

Selected Criteria for Effectiveness Unical Sandwich Programme in the University of Calabar, Cross River State-Nigeria

<https://doi.org/10.60787/tjesds.vol2no1.120>

Dr Timothy Ehiarekhian, Iyamah

Email:timothy.ehiarekhian@gmail.com

Educational Research, Measurement and Evaluation

&

Dr Aje Dorathy, Iyamah

Agricultural Extension Services

Email:dorathiyamah@yahoo.com

&

Otu, Bernard Diwa Ph. D

**Otubernard76@gmail.com/Otu_bernard@yahoo.com/
Bernardotu@unical.edu.ng**

ORCID ID: <https://orcid.org/0000-0001-6072-9619>

Department of Educational Psychology

Faculty of Educational Foundation Studies

University Of Calabar

Abstract

The main purpose of this study was to investigate the extent to which UNICAL Sandwich Programme meets selected criteria of effectiveness in Cross River State, Nigeria.. To achieve the aim of this study, two research questions were formulated to guide this study. Literature related to the variables under study was reviewed according to the research question for the study. Ralph Tyler (Input) evaluation research design was adopted for this study. Secondary data was used in the variables. A total sample of four hundred (400) respondents was randomly selected for the study. The selection was done through the stratified random sampling technique. The main instruments used for the collection of data were records, tables and the questionnaire. The questionnaire was subjected to face validation by the supervisor and experts in Measurement and Evaluation/Research and Statistics and Faculty of Education who vetted the items developed. The reliability estimate of the instrument was established through the test-retest reliability method. The data were collected personally by the researchers with the help of some research assistants, Secondary data were collected directly at the department of Sandwich Programme to know the trend of admission, in-service training, and remedial services. Based on the findings it was recommended among others that the university should ensure that it advertise the programme to the public beyond Cross River State border to show case the programme's existence, products and the importance, through the print, social and electronic media, this will increase the admission trend.

Key words: UNICAL Sandwich Programme, selected criteria of effectiveness

INTRODUCTION

The universal declaration of human right article 26 (1) of 1948, asserts that everyone has the right to education. According to the University of Agriculture, Makurdi. (2012), education is the fulcrum on which all other developments pivot, it has been recognized as effective tool for making human weapons against ignorance, disaster, poverty and means of raising an enlightened society. Education facilitates the process of industrialization by impacting relevant skills as well as fostering healthy conditions for the society.

Education can only be achieved through teaching and learning. Teachers have multi-faceted roles in the process of teaching and learning, sometimes overlapping formal and informal roles, this is buttressed by the work of Marwa (2017) who classified the role of teachers as educators, facilitators, learning resources, counselors, demonstrators, managers, innovators, motivators, evaluators, and role models. This is supported by Cindy Harrison & Joellen Killian (2015) who outlined eight roles of a teacher as resource person, instructional specialist, curriculum specialist, mentor, school leader, data coach, catalyst for change and a learner. Because of the multiple but specialized roles of a teacher in the learning process, the education of teachers is indispensable, so that the teacher will be equipped with the skill and expertise needed to make the expected impact in the teaching and learning process. This is confirmed by (Oguyinka, Okeke & Adedoyin (2015) they said, Teachers education refers to the professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work.”

The world, all over, has taken the challenge of training teachers, in the recent times training of teachers is advocated and championed by the United Nations Educational Scientific and Cultural Organization (UNESCO), in its Incheon Declaration of Education for All by 2030, (May 2015), South Korea UNESCO encouraged all its member state to “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.”

This was followed by the UNESCO hosting of the International Task Force For Teachers Education by 2030 in Paris (2015) to address the “teachers gap” as well as tackle the issue raised in the article 4c of the Incheon Declaration of 2015 which specifically calls for member states to “Ensure that teachers and educators are empowered, adequately recruited, well trained, professionally qualified, motivated and supported within well resourced, efficient and effectively governed systems.”

