



## Exploring Students' Readiness, Choices and Expectations in Tertiary Institution in Kano, Nigeria

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### ABSTRACT

*The study investigated the Students Readiness, Choices and Expectations in Tertiary Institutions: A Case Study of Kao State College of Education and Preliminary Studies, Kano, Nigeria'. The study adopted a survey design of ex post facto type, and as a guide, three research questions were formulated for answering. The study has a population of 240 students from which a sample of 45 students approximately 20% of the population was selected. The instrument used for data collection was an adopted questionnaire from Round (2005), which was adapted to meet up with the demand of the present study. The data were analyzed using descriptive statistics specifically frequency and percentage. The findings of the study showed that students' choice of institution for higher learning was informed by the advice of teachers (17.8%) and parents (17.8%) and to some extent friends (11.1%). The study also finds that (66.7%) of the students reported that they were advised on having private hours of study, but, yet, few students (22.3%) have private study hours as advised while the majority (55.6%) have private study hours less than advised by their teachers. It is part of the findings that 60% of the sample of the study expect to progress to the next level of study. The study recommends that parents' educational background ought to impact positively on the students' academic activities in schools; the same research instrument need be used to ascertain the situation in other states of and other parts of the country. Also, there is a need to explore other factors responsible for students' choice of institution and expectations.*

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### INTRODUCTION

Readiness is the ability to prepare self for the challenges ahead either known or unknown. School readiness is mainly perceived to be school preparation and students tasks to face academic learning (Ekundayo, 2010). According to United Nation International Children Education Fund (2012) School readiness is regarded as a holistic way of looking at school

preparedness for students learning in the school cognitively and socially for a better learning outcome, and is a strong tool in the enhancement of teaching and learning activities that influences student's learning outcomes. UNICEF (2012) also stated that readiness facilitates continuity and maintains learning expectations where students participate actively in classroom activities to have good learning outcomes



According to (Byrne & Flood, 2005), students' self-perceived preparedness and expectations do not only affect their approaches to learning, but also their adjustment to the wider higher education environment. In the words of (Waqas et al., 2013), readiness in psychological perspectives is the child maturational ability (genetic or environmental influence) or age to perform certain skills, activity or actions within a confined stage or period. Because of the above, (Pitt, Luger, Bullen, Phillips & Geiger, 2013).put that school readiness means how to prepare a child to learn and succeed in school, cognitively, socially, physically, morally and emotionally. Kafanabo and Habibu (2019) added that readiness influences students' cognitive and social skills needed for

The Kano State College of Education and Preliminary studies (formerly) Kano State College of Arts, Science and Remedial Studies) was given an upgrade to the College of Education status. The college was established in 1972 and came into being in 1973 as Kano State College of Advanced Studies. The College was later renamed as School of Preliminary Studies and merged with other tertiary Institutions to form Kano State Institute of Higher Learning. In 1987, the College became autonomous and through edict 11 of the State, the School of Preliminary Studies was merged with Continuing Education Centre to form Kano State College of Arts Science and Remedial Studies. The College offers courses viz: - IJMB in Social and Management Sciences, Arts and the Sciences. However, through Kano State law No 5 of 2018 the name of the college was changed to the present name to incorporate the Nigeria Certificate in Education programme in addition to the IJMB programme being run by the college.

The urge for knowledge and quest for same remains the everyday phenomena for the students who are about to sit for Senior Secondary School Certificate

Examination. In most cases, even those that have acquired one qualification or the other are on the search for the institution to further their studies. The choice of the school to go for further studies, readiness to learn and expectation from the institution remains within the personality of the students. However, this study intends to find out the motive behind students choice of KASCEPS, as an institution of learning, how ready they are to succeed while in, looking at the parental educational background and what their expectations would be after the first year of study.

### ***The objective of the Study***

The objectives of the study are to find out:-

1. What informs the students' choice of Kano State College of Education and Preliminary Studies
2. Whether students' parent's educational background facilitates students readiness to learn and succeed
3. Whether students' extra efforts in studies determine their expectations

### ***Research Questions***

The study was guided by the following research questions.

1. What is it that informs students' choice of KASCEPS as an institution?
2. Is students parents' educational background a yardstick of the students' readiness to success?
3. Are students expectation determined by their extra efforts?

