

MULTI-DISCIPLINARY JOURNAL AND LEARNING
FACULTY OF EDUCATION, UNIVERSITY OF PORT HARCOURT

ISSN 0896-9164

Volume 9, No. 1
March, 2019

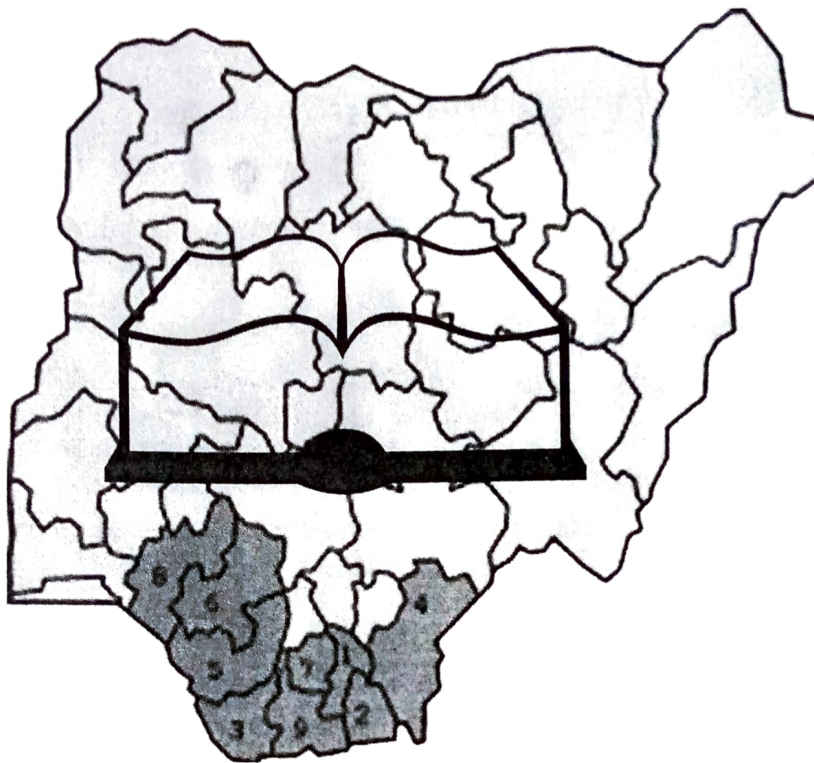


PORT HARCOURT, 2019

MULTI-DISCIPLINARY JOURNAL OF LEARNING

Volume 9, No. 1
March 2019

ISSN 0896-8164



PORT HARCOURT, 2019

Published by: University of Port Harcourt, Faculty of Education, Rivers State, Nigeria. EAST-WEST ROAD CHOBA P.M.B. 5323 PORT HARCOURT.

The journal of learning is a peer referred journal. Full paper submitted for publication is referred by associate editors through anonymous referee process. Perspective of multi-disciplinary journal and learning.

Printed by University of Port Harcourt Press Ltd.
Choba P.M.B. 5323 Port Harcourt.

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FACTORS INFLUENCING THE PRIMARY EDUCATION STUDENTS' ACADEMIC PERFORMANCE IN REGULAR AND SANDWICH PROGRAMMES IN UNIVERSITY OF ILORIN

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Abstract

The inability of Universities in Nigeria (University of Ilorin inclusive) to accommodate potential university students and the need for continuous training of workers (especially teachers necessitated the establishment of part time programmes like the Sandwich programme. However the performance of students in this programme is low compared to students in regular programmes. Thus, this study investigate the factors influencing primary education students' academic performance in regular and sandwich programmes. The purpose of the study is to investigate the difference in the primary education students' academic performance in regular and sandwich programmes in University of Ilorin. And to examine the factors responsible for such disparity.. The population of the study consists of all 4683 graduates (regular and sandwich) of the Primary Education Studies in University of Ilorin between 2016/17 to 2018/19 academic session. Purposive sampling technique was used to select 123 lecturers that teach both in regular and sandwich programmes of University of Ilorin and 4683 graduates (regular and sandwich) of programme from 2016/17 to 2018/19 academic session. A researchers'-designed questionnaire titled "factors influencing students' academic performance questionnaire (FISAPQ)". and students' academic performance pro-forma was used for data collection.. The FISAPQ was validated by two experts in measurement and evaluation and one expert from the Educational Management, University of Ilorin. Crumbach alpha was used to ascertain the reliability of the questionnaire with 0.62 coefficient of variation. The research questions were answered using percentage while t-test statistic was used to test the hypothesis formulated at 0.05 level of significance. The findings includes that there is significant difference in primary education students' academic performance and several factors were responsible

which include family background, inadequate resources and timeline of the programmes. It was therefore recommended that the school management should improve in its provision of educational facilities such as chairs, tables, standard and good learning environment, good hostel facilities for the sandwich programme to be more effective and productive.

