

# An Investigation into the Problems of Resource Availability and Utilization of Part-Time/Outreach Programmes in Nigeria Colleges of Education

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## Abstract

The purpose was to investigate the problems of part-time/outreach programme in Emmanuel Alayande College of Education, Oyo, oyo state, Nigeria. Six research questions were raised to guide the conduct of the research. Three hundred students in the part-time/outreach programmes in Emmanuel Alayande College of Education, Oyo, participated in the study. Structured questionnaire was used as instruments for the study. The surveyed variables included problems faced by students in connection with the availability of classroom and seats, qualifications of lecturers/instructors, students, admission requirements and the conduct of examinations. The findings showed that, students faced problems on the use of printed lecture materials. The findings also show that classrooms and seats are not conducive for lectures and that lecturers/instructors do not teach based on their areas of specialization. The findings pointed out the entry qualifications of students in the programmes which are very low and that, the examinations experience malpractices. The study recommends that, serious attention should be given to rectify these problems.

**Keywords:** Investigation, Part-time/Outreach programmes, Availability, Resources.

## 1. Introduction

Education according to Sebiomo & Ighorojeh (2010) is generally agreed to be instrument of social change, a process through which the society and all its components are moved in a desired direction. Education is the act and process of inculcating the basic tenets, value, attitude and knowledge that are cherished by the society into the individual. Education gives way for the process of development of any society. The fact that education is an instrument of development and social change has been fully appreciated by the Nigerian nation when the government declares that:

*“Education will continue to be highly rated in the National development plans because education is the Most important instrument of social change as any Fundamental change in intellectual and social outlook of any society has to be preceded by an educational revolution. (UPE 2004) quoted by Sebiomo and Ighorojeh”.*

Education plays an important role in the development of any society and it is recognised as an active agent for the achievement of speedy socio-economic, political, scientific and technological advancement and development in any nation (Harry and Godfrey 2012). Education promotes the quality, effective citizenship of an individual and enables him to build up his personality in such a way that he is able to play an essential role in developing the society to which he belongs. Okoh (2003) defined education as a process in activity of preserving, developing and transmitting the culture of a people from one generation to another. Osokoya (2003) also saw education as the tapping of qualities, potentials of the individual in the society and acquisition of skills, attitudes and competences necessary for actualization and for coping with day-to-day life problem.

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Education according to Salami (2010) should be taken seriously by any responsible governments, non-governmental organisations and individuals. This has to be so, because education is recognised generally as a powerful tool to bring about changes and for achievement of any nations objectives. It is through education that individual can acquire the knowledge and skills which are important for economic development (Prouty 2002). Education is a powerful driver for poverty alleviation and sustainable socio-economic development. It energizes people with the knowledge and skills they need to increase individual and household income expand employment opportunities and fight against hunger and malnutrition. Public spending on education is one of the most beneficial investments a country can make for its future well being. According to Sofoluwe, Akinsolu, Oduwaiye and Irosaro (2011) submitted that no country has ever climbed the human development ladder without steady investment in education. Social change, employment, competitiveness, innovation and long-term prospects for economic growth rely considerably on the expansion of quality learning opportunities for all. Sofoluwe, Akinsolu, Oduwaiye and Irosaro (2011) carried out a study on education as catalyst for attainment of millennium development goals (MDGs) zone of Nigeria; Management implications. Based on their findings, it was discovered that, education plays a prominent role in responding to social challenges of any given country. It was then concluded that education is an instrument for civic responsibility, social reconstruction and economic development of a nation.

Education according to Momoh (2012) has both formal and non-formal applications, technical and value base, it could be viewed processually and instrumentally. It could serve to empower and be used as an object or organ of development. Education can be used, conceived and applied as an individual project or a collective and community enterprise. For any nation to achieve socio-economic development according to Harry and Godfrey (2012) quoted by Adediran and Odunuga (2013) eradication of poverty, illiteracy and promotion of national unity, education should not be confined only to the formal school setting but should be extended to less privileged persons in order to equalize educational opportunity. It is therefore necessary for any nation wishing to keep pace with changes in modern society to appreciate the need for adult and those who in one way or the other could not attend the formal system of education to learn and continue to learn to be able to adjust to a rapidly changing world.

