

Effect of Nce Part-Time Programme Stress on Personal Health, Home Responsibilities and Academic Performance of Married Female Students

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Abstract

This study examined effect of NCE part-time programme stress on personal health, home responsibilities and academic performance of married female students in Emmanuel Alayande College of Education, Oyo. Three hypotheses were raised and the study adopted descriptive survey research design. Simple random sampling technique was used to select one hundred (100) who constituted the respondents for the study. The instrument used for collection of data is a structured, self constructed questionnaire. It has two sections, Section A deals with the demographic information of the respondents while section B deals with substantive questions on the topic. The reliability coefficient of the instrument was 0.92 using Cronbach Alpha. The data collected were subjected to analysis using Pearson Moment Correlation analysis (r). The results of the study established that there was significant relationship between part-time programme stress on personal health, home responsibilities and student's academic performance of married female part-time students. Based on the findings in this study, some recommendations were made: that Stakeholders, governmental, public, and private sector are to increase funding, so that meaningful and strategic expansion of existing facilities on-campus and part-time programmes can be achieved to minimize stress encountered by part time students. School administrators in college of education should organize seminars for part-time students on time and stress management. This will go a long way in minimizing stress experienced by part-time students.

Keywords: Stress, personal Health, home responsibilities, performance, part-time.

Introduction

The intention of every government to make education available to all citizens is highly appreciated by anyone who knows the relevance of education in the development of individuals and the nation. Tsokar and Okeke (2014) observed that to achieve sustainable development in any country, there must be strategic and deliberate strive towards adopting indigenous policy that would engender self- sufficiency. Thus, individuals are encouraged to find means of building their capacity in an attempt to achieve sustainable development. Hence, people are encouraged to acquire knowledge through formal and informal education. In order to achieve this objective, efforts are made towards designing programmes that enable people to go for further learning at their convenient times.

People who have one employment or the other are able to go for higher education without losing their jobs. Hence, there are Distance Learning, Sandwich Programme, Part Time Programmes and Open Learning of the National Open University of Nigeria in higher education in Nigeria (Jegede, 2002). Nigeria, like some other nations of the world, values education for her citizens and emphasizes quality education. There is no gain-saying the fact that quality education is very necessary for individuals and national development. Our society is not static but dynamic. If the society is dynamic, it means that it must demand certain priorities in terms of new knowledge, new status, innovations and updating of the existing knowledge (Allan, 1977).

Two types of part-time degree programmes are offered by Nigerian universities: on-campus and those offered via outreach programmes. The on-campus, part-time programmes are offered at main campuses; outreach programmes are offered at satellite outreach centres, often located many kilometres from the parent campus, typically in large commercial urban centres. To gain entry into part-time programmes of study, in theory part-time students must meet the same admissions requirements as their full-time student counterparts. On-campus students studying part-time are taught by regular faculty, use the same facilities, and attend lectures during the evenings, weekends or vacations, as fulltime students studying on-campus. Outreach or satellite programmes, on the other hand, offer part-time programmes that are administered and delivered at designated 'outreach' centres that are physically located off-campus, outside confines of the parent institution. Outreach centres are typically located in large urban and commercial centres, so as to attract students who could afford to pay for their academic upgrading and education. These outreach centres, however, tend not to be as well equipped compared to their parent universities. Moreover, those hired to teach outreach programmes are typically recruited from outside the parent university's faculty.

The National Universities Commission (NUC) admission requirements are the exact same for both the on-campus and outreach programmes. Both programmes are to teach the same curriculum, use the same course syllabi and course contents, and administer the same examinations as used in 'mirror' programmes offered in the regular university system. All programmes of study are moderated, controlled, and approved by the senates of their respective operating universities. It is safe to assume, therefore, that there are standardized quality control measures in place that warrant the award of the same degrees and certificates to successful graduates of these programmes.

Married women experience personal-social-psychological, marital and financial problems as part-time students (Ogunsanmi, 2011). According to Trockel, Bernes & Egget (2000) married students in their first year in college experienced a lot of stress because they combined the roles of being mothers, wives and students. The financial implications of the programme seem to constitute stress to the students. Njoku (1996) observed that students on the programmes did not receive scholarships, grants or aids as others on regular programmes in institutions. Thus, meeting with the cost of cost materials, schools fees, family needs care and feeding while on the programme, away from home constituted stressors to married female part-time students.

Previous experiences with the part-time students revealed that many broke down in health and were admitted into the hospitals around colleges, far from relations. Most of the female students were married women who came in with pregnancies endangering the health of both mother and fetus as the former lived in unhealthy environment and living conditions. Some expectant mothers even left behind young children at home. Their thought about the children's welfare often led to emotional breakdown. One could find a student being delivered of a baby and hours later proceeded to the examination hall for her papers.

Similarly, many brought their new born babies to the part-time programme and breastfed in between lectures or examinations. Within a period of about three months as a contact period, students experience stress while trying to adjust to uncomfortable accommodation. Nkechinjeyre (2008) opined that teaching-learning activities for the part-time programme should be made less stressful by the provision of conducive environment, including hostels on campuses by college administrators. Unfortunately, both the Federal and State Institutions running the part-time programme do not receive grants/aids for the running of the programme.

The periods of examination and the crowded time-table, coupled with some logistic problems, such as irregular examination time table have been observed to generate stress in the students. In most cases, students found themselves writing examinations even on festive and religious holidays and on Saturdays or Sundays, when they ought to be in their homes with their family members.

Hypotheses

The following hypotheses were raised for the study

1. There is no significant relationship between part-time programme and personal health of female part-time students.
2. There is no significant relationship between part-time programme and home responsibilities of female part-time students.
3. There is no significant relationship between part-time programme and academic performance of female part-time students.

