interest on their course of study, also to examine whether student see studying adult education as a course has prospect and to establish if adult education course content and lecturers ability to make students see adult education as course for career choice. Therefore, the topic is students perceptions on adult education as a course of study for career choice in usmanu danfodiyo university, sokoto.

METHODOLOGY

The study adopted descriptive survey research design was used to collect data from the respondent. The target population of this study was students of UG IV from the department of adult education and extension services faculty of education and extension services usmanu danfodiyo university, sokoto comprises 129 of 2022/2023 academic session. Purposive sampling techniques was used to select all the population since they are manageable and from single department. The researcher developed instrument title: students perception on adult education as course of study for career choice (SPAECSCC). The instrument contained demographic data for the respondents in section ‘A’ while Section ‘B’ solicit respondent to respond to the items raised. There are three research question each has six items which make total of eighteen items. Descriptive statistics and percentages were used to answer the research questions.

OBJECTIVES

1. To examine student’s interest in their choice of course to study.
2. To examine whether students see studying adult education as a course has career prospect.
3. To establish whether the adult education course content and lecturers were able to persuade students in seeing adult education as a career choice.

RESEARCH QUESTIONS

1. What is the students’ interest in the choice of course to study?
2. How do the students see studying adult education as having career prospect?
3. Are there reason(s) from the course content and lecturers which persuade students to see adult education as a career choice?

RESULTS

Students’ interest in the choice of course to study

S/N	Item Statement	Yes		No		Not at all	
		Freq	%	Freq	%	Freq	%
01	I applied for Adult Education as a course in UDUS	16	12.40	46	35.66	67	51.94
02	I didn’t apply for any Education related course in UDUS	16	12.40	47	36.43	66	51.16
03	I study Adult Education because I haven’t got the course I really applied for in UDUS	104	80.62	12	9.30	13	10.08
04	I am science-based, but only opportune to study Adult Education as a course in Usmanu Danfodiyo University, Sokoto	65	50.39	31	24.03	33	25.58
05	Because the University I applied to didn’t offer me admission, I have no option than to study Adult Education in UDUS	95	73.64	23	17.83	11	8.53
06	The Adult Education programme is not a course to study	67	51.94	27	20.93	35	27.13

A look at the table on students’ interest in the choice of course to study indicates that the respondents pointed out that they did not apply for Adult Education as a course in UDUS, this is evident in the responses of “Not at all” 67(51.94%) and “No” 46(35.66%) as against those that indicated otherwise (Yes = 16(12.40%). The table also reveals that the respondents signified that they didn’t apply for any Education related course in UDUS as is evident in the responses of “Not at all” 66(51.16%) and “No” 47(36.43%) as against those that indicated otherwise (Yes = 16(12.40%). Majority of the respondents further signify that they study adult education because they haven't got the course they really applied for in UDUS (Yes = 104(80.62%) as against others with

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contrary view (No = 12(9.30%) and Not at all = 13(10.08%), although half of the respondents indicated that they are science-based, but only opportune to study adult education in Usmanu Danfodiyo University, Sokoto (Yes = 65(50.39%) while the other half indicated they are not science-based (No = 31(24.03%) and Not at all = 33(25.58%). Interestingly, most of the respondents (Yes = 95(73.64%) indicated that because the university they applied to didn't offer them admission, they have no option than to study adult education in UDUS, while only 34 (26.36%) respondents indicating that was not the reason.

Finally, the table also indicates that slightly more than half of the respondents indicated that adult education programme is not a course to study as shown by the responses of 'Yes' 67(51.94%) as against the response of "No and Not at all" (62(48.06%). Over all, it could be concluded that students' interest in the choice of course to study is not inspiring.

