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Evaluation of Students Work-Study Programme: The Case of a Private (Faith- Based) Higher Education Institution, South-West, Nigeria

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Authors' contributions

This work was carried out in collaboration between all authors. Author OOA managed and reviewed the literature searches, analyzed data for correctness and appropriateness and proof read the first draft of the manuscript. The author ODO designed the study, performed the statistical analysis; then, authors UOCO and NKL made the necessary suggestions and corrections; hence, all authors read and approved the final manuscript.

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ABSTRACT

This study adds to the body of knowledge on Students Work-Study Programme from the Nigerian perspective. Relying on raw data of 72 Work-Study Students, who participated in this programme in the last two years, the study tries to investigate if Work-Study Programme has a negative impact on students' academic performance. Moreover, it finds out the number of hours that students, who engaged in Work-Study spent on the programme per week and the amount of money earned per hour. Furthermore, it attempts to discover how students spent their salaries within this period. Drawing from information gathered from the students in six Departments on this discourse, through questionnaires,

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the study reported 4 impacts of this Programme on students. Out of this figure, students, who claimed to have gotten financial support for their studies and work experience for future employment, top the list with 62.5% of the total sample. This was followed by students, who claimed to have gained financial support for their academic programmes and work experience for the future engagement alone, which represent 19.4% and 11.2% respectively. Moreover, the study showed that 31.9% students engaged in Work-Study Programme for 12 hours per week, while 43.1%, 13.9% and 11.1% other students spent 10, 8 and 7 hours per week on the programme respectively. Our findings equally revealed that these students earned N250.00 per hour, out of which 51.4% of them fed themselves, 36.1% augmented their school fees and 13.7% deposited their salaries in savings account for future use. The study found out and concluded that Work-Study Programme does not have a negative impact on students' academic performance.

Keyword: Work-study programme; students; higher education institution; work experience and academic performance.

1. INTRODUCTION

Literature on education in Sub-Sahara Africa (SSA) suggests increasing demand by people for tertiary education [1,2,3]. Evidence from past studies demonstrates its expediency in order to combat high level of illiteracy that has hitherto earned SSA a status of the most illiterate region worldwide [4]. The situation is pathetic in Nigeria, which is currently regarded as having the worst education indicator across the globe [5]. Also Nigeria is the only E-9 country in SSA facing serious challenges in turning around the high rate of illiteracy among its youths and adults by the 2015 timeline set to achieve Education For all (EFA) and the Millennium Development Goals (MDGs) [4]. Out of the number of candidates applying for admission every year, only about 5.2% to 15.3% get admitted, meaning that about 84.7% to 94.8% of the candidates seeking admissions every year never succeed in getting admission (see Table i).

Table i. Demand and Supply of University Education in Nigeria 2000- 2007

Year	No. of Universities	Application	Admission	% Admitted	Total Unplaced
1998/1999	39	537,226	64,176	11.9%	473,050
2002/2003	53	994,381	51,843	5.2%	942,335
2003/2004	54	1,046,950	105,157	10%	941,793
2004/2005	56	841,878	122,492	14.5%	719,386
2005/2006	75	916,371	NA	-	-
2006/2007	76	806,089	123,626	15.3%	679,846

Source: [6]

Considering the usefulness of education among people, [7] compare sound education with light that illuminates darkness. According to them, it brightens one's sense of understanding, reasoning and judgment. Thus, the more educated one is, the more he gets rid of ignorance and subjectivity. Such an individual will likely conduct himself in a decent manner in the society. The escalation of moral decadence among youths in recent times could be linked with the insufficient access of youth to education. Also, poor quality of the nation's education system, which is breeding "area boys", touts etc. is a contributing factor [8].

In the developed world, education among the youths is considered a priority, because it ensures personal advancement in life [9,10,11] and utilization of natural endowments for national development. The Elite in many developed societies seem to have gotten the working knowledge of this idea many years back and that seems to have been the reason they have been investing heavily in quality education that is paying off today. This is obvious not only in the United States, Britain, Canada but also in Singapore, Finland, Israel, Japan etc. However, poor access by people to education as evident in Sub-Sahara Africa, could keep people in the poverty trap [12] and a nation backward perpetually.

The high rate of poverty in the region seems to be preventing poor people from accessing education, because they may not be able to afford school fees. More often than not, struggling parents withdraw their wards from schools before graduation. In other words, many indigent students admitted into tertiary institutions usually find it difficult to cope financially. For this reason among others, Work-Study Programme was introduced in the institution under study. However, its impact assessment on students has never been ascertained in the literature since its inception.

It is on this ground that this study is conceived. It adds to the existing scanty body of knowledge on Students Work-Study Programme in Nigerian context. The study apart from its academic value is expected to recommend ways of improving on this Programme so as to assist other financially challenged students, who are yet to be benefited but also in dire need of such a programme for advancement in life. Assisting students in this category could be of immense value to Nigeria that is in dire need of progress (8).

1.1 Statement of the Problem

Articles related to Students Work-Study Programme have featured prominently in the developed world, where the percentage of full time college students who work while in school has increased steadily over the past three decades [13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45] but impact assessment of Student Work-Study Programme in Sub-Sahara Africa (SSA) has not been fully explored. This could be attributed to lack of capacity to accommodate such a Programme within the region.

In Nigeria, a few of such studies have emerged in the public sector higher education. Prominent among them is the "Student Librarian Work Study Programme in Academic Libraries: An Appraisal" [46]. Through this study, authors noted that Work-Study Programme made the following two significant impacts in the lives of students and staff in the University of Ibadan.