UNESCO Task Force on Teachers Education recommended the five (5) areas regarding the development of teachers;

1. Monitoring of the international normative instruments regarding teaching profession.
2. Supporting member state in the development and review of teachers policies and strategies.
3. Developing capacities for enhancing the quality of teaching and learning.
4. Improving the knowledge and evidence base for the implementation and monitoring of the teacher target in education 2030.

5. Understanding advocacy and knowledge sharing for the promotion of quality teaching and learning.

Many countries has adopted and involved in vigorous education of teachers in three stages;

1. Initial teacher training (a pre-service course before entering the classroom as fully responsible teacher).
2. Induction (the process of providing training and support during first few years).
3. Teacher development or Continuing Professional Development (CPD) (an in-service process for practicing teachers) Wikipedia (2015).

Teachers education in Nigeria according to Ogunyinka et, al (2015), started in the colonial era of Nigeria history, the training of teachers was initiated by the mission schools from the establishment of the first Teachers Training College in Abeokuta in 1959 by the Church Missionary Society to the establishment of many Teachers Training institutions in different part of the country in the post-independence Nigeria. Prior to the 1959,the need to train teachers led to the adoption of Phelp Stoke recommendation of 1922 ,which made the first director of education to reorganize schools in 1929 by creating two types of teachers training institutions, they are; Elementary Training College (ETC) for lower primary schools teachers.

(a.)The Higher Elementary Training College (HETC) for higher primary schools teachers.

1. Both the ETC and HETC programme lasted for two years each and culminated in the award of Grade III and II teachers certificates respectively.

However according to (Ogunyinka et, al 2015) the need for further reform in the education of teachers gave rise to the Ashby Commission of 1959 with the responsibility to investigate and determine the man power need of teachers in Nigeria, their recommendation led to the establishment of six Universities in 1962. The University Of Ibadan (upgraded), University Of Nigeria (UNN), University Of Lagos (UNILAG), Ahmadu Bello University (ABU) Zaria, Obafemi Awolowo University(OAU), Ile-Ife, and the University Of Benin,(1972). In the post independent era, the National Curriculum Conference (NCC) took over the teachers education policy, the NCC provided the bases for the National Policy On Education which declared that life-long education will be the bases for the nations education policy in the teacher education section Ekong (2015). One of the reasons is to produce teachers with intellectual and professional background adequate for their assignment and to enhance teacher commitment to teaching profession (FRN 2004).

The national policy on education further recognizes the need for an in-service training as an integral part to continue education. In agreement with the National Policy on Education on teacher education , universities have established the part-time programmes in addition to their regular programmes to pave the way for those who could not undergo teacher training in the regular programmes because of various reasons. One of these part time programmes is the sandwich programme which helps to realize the goal of the National Policy on Education. Nwangwu (1992), opined that

sandwich is an aspect of in- service programme which is given to people who are already on the job either for their upgrading or to enable them to obtain higher degrees or certificates.

Ntia (2011) in sandwich hand book stated that sandwich programme is an arrangement in which colleges and universities carefully arrange academic programmes for learners during the schools vacation in which teaching and learning experience are “sandwiched” in between academic sessions of a given institution of higher learning. The training during sandwich programme is to help in the production of qualified teachers to produce high performance students in their examination. This will not only bring the goal of education for all in the Universal Declaration of Human right on education to bear, but will yield quality and life- long education for all.