How students see studying adult education as having career prospect

S/N	Item Statement	Yes		No		Not at all	
		Freq	%	Freq	%	Freq	%
07	Did you see career prospect in studying Adult Education?	89	68.99	19	14.73	21	16.28
08	Adult education is for aged people hence is not supposed to be a course for study in Usmanu Danfodiyo University, Sokoto	13	10.08	54	41.86	62	48.06
09	Studying Adult Education as a course opened opportunity for self-development with both governmental and non-governmental agencies	97	75.19	21	16.28	11	8.53
10	Studying Adult Education has no career opportunity other than to deal with old people	65	50.39	33	25.58	31	24.03
11	I understand that studying Adult Education is not only for dealing with old people but, it also encompasses acquiring knowledge	117	90.70	12	9.30	0	0.00
12	Studying Adult Education is beyond the 3Rs	118	91.47	10	7.75	1	0.78

A look at the table on how students see studying adult education as having career prospect indicates that the respondents pointed out that they see career prospect in studying adult education as positive (Yes = 68.99%) even though some them disagreed to that (No = 19(14.73%) and Not at all = 21(16.28%). The table also reveals that the respondents signified that adult education is for aged people hence is not supposed to be a course for study in Usmanu Danfodiyo University, Sokoto (Not at all = 62(48.06%) and No = 54 (41.86%)S) though some of the respondents indicates that it is not (Yes = 13(10.08%). Majority of the respondents further signify that studying adult education as a course opened opportunity for self-development with both governmental and non-governmental agencies (Yes = 97(75.19%) as against others with contrary view (No = 21(16.28%) and Not at all = 11(8.53%). On the contrary, half of the respondents indicated that studying adult education has no career opportunity other than to deal with old people (Yes = 65(50.39%) while the other half did not believe that (No = 33(25.58%) and Not at all = 31(24.03%). Interestingly, almost all the respondents (Yes = 117(90.70%) indicated they understood that studying adult education is not only for dealing with old people but, it also encompasses acquiring knowledge with only 12(9.30%) that show their misunderstanding.

Finally, the table also indicates that majority of the respondents believed that studying adult education is beyond the 3Rs as shown by the responses of 'Yes' 118 (91.47%) as against the response of "No" 10(7.75%) and Not at all 1(0.78%). Over all, it could be concluded that how students see studying adult education as having career prospect is not encouraging.

Reasons from the course content and lecturers which persuade students to see adult education as a career choice

S/N	Item Statement	Yes		No		Not at all	
		Freq	%	Freq	%	Freq	%
13	My first interaction with the course lecturer and the course, changed my perception to understand that Adult Education course has positive career prospects	75	58.14	23	17.83	31	24.03

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14	The course contents and lecturers' techniques made me understand that adult education is worth studying and has career prospects	83	64.34	17	13.18	29	22.48
15	I was made to understand that for studying adult education, I can work in any organization	108	83.72	11	8.53	10	7.75
16	All the courses taught to us are very relevant and therefore serve as motivation for prospective careers	105	81.40	12	9.30	12	9.30
17	I regret having Adult Education as a career choice	58	44.96	35	27.13	36	27.91
18	I appreciate my lecturers for their efforts and hard work in making me understand that studying Adult Education is not a waste.	108	83.72	11	8.53	10	7.75

A look at the table on the reasons, from the course content and lecturers, which persuade students to see adult education as a career choice indicates that the respondents pointed out that their first interaction with the course lecturer and the course, changed their perception to understand that adult education course has positive career prospects, as is evident in the responses of “Yes” (75(58.14%) as against the responses of “Not at all” 31 (24.03%) and “No” (23(17.83%). The table also reveals that the respondents signified that the course contents and lecturers’ techniques made them understand that adult education is worth studying and has career prospects as evident in the responses of “Yes” (108(83.72%) as against the responses of “Not at all” (29(22.48%) and “No” 17(13.18%). Majority of the respondents further signify that they were made to understand that for studying adult education, they can work in any organization (Yes = 108(83.72%) as against others with contrary view (No = 11(8.53%) and Not at all = 10(7.75%), moreover, half of the respondents indicated that all courses taught to them are very relevant and therefore serve as motivation for prospective careers (Yes = 105(81.40%) while the other half indicated that the courses are not (No = 12(9.30%) and Not at all = 12(9.30%). Interestingly, most of the respondents (“No and Not all”, 71(55.04%) indicated that they have no regret having adult education as a career choice as against those that indicated that they do (Yes = (58) (44.96%).

