

The Challenge of Adult Re-Entry to Education: A Study in Likasi City

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Abstract: *The objective of this work is to show the reasons that push people of advanced age to return to school to strengthen or broaden their scientific skills. This work also shows the difficulties that adults face when they return to school.*

Keywords: adult, back to school

1. Introduction

Education is the engine of personal and collective development. Every human being needs to develop. This concern to seek full development is manifested when the process of acquiring knowledge is interrupted due to certain constraints of life and it is independently of the will of the person concerned who remains dissatisfied until the means and possibilities that can allow him to continue his learning process are met.

This phenomenon has led to the observation of this phenomenon in the higher education and university establishments of Likasi where many adults of advanced age return to school to perfect their academic studies. It is in order to make our modest contribution that we formulated the main question: what would be the reasons for this return to school? It is the turn of this questioning that we clarify the situation in the following paragraphs.

2. Study Framework

The framework of study of the subject of this article is the University of Likasi in acronym Unili/Likasi at the Faculty of Educational Sciences as well as the Higher Pedagogical and Technical Institute of Likasi which are institutions where adult students (people older than the age required for the course of study) are received in order to train them to be useful in society by acquiring the necessary skills to enable them to reintegrate into professional fields or to obtain a promotion.

To carry out this study, the research population is made up of all students from the above - mentioned institutions. The latter were chosen on the basis of the following criteria:

- Be a student enrolled at the University of Likasi or the Higher Pedagogical and Technical Institute of Likasi;
- Have experienced a stop from the university curriculum in previous years or have suspended their studies after obtaining the state diploma and then returned to studies years later;

Table 1: Sample Description

Establishment	Actual
University of Likasi	20
I. S. P. T/Likasi	20
Total	40

As part of this study, a population of 40 adults who have resumed their studies in the above - mentioned institutions of higher education and university in the city of Likasi.

Data presentation and analysis of results

The data produced during our research are included in the table below, which specifies different themes and the related responses.

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Table 2: Summary of reasons for return on the three levels

Professional Plan	Personal Plan	Family Plan
1) Possibility of access to the senior position in a company	1) Fight against the inferiority complex vis - à - vis one's partner who has a higher intellectual level than oneself	1) Encouragement particular family member. A promise made by a family member or acquaintance requiring a sufficient intellectual level to hold a leadership position.
2) The desire to improve one's	2) The desire to take advantage of the opportunity to study;	2) The realization of one's ideals.
3) Looking for a good job socio - economic situation	3) The desire to obtain a higher degree diploma	
	4) The desire to improve one's resume	

	5) The concern to integrate into the scientific world despite the delay, because it is said: it is never	
	6) Not to be behind the contemporary century.	

3. Interpretation of the results

Despite the various reasons for returning listed above, the adult faces several social, psychological and intellectual

difficulties. This change in lifestyle influences his activities, his emotional situation and his habits which require a lot of effort and self - sacrifice to succeed in marrying his daily life with his new student life and this is shown in Table 2 and Table 3 below:

Table 3: Difficulties collected from adults who have returned to higher and university education in the city of Likasi.

S. No.	Difficulties related to the conditions	Difficulties related to the conditions set out in the host institution (university)
1	For married couples, spouse approval is required	Difficulty in better preparing for assessments
2	Lack of support from extended family members in the African context	The time set by the institution for courses that disadvantages
3	Assume the role of parent for the bride and groom	The varied course schedule
4	Difficulty in maintaining previous relationships (change in relationships)	
5	Studies become an additional burden outside of family responsibilities	

Source: table drawn up on the basis of the data collected

As for the aspect related to the professional environment but also the psychological difficulties, the table below gives a summary.

Table 4: Difficulties collected from adults who have returned to higher and university education in the city of Likasi.