- It was of immense benefit to many poor students. "Many students who might have withdrawn from the university, have maintained themselves through this program and completed their studies" [46].
- It assisted Library Department of the University of Ibadan in areas of staff shortage.

Nevertheless, the study failed to ascertain the number of hours that students engaged in per week, salaries earned per hour and how they spent their salaries. Moreover, no attempt was made in the study to investigate if Work-Study Programme has a negative effect on students' academic performance. Besides these flaws, the study was conducted in a public sector University and omitted private sector, where there is absolute lack of studies on Students

Work-Study Programme. The present article seeks to transcend the limit of the above study by filling these gaps in knowledge.

1.2 Objectives of the Study

This study intends to add to the existing body of knowledge by updating the article of [46] on Student Librarian Work-Study Programme in Academic Libraries: An Appraisal. Therefore, it finds out:

- Reasons why students involved in Work-Study Programme,
- How much student earned per hour.
- The number of hours spent on Work- Study Programme per week and
- What students did with their salaries?
- Whether Work-Study Programme has a negative impact on students' academic performance.

1.3 Hypothesis

Based on the submission of [19,47] that Work- Study Programme is beneficial to students, it has been hypothesized in this study that:

- H₀: Work-Study Programme does not have a negative effect on students' academic performance.

2. EXAMINATION OF RESEARCH ON ACCESS OF PEOPLE TO EDUCATION IN NIGERIA

Access of people to education means free and unlimited opportunities at each level of education to obtain knowledge, skills, and abilities available at that level which are needed to optimally participate and contribute to development in the society [48,49]. This view concurs with the United Nation's Universal Declaration of Human Rights, which asserts that everyone has a right to education as noted by [50,51]. Therefore, access of people to education provides a guarantee for those entitled to formal learning to receive it promptly. It connotes the means of making education available to everybody in a country. Hence, lack of access of humanity to education means failing to enroll in an educational institution; lack of opportunities to attend school regularly; inability to complete the prescribed program of study and lacks opportunities to transit to the next level of education [49].

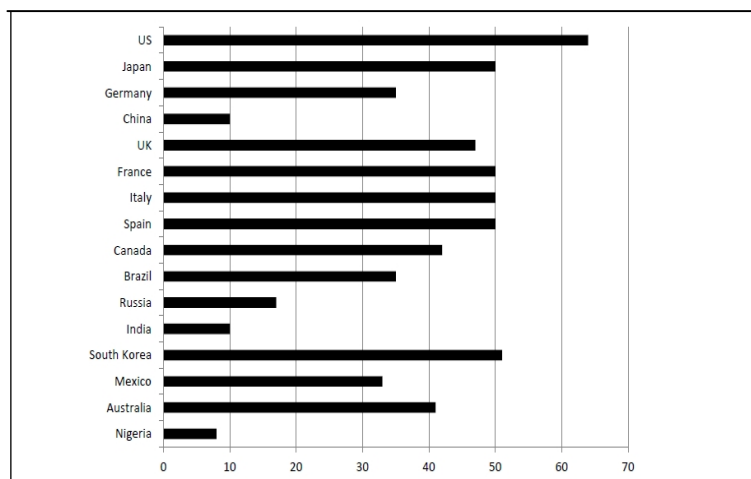
This problem of insufficient demand for education seems to have been persisting since the commencement of tertiary institution (University of Ibadan) in 1948, during the colonial period. The problem became aggravated after independence, thus the establishment of the second, third and fourth generations of Universities in 1977 and 1983 respectively [46]. In spite of this and the creation of 34 private Universities in 2008 [52], there was no improvement, which led to its increase to 114 approved Universities-36 Federal, 36 State-Owned and 42 Private, in 2011 [53]. Currently, there are 128 approved Universities. In addition to that there are 59 federal and state polytechnic colleges and 19 privately owned polytechnics [54], yet no solution in view. The reason behind this acute problem is not far-fetched. It is largely rooted in poor funding of tertiary education and neglect [55] by the government. Since 1960, investment of the Nigerian government on education has fallen short of its demand [56,57].

Therefore, there are at least 30,000 academic vacancies in Nigerian Universities, excluding the nine new Federal Universities 'established' in April 2011 [53]. The money required for establishing new Universities and their maintenance in the traditional style and other development projects is often siphoned and embezzled by the elite in power [58,59,60,61]. The major implication is that many young Nigerians, who ought to have been educated in order to advance in life and to ensure the development of Nigeria, have not been able to access a higher education [62].

Ability to access education according to [63] is the extent to which people have unhindered opportunities to acquire University education in a given society. In Nigeria this can be best estimated from statistics of Gross and Net Enrolment Ratio (GNER). Enrolment rates as put forward by [62] are the measures of educational access, which have the following two main indicators:

- Gross Enrolment Ratio (GER), which shows the total number of students enrolled at a given level of education system, irrespective of age, divided by the population of age group, which corresponds officially to that level.
- Net Enrolment Ratio (NER), which is defined by the [64] as enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

[52] proceeds that higher education makes a room for high level human capital for economic development and rapid societal transformation. In other words, the greater the opportunity given to the citizenry for higher education, the more expansive the horizon for rapid social and economic development [49]. This opportunity is located in Higher Education Participation Rate (HEPR), which is defined as the proportion of 18-35 years age group that is enrolled in tertiary education [52]. HEPR for selected 15 countries, including Nigeria is indicated in the Fig. i and it confirms poor access of people to higher education in the country.