The Sandwich programme of the University of Calabar was established in 1985, with a first batch of B.Ed students who graduated in 1988. Since then, Unical Sandwich programme has produced so many graduates and has the following objectives as reflected in the faculty of education 2018 objective draft;

- i. Produce educators who are knowledgeable in and committed to the implementation of the national policy on education.
- ii. Provide remedial education for school teachers who do not have pre-requisite requirement for regular entry into university education.
- iii. Provide in- service training programme for school teachers in order to improve their professionalism.
- iv. Produce various categories of teachers in particular, those with NCE, to enhance their knowledge and skills to meet modern challenges in teaching and learning.
- v. Award bachelor’s degree in instructional courses, sciences, arts, social sciences, vocational and technical courses.
- vi. Empower educators who can propel social changes through education intellectually, in attitudes, skills, values and world views.
- vii. Produce educators who can propel through Nigeria education, a national identity while making it relevant in a global context.
- viii. Produce educators with entrepreneurial skills in educational enterprises to enable them to be self-reliant and demonstrate leadership qualities (Faculty of Education 2018)

It is therefore pertinent to carry out an evaluation to determine and understand how effective the implementation of sandwich programme has been in terms of goals and objectives. According to Oyakegha (2011), she said evaluation is an integral part of any programme which ensures that what is being transmitted is what is expected and is in line with the needs of the society or programme.

Dike as cited in Ekong (2015) conceptualizes programme evaluation as application of formal enquiry techniques for data collection in order to conceptualized, refine and determine the effectiveness of a programme with a view of making a comparative value judgment in order to continue, modify or terminate it .In the literature, the research on evaluation of University Of Calabar Sandwich Programme, has been mainly on the input and the context evaluation, The study by

Ekong (2015) on the evaluation of Sandwich Programme in The University Of Calabar , revealed limitations in the implementation of the programme; Physical facilities were not available, staff strength in terms of staff mix by rank was inadequate and not in conformity with the National University Commission (NUC) standard, funding was inadequate and course duration was insufficient, student enrolment was on a negative trend. This researcher will carry out a process evaluation on sandwich programme of the University of Calabar to ascertain whether it is achieving its stipulated objectives in training educators.

Whether sandwich programme is admitting, training and producing teachers /educators will be investigated empirically. Sandwich programme emphasizes production of teachers to enhance their knowledge and skills for more effectiveness in teaching. However effective production of teachers can only be achieved through a conscious student enrolment, provision for in-service training, because the teachers are already teaching, provision of remedial education for the school teachers who do not have the pre-requisite requirement for regular entry into university education, producing degree on instructional courses and fertilization of ideas through attending conferences, seminars and workshops.

Purpose of the study

1. Investigate the enrolment trend in Unical Sandwich Programme from 2010 – 2014.
2. Determine the percentage of Sandwich students who are running the programme on in-service and non in-service basis from 2010 – 2014..

Research questions

1. What are the trends in enrolment trend in enrolment of Unical Sandwich Programme from 2010 – 2014?
2. What is the percentage of Sandwich students who are running the programme on in-service and non in-service basis from 2010 – 2014?

LITERATURE REVIEW

Yomi Kazeem (2017) says “Every year, millions of Nigerian students get their heart broken because of their failure to get into university. Reason is that there simply is not enough room for all of them”. According to Kazeem, (2017) while citing a new data from the National Bureau of Statistics (NBS) and the Joint Admissions and Matriculations Board (JAMB) which shows that between 2010 and 2015, out of the 10 million applicants that sought entry into the Nigerian tertiary institutions, only 26% gained admission. One of the reasons is the carrying capacity of the local tertiary institutions compared to growing students’ population. He said, “In total there are 150 private and public universities in Nigeria, but they have capacity to carry only 600,000 students for a country with over 180 million people”, 101.6 million people who are at most 24 years age representing 62% of the total population, in “comparison with the United States of America that has over 5000 higher institutions and population of 319 million”.

This lack of opportunity has led some Nigerians to opt for foreign university degree which has its own constraint, as many cannot afford to pay for expensive

foreign degrees in hard currencies, to worsen it, the National University Commission has declared that online degree is unacceptable. According to Kazeem (2017), he said “the NBS data also reveals huge gender gap in education in much of Nigeria.” In Nigeria Northeast, female students made up of just a small portion of the students total population between 2010 and 2015. In their work, Oyaziwo Aluede, Philipa, Idogo, Justina & Imonikhe (2012). reported that, of the number of candidates applying for admission in Nigeria, only few get admitted every year. This means that, most of the candidates seeking admission every year never get admitted into Nigerian universities.