### **METHODOLOGY**

The research design for the study was a descriptive survey of ex-post-facto type following the manifestation of the behaviour being studied to which the researcher has no control. The population of the study consisted of all students admitted in the 2018/2019 academic session having a mathematics as a subject of study



numbering 240. The sample of the study consisted of forty-five students approximately 20% of the population. The sample was selected using three different techniques thus stratified, cluster and simple random sampling. Cluster, to select from both the IJMB and NCE, stratified, to select

from male and female and simple random sampling to select the whole sample of the study.

Data was collected using a simple questionnaire adapted from Round (2005) and analysed using descriptive statistics of frequency and simple percentage.

## RESULTS

**Table 1:** Sample of the Study by Characteristics

SN	Description	Gender				Entry Qualification				Program			
		M	%	F	%	SSCE	%	Diploma	%	IJMB	%	NCE	%
1	Gender	25	56	20	44								
2	Entry Qualification					24	53.3	21	46.7				
3	Programme of Study									20	43	25	56.6

Table 1 presented the distribution of the sample of the study by gender, entry qualifications and programme of study. From Table 1, the sample of the study consisted of twenty (20) Interim Joint Matriculation Board (IJMB) students of which twelve 12(60%) are male while eight 8(40%) are female. Also from Table 1, twenty-five 25(56.6%) students are Nigeria certificate in Education (NCE) students of which thirteen 13(52%) students are male

while twelve 12(48%) students are female. Table1 also presented that twenty-four 24(53.7%) gained admission through SSCE qualification, while twenty-one 21(46.3%) gained admission through Diploma and also the programme of study students was admitted into viz: twenty 20(44.4%) students were admitted into IJMB programme while twenty-five 25(55.6%) students were admitted into NCE programme.

**Table 2:** Age Distribution of the Respondents

SN	Age Range	No. Students	%	Cumulative %
1	17 - 18	-	0	00
2	19 – 20	04	8.9	8.9
3	21 – 24	16	35.6	44.5
4	25 – 30	10	22.2	66.7
5	31 - 34	15	33.3	100.0

Table 2, presented the age distribution of the sample of the study. From Table 2, sixteen 16(35.6%) are within the age range of 21 – 24 years and ten 10 (22.2%) students are within the age range of 25 – 30 years while four 4(8.9%) students are the youngest of all the sample as they are within

the age range of 19 – 20 years, fifteen 15(33.3%) students are within the age range of 31 – 34 years.

**Research Question 1:** What is it that informs students' choice of KASCEPS as an institution?



The data necessary to answer research question 1 is contained in Table 3.

**Table 3:** Summary of Students Reasons for the Choice of KASCEPS

Reasons for Choice of KASCEPS	F	%	Reasons for Choice of KASCEPS	F	%
To study a subject that interests me	3	6.7	The family wanted me to go to KASCEPS Kano	8	17.8
To train for a specific type of job	4	8.9	All my friends were going to KASCEPS Kano	5	11.1
To improve my job prospects generally	5	11.1	I enjoy learning and studying	3	6.7
I didn't want to get a job right away	4	8.9	I want to achieve a degree	5	11.1
Teachers advised me to go to KASCEPS Kano	8	17.8	Other, please state below:	-	-

Table 3 presented the summary of students' responses to the reason for the choice of KASCEPS as an institution of study. From Table 3, eight 8(17.8%) respondents each chose KASCEPS because of the advice from their teachers at secondary school and the interest of the parents. Five 5(11.1%) respondents each chose KASCEPS for the quest of improving job prospect, and that friends were going there and lastly for achieving a successful degree. Four 4(8.9) students each responded that the choice of KASCEPS is because they don't want to get a job right away and that they want to train for a specific job. Three 3(6.7%) respondents each have it that they chose KASCEPS to

study a subject that interests them and to enjoy learning and studying.

Each student has a reason for his/her choice of an institution to study. Some chose an institution to improve the chance of acquiring a job, some for the fame of the institution and others for a specific purpose best known to them. From Table 3, students' choice of KASCEPS was informed by teachers' advice, family, and friends and want to improve job prospect.