Source: [52]

Fig. i. Higher education gap analysis: Nigeria versus top 15 economies

2.1 Work-Study Programme: An Overview

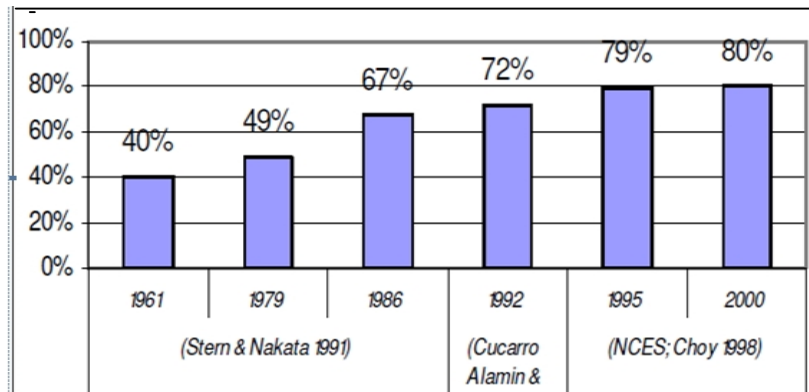
2.1.1 Meaning of Work-Study programme

Work-Study Programme could be described as a part-time employment given to students who are concurrently enrolled in institutions of learning with the aim of achieving a degree [65]. Dwelling on this perspective, the job is interim in nature and is incidental to the pursuit of an academic degree. The bone of contention here lies in the scope of this view, which is limited to earning a degree. Hence, other important usefulness of Work-Study was conspicuously omitted. Work-related experiences are parts of this usefulness, which cannot be easily ignored in the literature. Students may gain valuable experience through the work-study Programme that might enhance their future opportunities in the labour market. [66] is in support of this view, he sees students' work-study as a way to explore career options and earn an insight into the working world. [66] advances that, working experience, which student may get from work-study can form their identity that may enhance their confidence in work settings in the nearest future. Therefore, [67] sees work study as a Programme put in place to assist students in appreciating the dignity of labour, bestow on students work experience for future reference and engagement, help them in earning income to meet their immediate financial needs. Although the view of Covenant University is very comprehensive, it ignores financier of the Work-Study Programme. [18] attempt to fill this gap in knowledge by viewing Work Study as a form of financial aid, funded by the federal government, which helps students meet educationally related expenses by paying hourly wages for part-time employment. This is obtainable in developed societies, where government is highly responsible to her citizen. In Nigeria, such Programme is being funded by Faith-Based institutions.

2.1.2 Work-Study Programme in the United States of America

Work-Study in America is often regarded as Federal Work-Study (FWS). It is a form of financial aid awarded to students who demonstrate financial need and meet certain eligibility requirements [68]. Historically, working through college has been part of the college experience for much of American history. A 1937 study at Columbia University, conducted by [103], show that 65% of B.sc and graduate college students in the 1920s-30s held jobs ranging from selling Fuller brushes, magazine subscriptions, shoveling coal, childcare and more. However, information concerning college students became more widespread in the 1960s, and shows the continual increase in the percentage of students working. Since 1960s, studies have shown that the number of college students working off-campus has continued to increase (see Fig. ii) as students are faced with decreasing financial aid, rising costs of education, greater personal financial commitments, and the need to secure employment upon graduation [69,70,71].

Further, past studies indicate that 80% of American undergraduates in 1999-2000 worked while attending college [20]. This represents 8% increase over the figure recorded less than ten years ago, among whom 72% worked [72]. In the light of the above, it could be deduced that Work-Study Programme has been in existence in America long ago with attendant impacts in the lives of indigent students. There are two different kinds of work-study: Federal Work-Study and non-Federal Work-Study in the US.



Source: Adapted from [73]

Fig. ii. Percentage of College Student Working, 1961-2000

2.1.3 Operationalization of Work-Study Programme in America

In higher institutions of learning in America, before any student could participate in Work-Study Programme, he or she must demonstrate financial need. Thus financial incapability is a major prerequisite. This is an indication that American nation cares for her less-privileged unlike underdeveloped societies. Besides being poor, students wanting to participate in work-study must qualify for it and scale through the process of selection.

2.1.3.1 Eligibility

For a student to be eligible, he or she must submit the application for Federal Student Aid (FAFSA), which is usually free. Moreover, other supporting documents as may be stipulated by the student's institution may equally determine his or her eligibility for FWS. All questions on the form must be filed with honesty.

2.1.3.2 Participation

Having been selected for work-study, it is necessary to complete a new FAFSA each year for continued consideration in the Federal Work-Study Programme. However, the money students earn through this programme is not used to determine their financial needs. Students' total FWS award depends on their application date, level of need, and the funding level of their schools. If funds are not available, such students may be put on a waiting list as long as they are eligible.

2.1.3.3 Types of Work-Study Programmes

There are two major types of Work-Study Programmes in the US. These are:

Firstly, there is Federal Work-Study Programme, which is meant to address financial needs of indigent students. Students undergoing this program are expected to work on-campus and they can undertake tasks in their fields of study. Working on campus will give you more flexibility than working at an off-campus job because on-campus employers are usually more understanding of your class schedule and school work.

Secondly, there is Non-Federal Work-Study Programme, which is not based on financial need. More often than not, students, who are not qualified for the Federal Work-Study enlist in Non-Federal Work-Study Programme. It involves working off campus for private organizations. As with FWS, non-FWS encourages students to work in fields related to their major of study. Most positions require specific skills and/or supervisor recommendations. Non-FWS jobs can be found in dining services, campus library, major departments, etc. At most schools, employment for non-Federal Work-Study is available as funding allows. Students' earnings will depend on where they work and the type of work that they perform. Students' earnings are also considered taxable income; and unlike FWS, the money earned from non-FWS will be used to determine students' financial need when filing the FAFSA. It is important to note that students must not adhere to a specific award amount for non-FWS, the employers will allot work hours to students in his employment as they see fit. When assigning hours, supervisors will consider students class schedule and the needs of the employer.