Keywords: Academic Performance; Regular Programme; Sandwich Programme

Introduction

The vacuum left by the expatriates after independence necessitated the establishment of various universities to produce needed man power to fill the vacuum. Thus University of Ilorin was among the second generation universities established in 1975. The university started as a university college with three academic faculties of Art, Science and Education. Currently, the University has 15 faculties with two institutes (institute of Education and Sugar research Institute). Among these faculties and institutes are faculty of Education and Institute of Education that constitute the focus of this study.

Faculty of Education offers a three to four year programme (on regular basis) at undergraduate level. Direct entry students spend three years while UTME students spend four years. The institute of Education on the other hand offers a five- year part time programme referred to as Sandwich programme. To secure admission into the full-time programme, candidate requires at least an Ordinary level Certificate and/or an Advance level certificate with the required score in Joint Matriculation Board Examination. The eligibility of candidate to secure admission into Sandwich programme involves candidates obtaining at least two credit pass in Advance level certificate or National Certificate on Education including an Ordinary level certificate. The full-time programme runs between September to July every year while Sandwich programme runs between July to September of every year. The main aim of the two programmes is to produce graduates of education that are worthy in character and learning. This worthiness for graduation or convocation is mainly determined by the academic status of students. In other words before a student can graduate, he/she must have passed required number of units (90 for direct entry/sandwich students and 120 for UTME students).

Primary Education Studies is one of the newly introduced programme in the faculty of education. It is under the parent department of Adult

and Primary Education Studies. The programme is done both at regular and sandwich. The lecturers that teach full time are usually the ones teaching sandwich with few additional lecturers. Thus it is expected that the quality of the products of the two programmes should be the same. The quality of the products is usually determined by the students' academic performance in the two programmes. According to Ijaiya (2012) the most reliable indicator of students' success in University education is the students' academic performance. In University of Ilorin like many other universities in Nigeria, academic performance of students is determined by the classes of degree. The classes of degree include: first class second class upper division, second class lower division, Third class and pass (though University of Ilorin has removed pass from the classes). The first class is for excellent performance with cumulative grade point average of 4.5 - 5.0, the second class upper division is for good performance with CGPA of 3.5 - 4.49, the second class lower division is for average performance with CGPA of 2.4 - 3.49, third class is for fair performance with CGPA of 1.5 - 2.39 while pass is for poor performance with CGPA of 1.0 - 1.49 (University of Ilorin, 2014). These classes of degrees is used to determine students' academic performance in this study.

The theory upon which this study is based is the systems theory. The three components of the theory are input; process and output. The inputs are the students with diverse socio-economic background, study habits, self-motivation, and marital status among others. The sandwich programme is mainly designed for working teachers to assist in their professional development while the full-time programme is mainly for youth that are just starting their career. The process involves the series of transformation that happen to the students through teaching and learning. The output on the other hand is the end product as revealed in the students' academic performance.

The differences in the input and process in full-time and Sandwich Programme are predictors of the output in the two programmes. This is evident in the study of Olabiyi and Abayomi (2010), that admission points which is a reflection of previous academic performance influence future academic performance. Invariably, students who were admitted based on low admission requirements are likely to perform poorly in the institution they were admitted into. Coinsidine and Zappala (2002) observed that a family with high social, education and economic status breed students that performs high academically. Baker (2005) argued that performance of students depend on the type of school they attend. It is against this background that this study

investigated factors responsible for disparities between primary education students' academic performance in regular and Sandwich Programmes in University of Ilorin and the factors responsible.

Statement of the Problem

University of Ilorin issues the same type of certificate to students of Primary Education Studies either on regular or sandwich programme. The same set of lecturers teach in the two programmes. The students are exposed to the same set of courses and the same kind of examination. It is pertinent to note that despite all these equality, regular students seems to perform better than the sandwich students academically. This poor performance of sandwich students has become a great concern to the stakeholders. Thus there is urgent need to investigate the factors responsible for this disparity with the sole aim of making logical recommendation from the findings of the study in order to reduce this gap. This is the gap that this study filled.

Purpose of the Study

The main purpose of the study investigates if there is any difference between student's academic performance in regular and sandwich programmes in university of Ilorin. Specifically, the purpose of the study includes:

1. To examine the level of primary education students' academic performance in regular programme.
2. To investigate the level of primary education students' academic performance in sandwich programme.
3. To examine the factors responsible for the differences in sandwich and regular programmes' academic performance of primary education students.

