
Impact of Socio Economic Status on Adult Education Programme in Sokoto State: Implications for Counselling

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Abstract

The paper focuses on the impact of socio-economic status on adult education programme in Sokoto state: implications for counselling. It discusses the concept of socio-economic status, adult education and relationship between socio-economic status and adult education programme. Three research hypotheses were generated and tested; the study employed a descriptive survey research design, with adult education students in Sokoto state as the population. One hundred and fifty (150) respondents were selected as sample. A researcher designed questionnaire were used for data collection which consist of three (3) parts with four (4) points likert scales of strongly agree, agree, disagree and strongly disagree, Pearson product moment correlation co-efficient (r) was used as statistics for data analysis the findings include that there is significant relationship between high socio-economic status, low socio- economic status, kind of occupation and adult education programme in Sokoto state. Conclusion and implications for counselling was also stated. Counselling services should be given to adult education programme participant in the area of skill acquisition, entrepreneurship education and

family managerial skills on how to acquire and maintained the three as well as participate fully in adult education programme.

Nigeria as a nation and the most populous country in Africa, According to the 2006 national headcount, out of 140 million people in Nigeria 82.3 million live in rural area (National population Commission 2006 in Tukur (2008). The country is endowed with a variety of natural resources such as oil reserves which listed the country as a member of the Organization of Petroleum Exporting Countries (OPEC) and a leading producer of cocoa, cotton, rubber, palm oil, etc. but in spite of all these variety of natural and agricultural materials resources. Nigeria still being faces with problems of poverty, unemployment, illiteracy, hunger, disease, crises and so on, which may as a result of rural socio economic constraints that hinders most rural people's development economically, socially, educationally and like.

In view of Tukur (2008), Nigeria's development programmes depend on its ultimate success on its rural population which constitute up to 80% of the entire population. Based on this assertion, the need for rural education programmes can be understand. No meaningful development may be achieved without rural people active participation in the nations development programmes, education inclusive (Abba, 2009). However, for Nigeria to achieve its rural socio-economic development goals there is need to educate the rural populace since they are the pillars of development. Without them the young ones in the rural society cannot function well.

Concept of Socio-Economic Status

Socio-economic status can be referred to ones position in relation to the social and economic position of the individuals' parents. This means that parents occupy various social or economic positions among the groups in the society. These positions are sometimes, being looked at in relation to effective educational goal achievement and other needs in life (Tambawal, 2012).

In their research, Ibrahim, Sani and Chinenye (2012) defined socio-economic status as the position assigned to an individual on his social group as determined by his attitudes towards him and the other member of the groups socio-economic status. It means a position in relationship to the social and economic standing of the individual. Adults with low socio-economic status often lack the financial, social and educational support that characterized high socio-economic status, Due to their poverty level, these groups of adult may have inadequate or limited access to community resources that can promote and support their development and school readiness. Generally, adults and youths from high and middle socio-economic classes are better exposed to learning environment because of their relationship and interaction with other people outside their environment, at home, market and at other social gatherings. On the contrary a believe hold that, adults and youths from low socio-economic classes do not have

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enough access to extra learning materials, exposure and interaction with other people in socio-economic groups.

Socio-economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation (Encyclopedia). When analyzing a family's socio-economic status, the household income, education and occupation are examined. Socio-economic status is typically broken in to three categories, thus: high socio-economic status, middle socio-economic status and low socio-economic status to describe the three areas a family or individual may fall in to. When placing a family or individual in one of these three categories, any or all of the three variables (Income, Education and Occupation) can be assessed.

Concept of Adult Education

The concept of Adult Education in the view of Eruka and Ieeve (2011), has undergone significant transformation over the year, it has more vigorous and active components like continuing education, distance education and community education etc. Adult Education refers to as the process whereby person who no longer attend school on regular and full time basis, undertake sequential and organized activities with the conscious intentions of bringing about change in information, knowledge understanding or skills appreciation and attitudes for the purpose of identifying and solving personal and community problems (Braithwaite and Oduaran 1985 in Eruka and Ieeve, 2011). UNESCO (1994) looked at Adult Education as the entire body of organized educational activities provided for people who are not in the regular school and university system, generally fifteen years or older and are matured with some responsibilities. Adult education is regarded as any education given to adult persons, men and women and any instruction that makes it possible for them to learn to read and write. It offers adults who are denied the facilities of exposure to formal education an opportunity to go back and provide for themselves. Anyanwu (1987) saw adult education as that which enables people to be aware of both individual and community needs and provides the types of learning that enables recipients to cope successfully with current problems.