2.1.3.4 Job positions

The Work-Study Programme encourages employment in community service and in fields related to students major of study. Job positions can be either on-campus or off-campus. Most off-campus positions will be at private nonprofit agencies or public agencies and will be in the public interest. For most schools, once students accept the FWS award on notification, he or she will be sent information regarding the steps he or she needs to take for securing a FWS job. Generally, students will be interviewed for the position they applied for.

2.1.3.5 Earnings

At the very least, students are permitted to earn the current federal minimum wage, but that amount may be higher depending on where they work and the type of work they perform. For instance, if a student works off-campus, he may earn more money in order to cover driving expenses.

2.1.3.6 Hours

The amount of money that students earn cannot exceed their total FWS award. When assigning work hours, students' employer will consider their total award and class schedule. Average work schedules are from 10 to 15 hours a week. Students are advised to check with their school to see what their limit is and how many hours they can work per week.

2.1.4 Work-Study Programme in Sub-Sahara Africa

Issues relating to students' Work-Study have never been adequately addressed in the literature in Sub-Sahara Africa. Several reasons could account for this gap, out of which the underdevelopment of the region could be considered a prime factor. The region is considered as the most backward in the comity of nations. The work of [74] titled: "Global Poverty: An Outrageous Raid in Sub-Sahara Africa" attest to high level of poverty in the region. When poverty is very high in any society, it affects education and employment. The government that cannot cater for her citizen may not be able to fund Work-Study Programme. However, the programme exists in few institutions in the region [75], but being funded mainly by Faith-Based Institutions.

2.1.4.2 Students work-study in Nigeria

Work-Study Programme is not prominent in Nigeria like developed world; therefore literature on it is very scanty. However, past studies show that it exists in the some of her public and private Universities (2,109)

2.1.4.2.1 Work-Study Programme in Public Universities

Public Universities are being run in Nigeria by the Federal government. Quite unfortunately, the nation's government since 1960 has never considered Work-Study Programme important for indigent students. This brings to bear the reason why the programme is not common in the public tertiary education in the country, except Universities of Ibadan and Ilorin. In these institutions, Work-Study Programme among other things was set up to help students in obtaining income to meet their personal needs, and to convert brain drain affecting the education sector in Nigeria to brain gain [46].

2.1.4.2.2 Work-Study Programme in Private Mission Universities

Work-Study Programme was created in the private Universities in Nigeria order to grant opportunity to students to work on campus in the course of their studentship. However, the programme is in existence in few private universities such as Covenant, Babcock, Madonna and American University of Nigeria [76]. Since its inception in the private sector, Work-Study Programme has not been explored in the literature. The present study therefore, adds to the existing literature by trying to fill gaps in knowledge observed in (46) study on Work-Study Programme.

2.1.4.2.1 Student Work-Study Programme in Covenant University.

The Work-Study Programme was established to enable Covenant University students work during their studentship. Work-Study Programme in this institution is headed by a Chairman as the head. It equally constitutes an advisory committee comprising of the Dean, Student Affairs, Director, Academic Planning and University Bursar. Reports are submitted to the Chairman via the Deputy Vice-Chancellor (Administration). Six Departments have been able to participate in this programme since inception (see Table iii). In this institution, Work-Study Programme has the following three objectives:

- To help students appreciate the dignity of labour.
- To provide students with work experiences for future reference and engagement.
- To assist students to earn income to meet their personal needs [67].

Going by the above, students' Work-Study Programme in Covenant University is not limited to indigent students as obtainable in developed societies. The programme is open to all students in the institution based on the following criteria: performance in class, disciplinary cases, and grades. However, more priority is given to volunteers, who will not be paid salary. As a point of emphasis, indigent students are few in this institution, unlike public Universities that have many poor students, who cannot pay their school fees. Even with that, the few ones, who are having financial challenge, are equally assisted through the programme.

2.1.4.2.1.2 Operationalization of Work-Study Programme in Covenant University.

Participant students are issued letters of engagement after they might have succeeded in interviews and consideration of budgetary provisions. The letter is meant for identification on campus and future reference.

Duties and work schedules of students are provided by the Head of Departments. The schedule is drawn in such a way that it does not interfere with students lecture time table or any other statutory activities on campus. Work-Study Programme normally kicks up a week into each semester and terminates a week before the commencement of semester examination. Meetings are held with Work-Study Students by their two officers, male and female-The Student Union, who oversee the programme and send progress report through the secretary to the Chairman of the programme. In order not to affect the academic performances of the students, the maximum number of hours for every participating student is 10 hours per week.

A sum of two hundred and fifty naira (N250.00) is paid per hour of verified work. A Department may pay on commission basis, but not less than the stipulated amount. The Bursary Department coordinates the payment. Students are expected to exhibit a high sense of discipline in the discharge of their responsibilities. Reporting time and attendance are strictly adhered to. Attendance register is kept and signed under the supervision of the reporting officer.

Each participant is expected to undertake an orientation programme in the department, where he or she works before commencing on Work-Study Programme. The performance of students under Work-Study Programme evaluated and appraised every semester before any further engagement. Also, academic performances of students involved are evaluated per semester. Any student on the program, who falls below the expected CGPA is excused from the programme.

Graduating students on Work-Study Programme are issued Work-Study Certificates prior graduation [67].