**Research Question 2:** Are students parents' educational background a yardstick of their success?

**Table 4:** Summary of Respondents' Parents Educational Background

Family/Friend	College		Polytechnic		University		Did not go to School	
	f	%	f	%	f	%	F	%
Mother	14	31.1	5	11.1	18	40	8	17.8
Father	20	44.4	5	11.1	17	32.8	3	6.2
Older brother or sister	15	34.3	10	22.2	18	40	2	4.4
Younger brother or sister	26	57.8	8	17.8	10	22.2	1	2.2
Aunt, Uncle or Cousin	15	34.3	8	17.8	20	44.4	2	4.4
Close friend from school/college	19	42.2	17	32.8	9	20	-	-

Table 4 presented a family record of tertiary education attended by the parents

of the respondents. From Table 4, respondents' parents, relatives and/or



friend have attended either of College, polytechnic or university. Fourteen 14(31.1%) mothers and twenty 20 (44.4%) fathers making thirty-four 34(75.5%) parents attended college, five 5(11.1%) mothers and fathers each, making ten 10(11.1%) parents, attended polytechnic while eighteen 18(40%) mother and seventeen 17(32.8%) fathers making thirty-five 35(72.8%) attended university. Eight 8(17.8%) mothers and three 3(6.2%) making eleven 11(24%) parents did not go to school.

From Table 4 as well, fifteen 15(34.3%) older brothers/sisters twenty six 26(57.8%) younger brother/sister and fifteen 15(34.3%) Aunt/Uncle or Cousin have attended college, ten 10(22.2%) older brothers/sisters, eight 8(17.8%) younger

brother/sister and eight 8(17.8%) Aunt/Uncle or Cousin have attended polytechnic, while eighteen 18(40%) older brothers/sisters, ten 10(22.2%) younger brother/sister and twenty 20(44.4) Aunt/Uncle or Cousin.

Going by the educational background of the parents, relatives and friends of the sample of the study, the students have all it takes to be ready and have a high expectation of success in studies in a tertiary institution. It is a well-known fact and worthy of notice that all the respondents are from enlightening families whose educational background is expected to be a boost to the respondent's readiness and expectation.

**Table 5:** Summary of Students Places of Residence during 1<sup>st</sup> Semester

Question	Places	F	%	Cumulative %
	Parents' home/ own home	27	60.0	60.0
	Husband home	10	22.2	82.2
Where did you live during your first semester?	Shared house/flat (private)	8	17.8	100.0
	Private hall of residence	-	-	-
	Other	-	-	-

Table 5 presented a summary of students' places of residence during the first semester of study at KASCEPS. From Table 5, twenty-seven 27(60%) resided in either their parent's homes or their residence, ten 10(22.2%) resided in husbands homes while eight 8(17.8) lived in privately shared/flats.

One of the factors that facilitate students' academic performance is the stability of mind resulting from the conducive environment. Living in an environment of choice free of disturbances and noise pollution will be a requirement for sound learning. Not only conducive environment, but access to learning materials is also an added advantage to a

student whose parents have gone through the formal education system.

**Research Question 3:** Are students expectation determine by their extra efforts?

The research question can be answered concerning the data in Tables 6-12. Table 6 contains data on time table hours, Table 7 has data on advice on having hours of private study. Table 8 has data on hours of private study the students are using, Table 9 contains data on reasons for having fewer hours of private study than advised. While Table 10 contains reasons for having more hours of private study than advised, Table 11



contains data on reasons for having less than 75% attendance and Table 12 contains the students' final expectations.

**Table 6:** Summary of Academic Activities Identified from the Time Table by the Students

Question	Activity	Hours	F	%	Cumulative %
Approximately how many hours of the formal study appeared on your timetable?	Lectures	15-20	25	55.6	55.6
	Seminars/classes	5-10	8	17.8	63.4
	Small group tutorials	1-5	3	6.7	70.1
	Lab sessions	1-5	5	11.1	81.2
	Study groups	1-5	4	8.9	100.1
	Other activities	-	-	-	-

Table 6 presented the summary of students responses to the academic activities identified from the time table. From Table 6, twenty-five 25(55.6%) respondents agreed that there were

adequate lecture hours in the time table. Eight 8(17.8%) identified seminar classes, five 5(11.1%) reported hours of laboratory works.

