

## SANDWICH STUDENTS' ATTITUDE TOWARDS THE SANDWICH PROGRAMME

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### ABSTRACT

The study was carried out in order to ascertain the attitude of sandwich students to sandwich programmes. The study made use of one hundred and eighty respondents who were randomly selected from three second year centers of the Institute of Education Bachelor in Basic Education.

Data from respondents were gathered by the use of questionnaires. The results of the findings revealed that students of the Institute of Education had negative attitude towards the Sandwich programme. Again, there is no significant difference between science and humanities students with regards to their attitudes towards sandwich programmes.

It was recommended that counsellors be appointed in each college during sandwich periods. It was again recommended that comprehensive orientation be given to the students as their rights and responsibilities as sandwich students.

**Key Words:** Attitude, Counselling, Sandwich and Institute of Education

### Introduction

Education is seen as a sturdy tool which is used to modify the behaviour of children as the society expect of them by and large. Student's attitude is at the heart of learning and that it should, therefore become an integral component of any mode of teaching and learning. According to Candeias, Rebelo and Oliveira (2008) the construct attitude toward school was first defined by Lewy as being the subject's behaviours, their feelings expression regarding to affection and judgments, favourable or unfavourable, for the school and school experiences. The affective characteristics could be attributed to element of quality education and investment of individual actors in the different dimensions in teaching and learning. This construct is intrinsically related to other constructs, such as students' perceptions and interest about learning, their competence and motivation. Attitudes toward learning are believed to influence behaviors such as selecting and reading books, speaking in a foreign language etc.

For the past ten years or so, the universities in Ghana have had the unpleasant duty of turning away a large number of qualified applicants every year as a result of their inability to admit not even half of these applicants. This situation has been attributed to limited and deteriorating facilities. Coupled with this limited facilities is the rising cost of providing quality education at the secondary and tertiary levels (Mensah & Owusu-Mensah, 2002). The government of Ghana is finding it increasingly difficult to fund tertiary education all alone.

As a result of the above reasons and many others the government of Ghana signed on to distance education as a viable complement to the conventional face-to-face education. This step is inspired by the vision that all Ghanaians should have access to all forms of education and training regardless of where they live and the kind of jobs they do.

The idea of sandwich education is not new in Ghana. It was more vibrant two or three decades ago than it is now. It used to be known as correspondence education, an avenue through which a number of workers and professionals upgraded themselves. The economy of Ghana started deteriorating after independence thus making it difficult for student-workers to afford the cost of upgrading themselves by this means of education. The income levels of workers were so low that they could not simply afford to pay their fees.

However, after some time the idea of using DE for manpower development resurfaced strongly and this led to the introduction of a number of DE initiatives including the Modular Teacher Training Programme (MTTP), which was introduced in 1982. This programme was meant to upgrade untrained teachers academically and professionally through some form of Distance Education. Through this programme 7,537 untrained teachers received professional training and obtained Teachers' Certificate A. However this programme was abandoned because of certain difficulties it faced.

Today the quest for higher education has even grown bigger and people in various jobs are seeking that to get promoted and earn higher or students from the senior high schools use that at a point of entry. It is in this regard that the nation's institutes of higher learning are providing various forms of teaching models. One of such models is "Sandwich" which is a programme that is run by the Universities when the regular sessions are on break. The University of Cape Coast is one of the leading universities in the running of sandwich programmes for students. The University runs Diplomas to Post-graduate programmes in almost all the schools and colleges.

The quality of these sandwich programmes have come under serious criticisms. The caliber of students admitted to these programmes and their outputs have been questioned. According to Adansi (2010) students who do not meet the admission criteria for regular sessions are admitted into the sandwich programmes. A similar conclusion was arrived at by Adusie (2012) in a comparative study he carried out between the regular and sandwich students of the University of education Winneba, Kumasi Campus.

