

Problems Encountered by Work and Study Programme (WASP) Students in Nigeria: A Study of Ebonyi State University, Abakaliki, Nigeria

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Abstract: The study investigated the challenges Work and Study Programme (WASP) students in Nigeria universities encounter with a preview of Ebonyi State University, Abakaliki. Three research questions guided the study that adopted a descriptive research design. The population of the study was one thousand and five hundred (1, 500) WASP students in 400 and 500 levels of 2015/2016 academic session. Stratified Random Sampling Technique was used to draw a sample size of 250 students. A structured questionnaire with 15 items was the instrument for data collection that have been duly validated and its reliability determined using Spearman Rank Order Correlation Coefficient. It yielded a coefficient index of 0.72 showing that the instrument was reliable for the study. The researchers personally administered the questionnaire to the students during their lectures and collected them back after completion. Mean and standard deviation were used to analyze the data collected. The findings showed among others that uncoordinated WASP programmes and lecturers' non commitments are affecting WASP students' progress. Implications of the study were drawn and recommendations made in order to move part time programme in Nigeria forward.

Key words: Problem • Work and Study • Students • Nigeria • University

INTRODUCTION

Work and Study Programme (WASP) is a weekend part-time studies programme designed to offer opportunities to talented, intelligent and qualified working adults in various fields of life endeavors, to acquire university education without having to give up their jobs or businesses [1]. The programme is geared towards assisting students with the cost of post-secondary education on part-time basis on campus. It also offers opportunities for students already engaged in a job to acquire education, earn a supplementary income while gaining valuable experience [2]. According to Covenant University [3] the benefits of entering university through WASP in Nigeria include: no need to write Joint Admission and Matriculation Board (JAMB) examinations before gaining admission; no need of taking Post University Tertiary Matriculation Examinations (UTME); one can be admitted through direct entry; one can conveniently combine learning and working at the same time among others.

The essence of WASP has long been identified as the process that helps develop the whole man physically, mentally, morally and technologically to enable him/her function effectively in any environment. The recipients of this programme in the opinions of Ebonyi State University [4] and Ekpe [5] would become more productive, self-fulfilling and attain self-actualization; hence the importance of the programme.

Ebonyi State University, Abakaliki is one of the universities in the country that have keyed into the work and study programme to benefit the inhabitants of the state. The programme was initiated in 2000 to be a continuing education, but was later renamed Work and Study Programme (WASP). Through this way, Ebonyi State University (EBSU) can make its academic services available to as many people as possible who wants to hold on their jobs and businesses. The programme is designed to capture the qualified and mature men and women who want to acquire university education, but presently, younger learners with or without jobs and businesses are enrolling into the programme. This is

because admission through JAMB is limited; so, WASP now serves as another entry point into the universities to engage the youths meaningfully.

According to the EBSU-WASP Handbook (2011), the programme is designed to achieve the following; to:

- Make university education available to as many qualified individuals as possible.
- Improve the effectiveness and efficiency of public servants, self-employed businessmen and women in order to improve the productivity of workers in the state and the country at large.
- Increase the awareness and interest of people in their environment and thereby, increasing their sensitivity to the possibilities of life.
- Improve people's attitude to work and get them to accept the principle of service to humanity as a worthy cause.
- Examine the use of resources, people and materials available in the university community for the benefit of the wider community.
- Campaign against illiteracy; ward off timidity and ignorance in the society
- Create self-reliance principles in the minds of people of the society (p.2)

Designed as a weekend programme (Friday and Saturday), it is expected that those who are admitted and registered should be matured and committed enough to work and study on their own. Inyiagu [6] explained that the minimum entry requirements is the same with the regular programme of the university with five credits including English and Mathematics at not more than two sittings. He further stated that the course curriculum and the lecturers are the same like that of regular programme, but that the timing for lectures is limited to Fridays from 12 noon to 6pm. and on Saturday, from 8am to 6pm. Again, the duration for WASP programme is 5 years while that of the regular programme of the University for education courses is four years. The WASP semester runs for at least twenty-two weeks. Thus, this amiable programme like any other good innovation is cumbered with teething challenges of which the paper tends to examine and proffer possible ways out to ameliorate them.

Nigerian university education including WASP is based on century old system of knowledge organization and is largely influenced by 19th century academic traditions. Today, a college degree has become a necessity for most careers and graduate education is

