

Achieving the Goals of Art Learning through Sandwich (NCE) Programme: An Assessment of Art Education Programme of Four Colleges of Education in Southwest, Nigeria

John Adenle

*Department of Creative Arts
University of Lagos*

Abstract

This study aims at assessing the quality of NCE sandwich programme in Fine Arts, outline the shortcomings associated and suggest a probable extension for the programme. The rationale behind this study is to ensure that sandwich NCE meets the same standard their counterpart in full-time NCE are subjected to, The findings are expected to help in providing useful information on the quality, standard and usefulness of this programme. 60 subjects were drawn from 4 Colleges of Education in South West of Nigeria consisting of sandwich students, sandwich graduates of NCE and lecturers of Fine and applied arts. The instrument for data collection comprised of a questionnaire developed by the researcher. Data analysis technique employed was frequency and percentage. Results showed that there is no sufficient time for skill drills and assignments in practical courses and the duration of the programmes are not adequately commensurate w?ith the workload for the necessary acquisition of skills in art learning during each contact period. .. More so the volume of work would be justified and the necessary acquisition of skills in Art learning would be achieved.

Keywords: *Sandwich, part- time, art learning, skill drills*

Introduction

The philosophy of Nigeria certificate in Education (NCE) for a sandwich or part-time programme as regulated by National Commission for Colleges of Education (NCCE) is the same with that of the regular and full-time programme. In NCCE minimum standard (2002), it states that:

“It is to provide academic and professional training for NCE teachers in Fine and Applied Arts. It aims at developing students’ aesthetic perception, artistic talents, and expression as well as stimulates interest and inquiries in the practical and theoretical areas, particularly as they affect the teaching of art at the primary and junior secondary school levels”.

In Higher Institutions, Sandwich programme lectures are organized only during long vacation which coincides with the end of Rain Semester (end of the session). This gives the sandwich students opportunity to attend lectures during their holiday periods without much interference with their classroom duties. Shale and Gomme (1998, Pp 21-25) identify certain features of distance education which makes it suitable to the needs and interests of individuals who are not favored by the conventional system of education. The features are the absence of formal admission requirements; liberal policies with respect to time to complete courses; provision of continuous life-long learning opportunities through part-time study; continuous year-round enrolment and self-pacing; and liberalization or abolition of residency requirements. According to Chiaha in NCCE minimum standard (1993

All course contents of the part-time (sandwich) programme must meet the NCE minimum standard of the full-time NCE programme. Any sandwich programme that does not meet the minimum standards will not be approved by the NCCE.

This indicates that the sandwich programme should maintain the same standard with the full-time NCE in spite of the differences in times of attendance to lectures. Both Regular and Sandwich NCE require a high-level skill-drill through lecture hours (practical) and tutorials to be able to achieve Art Education Goals viz, -to provide academic and professional training for NCE teachers in Fine and Applied Arts either in full-time or sandwich.

However from personal experience, the practical and theory nature - of Fine and Applied Art Courses e.g. Sculpture, Painting, Graphics, Textile, Ceramics and Drawing necessitate the use of more than one teaching strategies for proper acquisition of skills. Furthermore, 2 - 3 hours are not usually considered for studio courses when planning Sandwich Time-Table. This is usually planned for a maximum of 2 hours for practical. The contact period of sandwich programme usually is eight (8) weeks, as stated by Obemeata (1994) The sandwich courses are conducted for 8 weeks in every 5 long Vacations totaling 40 weeks for the NCE and B. Ed programmes. While for the regularfull-time student a 3-session programme span 72-80 weeks.

Because of the shortness of the contact periods, a lot of factors and conditions work against them that affect their output. No adequate teacher- student demonstrations, class works and assignments, where such exist they are not always sufficient compared with the regular course where two to three weeks could be used for demonstrations and assignments.