Ogundiran (2012) submitted that, since the government cannot provide education as a social demand up to tertiary level because there are other sectors that also need government attention, and because the demand for higher education by people is high and it is impossible for government to admit every qualified individual into the available higher institutions in the country, due to small number of higher institutions in the country. Some workers, especially teachers need to train and retrain so as to render the public and school system some new subject like computer, civic education, citizenship education and other subjects which has been incorporated into the primary and secondary school curriculum. This is the reason why higher institutions have established part time/outreach centres for those categories of people who in one way or the other could not get admission or could not afford school fees for regular school system. Distance education or outreach centre has viewed by North (1995) as extension of the classroom environment into a remote location. Yet another definition was provided by Mugridge (1991), Baba (2008) and Abdul (2008) cited in Ogundiran (2012) as a form of education in which there is normally a separation between teacher and learner and other means such as the printed and written word, Shabani and Okebukola (2001) also defined distance/part time or outreach centres as separation of teacher and learner in time or place of both and some institution have been accredited and certified to run the programme.

With these definitions, one could view Emmanuel Alayande College of Education who hires building from primary and secondary schools for classrooms and institutional facilities as well as teachers who teach the course. The teaching instructions are mostly run on weekends and intensively during vacations. The programmes are seriously patronised by both serving teachers and other people. Emmanuel Alayande College of Education has centres all over Oyo State. Some of the centres are at Igbo-ora, Lanlate, Eruwa, Saki, Iseyin and other towns in Oyo State. Many people and the employers view this mode of learning as inferior to the conventional regular mode of study. Opinions from scholars such as Okeri (2002) and Otadele (2003) are that distance/part time programme be scrapped before it damages the educational system of public service through the production of half-baked graduates. This study seeks to contribute and to make improvement towards the

betterment of outreach/part time centres with regard to the modes of lecturers delivery, teachers qualifications and learning facilities in Emmanuel Alayande College of Education outreach/part time centres.

### **Purpose of the Study**

This study specifically examined the following:

- a. How effective the use of printed materials for delivery of instructions in the outreach/part time centres.
- b. Adequacy of the qualification of teachers who are used to teach at these centres.
- c. Verification of student's admission qualification.
- d. Investigation into the differences of weekend face to face contract between part time learners and their tutors for the delivery of lectures.
- e. Investigation into the authenticity of examination at those study centres.

### **Research Questions**

The following research questions were used for the conduct of this study.

1. What problems do students encounter in the use of printed materials for delivery of lectures?
2. How adequate are the classroom and seats for the weekend face-to-face contact lecture?
3. How adequate are the qualified teachers for courses in the outreach/part time programme of Emmanuel Alayande College of Education?
4. To what extent are students qualified for admission into the courses they are studying in outreach/part time programme?
5. To what extent are examination questions adequately set, conducted and granted?

## **2. Methodology**

The study adopted a descriptive survey. It described the problems that face students in Emmanuel Alayande College of Education students outreach centres in Oyo State. The scope of the study covers five outreach centres in Oyo State. These centres are Igbo-ora, Lanlate, Eruwa, Saki and Iseyin. They were sampled to represent other centres in Oyo State. Three hundred students were randomly sampled. All the teachers were involved because the numbers of teachers were small. The main instrument used for data collection was a structured questionnaire. The instruments were structured by the researchers, vetted and corrected by senior colleagues. The instruments were assessed for reliability through a test retest methods. The test retest reliability coefficient is 0.84 for teacher's questionnaire and 0.91 for student's questionnaire. The questionnaire was administered on the selected teachers and students and collected on the spot to avoid loss. This was during two or three contact sessions of the weekend programmes. The collected data are presented in tables and analysed using frequencies and simple percentages.