Research Questions

The following questions were raised to guide this study. The questions are:-

- (1) What is the level of primary education students' academic performance in regular programme?
- (2) What is the level of primary education students' academic performance in sandwich programme?
- (3) What are the factors responsible for the differences in sandwich and regular programmers academic performance of primary education students?

Research Hypothesis

There is no significant difference between primary education students' academic performance in regular programme and sandwich programme in University of Ilorin.

Methodology

Descriptive research design was adopted. The population of the study consists of all 4683 graduates (regular and sandwich) of the Primary Education Studies in University of Ilorin between 2016/17 to 2018/19 academic session. Purposive sampling technique was used to select 123 lecturers that teach both in regular and sandwich programmes of University of Ilorin and 4683 graduates (regular and sandwich) of programme from 2016/17 to 2018/19 academic session. It is purposive because the information needed can only be retrieved from those lecturers and graduates. A researchers'-designed questionnaire titled "factors influencing students' academic performance questionnaire (FISAPQ)" and students' academic performance pro-forma was used for data collection.. The FISAPQ was validated by two experts in measurement and evaluation and one expert from the Educational Management, University of Ilorin. Crombach alpha was used to ascertain the reliability of the questionnaire with 0.62 coefficient of variation. The SAPP is designed to collect information on the performance of (regular and sandwich) graduates of Primary Education Studies of University of Ilorin from 2016/17 to 2018/19 academic sessions. This information was retrieved from the graduation handbook and proceedings given by the school academic planning. The pattern adopted is as follows; number of first class graduates, number of second class (upper division) graduates, number of second class (lower division) graduates, third class graduates and number of graduates with pass. The research questions were answered using percentage while t-test statistic was used to test the hypothesis formulated at 0.05 level of significance.

Answering Research Questions

The research questions formulated were answered as follows:

Research Question One: What is the level of Primary Education Studies students' academic performance in regular programme in University of Ilorin?

Table 1: Primary Education Studies Students Academic Performance in Regular Programme

S/N	Years	1 st class	2 nd class upper	2 nd class lower	3 rd class	Pass	Total
1	2016/2017	1	45	149	13	---	207
2	2017/2018	--	48	60	18	---	126
3	2018/2019	--	52	70	20	---	142
Total		01(0.21%)	145(30.53%)	279(58.74%)	51(10.74)	---	475

Source: Graduation proceedings/brochure of university of Ilorin from 2016/2017 to 2018/2019 academic sessions.

Table one showed that cumulatively 1(0.21%) student graduated with first class, 145 (30.53%) students graduated with second class (upper division), 279(58.74%) students graduated with second class (lower division), 51(10.74%) students graduated with third class while (0%) students graduated with pass between 2016/2017 academic session to 2018/2019 academic session in the regular programme of Primary Education Studies in University of Ilorin. Since second class (lower division) is considered class of average performers, it is suffix to conclude that the level of Primary Education Studies students' academic performance in regular programme in University of Ilorin is average.

Research Question Two: What is the level of students' academic performance in sandwich programme?

Table 2: Primary Education Studies Students' Academic Performance in Sandwich Programme.

S/N	Years	1 st class	2 nd class upper	2 nd class lower	3 rd class	Pass	Total
1	2016/2017	----	05	20	02	----	27
2	2017/2018	----	16	82	48	----	146
3	2018/2019	----	20	73	76	----	169
Total		----	41(11.99%)	175(51.17%)	126(36.84%)	----	342(100%)

Source: Graduation proceedings/brochure of University of Ilorin from 2016/2017 to 2018/2019 academic sessions.

Table two showed that cumulatively 0% student graduated with first class, 41 (11.99%) students graduated with second class (upper division), 175(51.17%) students graduated with second class (lower division), 126(36.36%) students graduated with third class while (0%) students graduated with pass between 2016/2017 academic session to 2018/2019 academic session in the sandwich programme of Primary Education Studies in University of Ilorin. Since second class (lower division) is considered class of average performers, it is suffix to conclude that the level of Primary Education Studies students' academic performance in sandwich programme in University of Ilorin is average.

Research Question Three: what are the factors responsible for the disparity in the academic performance of regular and sandwich students in University of Ilorin?