If university teachers are asked, what is the most important student characteristic associated with successful studies, they usually mention traits such as *attitude*, *motivation*, and *genuine interest*. Similarly, questions about the importance of *attitude* (Dalgety et al., 2003), and of *motivation* (Covington, 2000) have been investigated by many educational researchers.

University students' attitude towards sandwich programme is the focus of this study. To gain insight in what could influence changes in attitude; second-year sandwich students of the Institute of education, University of Cape Coast, reading for Bachelor of education in Basic Education were given questionnaires to answer. The study intended to address the kind of attitudes put up by these students which affect their performance academically.

#### **Objective of the study**

The main objective of the study is to examine the attitudes of students towards the sandwich programme. The specific objectives of the study are to:

1. Ascertain the kind of sandwich students put up towards sandwich programmes.

#### **Research Question**

1. What is the attitude of Institute of Education Students towards the Sandwich Programme?

#### **Research Hypotheses**

1.  $H_0$ : There will be no significant difference between male and female students towards the Institute of Education Sandwich Programmes.
2.  $H_0$ : There will be no significant difference between science and humanities students towards the Institute of Education Sandwich Programmes.

#### **Sample Size and sampling technique**

The sample size for the study was one hundred and eighty (180). Three (3) second year colleges (OLA College of Education, Wesley College of Education and Koforidua College of Education) were selected at random. Again, two (2) programmes of study were selected at purposively; the programmes happen to be one in the sciences (Science) and the other in the humanities (Social Studies). Thirty (30) males and thirty (30) females were selected from each college. This comprise fifteen (15) from each programmed selected. This was done to ensure that the sample size was obtained. In selecting the student for the study, random sampling was used. It involves choosing the students at random and continuing that process until the required sample size was obtained (Cohen,

Manion & Morrison, 2007). According to Dabone, Fabea, Dapaah and Ekow (2015) this helped to prevent bias in the selection of students for the study.

**Results and Discussions**

To find out the attitudes of Sandwich students on the sandwich programme, respondents were given a four point Likert scale questionnaires to respond to. The scoring was based on the four point Likert scale of measurement of Strongly Agree (SA), Agreed (A), Disagree (D) and Strongly Disagree (SD). The options of the items were weighted in the Likert format with SA = 4, A = 3, D = 2 and SD = 1.

To interpret the score a person obtains on the inventory, score bands were used as shown below. The greater the score the more positive attitude a student depicts. Thus for

Negative we have an interval of 1.0 – 2.5

Positive we have an interval of 2.6 – 4.0

**Table 1: Attitudes of Students Towards Sandwich Programmes**

Items	Sample	Mean	Std Dev
I report to school early at reopen	180	1.6091	.20350
I always attend lectures	180	1.0512	.21351
I purchase other reading materials to support what my lecturers give me	180	1.2481	.63748
I listen carefully to lectures	180	1.2402	.35274
I don't bother to take notes on lectures	180	1.1348	.94311
I ask questions at lectures when I don't understand some issues	180	1.1314	.70614
Before class starts, I review yesterday's lecture notes	180	1.5894	.35159
I study only when there are quizzes and exams	180	2.4238	.81312
I wait until the night before a test to review my lecture notes	180	1.2423	.43315
I am always thinking about other engagements I have left behind in the house	180	1.0395	.52213
I attend lectures only when the lecturer is friendly	180	1.3143	.31235
I enrolled in the programme because my friends were also enrolling	180	1.1421	.25315
I enrolled in the programme because I only needed a degree	180	2.3720	.13616
I enrolled in the programme because my parents asked me to	180	1.0144	.51316
I enrolled in the programme because my spouse asked me to	180	1.1688	.63127
I enrolled in the programme because of professional development	180	2.2917	.17101
<b>Averages</b>	<b>180</b>	<b>1.4383</b>	<b>.44960</b>

In answering the Research question, Table 1 revealed that had an average attitude of 1.44. This fell within the score band of 1.0 – 2.5 which is interpreted as negative. This revealed that sandwich students of the institute of education of the university of Cape Coast have a negative attitude the sandwich programme.

