

Assessment of Job Assignments of Work-Study Students, Covenant University, Ota, South-West Nigeria

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Abstract

This study investigated: (i) the modality used to assign jobs to Work-Study students, (ii) nature of jobs assigned to Work-Study students, (iii) the age difference of Work-Study students, (iv) gender difference of Work-Study students, (v) if a significant relationship exists between the academic level of Work-Study students and job performance. In collecting its data, questionnaire was administered to 91 respondents. Percentage was used to analyse the responses obtained in respect of the research questions. Moreover, the study employed ANOVA and T-test to test the hypothesis formulated for the study. The result of the investigation revealed that a significant relationship exists between the academic level of Work-Study students and job performance @ 1 percent level of significance. Moreover, the result indicated that each student programme of study was used as a modality for assigning jobs to students. Furthermore, it equally revealed that female students participated more in the programme than their male counterparts.

Keyword: Assessment, job assignments, Work-Study Students

Introduction

Work-Study Programme is being described in the article of Oludayo et al., (2014) as a temporary appointment designed for students of tertiary institutions with the primary goal of obtaining a degree. As evident in literature, the programme is usually designed to assist indigent students to complete their education, in many developed societies (Ehrenberg & Sherman 1987; Evers et al., 1987; Furr & Elling 2000; Jihong 2003; Townsen & Wilson 2006; Morgan 2007; Mihail 2008; Robotham 2009; Lewis 2010).

In Sub-Saharan Africa, Work-Study Programme has not been properly identified with higher education, since inception of tertiary institution in 1948 (Adewale & Ajayi 2010). Due to poor leadership salvaging the region, the programme was not in existence for a long time in the past. Therefore, high priority which the leaders in developed nations placed on education in their countries is relatively lacking in West-African countries education system. In recent times, however, student Work-Study Scheme is gradually becoming a common feature of some of the Nigerian tertiary institutions (both public and private), but private Faith-Based institutions, such as Covenant and Babcock universities are driving the scheme with all seriousness (Covenant University, 2013; Babcock University, 2013) in spite of the fact that the programme is being funded by the Church, without any input from the Government of Nigeria (Federal, State and Local).

Owing to the newness of Student Work-Study Programme in academia in Nigeria, the programme has not been fully explored in literature. Thus, there is a wide gap in the knowledge base regarding the job assessment of students who participated in the Programme. Also, the nature of jobs assigned to students is yet to be ascertained. Therefore, this article is set to address these gaps in knowledge using Covenant University, Ota, South-West Nigeria, as a case study.

Assessment is one of the criteria for measuring students' ability with the aim of enabling them to improve on their performances (Brown 2004). Therefore, assessing job assignments of Work-Study students could assist them to improve on their studies, on the job assigned to on campus and in work organisations after graduation.

This effort according to (Brown & Smith 1997) indicates the skill that students have acquired, the extent to which they can demonstrate the skill and improve greatly on it in the nearest future.

Statement of the Problem

For more than 40 decades in Nigerian education system, articles on Students' Work-Study programme were never explored in literature. Only recently have few researchers began to explore social problems related to the programme in some of the nation's tertiary institutions. The study of Adewale & Ajayi (2010) for instance, demonstrates how the programme assisted many indigent students of the Library Department of the University of Ibadan, Nigeria, to complete their education. Moreover, researchers such as Oludayo et al., (2014) examined the number of hours students engaged in Work-Study programme per week, salaries earned per hour and how they spent their salaries, in a Faith-Based higher institution, Western Nigeria. Results from these two studies demonstrate that indigent students had explored the opportunity provided by the programme to finish up. Further to that, these studies show that several other students were able to earn and save money for future use, secure work experience for engagement in work-settings after graduation.

Although, earlier studies mentioned above provided useful information about the importance of Student Work-Study Programme, but further research is needed in area of job assignment, age and gender difference of Work-Study students, which these studies failed to examine. Building on the study of Oludayo et al., (2014), therefore, the present study seeks to fill these gaps in knowledge.

Objectives of the Study

This article tries to examine if academic level of Work-Study students significantly affects their job performances. Other specific objectives of the study are to:

- Discover the modality used to assign jobs to Work-Study student
- Investigate the nature of jobs assigned to Work-Study students
- Examine age difference of participated students
- Find out gender difference of participated students

Examination of Research on Work-Study Programme in Higher Education

Work-Study programme is largely associated with advanced industrial societies of the world. Therefore, articles related to the programme have been fully explored in their higher education system (Ehrenberg & Sherman 1987; Lucas & Lammont 1998; Astin, 1999; Little, 2002; Ahasan, 2003; Yeh, 2006; Bradley et al., 2007; David & Lucia, 2007; Cheng & Jacob 2008; Yen, 2009; Darmody & Smyth, 2012).