desired by many. Yet the potential of higher education system in developing countries to fulfill its noble objectives is frequently thwarted by long-standing problems like finance, commitment, efficient service quality and good governance [7]. Again [8] stated that WASP is faced with shortage of qualified staff, lack of facilities and decaying of the existing ones. Obanya [9] discovered that there are inadequate classroom space and lecture desks, no functional teaching facilities coupled with poor quality of students who enrolls for the programme. This poor-quality background of students who enroll make them not to maximally benefit from the programme; hence their poor academic outputs. Obanya and Ezewu [10] also noted that lack of adequate preparation on the part of management affects WASP. Buttressing this aspect, Ogbodo [11] observed that the timing and duration of part-time programmes are inadequate, as course contents are not covered and if covered, is not properly done. He also noted that the programme is not given due attention as the course lecturers have so much to cover ranging from the regular students' academic activities that take the bulk of their time. As a result, WASP activities are hurriedly done. Okebola [12] pointed out other challenges facing WASP to include: poor coordination of the programme; inadequate hostel accommodation for students; outdated library and its textual materials; high fees charged students; substandard class facilities and communication gaps between WASP students and the school authorities among others. The author lamented that the programme organization is hap hardly done and this brings about ineffectiveness. Olaitan *et al.* [13] explained that a survey done by National University Commission discovered that only about 30% of Nigerian students have adequate access to classroom lecture halls, laboratories and library facilities. Students need to have all the basic infrastructure and conducive environment for active learning to take place. On the part of the lecturers, many of them do not know how to operate WASP and cannot manage the allotted time and space well. Lecturers' non availability in the classrooms as at when due for lectures affects the whole programme. The students would come to school, hang around waiting for the lecturers and even call them on phone, but at the end, they postpone the lectures which now disorganizes the students in coping with the rescheduled lectures. In addition, some of the lecturers have poor rapport with their students which now influences the teaching-learning process. These challenging trends that affect the smooth running

of work and study programme have necessity the present study on challenges WASP students encounter in Ebonyi State University, Abakaliki' and to proffer solution on the way forward

Statement of the Problem: Ebonyi State University, Abakaliki work and study programme is encumbered with a lot of challenges ranging from student- related, lecturer- related, school-related and administrative related problems. The persistent problem of insufficient lecture halls and non-coverage of course contents as a result of poor planning generate a deep gulf in the university. Brief interviews with students and lecturers point to the need of proper reorganization of the programme for it to yield the desired results. Poor performance of the students that enroll for the programme is another source of concern. This may be attributed to their selection pattern and none serious commitment on the parts of the lecturers to handle the programme properly. WASP is very important for the business and working-class citizens of this country. This calls for adequate planning, good selection procedures for admission, qualified and dedicated staff and proper funding it if will stand the test of time. These envisaged challenges have necessitated the present study that thus ask: what are the problems encountered by Work and Study Programme (WASP) students in Ebonyi State University, Abakaliki.

Significance of the Study: WASP is an important programme in Nigeria that helps workers and business men and women alike in Nigeria to remain in their jobs/business while furthering their studies. Lecturers, students, university authorities, educators, teacher trainers and the public in general will benefit from this study.

- For the lecturers, the findings will be an eye opener on how their handling of the programme has been a challenge and adjust accordingly.
- The students on their own will benefit from the study findings because, they will discover how their vegetative involvements in the programme have been a hindrance and seek the best ways of benefiting from it.
- The findings of the study will help the university management to painstakingly plan the programme to enhance its effectiveness and worthwhileness.
- Educators and teacher trainers will through the findings of the study plan how to handle WASP curriculum development and its implementation for effectiveness

- Again, other researchers will take a leaf from the findings of the study to explore other areas of WASP in order to make it effective in Nigeria.
- Finally, the public in general would through the findings of the study understand the nature, problems and prospects of the programme and how to key in.

Objectives of the Study: The main objectives of the study were to identify the problems encountered by WASP students in Ebonyi State University, Abakaliki and thereafter proffer solution. Specifically, the study aimed at:

- Ascertaining how improper coordinated programme militate against WASP students in Ebonyi State University, Abakaliki.
- Determining the lecturer-related factors militating against WASP students in Ebonyi State University Abakaliki,
- Ascertaining student-related factors affecting WASP students in Ebonyi State University, Abakaliki.

Research Questions: The following research questions guided the study:

- How has improper coordinated academic programme of WASP posed a problem to the students in EBSU?
- What is the lecturer-related problems that have been a challenge to WASP students in EBSU?
- In what ways have student -related factors been a hindrance to WASP students in EBSU?

Review of Related Literature on WASP: Literature related to the study was briefly reviewed under conceptual, theoretical and empirical works.

Conceptual Review

Nature and Need for Work and Study Programme (WASP): Work and Study Programme (WASP) could be described as a part time venture given to working and non-working class to gain admission into institutions of higher learning in order to acquire a degree. In line with this, Oludayo *et al.* [14] emphasized that the working experience which students may get from the programme can form their identity that may enhance their confidence in future jobs. Therefore, Covenant University [3] saw the programme as an aid to students to gain working experience and appreciate the dignity of labor. It affords the working class group the opportunity of acquiring higher education while working or searching for jobs or

business prospects. Again, Online Dailys.com [15] explained that the programme is designed to offer opportunities to mature, talented, intelligent and qualified working adults in various fields of life endeavors to acquire university education without having to give up their jobs. This programme has been necessitated as a result of high rate of poverty among the lower class in Nigeria which have prevented them from accessing higher education. This trend has led many parents to withdraw their wards from school before graduation and engage them in a job or business for survival. This reason has made a lot of universities in Nigeria to establish the part-time programme called WASP [16].