The finding of the current study is consistent with the finding of Kayode (2009) when he found in a study he carried out in Benin State University that distance education students have poor attitude towards studies. He added that the case of regular students of the same university was better.

Evagi (2013) in a study conducted in the University of Education, Winneba revealed that the attitude of sandwich students towards learn was negative. He stressed however, that postgraduate students were worse than undergraduate students. To him, his finding was based on the number of

postgraduate students who were unable to complete their thesis because they did not consider that as a priority.

To the researchers, the attitude of the students as revealed is negative because most of these students are already working. therefore the pinch that get students to get excellent grades to enhance their chances for securing a good job a very competitive space for jobs are missing in these students.

### Test of Hypotheses

Hypothesis one states that “There is no significant difference between male and female students towards the Institute of Education Sandwich Programmes”.

**Table 2: t-table comparing the attitude of male and female students**

Items	N	Male		Female		t-value	P Value	SIG
		Mean	SD	Mean	SD			
I report to school early at reopen	180	1.67	.647	1.30	.581	2.854	.005	S
I always attend lectures	180	1.73	.606	1.37	.596	0.072	.943	NS
I purchase other reading materials to support what my lecturers give me	180	1.60	.727	1.36	.624	1.564	.119	NS
I listen carefully to lectures	180	1.60	.699	1.59	.701	2.341	.020	S
I don't bother to take notes on lectures	180	1.79	.800	1.79	.580	2.333	.020	S
I ask questions at lectures when I don't understand some issues	180	1.55	.537	1.36	.510	1.043	.298	NS
Before class starts, I review yesterday's lecture notes	180	1.55	.696	1.52	.583	.621	.535	NS
I study only when there are quizzes and exams	180	1.33	.473	1.86	.668	-.122	.903	NS
I wait until the night before a test to review my lecture notes	180	1.45	.564	1.37	.534	1.633	.104	NS
I am always thinking about other engagements I have left behind in the house	180	1.32	.528	1.98	.403	1.663	.098	NS
I attend lectures only when the lecturer is friendly	180	1.45	.598	1.52	.607	1.586	.115	NS
I enrolled in the programme because my friends were also enrolling	180	1.70	.729	1.60	.632	-1.466	.144	NS
I enrolled in the programme because I only needed a degree	180	1.47	.547	1.44	.508	3.603	.000	S
I enrolled in the programme because my parents asked me to	180	1.49	.591	2.04	.569	10.169	.000	S
I enrolled in the programme because my spouse asked me to	180	1.46	.646	1.65	.711	7.883	.000	S
I enrolled in the programme because of professional development	180	1.75	.703	1.55	.710	4.422	.000	S
<b>Averages</b>	<b>180</b>	<b>1.56</b>	<b>.631</b>	<b>1.58</b>	<b>.595</b>	<b>2.511</b>	<b>.207</b>	<b>NS</b>

The Null Hypothesis 1 was tested at statistical significance level of 0.05 and the results showed that at  $df = 178$ ,  $p = 0.207$  which is more than 0.05. Therefore we fail to reject the Null Hypothesis 1. This implies there is no significant difference between male and female students towards the Institute of Education Sandwich Programmes.

This finding did not meet the expectation of the researchers as many studies in the country revealed that males were significant different statistically from females with respect to major constructs of education. One of such studies is Awindwin (2010) who concluded that male students of the Tamale Polytechnic showed positive attitude significantly than their female colleagues.