Specifically, the commencement of the programme is traceable to The Economic Opportunity Act of 1964, which aimed at mobilizing the human and financial resources of the United States of America to combat poverty that was affecting her nationals (Campus compact (2014). The declaration of purpose of the Act states that:

“The United States can achieve its full economic and social potential as a nation only if every individual has the opportunity to contribute to the full extent of his capabilities and to participate in the workings of our society. It is, therefore, the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this Nation by opening to everyone the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity.” (Economic Opportunity Act, 1964).

The programme, was therefore created to grant opportunity to every American to educate, train, work in order to terminate the problem of poverty and live a decent and a dignify life (Capp, 1967; Ellis, 1984; Sarfe, 2008; Pollak, 2011). Thus, the works of (Jihong, 2003; Morgan, 2007) validate the aim of the above Act by illustrating how the Work-Study programme has enabled many indigent American students to access higher education.

In Nigeria, however, literature on this programme was not in existence for many years. The emergence of the programme, in the late 90s, could be traced to the catalogue of programmes devised to solve the problem of brain drain in Nigerian public tertiary institutions (Mihyo, 2008; Adewale & Ajayi 2010). The Library Department of the University of Ibadan was the first institution to employ the programme to address the problem of brain drain and turn it to brain gain. It equally helped some financially handicapped students to finish up. However, the expansion of the programme in recent times could be associated with the establishment of Private Faith-Based Universities, designed to restore sanity to the moribund higher education system in Nigeria.

The non-availability of Work-Study Programme in Nigerian tertiary institutions for a long time could be considered a cogent factor behind its inadequacy in literature. Apart from four public Universities-Ibadan, Ilorin, Benin and Lagos (Adewale & Ajayi, 2010; University of Ilorin, 2013; University of Benin, 2013; University of Lagos, 2014) and four private Universities (Madonna at Okija, Anambra-State; Babcock at Ilishan-Remo, Ogun-State; American University at Yola, Adamawa-State; Covenant at Ota, Ogun-State and Babcock at Ilisha-Remo, Ogun-State (Madonna University, 2013; Babcock University, 2013; Covenant University, 2013; American University of Nigeria, 2014) that run the programme in recent times, the programme is still not available in most higher education institutions. This may not be divorced from the poor level of education in Nigeria which cannot accommodate such a programme (Oludayo et al., 2014). For the past three decades, education system in Nigeria has been confronted with a catalogue of social problems that undermines quality education as obtainable in developed societies, where the programme is prominent. Consequently, it has become practically impossible for the sector to advance to the level of accommodating Work-Study programme.

Apart from the above, poor funding of education by the past and the present leaders in Nigeria is a contributing factor. Since independence in 1960, it is evident in literature that funding of education in Nigeria has remained one of the worst in the world (World Bank, 2012). Owing to this, it would be regarded as absurdity to imagine the possibility of such a programme, when the nation’s government has no regard for proper funding of education as required by the UNESCO (World Bank,

2012). Besides, the nation's universities have continued to suffer the frustration and indignity due to high level of corruption. Money meant for development projects is often siphoned by the management of tertiary institutions.

The prevailing attitude of selfishness among the nation's elites is making the situation worse. The system of development known as communalism (Rodney, 1972) that was in existence in pre-colonial African traditional societies has been replaced with selfishness. Thus, not many people want to act as their brother's keeper anymore. This explains why the money meant for institutional and national development is often siphoned by the elite class to the detriment of the people (Ojukwu & Shopeju, 2010; Burleigh, 2013; Nairaland Forum, 2014; Garson, 2011).

In developed nations, Work-Study programme is being financed by private organisations (Pollak, 2011; Garson, 2011), individuals and federal governments, but it is evident in literature that many private organisations and individuals in Nigeria are always interested in exploiting the masses. While those who engage in business transaction with government agencies, more often than not, inflate expenses or collect money for services not rendered. Further to that, most elites in positions of authority care less about the populace. Such elites believe only in their personal, family, group and friends interests, which manifest in the application of '*not my father's business syndrome*' to issues relating to national progress (Omonijo et al., 2014). By this syndrome, people are not concerned about developmental projects. What matters to them is how to siphon the resources meant for such projects and leave the projects unaccomplished. Many elite who ought to make meaningful contributions to the lives of the less privileged, through a programme, like the Work-Study, are less concerned about their plights.