They wrote that it could be as a result of the following;

- a) Problem of carrying capacity;
- b) Infrastructural/facility challenge;
- c) Inadequate public financing;
- d) Economic constraints;
- e) Labour market failure and problem of curriculum and curriculum delivery.

Ajayi & Adeniji (2009) cited by Aluede et al, (2012), opined that in order to know the development that has taken place in university education in recent years, the picture of quantum enrollment of students from 1960-2008 in Nigeria universities becomes highly imperative (as shown in Table 1).

The total enrollment of undergraduates rose from 374,723 in 1999 to 810,220 in 2005 and 1,096,312 in 2008 as Ajayi and Adeniji (2009) observed and cited by Aluede et al, 2012. This increase in enrollment by world standard is high. Yet in spite of the high rate of enrollment, every year most people are unplaced as Okeke E. A.C (2009) cited by Aluede et al, 2012, observed in his demand and supply of university of education in Nigeria from 2000-2007 as shown in Table 2. The above projection showed that in 2010 school year, about 1.42 million students were expected in the universities, while over 5million students are expected in the year 2020. The projection showed appreciable growth in enrolment in Nigeria universities. The inability of the existing universities to absorb the qualified candidates for admission from the teeming population resulted in the establishment of 152 universities: made up of; 40 Federal universities (one of which is the open university, 44 State universities and 68 private universities (JAMB accredited universities, 2017).

After the civil war in the 70s, the enrolment trend sowered high. Its high volume of candidates seeking admission into universities, was high; the carry-capacity of the existing universities crashed, aggravated by low public funding of universities. Ajayi and Adeniji (2009), gave an overview university enrolment in Nigeria since 1960 with the number of universities each year. With the 5 universities in Nigeria between 1961 and 1971, the average increase in admission was 30. 15 but as the number of universities was increasing in the average, students enrolment of about 144% was recorded between 1972 and 1988. It is argued in some countries that enrollment trend with respect to gender favours male and another, it will favour female .In the data collected by Higher Education Statistics Authority(HESA) in U.K

said that there are 20 institutions where “there are twice as many female fulltime undergraduates as there are males”. It was further analyzed that; “In 2010-2011, there were more females (55%) than male fulltime undergraduates (45%) enrolled at university - a trend which shows no sign of shrinking. The latest release by universities and colleges Admission services (UCAS) reveal a 22000 drop in the number of male students enrolling in university”. The general suggestion for any particular sex to dominate in a university is that the schools with engineering, actuarial sciences and basic sciences, pharmacy, medicine, business administration will likely be dominated by male under graduates but the universities with art and design, production courses will be dominated by females.

In Nigeria, it is observed that enrollment trend with respect to the gender varies according to the geo political zones. In the South-South, it is observed that male dominates admission in universities; unlike some geopolitical zones where female dominate. On the average, male still dominate admission into Nigeria Universities. This is supported by the analysis carried out by Mukuro (2014). On His Gender Participation in University Education in Nigeria, he observed that male admission continue to dominate except in 2002 admission where female dominated in Akwa-Ibom with 50.2% against 48.8% for males. In the zone only Delta and Rivers have female enrolment rate above 40%. This pattern of gender enrolment is consistent across zones in Nigeria. Akpaoyovwaira (2011) citing Adeyemi & Akpotu (2004) reported that the ‘middle belt and the core north had the lowest female enrolment than male’. Accordingly, the total percentage female enrolment of the core Northern Nigeria universities ranges from 3.87% of total enrollees in 1995/96 academic session to 10.40% in 1990/91 session. The middle belt percentage female enrolment ranges from 6.50% in 1998/99 and 11.32 in 1996/97 session. Okolo reported that the trend in male enrolment into different universities has continued to be higher than their female counterparts. It was also alluded that in 1991/2 session, the trend for males and female students’ enrollment to university education in Anambra State was 9,462 for males and only 7,262 for female, while sokoto in 1991/92 session, male enrolment was 854 while female enrolment was 134.