Another major difference observed by Meddleton (1975) in Chiaha (1998) is in the area of the performance of the graduates of the two programme while studying the Australian situation found that the full-time students gained three times as many distinctions as the part-time students in their University Course. He found that part-time students produced lower University success rate although they were not necessarily of lower ability. This implies that factors other than the intellectual abilities of the part-time students affect their academic performance. The performances of part-time students were then traced to the manner and mode in which the programme was run. Furthermore, the poor turn out of Sandwich Students at the beginning of every contact session is another factor, as observed by Clarie Callender and Rayar Felman (2009), that a striking characteristic of part-time students is that most are in employment, predominantly full-time but with a significant proportion part-time. The resultant effect is that some resume after 3 or 4 weeks with various excuses ranging from finance, family problems and inability to secure permission, these in no way will help in skill acquisition courses.

Although programmes were planned to be the same to some extent, especially in courses taught, as well as in course contents. However, the variation, that existed between the duo was worrisome enough as to attract doubts whether the part-time NCE programme and graduates were of the same quality as the full-time NCE programme. The foregoing justifies the need to determine the extent to which the goals of Art Education were achieved with regard to NCE Sandwich programme. Thus the Study is guided by the following Research Questions.

- 1 What criteria are used for Sandwich Students admission?
- 2 Are the Sandwich questions moderated externally?
- 3 To what extent is the sandwich programme results moderated?
- 4 Do sandwich and full-time students have the same criteria for graduation?
- 5 What are the problems associated with the sandwich programme?
- 6 Do full-time NCE students perform better than the sandwich students?

Method

The population of this study comprises of all (11) (Federal and State) Colleges of Education in the South – West Nigeria running Sandwich NCE. The sample consisted of 4 NCE awarding institutions in the South Western, Nigeria. Federal College of Education, Abeokuta, ST. Andrew College of Education, Oyo; Federal College Education Special, Oyo; Osun State College of Education, Ilesa from where 60 subjects consisting of sandwich students, sandwich graduates of NCE and lecturers of Fine and applied arts were drawn. The researcher developed and validated the questionnaire for this study, the contents of the items in the questionnaire were gathered from the relevant literature. The response in the questionnaire was based on Likert-type (5-point scale) consisting of three sections each of which focused on eliciting different types of relevant data from the respondents. The questionnaires were administered and collected immediately they were completed by the respondents.

Results

What criteria are used for Sandwich Students admission?

Lecturers

Table

1

Table 1

ITEM		Frequency	Percentage
1. Sandwich intending students undergo qualifying exams or interview like full-time students before admission.	Strongly disagree	16	80.0
	Disagree	2	10.0
	Indifferent	2	10.0
	Total	20	100.0
12. Candidates with passes only in TC II (flat grade II) + 5 years' experience are admitted.	Strongly Disagreed	5	25.0
	Indifferent	5	25.0
	Agree	1	5.0
	Strongly Agreed	9	45.0
	Total	20	100.0

The table above shows the answers of the respondents (who were lecturers) to the items under research questions one. Item 1 shows 18 lecturers representing 90% disagreed that sandwich students undergo qualifying exams like full-time students, while only 2 representing 10% were indifferent. Item 12 shows 5 lecturers representing 25% disagreed that students with that grade II + 5 years experience are admitted, 5 representing 25% were indifferent while 10 representing 50% agreed that they are admitted.

STUDENT Student cross tabulation

Table 2

Item 9		Student NCE Student	Student NCE Graduate	Total
9 There is no provision for waiver in the admission requirement of Sandwich .	Strongly Disagree	-	10 (50.0)	10 (27.8)
	Disagree	8 (50.0)	2 (10.0)	10 (27.8)
	Indifference	-	8 (40.0)	8 (22.2)
	Agree	3 (31.3)	-	5 (13.9)
	Strongly Agree	3 (18.3)	-	3 (18.3)
	Total	16 (100.0)	20 (100.0)	36 (100.0)

** Figures in parenthesis are in percentage*

Item 9 STUDENT Student cross tabulation shows 12 students representing 55.6% disagreed that no provision for waiver in the admission requirement, 22.2% agree while only 8 representing 22.2% were indifferent.