Hypothesis

H₁: A significant relationship exists between the academic level of Work-Study students and job performance.

Methods

Research Design

This study employs ex-post descriptive survey design.

Population of Study and Sample Size

The population of this study consists of 91 students, who participated in Work-Study Programme between 2011 and 2014 (Covenant University, 2013).

Sampling Technique

Since the study sought the opinions of only Work-Study students, purposeful sampling technique was applied.

Research Instruments

Questionnaire was used to compliment data retrieved from register in the institution under study. The instrument contains two sections. The first part was used to obtain information in respect of socio-demographic characteristics of respondents while the second aspect was used to obtain information concerning the topic under discussion. The questionnaire contained questions relating to students' academic level and job performance. Three of these questions were open ended while the last was a closed ended type. The second aspect of the questionnaire contained 2 questions with 5 options. A five-point scoring method based on Likert Attitude Scale was used for measurement as indicated below:

- | | |
|-----------------------|----------|
| a. Strongly agree | 5 points |
| b. Agree | 4 points |
| c. Undecided | 3 points |
| d. Disagree | 2 points |
| e. Strongly disagrees | 1 points |

Data Validity and Reliability

This study used examination of instrument by experts to validate the instrument used in collection data. The instrument was sent to three experts in the field of study for evaluation. Their comments were used to revise the instrument before distribution.

Data Analysis

Simple percentage, frequency tables were used to analyse the data related to the research questions while ANOVA and t-test were used to test the hypothesis formulated for the study.

Analysis of the Objectives of Study

Objective i deals with the modality used in assigning jobs to Work-Study students. The result of the investigation as indicated in *table 1* show that students were assigned to work based on their programmes (areas of specialization) of study. Thus, Social Science oriented students engaged in Administrative Jobs while Science Oriented students engaged in professions relating to their programmes of study.

Table 1: Job Placement of Work-Study Students

Social Science Oriented Jobs	F	%	Science Oriented Jobs	F	%
Research	10	10.9	Maintenance / Electrical Unit	08	8.7
Core Administration	32	35.1	Pharmacy and laboratory	04	4.4
Others Administrative related Jobs.	15	16.5	Computer Center	04	4.4
Total	57	62.6	Graphic Design Unit	10	10.9
			Hebron FM station	08	8.7
			Total	34	37.1
Grand Total	91(100%)				

Source: Field work, 2014

As indicated in *table I* above, 57 (62.6%) respondents in this study were Social Science Oriented Students. They were assigned to administrative jobs. Science Oriented students in this study represent 34(37.1%) and they were assigned to jobs relating to maintenance / Electrical, Pharmacy and laboratory, Computer Science, graphic Designing and broadcasting (Hebron FM Station). This constitutes 8.7%, 4.4%, 4.4%, 10.9% and 8.7% respectively.

Objective ii examines the age composition of Work-Study students. *Table 2* presented below shows that students between the age of 23 and 24 in the sample represent the majority with 34.1%. This is followed by age 21-22 with 28,5%. The percentage of students between the age of 19-20 is 24.2% and it is very close to age 21-22, which represents 28.5%. The least age in the sample is between 16 and 18 with 13.2%

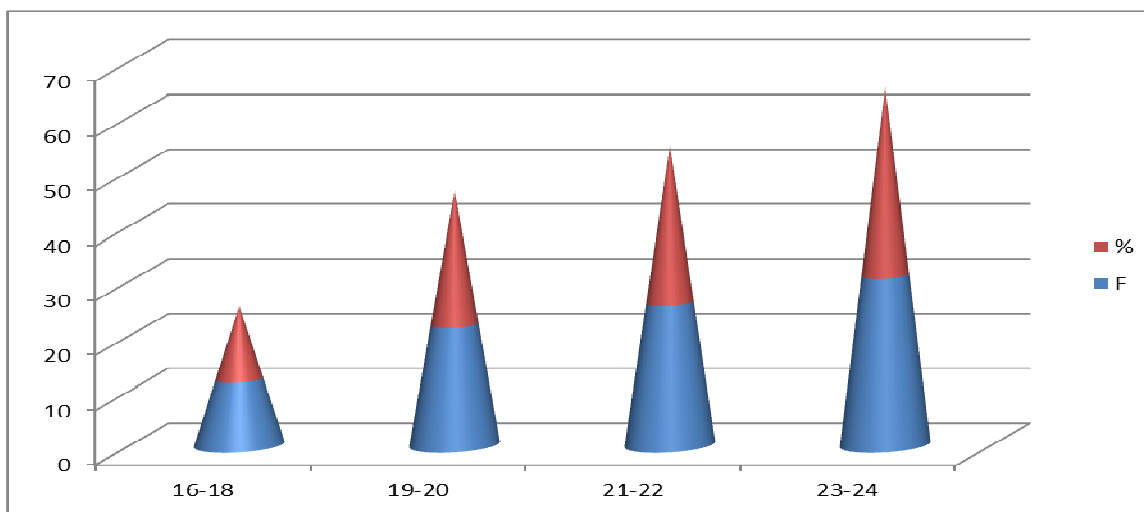
Table 2: Age Composition of Work-Study Students