## **3. Result Analysis**

### **Research Question 1**

What problems do students face in the use of printed materials for the delivery of lectures; data for the research question one were collected using questionnaire items 1-5. The information is presented in table 1a

**Table 1a: Problems Faced By Students in Using Printed Materials**

| S/N | ITEMS                     | SA  | A   | D  | SD  |
|-----|---------------------------|-----|-----|----|-----|
| 1   | Materials not available   | 100 | 170 | 10 | 20  |
| 2   | Materials too difficult   | 140 | 90  | 30 | 40  |
| 3   | Materials not rich enough | 40  | 80  | 80 | 100 |
| 4   | Materials too costly      | 200 | 100 | -  | -   |
| 5   | Materials not readable    | 90  | 90  | 60 | 60  |

From the table above, it was revealed that the respondents agreed that the reading materials are not available. Two hundred and seventy respondents out of three hundred students representing 87.6% of the respondents agreed that printed materials are not available. Again, 230 respondents representing 73.3% agreed that the reading materials are too difficult for the costly nature of the materials, the respondents indicated 100%. However, sixty percentage (60%) of the respondents disagreed that the materials are not rich. In the same way, 180 students representing 57.7% of the respondents agreed that some of the materials cannot be read.

**Research Question 2**

How adequate are the classroom and seats for the face to face contact lectures.

Data for analysis of research question two were collected using questionnaire

Items 6- 10 and the information are as presented in table 1b:

**Table 1b: Adequacy of Classroom and Seats**

| S/N | ITEMS                                  | SA  | A   | D  | SD |
|-----|--|-----|-----|----|----|
| 1   | Space not enough                       | 300 | -   | -  | -  |
| 2   | There is poor ventilation              | 20  | 60  | -  | -  |
| 3   | There is inadequate light              | 90  | 80  | 70 | 60 |
| 4   | Seats are not enough                   | 100 | 200 | -  | -  |
| 5   | Specification of seats is not adequate |     |     |    |    |

As indicated in table 1b above, it shows that the spaces are not enough and that ventilation and specification are poor. These factors recorded 100% expression of inadequacy. It is also shown that the light situation is poor and seats are grossly inadequate.

**Research Questions 3**

How adequately qualified are the teachers in the centres:

The teachers provided information in relation to their personal data as contained in a section of the questionnaire as follows:

**Table 2: Bio-Data of Teachers in the Centres**

|    |   |     |       |
|----|---|-----|-------|
| 1  | First degree with teaching qualification                | 240 | 80%   |
| 2  | First degree only without teaching qualification        | 60  | 20%   |
| 3  | Higher degree with teaching qualification {M: Ed, etc}  | 15  | 5%    |
| 4  | Higher degree without teaching qualification (M.SC etc) | 5   | 0.02% |
| 5  | Teaching in the primary schools                         | 240 | 80%   |
| 6  | Teaching in the secondary schools                       | 60  | 20%   |
| 7  | Teaching in areas of specialization                     | 200 | 66.7% |
| 8  | Teaching not in area of specialization                  | 100 | 33.3% |
| 9  | Cognate experience 0-5 years                            | 80  | 26.7% |
| 10 | 6-10 years  | 100 | 33.3% |
| 11 | 11 years and above                                      | 120 | 40%   |

The above data analyse shows that majority (80%) of part-time/outreach centre teachers possess first degree with teaching qualification and that above 5% of the teachers have higher degrees with teaching qualifications. The data also showed that 240 of them representing 30% of the respondents have teaching as employment and many (66.7%) teach subjects of their specialization. It is also shown that some of them are experienced teachers having 11years and above (40%), 6-10 years (33%) and 0-5years (26.7%) teaching experiences.

**Research Question 4**

To what extent are students qualified for admission into the courses they are studying in the part-time/outreach centres.

**Data Analysis For This Research Questions Is Presented Below**

|  |     |     |
|--|-----|-----|
| Credit in English and Mathematics        | 40  | 13% |
| Credit in either English or Mathematics  | 180 | 60% |
| Credit in none of English or Mathematics | 30  | 27% |

The above information shows that 60% of the admitted students got credit in either English language or mathematics in their ‘O’ level admission requirements with 13% and 20% English or Mathematics. In the Nigeria higher education admission requirements, there is no room for students who do not obtain a credit in English and Mathematics.

**Research Question 5**

To what extent are examination adequately set, conducted and graded?