Educating adults differ from educating children in several ways. One of the most important differences is that adult have accumulated knowledge and experiences that can add to or hinder the learning experience. Another difference is that adult education is mostly voluntary therefore; the participants are generally better motivated. From foregoing discussion, adult education may simply be described as any flexible organized learning experience provided outside the formal school system which has been purposely designed to meet specific learning needs of the adult. Adult education is more of promoting changes, as well as assisting the adult population to control both

change and environment in which the changes occur. In this respect, there is need to educate the adult to enable them acquire the skills, knowledge and consciousness that will enable them to think more clearly on how to improve their human relations to facilitate their participation in measures designed to promote their welfare, and to expedite their personal community growth. Thus, the relevance of adult education for sustainable development in Nigeria cannot be overemphasized.

Relationship between Socio-Economic Status and Adult Education Programme

For the achievement of a self-reliant economy, egalitarian society and full employment for all, it is important to examine what prevails in the rural areas where majority of our country men and women reside. It is important to find out the types of activities the rural dwellers engage in and what factors impede the development of their community (Abba, 2009).

In an attempt to link up socio-economic status and adult Education programme, different scholars identified different significant relationship between socio-economic status and education in general and adult education in particular. For example, Fafunwa (1974), submitted that socio-economic of the adult and rural populace correlates positively with their participation in educational programmes, be it formal, informal or adult education. Furthermore, adult and continuing education promote workers training, increases literacy level towards change and enhances increase in the minimum knowledge required. Justifiably therefore, adult education literacy, though strictly outside the formal school system has a great influence on the quality and development of the society.

In his own research Abba (2009), identified the following as the reason why rural development is of paramount importance to the action, which is also a link between adult education and their socio-economic status:-

1. Rural people constitute the vast majority of Nigerian population hence, the need for their education for the total socio-economic well being
2. Most of the food which Nigerians eat is produced by rural dwellers and also serve as socio-economic development of rural people
3. Much of the country's agricultural needs for raw materials and subsequently industrial and economic growth are produced in the rural areas.
4. Inequalities exist in social and educational amenities between urban and rural areas, hence the need for their education and socio-economic development
5. Inequalities exist in living standards between rural dwellers and most rural dwellers live below subsistence level.

Education is considered to play a significant role in bringing about rural development, it has a primary role play such as massive aid to rural communities in

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terms of say, tractor, equipment, roads, generators, pipe borne water and so on will not come so much if the people do not learn how to use such facilities. If there is enough resources and technical know-how around to maintain them, changing the belief system of the rural people is largely an educational enterprise.

Abba (2009) also stated that “Adult education is concerned with promoting changes, as well as assisting the adult population to control both change and the environment in which the change occur. In this respect, there is need to educate the adult to enable them acquire the skills, knowledge and consciousness that will enable them to think more clearly on how to improved their human relations to facilitates their participation in measures designs to promote their welfare, and to expedite their personal community growth”. In their own study, Adanek and Tiver 2011 in Tambawal (2012), maintained that indeed, events have shown that many contemporary countries of the world have adult and non-formal education to bring about tremendous social, political and economical development of their societies. Some of these countries include the United State of American, Great Britain, Cuba and Tanzania. When the new world USA started, it was people who dream of building a socio-economic model similar to that of Europe who first chose it as their home. They grouped themselves into groups of workmen (farmers, miners, fishermen, mechanics etc) and within a short time, these groups grew in numbers and demanded skills for more efficient performance of their trades.

Statement of the Problems

Education is the bedrock and prime mover of any society. Therefore, the standard of Adult education programme is of great significance despite socio-economic status within the society. Although adult constitutes a greater percentage In the society today, but their education is being neglected which resulted in many vices among them and even to the larger society, because no development can be attained without education whether social, economic, religious, political and like: the socio-economic status of many adult hinders their adult education programme, which may be as a result of their source of income, nature of job, social group within the community, family issues etc. socio-economic status of the adult, kind occupation of the adult, societal perception on the role of education to the adult all play significant importance to adult and their socio-economic and political wellbeing within the society. Based on above fact the present research investigated on the impact of socio-economic status on Adult Education programme in Sokoto State: Implications for counselling.

Objectives of the Study

The objectives of the study are as follows:-

1. To find out the relationship between high socio-economic status and adult education programme in Sokoto state.

2. To find out the relationship between low socio-economic status and adult education programme in Sokoto state.
3. To find out relationship between kind of occupation and adult education programme in Sokoto State.

Research Hypotheses

1. There is no significant relationship between high socio-economic status and adult education programme in Sokoto state.
2. There is no significant relationship between low socio-economic status and adult education programme in Sokoto state.
3. There is no significant relationship between kind of occupation and adult education programme in Sokoto State.