**Table 7:** Summary of Students Responses on the Suggestion of Hours of Private Study

Question	Response			
	Yes	%	No	%
Did your tutors suggest a sensible number of hours for you to spend in private study?	30	66.7	15	33.3

Table 7 presented summary of responses on the hours of private study. From Table 7, thirty 30(66.7%) responded "Yes" that they were advised by their tutors about having hours of private study while fifteen 15(33.3%) responded "No" that they were not advised on having hours of private

study. It is a common phenomenon that some students either advised or not, embark on private studies as a means of easing the difficulties encountered during the normal study hours. The serious-minded students wait for nobody's advice before being told to hold extra hours for studies.

**Table 8:** Summary of Students Response on Private Hours of Study

Question	Hours	Response	
		F	%
Within a semester, how many hours did you spend in a private study?	1 – 3	25	55.6
	4 – 6	10	22.2
	7 - 9	7	15.6
	10 - 12	3	6.7



Table 8 presented a summary of the actual hours students devoted to private study as advised in Table 7. From Table 8, three 3(6.7%) of the students have 10 -12 hours of private study, seven 7(15.6%) devoted 7 – 9 hours, ten 10(22.2) had 4 – 6 hours and twenty-five 25(55.6%) have had 1 – 3 hours of private study.

It can be deduced from Table 9 that only ten 10(22.3%) had devoted more time 7 – 9 and 10 – 12 hours to private study. Also that more than half of the students 35(77.8%) had fewer hours 1 – 3 and 4 – 6 hours of private study. It can also be deduced that, the more the hours of private study, the less the number of the students.

**Table 9:** Summary of Students Reasons for having Less than advised Hours of Private study

Question	Option	Response	
		F	%
If the amount of time you spent in the private study was less than advised by your tutors, why was this?	I felt that I was doing enough work	18	40.0
	I felt that I understood the subject well	10	22.2
	I found a private study boring	7	15.6
	I was too busy earning money	4	8.9
	Family commitments made studying difficult	6	13.3

Table 9 presented summary of students reasons for having less than advised hours of private study. From Table 9, eighteen 18(40%) students felt that they are doing enough work, ten 10(22.2%) students felt that they understood the subject very

well, seven 7(15.6%) found private study boring. While four 4(8.9%) were busy earning money, six 6(13.3%) have had family commitments that made private study difficult.

**Table 10:** Summary of Students Reasons for having More Hours of private study as advised

Question	Option	Response	
		F	%
If the amount of time you spent in the private study was about the same as, or more than, that advised by your tutors, why was this? Please tick all which apply.	I enjoyed studying for this course	5	11.1
	I felt that I needed to work hard to keep up	10	22.2
	I wanted to get good marks	8	17.8
	My friends were all working hard	17	37.8
	I didn't want to let my family down	5	11.1

Table 10 presented students reasons for having more private study hours than advised by their tutors. From Table 10, seventeen 17(37.8%) students have it as a reason that their friends were all working hard. While ten 10(22.2%) students hold that they needed to work hard to keep up, eight 8(17.8%) students wanted to get good marks as the reason for having more study hours.

Five 5(11.1%) students each enjoyed studying for the course and they didn't want to let the family down. More still, From table 11, it can be depicted that twenty-seven 27(60.0%) students have an in the felt reason for the private study hours as they needed to work hard to keep up and compete for better result and also that they saw their friends



studying hard as such they want to study hard also.

**Table 11:** Summary of Students Reasons for having less than 75% Attendance

Question	Options	Response	
		F	%
your attendance was less than 75% of timetabled hours, what caused this to happen?	Personal/medical problems	4	8.9
	I felt that I understood the subject well	15	33.3
	I found the timetable boring	14	31.1
	I found the lecturer unapproachable	10	22.2
	I just didn't feel motivated	2	4.4

Table 11 presented students reasons for having less than 75% attendance. From Table 11, fifteen 15(33.3%) students felt that they understood the subject being studied very well, fourteen 14(31.1%) students found the time table very boring as such cannot cope with the necessary attendance. Ten 10(22.2) students found the

lecturers unapproachable. While four 4(8.9%) students were forced to have less than 75% attendance on personal medical problems, two 2(4.4%) students just did not get motivated. Some students attended every lecture session unfailingly while others find one reason or the other to subject them to an unavoidable absence.