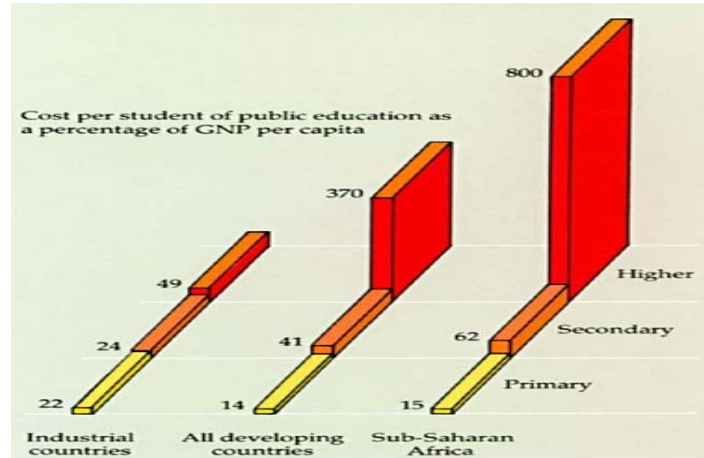
2.2 Implications of Poor Funding of Education in Nigeria

No nation worldwide ever rises above her investment in education [77]. A society, which invests poorly on education, may remain underdeveloped while the society that invests heavily on education may attain development at a rapid rate (see Fig. iii).

Literature shows the reality of the above in the United States of America (USA), United Kingdom (UK), Canada, Finland etc, [79]. Past studies equally attest to this in the first generation of newly industrialized societies of the World, which includes: Japan, Hong Kong, Singapore, Taiwan and South Korea and the late developers like China, Thailand, Malaysia and Indonesia [8].

Dwelling on the above, the continuous underdevelopment of Nigeria and Sub-Sahara Africa would never be a surprise to any logic thinkers. The region apart from Ghana that is regarded as the best country in Africa in terms of United Nations recommended budgetary allocation to education [57], is noted for poor investment in quality education [5,77]. The problem is worse in Nigeria that has 8.45 percent budget on education as against 31 per cent in Ghana as indicated in Table ii, but many Nigerian elite are notorious in embezzling

and squandering the resources of the state [80,81,82,83,84,85,87] more than any continent worldwide [67].



Source: [78]

Fig. iii. Cost Per Student of Public Education as a Percentage of GNP Per Capita

Table ii. Some Selected Countries Annual Budgetary Allocation on Education

S/N	Country	% Budget Allocation to Education	Position
1.	Ghana	31.0	1 st
2.	Cote d' Ivore	30.0	2 nd
3.	Uganda	27.0	3 rd
4.	Morocco	26.4	4 th
5.	South Africa	25.8	5 th
6.	Swaziland	24.6	6 th
7.	Mexico	24.3	7 th
8.	Kenya	23.0	8 th
9.	United Arab Emirate	22.5	9 th
10.	Botswana	19.0	10 th
11.	Iran	17.7	11 th
12.	USA	17.1	12 th
13.	Tunisia	17.0	13 th
14.	Lesotho	17.0	14 th
15.	Burkina Faso	16.8	15 th
16.	Norway	16.2	16 th
17.	Colombia	15.6	17 th
18.	Nicaragua	15.0	18 th
19.	India	12.7	19 th
20.	Nigeria	8.4	20 th (Last)

Source: [88]

In the language of [89], the litany of woes of leadership-corruption in Nigeria is endless, which corroborates the findings of the leading anti-corruption International Non-Governmental Organization, Transparency International (T.I). Since 1995, the body has

constantly featured Nigeria in its Annual Corruption Perception Index (ACPI) [61]. Apart from several times, which the body had rated Nigeria as the 2nd, 3rd and 4th most corrupt nations worldwide, the body specifically rated Nigeria as the most corrupt nation in 1998 and 2000 [61]. In recent times, the situation has not greatly improved as the nation was rated 143 corrupt nations out of 182 in the world [90]. However, Sociological implications of poor funding in quality education in Nigeria could be perceived in the following two ways:

Firstly, it may prolong high rate of abject poverty prevailing in Nigeria. According to [91,92] poverty has risen in Nigeria, with almost 100 million people living on less than a \$1 (£0.63) daily, which corroborates past studies on Nigeria having the third largest number of poor people worldwide, after China and India [93,94]. Over one-third of Nigerians live in extreme poverty-those who cannot afford 2900 calories per day [95]. This is reflected in the Nation's Human Development Index (HDI) of (0.448), giving the country a ranking of 159th out of 177th countries [95]. Disaggregated figures highlight the various dimensions of poverty: 1 in 5 children die before the age of 5; 3 million persons are HIV/AIDS victims; and 7 million children are not attending school [62]. The work of Igbuzor cited by [95] indicates the Gini index for Nigeria at 50.6. Comparing this with India (37.8), Jamaica (37.9), Mauritania (37.3) and Rwanda (28.9), Nigeria's case is precarious and it confirms the view of [91,92]. The above situation prevails in Nigeria because quite a lot of persons do not have access to education, which guarantees skills development and preparation for the world of work [99]. Skill development is essential in life because it enables one to earn a living in work organizations or personal businesses in order to cater for one's household, but when many people do not have access to education that ensures that, there is tendency for poverty to be on the increase. A poverty ridden society experiences rising rates of illiteracy as a result of the increasing number of school drop outs and declining school enrollment, engendered by the inability of parents to afford the cost of training their children [96].