S/N	Item	Positive response frequency	%	Negative frequency	%
1	Majority of sandwich student have low family income, thus contributing to low academic performance	62	50.41	61	49.59
2	Many sandwich student are married and need to combine marital role with student role	120	97.56	0.3	02.44
3	All teachers of regular students are trained while some sandwich teachers are not trained one.	100	81.30	23	18.70
4	The admission process of regular programme is more efficient than sandwich programme.	87	70.73	36	29.27
5	More instructional resources are available to regular students compared to sandwich students.	123	100	00	00.00
6	The study habit of regular student is better than that of sandwich student.	62	50.41	61	49.59
7	Many of sandwich student are working class, thus combining work with study which adversely influence their academic performance	123	100	00	00.00
Percetnage average		78.63			21.37

Source: Field Study (2016)

Table three shows that 78.63 percent of the respondents (on the average) agreed that the factors responsible for the disparity in the academic performance of students in regular and sandwich programmes are disparity in family income, combination of marital status with students role, qualified/unqualified lecturers, disparity in the level efficiency of admission process, availability of instructional, disparity in students study habit and the influence of work-study

combination while 21.37 percent disagreed. Suffice to conclude that low the differences in the family income, combination of marital role with that of students, qualification of lecturers, availability of instructional materials, study habit and work-study combination are factors responsible for the disparity between student academic performance in regular and sandwich programmes.

Testing of Hypothesis

There is no significant difference between the Primary Education Studies students' academic performance of regular and sandwich programmes in University of Ilorin

Table 3: Difference in PES students' academic performance of regular & sandwich.

Variable	N	df	P- value	Level of Significance	Decision
Regular	475	4,600	0.000	0.05	Ho Rejected
Sandwich	342				

From table three, it can be deduced that the p-value is 0.000 while the significance level is 0.05. Thus the p-value is less than the level of significance. The hypothesis which states that there is no significant difference between Primary Education Studies students' academic performance of regular and sandwich programmes in University of Ilorin is therefore rejected. Which means that there is significant difference between Primary Education Studies students' academic performance of regular and sandwich programmes in University of Ilorin.

Discussion of Findings

The findings of the study showed that there is significant difference between the Primary Education Studies students' academic performance in regular and sandwich programmes in University of Ilorin. There was one first class among the regular students while there was none among the sandwich students. The percentage of graduates with second class upper division was higher among the regular students (30.53%) compare to that of the sandwich programme with 11.99%. This further confirmed that the regular students are better academically than sandwich students. This conforms to the findings Lizzio, Wilson, and Simons,(2002) revealed that full-time students were more satisfied with all aspect of their programme than did part-time students. The disparity in the nature of the regular and sandwich programmes in University of Ilorin in terms of the duration, admission requirements, students profile, teaching resources are envisage to cause the disparity in the academic performance of the students. This assertion is supported by

the study of Jeynes2002) that socio- economic status of students is generally determined by the combination of parents qualification, occupation and income standards which in turn influence students' academic performance. Engin-Demir, (2009) argued that most students from deprived socio-economic and educational background performed relatively better than students from higher socio-economic and educational background. In the study of Considine and Zappala (2002) found out that school environment and teachers' expectations from their students that strongly influence students academic performance.

Abdulkareem (2016) in his study on lecturers' job commitment, corporate culture and university goal achievement in South-west geopolitical zone, he found out that there are disparities in the students' academic performance of students in the six federal universities in the zone. This is because the level of lecturers' commitment differs in the schools and also because the corporate of the university also differs among the universities.

Conclusion

The end product of any educational endeavour is the academic performance of students. Thus the Primary Education Studies students' academic performance in university of Ilorin regular and Sandwich programmes is the determinant of the programmes' effectiveness. The disparity in the students' academic performance of Primary Education Studies students in regular and sandwich shows that regular programmes is more effective than sandwich programmes because there are students that graduated with first class. The percentage of students that graduated with very good performance in regular programme is more than that of sandwich. This may be attributed to the short duration of sandwich programme, shortage of material resources and the marital status of the sandwich students. It is therefore necessary to ensure that the programme duration should be elongated, effort should also be made to improve the provision of resources among others.

Recommendations

The following recommendations were made based on the findings of the study

- Adequate provision of qualified lecturers should be ensured so that lectures are delivered appropriately especially in Sandwich using the right teaching methods.

- Government should provide adequate physical working conditions during sandwich programme for lecturers for effective teaching and learning process to take place.
- The school management should improve in its provision of educational facilities such as chairs, tables, standard and good learning environment, good hostel facilities for the sandwich programme to be more effective and productive.
- Effort should be made by the management of sandwich programme to ensure that students resume on time and lectures start at and when due in order to pave way for adequate time for examination.

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