**Table 3: t-table comparing the attitude of science and humanities students**

Items	N	Science		Humanities		t-value	P Value	SIG
		Mean	SD	Mean	SD			
I report to school early at reopen	180	1.50	.566	1.24	.565	.797	.426	NS
I always attend lectures	180	1.54	.661	1.58	.495	2.985	.003	S
I purchase other reading materials to support what my lecturers give me	180	1.58	.627	1.47	.639	.684	.495	NS
I listen carefully to lectures	180	1.56	.709	1.34	.476	10.169	.000	S
I don't bother to take notes on lectures	180	1.66	.812	1.26	.440	7.883	.000	S
I ask questions at lectures when I don't understand some issues	180	1.35	.561	1.16	.539	4.422	.000	S
Before class starts, I review yesterday's lecture notes	180	1.39	.554	1.09	.301	1.633	.104	NS
I study only when there are quizzes and exams	180	1.33	.490	1.64	.481	1.663	.098	NS
I wait until the night before a test to review my lecture notes	180	1.55	.499	1.33	.473	1.586	.115	NS
I am always thinking about other engagements I have left behind in the house	180	1.40	.607	1.32	.564	-1.466	.144	NS
I attend lectures only when the lecturer is friendly	180	1.33	.471	1.25	.526	3.603	.000	S
I enrolled in the programme because my friends were also enrolling	180	1.28	.641	1.08	.341	.797	.426	NS
I enrolled in the programme because I only needed a degree	180	1.40	.676	1.00	.000	1.110	.268	NS
I enrolled in the programme because my parents asked me to	180	1.39	.487	1.92	.847	1.151	.251	NS
I enrolled in the programme because my spouse asked me to	180	1.38	.486	1.61	.948	2.386	.018	S
I enrolled in the programme because of professional development	180	1.36	.592	1.35	.543	-.348	.728	NS
<b>Averages</b>	<b>180</b>	<b>1.44</b>	<b>.590</b>	<b>1.35</b>	<b>.511</b>	<b>2.243</b>	<b>0.192</b>	<b>NS</b>

The Null Hypothesis 2 was tested at statistical significance level of 0.05 and the results showed that at  $df = 178$ ,  $p = 0.192$  which is more than 0.05. Therefore we fail to reject the Null Hypothesis 2. This implies there is no significant difference between science and humanities students towards the Institute of Education Sandwich Programmes.

The finding of the study is consistent with the finding of Robison (2009) who concluded that there is no statistical significant difference between the sciences and the humanities regard to their attitudes towards learning. He conducted his studies in British Columbia, on 225 High School Students. He however indicated that the humanities were slightly ahead of the sciences in terms of students attitudes towards learning.

The finding of the study is at variance with the findings of Osei-Mensah (2011) who found that students in the sciences had better attitudes towards learning than their counterparts in the humanities. He maintained that 83% of the science students showed positive attitude towards learning as compared to 26% of humanities students.

Tinkrong (2012) in a study conducted in the Kimbu Senior High School in Accra, Ghana showed that the science students were better than the arts students in terms of their attitude towards learning.

The researchers were surprised at the finding of the study since the public perception is that the science significantly better in terms of the attitudes towards learning. The academic records of the students also affirmed the perceptions held by the public.

### **Summary and Conclusion**

The study assessed the attitudes of sandwich students toward the sandwich programme of the Institute of education, University of Cape Coast. A descriptive survey was employed for the study and questionnaires were used to solicit for respondents' view with respect to the issue under study. The respondents were sampled using the random sample technique. The hypotheses were tested with the independent sample t-test. It was revealed that Institute of Education students have negative attitudes towards learning. Again, it was found out that there was no significant difference between males and female student with respect to the attitudes towards sandwich programmes. The study also revealed that there was no significant difference between female and male student with regards to their attitudes towards sandwich programmes.

### **5.2 Recommendation**

Based on the findings and conclusions drawn from the study, the following recommendations are made to key stakeholders of the education sector.

1. Very comprehension orientation programmes should be carried out for students who enroll in the sandwich programmes.
2. Guidance and Counselling Services should be made easily accessible to these crops of students at the various centers. This will go a very long way to improve the psychological and other challenges students face which will eventually transcend into their academic performance.
3. Management of Sandwich programmes should continue to provide equal advantages and opportunities for all students be it the various courses of study or gender.

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