Secondly, it may elongate underdevelopment status of Nigeria for a very long time. Although, Nigeria is blessed with abundant natural resources like bauxites, gold, tin, coal, oil, tin, forest, water land, etc. Moreover, the nation has the largest mangrove forest in Africa and third in the world, covering a total of 1.000 km² along the West Atlantic Coast of Africa [97] but Nigeria is one of the most backward societies in the world [2]. This is an indication that natural resources do not guarantee advancement of any nation. Development in all ramifications could only be secured through the selflessness and commitment of human capital assets, who will manipulate forces of nature for the benefit of mankind. Reasoning in this direction brings to bear the advancement of countries like Israel, Singapore, Japan etc without being rich in natural resources, as common to Nigeria and other African countries.

Development is described as an endless improvement in the capacity of man and society to control and manipulate the forces of nature as well as themselves, other persons and society to their benefits [98]. Man's endless improvements in capacity are only guaranteed through sound education. Nigeria's incapability to obtain "technical know-how" to translate its enormous oil wealth, a large and diverse population, sea and river access, forests and land into sustainable, peaceful development [99] has its root in poor education. It is a pointer to the fact that Nigeria is "un-developing", developing in a wrong direction [94]. The most insulting aspect is her inability to build refineries to refine her abundant crude oil for the benefit of the suffering masses. In spite of being the world's 13th largest oil producer, and the 6th largest in OPEC [99], Nigeria imports refined products for home consumption at a higher price, which could be regarded as a paradox and an insult to knowledge!

Although, (98) sees development as an endless process, but it has to do with gradual growth (100) in culture, economy, politics, education, hygiene etc in achieving this end. Of all these factors, however, education plays a prominent role, because the success of others factors is anchored on it. Therefore, education is largely needed to acquire skills and technologies required to control natural resources for the betterment of humanity. In other words, it aims at producing people equipped with the skills and knowledge necessary for the realization of 'national development' and nation-building" [66]. It is an important vehicle for bringing about development and change in modern society but when education can't be accessed by the majority of the citizens in any given society, the development of such a nation may likely become impossible.

2.3 Theoretical Insights

Dwelling on [7], happenings, events, habits and attitudes of people in the society are explained using different paradigms. The Sociological understanding of this effort is to establish social life realities on an issue of concern under discussion. This would be employed in this article against the backdrop of the 'Involvement Theory'.

The paradigm is largely rooted in the work of [101] and it serves as the basis for assessing graduate perspectives of how time spent at work on campus impacted students' academic activities. [101] advances that the quantity and quality of time students spent in the work environment directly affected student learning and development. Reasoning along with [101], it could be observed that if students involve in jobs and skills that take most of their time, it may affect their academic performances. Nevertheless, it could be observed that [101] fails to emphasize the difference between on-campus and off campus work and how the two affect students' performances and development.

Past studies show that students work both on-campus and off-campus [102,103] but with different impacts on students' academic activities, which could be positive or negative. Positively, literatures confirm that on-campus jobs provide increased opportunity for student engagement [104,105], development of social relationships [106,107] and teaches students transferable work skills [108]. While on the negative aspect, [109] examines how off-campus work affects students. According to him, students may likely have a difficult time with the balance between a life away from campus and being engaged on campus. They spent more time traveling to and from work and more likely to give up other activities in order to meet off-campus work commitments. Although [104] believe that college students may obtain different abilities and social experiences from off-campus work, but such students have many challenges to cope with combining work with academic pursuit. However, both on-campus and off-campus jobs are prominent in developed nations, where workers are being paid per hour, but on-campus work could be much better for students than off-campus. This is because students, who engaged in on-campus jobs work in their respective institutions of learning, receive their lectures there as well as pay.

In Nigeria, on-campus work is just emerging in Faith-Based Universities, while off-campus jobs are common in the public sector education. It is commonly regarded as part-time studies in an institution like Nnamdi Azikiwe University, Awka, South-East Nigeria. Students who engage in part time program in this University come from their various places of permanent employment to campus to receive lectures and write their examinations in the afternoon, between 2 and 6 pm every day. In other public Universities, students, who engage in part time studies, come for lectures on weekends (Friday and Saturday). Such

students pay higher school fees than regular students and they equally spend more time on their course of study than regular students.

For the purpose of this study, our attention is focused on on-campus work. In spite of its numerous advantages, it could equally affect students' academic performance. However, this depends on students' hours of work engagement. In a study of [103], it was discovered that 55 percent of students who worked for 35 hours or more per week reported that work has a negative effect on their studies. Another set of students reported the following liabilities: 40 percent report that work limits their class schedule; 36 percent report it reduces their class choices; 30 percent report it limits the number of classes they take; and 26 percent report it limits access to the library [103]. Students in this category may likely drop out of school and fail to receive a college degree.

Based on the foregoing, it could be observed that student Intelligent Quotient (IQ) could determine the number of hours that students spend on work-study and succeed. Past studies in area of educational psychology confirm that I.Q is the major determinant of school achievement [110]. As a result, if a genius student is working for 30 hours per week, he may likely come out with a higher grade than an average student who combines his or her academic pursuit with the same hours. The genius may even perform better than other students who did not engage in Work-Study Programme. This is because, students' capacities to cope with work and academic endeavours are different. Therefore, a moderate amount of nonacademic work is considered to be helpful to academic achievement when compared to heavy or no employment [111].

This article intends to confirm the existing theoretical explanation of [101] on whether Work-Study Programme has a negative impact on students in the University under study.

3. METHODS

3.1 Research Design

This study employs ex-posit descriptive design because it covers the event (Work-Study Programme) that was carried out between 2011 and 2013 in the institution under study.