Are the Sandwich questions moderated externally?

Lecturers

Table 3

Item 2		Frequency	%
Sandwich questions are moderated externally	Indifferent	2	10.0
	Agree	8	40.0
	Strongly Agree	10	50.0
	Total	20	100.0

Item 2 above shows 18 lecturers representing 90% agreed that questions are moderated externally, while 2 lecturers representing 10% were indifferent.

To what extent are the sandwich programme results moderated?

Table 4

Item 3		Frequency	%
Sandwich Results are moderated externally.	Indifferent	1	5.0
	Agree	8	40.0
	Strongly Agree	11	55.0
	Total	20	100.0

The table above shows 19 lecturers representing 95% agreed that Sandwich results are moderated externally while 1 lecturers representing 10% were indifferent.

Do sandwich and full-time students have the same criteria for graduation?

Table 5

Item 4		Freq uenc	%
The required number of units each student should pass is the same with that of full-time students.	Indifferent	1	5.0
	Agree	8	40.0
	Strongly Agree	11	55.0
	Total	20	100.0

The table above shows 19 lecturers representing 95% agreed that the same number of units required to graduate regular students are also required to pass sandwich students while only 1 representing 5% was indifferent.

What are the problems associated with the sandwich programme?

Lecturers

Table 6

Item 5		Frequency	%
8 weeks lectures do not justify the congested work load in the course content.	Disagree	1	5.0
	Indifferent	2	10.0
	Agree	6	30.0
	Strongly Agree	11	55.0
	Total	20	100.0

The table above, item 5 reveals 17 lecturers representing 85% agreed that 8 weeks lectures do not justify the congested workload in course content. 1 representing 5% disagreed while 2 representing 10% were indifferent.

indifferent.

Table 7

Item 6		Frequency	%
Lateness in resumption and irregular attendance to lecture affect their inputs and output.	Strongly Disagree	1	5.0
	Indifferent	3	15.0
	Agree	4	20.0
	Strongly Agree	12	60.0
	Total	20	100.0

In Item 6, 16 lecturers representing 80% agreed that lateness in resumption and irregular attendance to lecture affects their input and output, 1 representing 5% disagreed while 3 representing 15% were indifferent.

Table 8

Item 7		Frequency	%
Sandwich students believed they can buy their way through.	Strongly Disagree	4	20.0
	Disagree	5	25.0
	Agree	7	35.0
	Strongly Agree	4	20.0
	Total	20	100.0

Item 7 shows 11 lecturers representing 55% agreed that an average of sandwich student believes he or she can buy their way through. 9 lecturers representing 45% disagreed.

Table 9

Item 8		Frequency	%
Every sandwich student with carry over assumes he/she will automatically pass pass pass.	Strongly Disagree	4	20.0
	Agree	4	20.0
	Strongly Agree	12	60.0
	Total	20	100.0

Item 8 shows 16 lecturers representing 80% agreed that every sandwich student with carryover assumes he or she will automatically pass, while 4 representing 20 % disagreed.

Table 10

Item 9		Frequency	%
Sandwich final year project is done in a group.	Strongly Disagree	2	10.0
	Disagree	8	40.0
	Indifferent	3	15.0
	Agree	5	25.0
	Strongly Agree	2	10.0
	Total	20	100.0

Item 9 reveals 10 lecturers representing 50% disagreed with the statement that sandwich final year project is done in a group, 7 representing 35% agreed while 3 representing 15% were indifferent.

Table 11

Item 10		Frequ ency	%
So many criteria used in overall assessment of full time does not come to play during sandwich assessment	Strongly Disagree	3	15.0
	Disagree	1	5.0
	Indifferent	1	5.0
	Agree	7	35.0
	Strongly Agree	8	40.0
	Total	20	100.0

Item 10 shows 15 lecturers representing 75% agreed that there are many criteria used in the overall assessment of full-time does not come into play in sandwich programmes, 4 representing 20% disagreed while 1 representing 5% was indifferent.