Difficulties related to the professional environment		Psychological difficulties
1	Obtaining the employer's agreement to leave to attend the course	Stresses experienced during a check - up
2	The attitude of colleagues in the service	Memory difficulties
3	The attitude of the new camaraderie	Doubts about one's own abilities
4	Organisation of the timetable	Difficulties in adapting to the student environment normal age in relation to the level of learning
5	Reconciling work with studies	Difficulty in adapting to the lifestyle of the new generation of normal age; learning the pressure of the teaching staff.

Source: developed by us on the basis of the data collected

In order for the adult to develop his or her full potential, the teacher must also have a particular look at his or her difficulties, since some courses require prior knowledge and the time between the end of the study process and its resumption can be so long that the individual may forget certain basic notions. This is how he must please on the abilities of the new learner in the field of knowledge, know - how and know - how to be taken up in the following lines:

1) Domain of knowledge

- The adult learner pursues immediate goals and wants to quickly apply his or her knowledge in his or her workplace;
- He is keen to develop knowledge that would be related to his responsibilities and activities;
- They learn more easily when they know the content to be learned and the means proposed to achieve it; - They learn best if the learning is related to their life and takes into account their previous experiences;
- He or she is more likely to engage in activities associated with social advancement;
- It is part of learning activities for various reasons that we group as follows:
 - Motivated by a goal, an objective,
 - Activity - driven,
 - Motivated by learning

2) In the field of know - how

- He must learn to learn, that is to say, become aware of "how he learns;
- He prefers to be dexterous rather than operate quickly and risk being clumsy;
- He has the ability to learn by making relationships. Thus, he perceives how facts interact with each other;
- He is aware of the practical consequences of his learning, because he must apply the solutions in the field;
- He does not suffer a significant decline in his intelligence. Rather, it is its reaction time that is slower;
- He has results equal to or better than the day student;
- As they age, they undergo physiological changes:
- Decreased hearing acuity, which is characterized in women by difficulty hearing low - pitched sounds and in men, by difficulty hearing high - pitched sounds, decreased short - term memory;
- He succeeds well in a job that does not require strength and speed but judgment, stability and reliability;
- He functions best in a learning situation, if he has a sense of belonging to the group;
- He learns best through an activity that goes at his own pace, without competition and with material that is part of his experience;
- He learns

3) In the field of interpersonal skills

- He is affected by his perception of time and the life he has left. As such, he has no time to lose;

- b) He does not accept to dissociate himself from the basic commitments around which his life is organized
 - c) He is less willing to change concepts that he considered adequate in the past. So he tends to look for reinforcements that tell him that he is doing the right thing;
 - d) It has within itself the resources essential to its growth, development and orientation;
 - e) He is capable of initiative, autonomy, personal decision - making and active engagement in the process of his personal and professional development;
 - f) He wants to acquire attitudes and behaviors that will help him assume his responsibilities;
 - g) He has difficulty talking about himself, his needs, his interests until he has tamed himself to others and to himself;
 - h) He has beliefs, values, and ideas about himself.
 - i) Admitting that he must learn is sometimes a sign that something
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We can say that our work has not been in vain. We affirm without risk that the return to school remains a challenge to be met in our country for its development.

4. Suggestions

In view of the various elements highlighted above, we suggest that the country's authorities with those of higher education and university institutions do everything possible to create new preparatory courses. These must be based on the moral, psychological, intellectual and social preparation of the adult. These will take into account a minimum duration to facilitate integration into the new student life and a special encouragement in order to attract others to return.

Any development of an environment begins with the citizen's awareness, by providing him with an appropriate education and a period of rehabilitation at the pace of study so that he or she excels more: patience, discipline, endurance, courage, determination and tolerance must be the keys to his or her success, without forgetting his or her goals and motivations. Interest is the driving force behind actions, it is said.

5. Conclusion

Focusing on the issue of the return of adults to school, it has been shown in the lines of this article the difficulties faced by older people who return to school to study with students younger than them. This creates many family, financial, psychological, and other difficulties that adults have to face. Finally, a number of suggestions were made to promote and promote the return of adults to school.

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