Though there is general low enrollment trend of females to male in Nigerian university education, pattern of the proportion of female enrollment is based on the faculty. According to Adeyemi and Akpotu (2004) cited by Akpoyobvaire, discovered ‘the highest proportion of female enrollment of 42.13% to come from Faculty of Education followed by Faculty of Arts 36.2% while the lowest percentage was observed in engineering faculty, technology and environmental design. Between 2003 - 2004 and 2007 – 2008, it was observed that out of the total university enrolments, there were 2,714,458 males and 2,034,926 female enrolments. At the national level, the wide gap of gender difference in university education in enrollment is closing Since 2003.

In a study on the enrolment pattern of Agricultural teachers in the sandwich programme in Delta State university, Abraka, it was discovered that out of a total enrolment of 895 teachers between 1989 and 2004, 511 (57.09%) were males and 384 (42.91%) were females. Between 1997 and 1996, the number of males was consistently higher than females. In a study, Amasingha (2011) cited by Kaswcerm (2000) discovered that over one third or 35.8% of college students enrolled in the fall of 1996 were over age 24 including 17.1% full time students and 63.9% of part time

students. Women represents 61.8% of these older students including 57.0% of those enrolled full time and 63.7% of those enrolled part-time’.

From the foregoing, it is obvious that enrollment trends can be viewed in different perspective; the enrollment trend wherein the ratio of actual to expected enrollment is low, the prevailing high ratio of males to females enrollment is high and consistent across zones, and the observation of yearly high rate of enrollment in our universities was observed. The researcher will attempt to analyze yearly trend in sandwich enrollment and will attempt to investigate the admission trend in the University of Calabar sandwich programme with the actual enrollment percentage. This will help the researcher to know whether the enrolment trend is growing or declining.

RESEARCH METHODOLOGY

The research design to be used for this study was evaluation design by Ralph Tyler, because it is the process of determining to what extent the educational objectives are actually been realized by the program. The study area is University of Calabar. The University of Calabar is situated in calabar, the capital city of Cross River State, Nigeria. The population comprised of all students of sandwich programmes in the University of Calabar between 2010-2014 for the admission trend, in-service training, remedial services and the 2018\2019 were used for the questionnaire on the fertilization of ideas. Stratified random sampling was used to select the required sample for the questionnaire. Based on the sampling technique, 400 samples were taken from 13 departments of 709 students. Both primary and secondary sources of data was used for data collection. The primary source of data consist of questionnaire on student fertilization of ideas [QSFI] was developed by the researchers on University of Calabar sandwich students. The instruments were developed based on the variables: fertilization of ideas. The questionnaire on student fertilization of ideas consist of two sections; A and B, section A is designed to obtain information on the department, sex, While section B consist of 15 structured questions on the fertilization of ideas through seminars, conferences and workshops. 3 different tables to measure enrollment trend, in service training, remedial service of sandwich students for the years 2010-2015, The questionnaire will be a 4-point likert scale type, ranging from

The instrument was validated by experts in measurement and evaluation who ensured adequate face content validity. The reliability of instrument was established using Cronbach Alpha method. The reliability co-efficient ranges from .76 to .80bwhich was high enough. The researchers visited the sandwich programme departments with a letter of identification obtained from the Head of department of Educational Foundations, University of Calabar to the coordinator of sandwich Programme to obtain data (information on admission trend, in-service training, remedial studies) for 5 years and current population of students in sandwich programme of UNICAL for the purpose of sampling.

Presentation of results

This section deals with the analysis of the research questions directing the study. The data are presented in Tables using simple percentage.