3.2 Population of Study and Sample Size

The population of this study consists of 72 students, who took part in this discourse in the last two years, in the institution under study (see Table iii). The table contains names of students approved for this programme by the University Management between 2011 and 2013 and it was obtained from the Co-coordinator of Work-Study Programme. Out of the above figure, Empowerment and Research Development had the largest participants-29.3%. Next in the hierarchy were Departments of System and Information (SI) and Student Affairs with 20.8% each. Department of Entrepreneurial Development (ED) had 12.5% while Library and Works Departments (WD) had the least participants- 8.3% each.

Table iii. Departments, frequency and percentage of students who participated in work-study programme

S/n	Departments of Students Who Engaged in Work-Study Program.	F	%
1	Empowerment and Research Development (ERD)	21	29.3
2	System and Information (SI)	15	20.8
3	Student Affairs (SA)	15	20.8
4	Entrepreneurial Development (ED)	09	12.5
5	Library	06	8.3
6	Works	06	8.3
	Total	72	100

Source: Field survey data 2014

Moreover, these students were selected as sample size for this study.

3.3 Sampling Techniques

A purposeful sampling technique was employed to select respondents from the six Departments mentioned in Table iii. They are students who participated in the Work-Study Programme within this period. Therefore, they were given questionnaires to fill for the study. Researchers distributed these questionnaires to the respondents and collected the same back between October and November, 2013 without the help of any research assistant. This is because it was very easy for the four authors to manage the situation effectively.

3.4 Research Instrument

Questionnaire was used to collect information for the study. The questionnaire aspect contains nine questions. Eight of them were open ended questions. It permitted respondents to express their views clearly on issues being examined while one was a closed ended type. Three options were given to students and they were asked to pick the best option applicable to them.

3.5 Data Validity and Reliability

Being a descriptive article, raw data retrieved from the University under study and students who actually took part in Work-Study Programme in the last two years was used for this study. Although the figure is small but it is more valid and reliable than information obtained from non-participant, which may not reflect the reality of issue under study. In the context of issue under discussion, the data has robust contextual validity; and in terms of the actual sample, the study has substantive ecological validity and is highly dependable for use in a research of this nature.

3.6 Data Analysis and Statistical Test

This study employs simple percentage to analysis data collected while the chi-square (X^2) statistical tool was used to test the only hypothesis formulated, at 0.01 level of significance, using 2 as degree of freedom.

4. RESULT

Examination of the result in Table iv shows 4 reasons why students engaged in Work-Study Programme. Out of this, 45 students who mentioned opportunity to secure work experience for future engagement and financial support for the completion of their academic programmes on campus tops the list with 62.5% of the total sample. This is followed by those who mentioned financial support only for the completion of their programmes, which represents 19.4%. Students who mentioned work experience for future employment only constitute 11.2% while those who mentioned to keep them busy on campus represent 6.9%

Investigations into the study's research questions reveal the following results:

Table iv. Reasons why students involved in work-study programme

S/n	Reasons Why Students Engaged in Work-Study Programme.	F	%
1	Work experience and financial support	45	62.5
2	Financial support only	14	19.4
3	Work experience only	08	11.2
4	To keep students busy	05	6.9
	Total	72	100

Source: Field survey data 2014

Data in Table v shows that each of the students who engaged in Work-Study Programme earned N250.00 per hour. The table equally indicates that greater proportion of the sample, 31.9% worked for 12 hours per week. Such students earned N3, 000.00 per week. This is followed by 43.1% who engaged in Work-Study Programme for ten hours per week, resulting in N2, 500.00. 13.9% worked for 8 hours per week within this period and earned N2, 000.00. Lastly on this table, 11.1% worked for 7 hours per week and earned N1, 750. 00.

Table v. The number of hours student spent on work-Study Programme Per Week and salary earned per hour

SN	Hours Per Week	F	%	Salary Per Hour	Total Amount Per Week
1	12	23	31.9	250	3, 000.00
2	10	31	43.1	250	2, 500. 00
3	8	10	13.9	250	2, 000. 00
4	7	08	11.1	250	1, 750. 00
Total	37	72	100	250	9, 250.00

Source: Field survey data 2014

Table vi shows descriptive statistics on how students on Work-Study Programme spent their salaries. There were 51.4% of the total sample that spent their salaries on feeding on campus, 36.1% said they used their salaries to augment their school fees while 13.7% of them, which is the least opened savings account to enable them, keep their money for future use.

Table vi. How Students on Work-Study Programme Spent their Salaries?

S/n	How Work- Study Students Spent their Salaries	F	%
1	Feeding	37	51.4
2	To augment my school fees	26	36.1
3	Safe-keeping	10	31.7
	Total	72	100

Source: Field survey data 2014

4.1 Statistical Test of Hypothesis

The hypothesis formulated in this study was tested, using chi-square @ 0.01 level of sig. as indicated below:

Table vii presents the result of the hypothesis formulated to investigate if Work-Study Programme has a negative implication on students' academic performance. The result shows that Work-Study Programme does not have a negative impact on students' academic performance, $X^2(72) = 9.2$, at $p < 0.01$ level of significance. In other words, the X^2 calculated value-21.4 is greater than X^2 tabulated value-9.2. Thus, the hypothesis that says Work-Study Programme does not affect students' academic performance is upheld.

Table vii. Descriptive statistics on whether work-study programme has a negative effect on students' academic performance

S/n	Respondents' Responses	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$
1	Agree	35	37	2	4
2	Disagree	27	45	18	324
3	Undecided	10	62	-52	2704
	Σ	72	Σ142		Σ 3032

Source: Field survey data 2014 $p < 0.01$

Chi-square calculated (X^2_{cal}) value= 21.4 and Chi-square tabulated (X^2_{tab}) value = 9.2

$$X^2 = \frac{\sum(f_o - f_e)^2}{\sum f_e}$$

Table viii. Cumulative grade point average (cgpa) of student-participants of work-study programme

S/n	Cumulative Grade Point Average (CGPA)	F	%
1	Students under First Class Honours.	08	11.1
2	Students in Second Class Honours, Upper Division.	29	40.3
3	Students in Second Class Honours, Lower Division	35	48.6
4	Students in Third Class	0	00
	Total	72	100

Source: Department of System and Information, 2014

The explanation of the findings is given in the following discuss.