Age Composition	F	%
16-18	12	13.2
19-20	22	24.2
21-22	26	28.5
23-24	31	34.1
Total	91	100

Source: Field work, 2014

The data analysed in *table 2* above is further presented in **figure i** for clarity of purpose.

Figure ii: Age Composition of Work-Study Students



Source: Field work, 2014

Objective iii investigates gender difference of Work-Study students. The result of investigation indicates that female students participated in the programme more than their male counterparts. This is indicated with 54.9% and 45.1% respectively (see *table 3*)

Table 3: Gender Composition of Work-Study Students

Gender Composition	F	%
Male	41	45.1
Female	50	54.9
Total	91	100

Source: Field work, 2014

Objective iv investigated level of study of Work-Study students. The result from the investigation is indicated in *Table 4* below and it shows different levels of students who participated in Work-Study programme. Final year students (400 and 500 level) students represent the majority in the sample with 28.6% and 34.05 respectively. Students in their penultimate class and sophomore year represent 17,6% and 16.5% respectively. Finally, year i students constitute the least with 3.3%

Table 4: Level of Study of Work-Study Students

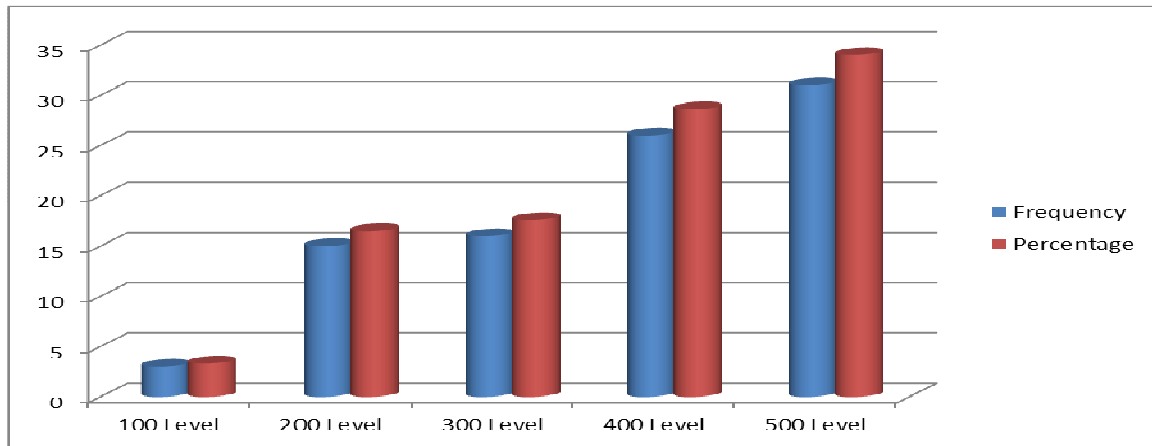
Levels of Study	F	%
100	03	3.3
200	15	16.5

Levels of Study	F	%
300	16	17.6
400	26	28.6
500	31	34.0
Total	91	100

Source: Field work, 2014

The result presented in *table 4* above is further presented in *figure ii*, for more clarification.

Figure ii: Level of Study of Work-Study Students



Source: Field work, 2014

Objective v investigates job assignments and the nature of jobs performed by Work-Study students. The result of investigation is presented in *table 5* and it shows that 91 students took part in Work-Study Programme. The table also presents 13 job assignments and 8 natures of work that students embarked upon within this period. Administrative jobs constitute the majority of these assignments with 36.3%. This is followed by Engineering with 13.2%. Library Science represents 14.3%, while computer related assignments represent 10.9%. Communication and Medicine represent 8.8% each. Finally, technical assignments and graphic design represent 4.4% and 3.3% respectively.