Research question one: What are the trends in student enrolment of Unical Sandwich Programme from 2010 – 2015? To answer this research question, secondary data of

the students enrolment trends from 2010 to 2015 session were analyzed with index numbers. The result of the analysis is presented in Table 1 and Figure 1.

TABLE 1
Students Enrolment trend in the sandwich programme of UNICAL from 2010 to 2015

Department	Yr 2010	Yr 2011	Yr 2012	Yr 2013	Yr 2014	Yr 2015
Curriculum and Teaching	319	271	259	153	138	91
Special Education	51	158	58	41	27	25
Education Administration and Planning	284	645	335	269	269	277
Guidance and Counseling	93	338	125	58	43	35
Adult and Continuous Education	81	64	26	41	30	30
Environmental Education	21	24	25	30	50	21
Education Science	67	42	42	41	20	41
Art Education	75	78	94	55	77	30
Social Science Education	56	73	92	60	56	54
Human Kinetics	198	245	175	121	71	39
Library Science	45	15	20	30	29	13
Vocational Education	21	31	30	33	11	72
Mathematics Education	0	0	0	0	0	3
Total	1311	1984	1281	932	821	728

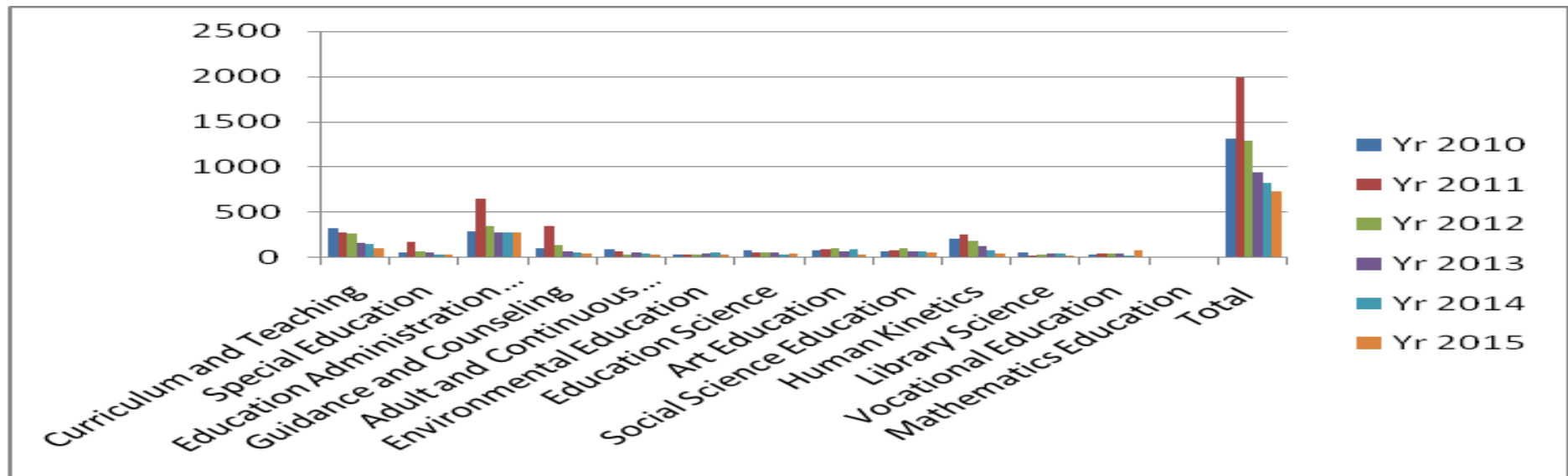


Figure 1 : Students Enrolment trend in the sandwich programme of UNICAL from 2010 to 2015

Research question two: What percentages of sandwich students run the programme through in service and non in-service training from 2010-2015? To answer this research question simple percentage and bar chart were employed as presented in Table 2.