Table 12

Item 11		Frequency	%
No sufficient time for skill drill in practical courses	Disagree	2	10.0
	Indifferent	2	10.0
	Agree	4	20.0
	Strongly Agree	12	60.0
	Total	20	100.0

In item 11, 16 lecturers representing 80% agreed that no sufficient time for skill drill In practical courses, 2 representing 10% disagreed while 2 representing 10% were indifferent.

Table 13

Item 13		Frequen cy	%
Is the duration of the programme adequate for the necessary acquisition of skills in Art learning?	Strongly Disagree	15	75.0
	Indifferent	3	15.0
	Agree	2	10.0
	Total	20	100.0

Item 13 shows 15 lecturers representing 75% disagreed that the duration of the programme is adequate for the necessary acquisition of skills in Art Learning.

Table 14

Item 14		Frequency	%
The time allotted for each of the courses on the timetable is adequate.	Strongly Disagree	8	40.0
	Disagree	7	35.0
	Indifferent	4	20.0
	Agree	1	5.0
	Total	20	100.0

Item 14 shows 15 lecturers representing 75% disagreed that time allotted for each of the courses on the timetable is adequate. 1 representing 5% agreed while 4 representing 20% were indifferent.

STUDENT Student cross tabulation. (Student sandwich and
Table 15

Item 1		Sandwich NCE	Sandwich NCE	Total
		Student	Graduate	
Overlapping of full time exam with sandwich Resumption prevent lecturers from starting lectures to time	Strongly disagree	--	10 (50.0)	10 (27.8)
	Agree	6 (37.5)	--	6 (16.7)
	Strongly	10 (62.5)	10 (50.0)	20 (55.6)
	Agree			
	Total	16 (100.0)	20 (100.0)	36 (100.0)

Figures in parenthesis are in

Item 1 of Student cross tabulation shows 16 NCE students representing 100% agreed, 10 NCE graduates representing 50% agreed that overlapping of full-time exam with sandwich resumption prevent lecturers from starting lecturers to time while 10 NCE graduates representing 50% disagreed.

Table 16

Item 2		Sandwich NCE	Sandwich NCE	Total
		Student	Graduate	
8 weeks lecture does not justify the congested workload in the course content.	Strongly	--	4 (20.)	4(11.1)
	Disagree	--	15 (75.0)	15 (41.7)
	Indifferent	--	1 (5.0)	1 (2.8)
	Agree	7 (43.8)	--	7 (19.4)
	Strongly Agree	9 (56.3)	--	9 (25.0)
	Total	16 (100.0)	20 (100.0)	36 (100.0)

**Figures In parenthesis are in percentages.*

Item 2 shows 16 NCE students representing 100% agreed that 8 weeks lectures do not justify the congested workload in the course content, 19 graduates representing 95% disagreed while 1 graduate

representing 5% was indifferent.

Table 17

Item3		Sandwich NCE Student	Sandwich NCE Graduate	Total
Lateness in Resumption and irregular attendance to lecture affects their input and output	Disagree	4(25.0)	10(50.0)	14(38.9)
	Agree	7(43.8)	10(50.0)	17(47.2)
	Strongly agree	5(31.3)	-	5(13.9)
	Total	16(100.00)	20(100.0)	36(100.0)

**Figures in parenthesis are in percentages.*

Item 3 shows 12 NCE students representing 75%, 10 NCE graduates representing 50% agreed that lateness in resumption and irregular attendance to lectures affects their input and output, while 4 students representing 25% with 10 NCE graduates representing 50% disagreed.

Table 18

Item 4		Sandwich NCE Student	Sandwich NCE Graduate	Total
No sufficient time for assignment	Strongly Disagree	-	6(30.0)	6(16.7)
	Disagree	-	14(70.0)	14(38.9)
	Agree	7(43.8)	-	7(19.4)
	Strongly agree	9(56.3)	-	9(25.0)
	Total	16(100.00)	20(100.0)	36(100.0)

** Figures in parenthesis are in percentages.*

Item 4 shows 16 NCE students representing 100% agreed that there is no sufficient time for assignments, while 20 graduates representing 100 % disagreed.