**Table 4: Quality/Conduct Of Examinations**

|                                    | SA | A  | D   | SD  |
|------------------------------------|----|----|-----|-----|
| Coverage of the course content     | 30 | 40 | 180 | 50  |
| Free from examination malpractices | -  | -  | 160 | 140 |
| Conducted as scheduled             | 10 | 90 | 100 | 100 |
| Results released in time           | -  | -  | 230 | 70  |

Data analyses with reference to examination reveals that the course contents are not covered while the conduct of examination is not free from examination malpractices. These were indicated by 230 (74%) and 300 (100%) of the respondents respectively. Again, 200 (67.7%) and 300 (100%) of the respondents responded respectively as shown on the table that the examinations are not conducted as scheduled and results are not released in time.

**4. Discussion of Findings**

The problems faced by part-time/outreach centres of Emmanuel Alayande College of Education students in using printed materials are many because lecture reading materials are too difficult, 87.6% of the respondents agreed to the statement above. This was buttressed by North (1993) who saw outreach centres as the extension of regular classroom being located in very remote areas that admit students who are not qualified for their course of study. They therefore find most of their course materials difficult to read. Also, from the research question 2, 100% of the respondents agreed that classrooms and seats are not adequate because there are usually insufficient space, poor ventilations, poor light, poor and uncomfortable seats. This was supported with the study of Okeri (2002) and Otadele (2003) that distance learning programme should be scrapped before it damages the educational system and the public service through the productions of half-baked graduates due to poor facilities for learning in those centres. In the research question 3, the data analyses indicated that, majority of the instructors are teachers in the secondary schools who hold first degrees. This was in collaboration with the views of Opara (1991) and Mudasiru (2006) stated that to ensure

more qualified teaching personnel to teach in the centres, more qualified lecturers from the college should be deployed to the centres to teach the students.

Indications from research question 4 and 5 stated that, majority of students are always admitted into the programme without proper entry requirements and qualifications. Furthermore, course contents are inadequate and are hardly covered, the conduct of examinations is always poor, full malpractices examinations are not done on schedule and results not released in time. These were in agreement of 73% and 100% of the respondents respectively. This was in consonance with the Opinion of Okwudili (2003) who confirms this by stressing that no means of delivering lectures or information can serve all the needs of part-time/outreach centres or distance education programme all the time. He observed that the choice of a delivery system is dictated by the nature of the course offered, the objectives of the programme and circumstances of the learners. Sherry (1994) and Rumble (2001) in their findings stated that, distance education is urban based while majority of their students are rural based. Therefore, the centre and lecture become a serious affair. Some of the students do not attend the lecture regularly because of the distance and lack of money to pay for transport. Sherry referred to irregularity in study habits among home-based and independents learners as a majority learning difficulty. Irregular study habits could lead to failure for even committed students.

## **5. Conclusion**

This study has ex-rayed the problems of part-time/outreach centres of Emmanuel Alayande College of Education in Oyo State. The study investigated the adequacy of printed lecture materials, classrooms and seats, conduct of examinations, qualification of teachers and admission requirements and qualifications of students. The study found that in all the areas, there is need for the management of Emmanuel Alayande College of Education to pay adequate attention in order to improve in the quality and quantity with regards to the lecture classes, seats, mode of examinations supervision, and admission in take of students and be sure of prompt release of results. This will make the centres be formidable and be able to produce better students that can compete with other regular students from, within the institution and outside the institutions.

## **6. Recommendations**

Based on the findings, the following recommendations are made:

1. The reading materials should be improved upon in quality and quantity and should be made more readily available. There is need to also improve the quality of printed lecture materials so as to make the centre lectures more effective.
2. Permanent lecture venues should be situated where the students can have access to lectures more frequently.
3. The college authorities should recruit more qualified teachers who probably have higher degrees and with cognate teaching experience.
4. The admission requirements for students should be looked into for proper scrutiny and the centres should admit only the qualify students that can cope with the rigorous of lectures.
5. Examination should be conducted in a proper manner so as to be made valid and reliable. The supervisor and the invigilators should see to the proper conducting of the examinations.

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