Finally, the table also indicates that majority of the respondents (Yes = 108(83.72%) indicated that they appreciate their lecturers for their efforts and hard work in making them understand that studying adult education is not a waste, as against the response of “No and Not at all” (21(16.28%). Over all, it could be concluded that reasons, from the course content and lecturers, which persuade students to see adult education as a career choice are really motivating.

DISCUSSION

The study was on Students Perceptions on Adult Education as a Course of Study for Career Choice in Usmanu Danfodiyo University, Sokoto. The first research question revealed that students’ interest in the choice of course to study indicates from the respondents that they did not apply for Adult Education as a course in UDUS to study, because responses from “Not at all” 67(51.94%) and “No” 46(35.66%) as against those that indicated otherwise (Yes = 16(12.40%). this means that students were force to study adult education not as their preference or what they choose to study. Also the study reveals that they didn’t apply for any Education related course in UDUS as is evident in the responses of “Not at all” 66(51.16%) and “No” 47(36.43%) as against those that indicated otherwise (Yes = 16(12.40%). This is supported by Adeshina (2021) who conducted a study career opportunities as determinant of adult education as a choice of study among undergraduates in Nigeria. It was revealed that from the study students’ decision to pick Adult Education as a course for admission in the University was ranked as follows: 256 (89%) were admitted into the programme because they were not admitted for the courses they had applied for, hence were admitted to the Department as an alternative forgone. This was followed by 92 (32%) that were influenced by their friends and relatives. Only 29 (10%) already had interest in the course, hence actually applied for the course while 15 (43%) were encouraged to offer the course by member of staff in the University.

The second research question indicates that students see studying adult education have career prospect which indicates from the respondents that they see career prospect in studying adult education as positive (Yes = 68.99%) even though some them disagreed to that (No = 19(14.73%) and Not at all = 21(16.28%). For those who see adult education as a career might be is from the respondent who believe that reading adult education as a course opened opportunity for self development. The study conducted by Cosser et al. (2003) as cited in Oluyomi & Segun (2014) indicated that 60% of students chose to study a course because they were interested in it, and only 23% chose it because of the employment opportunities.

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The research question three which revealed that on the reasons, from the course content and lecturers, which persuaded students to see adult education as a career choice from the first interaction with the course lecturer and the course, changed their perception to understand that adult education course has positive career prospects, as is evident in the responses of “Yes” (75(58.14%) as against the responses of “Not at all” 31 (24.03%) and “No” (23(17.83%). This study was supported by the study conducted by Kaur and Leen (2007) as cited in Emmanuel & Vera (2018). discovered that student’s choice of a programme was significantly influenced by the reputation of the university or faculty members. In this case it is sound to think that, the reputation of an institution includes the recognition/credibility of the certificate that the institution award to students.

RECOMMENDATIONS

1. The result from the study indicates that students who reads adult education as course of study is not their choice. Therefore, the study recommended that policy makers, government and higher institutions offered adult education should come up with the policy that will give the course a sense of recognition, organize sensitization and awareness about the course and university should educate students the impact of the course.
2. The result of the study indicates that students who are studying adult education they see prospects as a career choice. The study is recommending that higher institutions of learning offering adult education should make all necessary effort in ensuring course content are taught and covered by the lecturers. Let the students understood that adult education has future prospects by assuring them their impact in community, their opportunities developers and so on.
3. The study revealed students came to understand that adult education is not for old aging people. In this regard the study recommends that student who are studying adult education and others that adult education is not old aged and not for teaching, writing and arithmetic. Departments offering adult education should come up with live programme in the end of graduation each student would have unique skills and reflect on their notification of result to add more value to it.

CONCLUSION

The study is on students perception Students Perceptions on Adult Education as a Course of Study for Career Choice in Usmanu Danfodiyo University, Sokoto. From the results there are indication that majority of the student studying adult education as course were there by accidents because it indicates that they didn’t applied for the course. But despite that it shows their perception and thinking about the course were change when they were first introduce about the course. These student at initial stage they thought this course is for the old age and is all about reading, writing and arithmetic skills. Invariably the students after gone through and well taught by the course lecturer they see prospects and future development from the course. In essence lecturer an the department do their best in educating the students, covering the course content. Not only that the students see relevancy on the course and appreciate the way and manner in which they course lecturer handle them.

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