Table 5: Job Assignments and Nature of Job of Work-Study students

SN	Job Assignments	Nature of Job	F		%
1	Maintenance and Electrical Assistants	Engineering	08	12(13.2%)	8.8
2	Production Assistants		04		4.4
3	Pharmacy and Laboratory Assistants	Medicine	08		8.8
4	Hebron FM Assistants	Communication	08		8.8
5	Library Assistants	Library Science	13		14.3
6	Graphic Design Assistants	Graphic Design	03		3.3
7	Camera and Studio Assistants	Technical	04		4.4
8	Computer Repair Assistants	Computer Science	10		10.9
9	Writers	Administration	10	33(36.3%)	10.9
10	Research Aids		08		8.8
11	Admission Assistants		02		2.2
12	Alumni Office Assistants		02		2.2
13	Administrative Assistants		11		12.1
Total		8	91		100

Source: Field work, 2014

Testing of Hypothesis

Table 6 presents the result of the hypothesis which says a significant relationship exists between the academic level of Work-Study students and job performance. Given the F-value (364.7) significant at 1 % and R-Squared value (80.4%) and T-test of 19.1 (see also table 6^a &^b) all significant at 1% level of significance. The study therefore accepts the hypothesis that says that academic level of students positively affects job performance. The analysed result of the coefficient estimate particularly indicates that a percentage increase of study is capable of significantly improving job performance by 89.7%. This implies that higher level of study result to corresponding increase in job performance.

Table 6: Testing of Significant Relationship Between Academic level of Work-Study Students and Job Performance

Model	Standardized Coefficient	T	Sig.
	Beta		
(Constant)	.897	-6.573	.000
Level of Study		19.098	.000

Source: Field work, 2014

Table 6^a: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.911 ^a	.829	.827	1.804

a Predictors: (Constant), Academic Level of Respondents

Table 6^b: ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	1405.513	1	1405.513	431.670	.000 ^a
	Residual	289.783	89	3.256		
	Total	1695.297	90			

a Predictors: (Constant), Academic Level of Respondents

b Dependent variable: Job assessment

Discussion

This study has demonstrated that programmes of study were used as a modality to assign jobs to Work-Study students. Thus, students in Social Science Programmes represent the majority with 62.6%. They were assigned to administrative jobs. Students in Science Oriented Programmes represent the minority with 37.1% and they were assigned to Science, Engineering, Computer Science Programmes etc. Although one would have suggested that the University would have used job vacancies available to assign work to students who applied for Work-Study, but that was not taken into consideration. This shows that the University management is interested in the progress of these students by enabling them to practice the skill learnt so far in their programmes of study.

From the study, gender composition of Work-Study students was revealed. Based on **table 2**, female students participated more in the programme than their male counterparts. This is presented in **table 2**. Perhaps, female students were more interested in the programme which might have prompted them to apply more than their male counterparts, because gender was never used as a criterion for selection.

The study also revealed the age composition of Work-Study students. Dwelling on **table 3**, older students, aged 23-24, 21-22 participated more than younger students in the sample. This is represented by 34.1% and 28.5% respectively. Closely related to the latter are students between the age of 19 and 20 with 24.2%.

The study equally revealed different level of students who took parts in Work-Study programme. Based on *table 4*, final year students (400 and 500) represent the majority with 28.6% and 34.0% respectively. Students in their penultimate class and sophomore year followed with 17.6% and 16.5% respectively. However, 100 level students constitute the least with 3.3%. Probably because year one students are still new in the University and may not be fully aware of the benefits that the programme offers. In another development, 400 and 500 level students might see the programme as an opportunity to secure minor work experience to before graduation.

The study shows that Work-Study students involved in 13 job assignments, which are 8 in nature. Administrative jobs constitute the majority of these assignments with 36.3% followed by Engineering with 13.2%. Library Science represents 14.3%, while computer related assignments represent 10.9%. Communication and Medicine represent 8.8% each. Finally, technical assignments and graphic design represent 4.4% and 3.3% respectively.

Finally, this study revealed that a significant relationship exists between academic level of Work-Study students and job performance. Students in higher classes performed better than their colleague in the lower classes.

Conclusion

Owing to the above discuss, this study concludes that:

- The programme of each student was used as a modality to assign job to Work-Study students.
- Female students participated more than their male counterparts in Work-study programme.
- Older students took part in the programme more than the younger ones.
- Students in higher levels (400 and 500) involved in the programme more than students in the lower levels.
- Students carried out 13 different job assignments, which are 8 in natures.
- There is a significant relationship between academic level of Work-Study students and job performance.

Recommendations

Dwelling on the above conclusion, the following recommendations are made:

- Work-Study programme should be extended to other disciplines in the University.
- The programme should be extended to teaching and supervision during examination, under a close supervision of senior faculties.
- Professional and vocational students could be given administrative assignments. This could enable them to be more versatile in management in the nearest future.

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