Research Design

The study adopted descriptive correlational research design, with adult education students in Sokoto state as population, one hundred and fifty (150) respondents were randomly selected in the three educational zones of Sokoto state. A researcher designed questionnaire was used to collect the data for the research. The questionnaire was title Social economic status and adult education programme questionnaire. It consist of four (4) parts, Part A bio-data of the adult learners, part B. high socio economic status and adult education, Part C. low socio economic status and adult education, Part D. kind of occupation and adult education programme. With Four (4) points likert scales of Strongly Agree, Agree, Disagree and Strongly Disagree where the SA (Strongly Agree) stand for 4, A (Agree) stand for 3, D (Disagree) stand for 2 and SD (Strongly Disagree) stand for 1, as the score value. The validity of the instrument was obtained after undergoing corrections by some experts in the department of adult education, Usmanu Danfodiyo University Sokoto and adjudged to have content validity and reliability was obtained using test re-test methods that yield 0.76 indexes. Pearson product moment correlation coefficient was used in analyzing the data collected in this study.

Analysis

Ho1:-There is no significant relationship between high socio-economic status and adult education programme in Sokoto state.

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Table 1: The Relationship between High Socio-Economic Status and Adult Education Programme in Sokoto State

Variable	N	Mean	Std deviation	r-cal	p-value	Decision
High socio economic status	150	42.8	8.391	.046	.086	Rejected
Adult education programme	15	50.3	12.631			

From the table 1 above, it can be seen that the relationship between high socio-economic status and adult education, resulted in low calculated r-value .046 against p-value of .086 and therefore the hypothesis was not accepted, hence rejected.

Ho2:-There is no significant relationship between low socio-economic status and adult education programme in Sokoto state.

Table 2: The Relationship between Low Socio-Economic Status and Adult Education Programme in Sokoto

Variable	N	Mean	Std deviation	r-cal	p-value	decision
Low socio economic status	150	36.8	5.432	.056	.086	Rejected
Adult education programme	150	43.4	8.341			

From the table 2 above, the relationship between low socio-economic status and adult education, yielded calculate r-cal of .056 and p-value of .086, which inducted that the hypothesis was rejected.

Ho 3: There is no significant relationship between kind of occupation and adult education programme.

Table 3: the Relationship between Kind Of Occupation And Adult Education Programme.

Variable	N	Mean	Std Deviation	r-cal	p-value	decision
Kind of occupation	150	56.3	11.362	.072	.086	Rejected
Adult education programme	150	48.4	10.232			

From the table 3 above, it can be seen that the relationship between kind of occupation and adult education programme resulted in the r-calculated of .072 against p-value of .086, and therefore the hypothesis was rejected.

Discussion

The study investigated on the impact of socio-economic status on adult education programme in Sokoto state: implication for counselling, it discussed the concept of socio-economic status, adult education and relationship between socio-economic status and adult education.

The research finding is that there is significant relationship between high socio-economic status and adult education programme. Data on table one shows that r-cal is greater than p-value; that means the null hypothesis was rejected, to shows a significant relationship between high socio-economic status and adult education programme. With regard to hypothesis two, the finding is that there is significant relationship between low socio-economic status and adult education programme in Sokoto State. These findings agrees with that of Achinek and Twer (2011) who maintain that, events have shown that many contemporary countries of the world have adult and non formal education to bring about tremendous social, political and economic development of their society. With regard to the hypothesis three which stated that there is no significant relationship between kind of occupation and adult education programme, the finding is that, the relationship between the kind of occupation and adult education programme in Sokoto state was found to be significant as a result of the correlation between resulted in r-cal 10.72 again p-value of .086, hence the hypothesis was rejected. The finding also agrees with that of Abba (2009) who stated that, inequalities exist in social and educational amenities between urban and rural areas and also in living standards between the urban and rural dwellers, where the latter live below subsistence level.

Conclusion

Conclusion drawn from the study is that there is relationship between socio-economic status and adult education. The finding also shows that type of occupation of adult have a significant relationship with this education programme in Sokoto state, in that adult education who are farmers, cattle rears, blacksmiths, as well as petty traders tend to attend adult education programme late, sometimes absent and may likely perform very poorly, unlike those adults with semi and big trading activities, entrepreneurs and so on.

Counselling Implications

The findings indicated that significant relationship was found between high socio-economic status, low socio-economic status, kind of occupation and adult

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education programme in Sokoto State. Therefore, counselling as a helping service is seriously implicated in the following areas:

- i. Counselling services should be given to adult education programme participant in the area of skill acquisition, entrepreneurship education and family managerial skills on how to acquire and maintained them as well as participate fully in adult education programme.
- ii. There is need to emphasize on the importance of vocational skills in the adult education programme, so as to equip the learners with not only literacy and numeracy skills but also skills for self-reliant within the society.
- iii. Government at all levels and non-government organization (NGOs) should partner with counsellors and Counselling Association of Nigerian (CASSON) to provide counselling services that is geared towards promoting socio-economic status of the adult and the entire society.

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