Table 19

Item 5		Sandwich NC Student	Sandwich NC Graduate	Total
Every student with carrying over assumes he/she will pass automatically	Strongly Agree	-	16 (80.0)	16 (44.4)
	Disagree	6 (37.5)	4 (20.0)	10 (27.8)
	Indifferent	2 (12.5)	-	2 (5.6)
	Agree	5 (31.3)	-	5 (5.6)
	Strongly Agree	3 (18.8)	-	3 (8.3)
	Total	16(100.0)	20 (100.0)	36 (100.0)

**Figures in parenthesis are in percentages*

Item 5 shows 6 NCE students representing 37.5% with 40 NCE graduate representing 100%, disagreed that every student with carryover assumes he/she will pass automatically, 8 students representing 50% agreed while 2 NCE students representing 12.5% were indifferent.

Table 20

Item 6		Sandwich NCE	Sandwich NCE	Total
		Student	Graduate	
Sandwich final year project is done in groups	Disagree	8 (50.0)	7 (35.0)	15 (41.7)
	Indifferent	-	3 (15.0)	3 (8.3)
	Agree	4 (25.0)	10 (50.0)	14 (38.9)
	Strongly Agree	4 (25.0)	-	4 (11.1)
	Total	16 (100.0)	20 (100.0)	36 (100.0)

**Figures in parenthesis are in percentages.*

Item 6, 8 NCE students representing 50% with 7 NCE graduates representing 35% disagreed that sandwich final year project is done in groups. 8 NCE students representing 50% with 10 NCE graduates representing 50% agreed, while 3 NCE graduate representing 15% were indifferent.

Table 21

Item 7		Sandwich NCE	Sandwich NCE	Total
		Student	Graduate	
No sufficient time for skill drills in practical courses.	Strongly Disagree	1 (6.3)	10 (50.0)	11 (30.6)
	Disagree	---	9 (45.0)	9 (25.0)
	Indifferent	---	1 (5.0)	1 (2.8)
	Agree	10 (62.5)	---	10 (27.8)
	Strongly Agree	5 (31.3)	---	5 (13.9)
	Total	16 (100.0)	20 (100.0)	36 (100.0)

**Figures in parenthesis are in percentages*

Item 7 shows 15 NCE students representing 93.8% agreed that no sufficient time for skill drill in practical courses, 1 NCE student representing 6.2% with 19 NCE graduate representing 95% disagreed while 1 NCE graduate representing 5% was indifferent.

Table 22

Table 22

Item 8		Sandwich NCE Student	Sandwich NCE Graduate	Total
Is The duration of the programme adequate for the necessary acquisition of skills in Art learning?	Strongly Disagree	3 (18.8)	-	3 (8.3)
	Disagree	13 (81.3)	16 (80.0)	29 (80.6)
	Indifferent	-	2 (10.0)	2 (5.6)
	Agree	-	2 (10.0)	2 (5.6)
	Total	16 (100.0)	20 (100.0)	36 (100.0)

**Figures in parenthesis are in percentages*

Item 8 16 NCE students with 16 NCE graduates disagreed that the duration of the programme is adequate for the necessary acquisition of skill in Art Learning, 2 NCE graduates representing 10% agreed while 2 NCE graduates representing 10% were indifferent.

Table 5 Do full-time NCE students perform better than the sandwich students?

Table 23

Item 10		Sandwich NCE Student	Sandwich NCE Graduate	Total
Generally full time NCE students perform averagely better.	Disagree	-	4 (20.0)	4(11.1)
	Indifferent	-	2 (10.0)	2 (5.6)
	Agree	14 (87.5)	4 (20.0)	12 (33.3)
	Strongly Agree	2 (12.5)	10 (50.0)	12 (33.3)
	Total	10 (100.0)	20 (100.0)	36 (100.0)

**Figures in parenthesis are in percentages*

Item 10 reveals that 16 NCE students representing 100 %, 14 NCE graduate representing 70% agreed that full-time students perform better than the sandwich students, 4 NCE graduates representing 20% disagreed, while 2 NCE graduate representing 10% were indifferent.