5. DISCUSSION

This study was carried out to examine the impact of Work-Study Programme on students in a Private University, Western Nigeria in the last two years. It was discovered that Work-Study Programme imparted on students in 4 ways. Prominent among them is work experience for future reference and financial support for the completion of academic programmes. Students in this category represent 62.5% of the total sample and 19.4% of the sample claimed that the programme had helped them financially while 11.2% gave the assurance of securing work experience in the course of Work-Study Programme (see Table ii). This is an indication that the program has assisted students who would have dropped from school due to financial problem it goes to corroborate [19] who submits that Work-Study Programme is beneficial to students. Moreover, it could be deduced that Work-Study Programme has instilled dignity of labour on these students. By this temporary work experience, they may begin to know what it takes to get money, since this is the first time of their engagement in paid work and it may likely help them to secure jobs in work organizations after their studies. It is a known fact that these students would be rated better than their mates, who never had any work related experiences prior to graduation. This agrees with [112,113] who conclude that students who engage in several career related work experiences while in school, including internships secure employment more quickly after graduation than others, who lacked work-related experiences. These scholars equally submit that such students are more likely to be employed within their field of study.

Furthermore, the study specifically sought to discover the number of hours each student engaged in per day and salaries being paid to them. From Table iii, it is discovered that out of 72 students who engaged in Work-Study Programme in the last two years, 31.9% of them worked for 12 hours and 43.1% of them worked for 10 hours. The researchers equally discovered that 13.9% others worked for 8 hours while the remaining 11.1% worked for 7 hours. Each of these students earned N250. 00 per hour. Deducing from the above, students worked for 12 hours per week. This is similar to the number of hours granted to Work-Study students in the United State, which is 10-15 hours per week (47). However, the amount paid per hour, indicated above is far less than what US offers, which must not be less than the federal minimum wage [65]

Moreover, the study equally found out how students spent their salaries within this period. It was discovered that 51.4% spent their salaries on feeding on campus, 36.1% used their salaries to augment incomplete school fees received from their parents while 13.7% deposited their salaries in the bank for future use. It is very essential to say that students who used their salaries for feeding has helped their parents to augment feeding and keep up allowance. This would surely be a relief to their parents. Similarly, students who used their salaries to augment the incomplete school fees received from their parents equally helped their parents the agony of borrowing money to some extent while those who deposited their money in the bank have started learning how to plan for the future. This seems to be commendable because, it would make them responsible in future. Although the salary was small, but these students may likely begin to know what it takes to earn money. The discussion here corroborates [35], who submits that employment while enrolled provides the means of addressing students' financial concerns

Finally, the study investigated if Work-Study Programme has a negative impact on students' academic performance. The findings show that the programme does not have any negative impact on students' academic performance. The result was validated by the Cumulative Grade Points Average (CGPA) of the participants {see Table viii}. It shows that 11.1% of

them are very close to first class honours, 40.3% is in second class honours, upper division, while 48.6% is in second class lower. Meanwhile there is none on the third class and pass grades. Therefore, the findings support [35], who asserts that *“Employment while in college simply did not appear to affect students’ levels of academic achievement”* and contradict [9], who argued that nearly 50% of all full-time students are working enough hours to hinder their academic experience, including grade performance, class schedule, and class choice.

6. CONCLUSION

Based on the above discussion, it is concluded that Work-Study Programme does not have a negative impact on students’ academic programme. This was validated with students result at the end of 2012/2013 academic year. None of them fell below second class lower division. Moreover, it is concluded that Work-Study Programme has imparted on students in the institution under study in the following ways:

- It has enabled students involved acquire work experience for future reference. This may likely give them an edge over their mates, who never had work experiences.
- It gave these students, who would not have completed their courses of study due to financial constraints an opportunity to finish up. Although the amount earned could not adequately pay the school fees of any of these students, but it was used to augment their parents’ contributions.
- It has given all students on this programme opportunity of knowing the dignity of labour. Most of them would now know what it takes to get money.
- It has equally taught some of them how to save their money for future engagement. This may likely make them responsible in life.
- It gave some of these students opportunity of earning income to take care of their financial needs such as feeding allowance.

However, another study is recommended to examine the statistical difference between male and female participants of Work-Study Programme and their age range. Also, another study is recommended to compare the academic performance of Work-Study students with their counterparts who did not participate in the programme for effective analysis.

7. RECOMMENDATIONS

Owing to the above conclusion, the following recommendations are made:

- Work-Study Programme should be extended to all tertiary institutions in Nigeria.
- The programme should not be limited to administration alone. It should be extended to lecturing. It could be a good avenue of exposing students endowed with scholarly skills to lecturing at their tender age.
- The school management should increase the salaries of Work-Study Students. It might assist them further in catering for other crucial needs.
- The nation’s government, at all levels should wake up to its responsibility in respect of proper funding of education. If a private University could spent N23, 125.00 per week on 72 students under a Work-Study Programme in order to impact on them, without any help from the state, government could do better.
- Year one students should be given opportunity to participate in Work-Study Programme like other students.

- More priority should be given to every indigent student to participate in this programme rather than volunteers, who are financially equipped to complete their education.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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