Methodology

Research Design

This study employed descriptive research design to gather information on effect of sandwich programme on personal health, home activities and academic performance of female NCE part-time students in Emmanuel Alayande College of Education, Oyo.

Population

The population for this study consists of all part-time female NCE students in Emmanuel Alayande College of Education, Oyo.

Sample and Sampling Technique

Simple random sampling technique was used to select 100 NCE part-time married female students from Ibadan Study Centres Emmanuel Alayande College of Education, Oyo, Oyo State.

Instrument

The instrument used for the collection of data in this study was a structured self constructed questionnaire. It has two sections, section A deals with the demographic information of the respondents while section B deals with substantive questions on the effect of part-time program on the personal health, home responsibility and general performance among the married women.

Validity and Reliability of the Instrument

The questionnaire was given to three experts in the school of education at Emmanuel Alayande College of Education, Oyo for editing. Their comments and observations were considered before the questionnaire was typed and administered. The reliability coefficient of the

instrument was determined by using cronbach alpha and the reliability coefficient obtained was 0.92 which shows that the instrument was reliable and valid for this study.

Method of Data Collection

The researcher and a research assistant went to the centres and administered the questionnaire consists of 25 items to the female students selected at random for this study. They were told the purpose of the research and the instrument was distributed to them and collected on the spot after filling.

Data Analysis

The Statistical analysis used was Pearson Moment Correlation analysis (r). The data collected were coded and processed into computer and SPSS software package was used to analyze the data collected.

Results

Research Hypothesis 1

Research Hypothesis 1: There is no significant relationship between part-time programme stress and personal health of female part-time students.

Table 1: Relationship between part-time programme stress and personal health of female part-time students

		Personal health	Home	Performance	PTP Stress
Personal health	Pearson Correlation	1	.661**	.623**	.867**
	Sig. (2-tailed)		.000	.000	.000
	N	100	100	100	100
Home	Pearson Correlation	.661**	1	.693**	.871**
	Sig. (2-tailed)	.000		.000	.000
	N	100	100	100	100
Performance	Pearson Correlation	.623**	.693**	1	.895**
	Sig. (2-tailed)	.000	.000		.000
	N	100	100	100	100
PTP Stress	Pearson Correlation	.867**	.871**	.895**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	100	100	100	100

As shown on table 1, $r = 0.867$, $p = 0.000$ at 0.05 level of significance. Therefore, reject the null hypothesis that there is no significant relationship between part-time programme stress and personal health of female part-time students. Hence, there is significant effect of part-time programme stress on personal health of female part-time students.

Research Hypothesis 2

Research Hypothesis 2: There is no significant relationship between part-time programme stress and home responsibilities of female part-time students.

From table 1, $r = 0.871$, $p = 0.000$ at 0.05 level of significance. Therefore, reject the null hypothesis that there is no significant relationship between part-time programme stress and home responsibilities of female part-time students. Hence, there is significant effect of part-time programme stress on home responsibilities of female part-time students.

Research Hypothesis 3

Research Hypothesis 3: There is no significant relationship part-time programme stress and academic performance of female part-time students.

As shown on table 1, $r = 0.895$, $p = 0.000$ at 0.05 level of significance. Therefore, reject the null hypothesis that there is no significant relationship between part-time programme stress and home responsibilities of female part-time students. Hence, there is significant effect of part-time programme stress on academic performance of female part-time students.

Discussion

The results of research hypothesis one revealed that there is significant effect of part-time programme stress on personal health of female part-time students. This implies that part-time stress could result in ill health, general weakness of the body and hypertension if not checked. Ogunsanmi (2011) opined that married women experience personal-social-psychological, marital and financial problems as part-time students. Also, according to Njoku (1996) meeting with the cost of cost materials, schools fees, family needs care and feeding while on the programme, away from home constituted stressors to married female part-time students.

The outcome of research hypothesis two indicated that there is significant effect of part-time programme stress on home responsibilities of female part-time students. Married female part-time students' were stressed because of their multiple roles and responsibilities as mothers, wives, religious leaders, employed workers and role-models in the society. This is in line with the findings of Trockel, Bernes & Egget (2000) that married students experienced a lot of stress because they combined the roles of being mothers, wives and students. Also, Njoku (1996) observed that meeting with the cost of cost materials, schools fees, family needs care and feeding while on the programme, away from home constituted stressors to married female part-time students.

Research hypothesis three reported that there is significant effect of part-time programme stress on academic performance of female part-time students. This is an indication that stress encountered by female part-time students had negative effect on their academic performance if not checked by the student. Nkechinjeyre (2008) opined that teaching-learning activities for the part-time programme should be made less stressful by the provision of conducive environment, including hostels on campuses by college administrators for better academic performance in colleges of education.

Conclusion

Part-time programme has effect on personal health, home responsibilities and academic performance of married female part-time students. For effective teaching and learning activities for the part-time students, the programme should be made less stressful by the provision of conducive environment, including hostels on campuses by college administrators.

The periods of examination and the crowded time-table, coupled with some logistic problems, such as irregular examination table should be put in place to minimize stress encountered by the students.

Recommendations

The following recommendations were made to minimize stress among female part-time stress:

- Stakeholders, governmental, public, and private sector are to increase funding, so that meaningful and strategic expansion of existing facilities on-campus and part-time programmes can be achieved to minimize stress encountered by part time students.
- School administrators in college of education should organize seminars for part-time students on time and stress management. This will go a long way in minimizing stress experienced by part-time students.
- Effective and timely counseling should made available to part-time students to cater for their welfare and well being in the course of studying.
- Part-time programmes in colleges of education should be provided to the beneficiaries at reduced cost to minimize stress posed due to cost.

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