TABLE 7:

What percentages of sandwich students run the programme through in service and in-service training from 2010-2015?

Programme category	2010	%	2011	%	2012	%	2013	%	2014	%	2015	%
In-service	4689	37.57	5890	41.21	9623	65.07	10791	69.40	8561	72.65	6663	51.85
Non in-service	7793	62.44	8404	58.79	5165	34.93	4759	30.60	3223	27.35	6187	48.15
TOTAL	12480	100	14294	100	14788	100	15550	100	11784	100	12850	100

The result in Table 2 shows that while in 2010 those who are non in-service dominated the program with 7793 (62.44%), in 2011 non in-service also dominated the trend in admission 8404 (58.79%), in 2012 those who undertake the programme on in service basis are (65.07%), in 2013 in service training are 10791(69.40%), in 2014 respondents who enrolled on in service basis are 10791 (69.40%), while in 2015 a total of 6663 (51.85%) of in-service dominated the admission trends. this implies that those who are on in-service basis dominated the admission trend between 2010 to 2015, on the average percent.

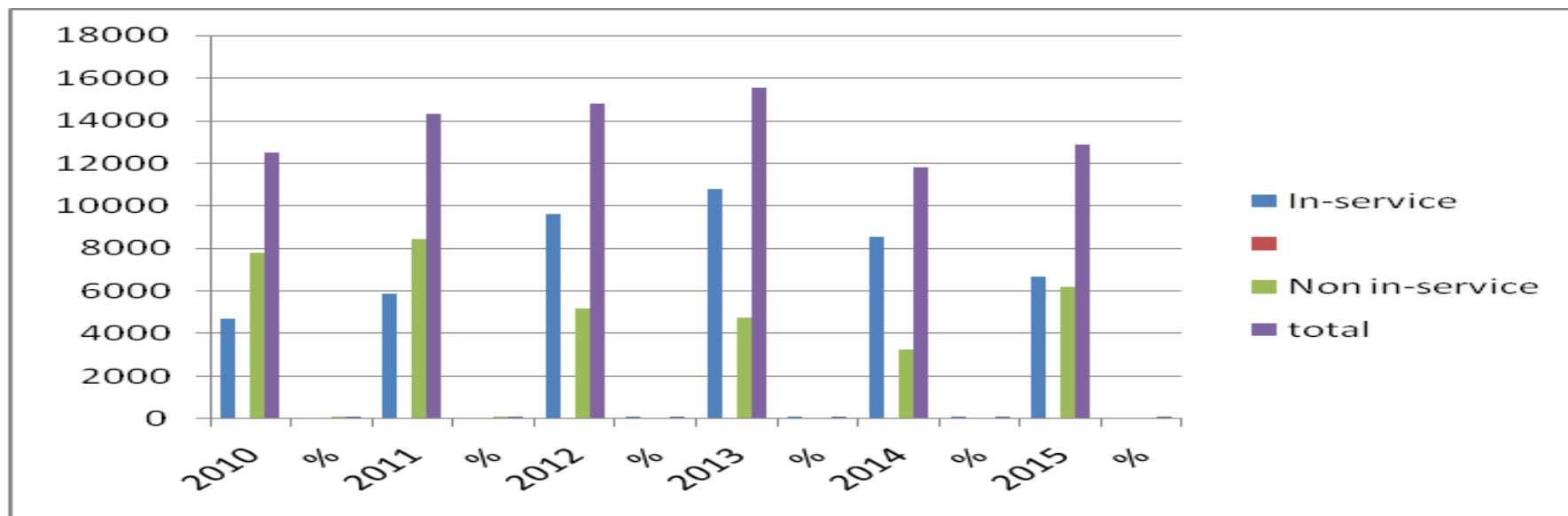


Figure 2: Percentages of sandwich students run the programme through in service and non in-service training from 2010-2015