Discussion of findings, Implications, Summary and Conclusion

This finding shows that there is provision for waiver in admission requirement for sandwich students. Although the intending art students for sandwich were not admitted by interest, further findings revealed that flat grade II certificate was another requirement for admitting candidates into the sandwich NCE programme. This made some writers like Ekpeyoung (1991); Yalokwu (1992) and Beeby (1969) to believe that NCE sandwich programme was inferior to the full-time NCE. As observed by Nwangwu (1992) the conditions for admission, which admit candidate without basic entry qualifications, tended to cheapen the quality of the sandwich NCE programme and reduce the quality of its products.

It further reveals that NCE sandwich intending students doesn't undergo qualifying examination before admission like their full-time counterparts.

The findings show that to a greater extent the institutions complied with the guidelines governing external moderation of examination questions. According to the NCE Accreditation Manual (1990) the external examiners whose qualification were not below that of principal lecturer in a College or a senior lecturer in a university are used at the end of the final year of the NCE programme for: Assessing / Moderating the Final Courses and projects, certifying the Overall Performance of the graduating Students and certifying the quality of facilities and instruction.

The entire institutions in the study moderate their questions using external Examiners as prescribed by NCCE. In every institution of learning examination and result generation are the hallmarks of all activities, hence the study shows that results are moderated by external examiner in all the institutions. The findings revealed that the same number of units required to graduate regular students are also required to pass sandwich students. The same (compulsory and elective) courses were offered by both regular and sandwich programme.

The study shows that there are many problems associated with sandwich programmes. These findings revealed that 8 weeks of

contact does not justify the congested workload in the course content. The 3 years (72-90 weeks) programme of the full-time is the same that sandwich run for 5 years (40weeks) of 8 weeks each contact period; within which they are to learn and acquired skills in all courses which are practical intensive.

The findings further show that there is no sufficient time for skill drills and assignments in practical courses and the duration of the programme are not adequately commensurate with the workload for the necessary acquisition of skills in art learning during each contact period. Chiara (1998) lends credence to this when he observed the sandwich in general education that vacation lectures alone were not sufficient to cover the lecture hours required.

Although the majority of the ex-sandwich students favored 8 weeks, they probably seemed to forget the tension when they hardly hard time for practical assignments that required 4 - 5 hours and sometimes a day to complete. Also, the time allotted for each of the practicals on the timetable courses is grossly inadequate.

These findings also established that the inputs and outputs of the sandwich students are hampered by lateness in resumption and irregular attendance to lecture. Several reasons have been adduced for this,

- **Finance.** A good number of the sandwich students sponsor themselves; as such money has to be sought for tuition and materials before getting down tolecturers.
- **Registration:** Few students who resume for the contact period to time also go about for registration of courses to be offered. This alone takes many days since clearance on last courses offered must be confirmed to ascertain the number of failures that must be included in new registration.
- **Difficult employers:** Some employers don't release them as at when due, some are not given permission at all, therefore they have to shuttle between work and lecture to keep their job. The public school teachers among them are not released until the last

day of vacation.

The problem is more where both sandwich and regular programmes overlap. The overlapping takes 1 - 3 weeks when sandwich resumption and registration coincides with the examination of regular students. The same set of lecturers while rounding up with regular students examination and marking of script double up as sandwich students lecturers thereby giving urgent attention to the most pressing and sensitive. The implication of this is that when sandwich students observed that no serious attention is given to them within 1 - 3 weeks of their resumption, they relax and travel back until when full lecture begins.