**Table 12:** Summary of Students Expectation in the Coming Session

Question	Expectation	F	%	Cumm %
What do you think you will do in the coming academic year?	Progress to the 2nd year of my course	27	60.0	60.0
	Repeat the first year of my course	03	6.7	66.7
	Unlikely to return to KASCEPS	05	11.1	77.8
	Study at a different College from KASCEPS, KANO	02	4.4	82.2
	I'm not sure what I will do	08	17.8	100.0

Table 12 presented the respondent's expectations in the session ahead. From Table 12, twenty-seven 27(60%) respondents expected to be promoted to the next level of study, eight 8(17.8%) respondents have no idea what to do. Five 5(11.1%) respondents are unlikely to return to KASCEPS, three 3(6.7%) respondents expected to repeat the year while two 2(4.4%) respondents are to study at a different institution.

From Tables 6 – 12, it can be deduced that formal time table hours is the first step to preparing students for the demand of tertiary institutions as lectures spread across morning, afternoon and

evening. In addition to the formal time table, private hours of study are very helpful to students as it is a mark of seriousness and readiness to learn. The observance of the normal lectures by the students is compulsory as it is a regulation that a minimum of 75% attendance is the basis for allowing students to sit for an examination. Students who failed to reach the stipulated minimum of 75% attendance end up not gaining good grades at the end of a semester examination.

Though some students claimed to be up and doing as it relates to some subjects for the fact that they have an upper hand (learn quickly), some are at the disadvantage





but still are not punctual. It can be said that punctuality, participation in-class activity (ies), extra hours of study are the extra efforts students' put to study. Having had that, students can boast of being hardworking in their educational pursuit, resulting in having expectations (high or low depending on the effort).

Students expectations are numerous, but, all students expect to progress to the next class of study. Devotion to study, punctuality, extra private hours of study and consultations are some of the factors that facilitated the rapid growth of and having quality knowledge. Hence, extra efforts put by students determine their expectations as 27(60%) of the respondents expect to progress to the next level of study. The other students having different expectations are from the other category of those that are unpunctual (having less than 75% attendance), not having private hours of study and not understanding the concepts, principles and the generalizations given during lecture hours.

#### SUMMARY OF FINDINGS

This research study Exploring Students Readiness, Choices and Expectations in Tertiary Institutions: A Case Study of Kao State College of Education and Preliminary Studies, Kano, Nigeria, finds that:-

1. Parent's educational background and full attendance to lectures coupled with the extra hours of the private study indicated students' readiness to study in tertiary institution of choice.
2. Majority of students' choice of tertiary institution for higher learning is informed by their teachers; parents and friends.
3. Majority of students are being advised to prepare and arrange for private study hours to boost their chance of success and progression.

4. Majority of students spent less time on the private study while a few spent more.
5. Students' expectations towards progression are always high despite some observed gaps in study.

#### DISCUSSION

The study "Exploring Students Readiness, Choices and Expectations in Tertiary Institutions: A Case Study of Kao State College of Education and Preliminary Studies, Kano, Nigeria" has found that students were ready for the study at KASCEPS. The finding is supported by Kafanabo and Habibu (2019) who stated that school readiness influences students' cognitive and social skills for effective school learning. The study also finds that only a few students spent more time on private study. This finding is supported by (Bryne & Flood, 2005 and 2007) and Mander (2007) who stated that students spent considerably less time on private study than is recommended by their lecturers. Students, teachers and parents play a great role in shaping students career choice. A well-determined teacher can develop his/her students into an influential figure in the society capable of lifting the standard of the society high. Parents on the other hand do play their roles directly or indirectly in bringing up future leaders of the society. This can be done by relating/comparing the activities of the children to that of which they want them to become. Parents are the source of inspiration to their children and teachers are the role models.

#### CONCLUSION

The research study concluded that student's choice of institutions for higher learning is a function of teachers and parents advice s and to some extent the fact that friends chose the same institution. Also that student's extra efforts influences their



expectation of progression to the next level of study.

### RECOMMENDATIONS

The researcher is recommending that apart from the itemized factors in the research instrument, other researchers should explore other reasons for students' choice of institution and expectation therefrom. Also that the same itemized factors can be researched in other tertiary institutions in Kano state or elsewhere in the country.

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