Discussion of findings

The result of the first research questions revealed that the enrolment trend in the sandwich programme of UNICAL from 2010 to 2015 is increasing on the average. It experienced a steady increase between 2010 -2013 but decreases slightly from 2014 -2015, the trend was increasing because of the Cross River State Government policy that mandated teachers with NCE to update their certificates, the trend slumps because of the subsequent graduation of the state teachers that were affected by the state government policy.® The findings supported the study of Adeyemi & Akpotu (2004) who reported that the trend in male enrolment into different universities has continued to be higher than their female counterparts. It was also alluded that in 1991/2 session, the trend for males and female students' enrollment to university education in Anambra State was 9,462 for males and only 7,262 for female, while sokoto in 1991/92 session, male enrolment was 854 while female enrolment was 134. Though there is general low enrollment trend of females to male in Nigerian university education, pattern of the proportion of female enrollment is based on the faculty.

Aluede et al, (2012) also opined that in order to know the development that has taken place in university education in recent years, the picture of quantum enrollment of students from 1960-2008 in Nigeria universities becomes highly imperative. The total enrollment of undergraduates rose from 374,723 in 1999 to 810,220 in 2005 and 1,096,312 in 2008 as Ajayi and Adeniji (2009) observed and cited by Aluede et al, 2012. This increase in enrollment by world standard is high. Yet in spite of the high rate of enrollment, every year most people are unplaced as Okeke E. A.C (2009) cited by Aluede et al, 2012, observed in his demand and supply of university of education in Nigeria from 2000-2007.

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This lack of opportunity has led some Nigerians to opt for foreign university degree which has its own constraint, as many cannot afford to pay for expensive foreign degrees in hard currencies, to worsen it, the National University Commission has declared that online degree is unacceptable. The NBS data also reveals huge gender gap in education in much of Nigeria." In Nigeria Northeast, female students made up of just a small portion of the students total population between 2010 and 2015. The result of this research questions revealed that the trend percentages of sandwich students that run the programme through in-service training is high. The finding supported the study of Maricel (2009) who opined that in-service programme should be a frequent effort to promote continuous improvement of the total

professional staff of the school system. To remove deficiencies in the background preparation of teachers and other workers in education to keep professionals abreast with knowledge to release creative abilities and to give the much needed support to the teachers who are entreated to a new responsibility or a new field of work especially the new teachers’’

Jamani, Yasmine Ajmal Akhter, Hassan Chishti, (2011) also found that the teachers have positive attitude towards teachers training and its effectiveness in the classroom situation including actual instruction/academic work, classroom management, evaluation procedures, assignment managements, management of classrooms evaluation procedures and the development of human relationships with students, management and the society in general. It was concluded that teachers training were positively related to teaching effectively. The result of the study also indicated that there is a significant correlation between teachers training and students’ test result. It was recommended that quality training of teachers may be introduced as it has significant correlation with students’ performance. Training of teachers means the training of the totality of the skills needed by the teacher. To be effective, the teachers need to be trained in the subject matter, the more they are trained, the better.

Conclusion

- (1) The enrolment trend in the sandwich programme of UNICAL from 2010 to 2015 is significantly low. This is because most teachers who came for in-service training as mandated by the Cross River State Government ,graduated, which reduce the volume of student admission into the Sandwich Programme of UNICAL.
- (2) The percentages of sandwich students run the programme through in-service training is higher than those who run the programme through the non in-service training, This is because fresh NCE/OND graduates were discouraged by the programme coordinatosr to make room for on- the job training of teachers from the state who were mandated by the state government to update their certificates within a stipulated time.

(3) Recommendations

- 1) The university should ensure that it advertise the programme to the public beyond Cross River State border to show case the programme’s existence, products and the importance, through the print, social and electronic media, this will increase the admission trend.
- 2) The university must ensure that it harmonizes the university long vacation with the Ministry of Education long holiday to enable more teachers to participate during their holiday.

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