More findings reveal that sandwich students believed that they can buy their way through when they come late for resumption or have carryover, they seem to possess the complex that they belong to working class and should be able to explain their plight to whoever is concerned. Another finding that every sandwich student with - carryover assumes he/she will automatically pass supports this. Even though students cross tabulation shows a departure from the state yet the tendency exit that students generally take things with levity.

More findings also show that some engaged students in group projects, others do not. It is a mixture of both group and individual depending on individual ability, the situation on ground and enormity of the project.

Further findings show that so many criteria used in the overall assessment of full-time students were not used for sandwich students. This is in line with the submission of Chiara (1998) that generally, admission requirements and assessments for sandwich students were not as strict as that of regular students. This indicates that there is a soft spot for the sandwich students.

This study reveals that full-time NCE students perform averagely better than sandwich students. Meddleton (1975) supported this finding when studying the Australian; situation found that the full-time students gained three times as many distinctions as the part-time students. He further stressed that although the part-time students

were of lower university success rate they were not necessarily of lower ability.

Conclusions and Recommendations

The following conclusions were therefore drawn that:

The NCE awarding institutions complied with the NCCE guidelines in running the sandwich NCE programme.

The Problems of Fine Art Sandwich NCE programme were found to be

- (i) Short contact period
- (ii) Congested workload
- (iii) Insufficient time for skill drills and assignments
- (iv) Overlapping of Sandwich and regular programme.

Recommendations

In view of the above problems the following recommendations were made:

- Sandwich students also should undergo qualifying examination or interview like the regular students.
The contact periods should be increased from 8 to 12 or 14 weeks. This will give enough time for skill drills and assignments. More so the volume of work would be justified and the necessary acquisition of skills in Art learning would be achieved. For instance the 3 years (72-90 weeks) of six semesters for full time and 5 years (40weeks), 8 weeks each contact period is irreconcilable in skill acquisition programmes.
- To achieve this, the paper recommends that the affected institutions should extend their contact periods to other holiday periods within the terms other than long vacation only. Lecturers should ensure that the sandwich students are made to work harder no matter the amount of plea.

References

- Beeby, C.E. ed (1969). *Qualitative Aspects of Educational Planning*: Paris UNESCO. International Institute for Educational Planning.
- Chiaha, G. U. (1988) An Evaluation of Part-Time Nigeria Certificate in Education (NCE) Programme, 1979-1995. Unpublished Ph.D. Thesis, Faculty of Education, University of Ibadan.
- Clarie Callender and Rayar Felman (2009) Birkbeck, University of London 26 Russell Square London WC1B 5DQ
- Ekpenyong, L.B. (1991). Sandwich Educational Programme: The Issue of Quality Control: *Paper presented at the National Seminar on Teacher Education Part-time programme*, Benin City University of Benin (July 15 - 16).
- Meddleton, (1975) In Chiaha G. U. (1988) A study of the Progress of Part-Time Students at the University level: *Australian Journal Of Higher Education* 2 (2) 138-158.
- National Commission For Colleges Of Education Accreditation Manual(1990) for Vocational and Technical Education, Garki, Abuja.
- National Commission For Colleges Of Education (1993) Annual Report; Kaduna, (NCCE Jan. Dec.)2.
- Nwagwu, C.C. (1992). Sandwich programmes of Colleges and Universities: Management Problems and Prospects in J. O. Afe et al (eds). *In-Service Education of Teachers: The Nigerian Experience*. Benin City; College of Education, Ekiadolor.
- Obemeata, IO. (1994) Cost-Benefit Evaluation of Higher Institution in Nigeria *Education Today: A Quarterly Journal of the Federal Ministry of Education* 3, (2) (March) 18-23.
- Shale, D. and J. Gomes 1998: Performance indicators and University Distance Education Providers. *Journal of Distance Education*, 8(4): 12-25
- Yalokwu, P.O. (1992): An Investigation into the Management Problem Facing College of Education Part-time programme in University of Benin: In J.D., Afe et al (eds) *In-Service Education of Teachers: The Nigerian Experience*, Benin City: College of Education, Ekiadolor.