Designed as a week-end programme in most institutions in Nigeria, it is expected that those who are admitted and registered in the programme are matured and committed enough to work and study on their own. According to Tawari [17] the entry requirements are the same with that of the regular students admitted through JAMB, but their lecture time is limited to Friday and Saturday. This programme is a laudable one in Ebonyi State University, Abakaliki, Nigeria because of the educational disadvantaged position of the state. With the introduction of the programme, many people in the state are stepping out to embrace the literacy campaign of the state government. It is believed that with better education, efficiency, effectiveness and high productivity would be attained in the work places in Nigeria.

Contending Challenges of WASP in Nigeria: Howbeit, this noble programme is besieged with myriads of problems. Aluede and Ufah [2] noted that WASP is faced with the problems of dearth of quality and committed staff and basic facilities. Ekpe [5] discovered that there are inadequate classroom space and facilities, poor quality of students admitted which makes them not to benefit maximally from the programme. Ogbodo [11] observed that the timing and duration of part-time programme in Nigeria affects its course content/coverage. Oludayo *et al.* [14] noted that major problems like: poor coordination; inadequate hostel accommodation, dearth of library materials and poor organization by university administration in Nigeria hamper the success of the programme. These trends are worrisome and have led the researchers to investigate the problems WASP students face in Nigeria and to proffer solution.

Theoretical Framework of the Study: This study is anchored on the Cognitive Theory propounded by John Dewey in 1963. Dewey was a philosopher, psychologist

and an education reformer who contributed and influenced educational and social reforms. The major tenet of his theory is that knowledge emerges only from situations in which learners have to draw them out of a meaningful experience. Dewey argued that education and learning are social and interactive processes and that the school as a social institution provides an environment in which social reforms should take place. He believed in permanent connection between education and personal experience. A practical application of knowledge is at the core of his philosophical teachings. This theory relates to the present study because through WASP, participants gain valuable experience to beef up their career or business. The experience gain from schooling also makes students to be self-fulfilling, productive and attain self-actualization; hence the importance of work and study and the need to tackle the challenges it is facing in Ebonyi State University and other universities in Nigeria.

Review of Empirical Studies: Review of empirical works were done that have anchor with the present study.

Inyiagu [6] carried out a study on problems militating against effective performance of WASP students teaching practice in Ezza South Local Government Area of Ebonyi State, Nigeria. Four research questions guided the study and a sample size of 300 drawn. The data collected using a structured questionnaire were analyzed using frequently counts and mean. The major findings revealed that poor facilities militated against the teaching practice exercise of WASP students.

Again [9] investigated the effect of school environment on the effectiveness of WASP in Ebonyi State University, Abakaliki- Nigeria. Four research questions and one hypothesis guided the study that had a sample size of 600 WASP students of the university. The data collected using a structured questionnaire were analyzed using ANOVA and t-test. The study findings revealed among others that, WASP students performed well as a result of conducive academic environment and recommended its continuous face lift for sustainable programme.

Furthermore, Adeyinka [1] carried out a study on improving the quality of Technology and Vocational Education (TVE) WASP students in Ebonyi State University for graduate employment and national security. Survey research design and two research questions guided the study. A sample size of forty WASP students of the department was involved in the study. Frequency counts and percentages were used to analyze the data collected using structured questionnaire. The major

findings include among others, that the T.V.E WASP is not properly planned and supervised and that there is acute shortage of facilities for effective programme implementation.

Another study carried out by Lassa [8] was on evaluation of students' WASP: The case of a private (Faith-based) higher education institution, South-West Nigeria. A survey and descriptive designs were employed in the study. Five purposes and one hypothesis guided the study. The sample size was 72 WASP students in their last two years of their programme. Questionnaire was used for data collection and inferential descriptive statistics used for the analysis. The findings showed that WASP has no negative impact on students' academic performance and that the programme helps them to be self-reliant among others.

Summary of Literature Review and Existing Gap: In conclusion, the review related to the work look at the nature of work and study programme in institutions in Nigeria, problems and accrued benefits to the participants. The review included the theory backing up the study-the Cognitive Theory propounded by John Dewey in 1963 whose main idea was that there is connection between education and personal experience. A practical application of knowledge is at the core of his teachings which relates to knowledge acquired by WASP students and its application to their work/business areas. The review x-rayed empirical works related to the study that involved an aspect of problems of the programme in specific locations. The present study is examining the general problems of this programme in Nigerian universities: A preview of Ebonyi State University, Abakaliki, Nigeria. No other study has been done in this area; hence the need for this study to fill the gap.

Methodology and Procedures

Design/ Area of the Study: The study adopted a descriptive research design which according to Obanya [9] is a planned structure and strategy that an investigator can adopt to obtain representative data from the respondents using structured questionnaire. The present study adopted the design because it used a represented sample from a population using questionnaire to get the desired data. The area of the study is Ebonyi State University, Abakaliki. The choice of the university was based on the fact that it started WASP since year 2000 when the university attained full-fledged status. Based on this, it can present a good picture of the programme so far and the problems militating against it.

Population, Sample and Sampling Technique: The population of the study was one thousand five hundred (1, 500) WASP students in 300, 400 and 500 levels of 2015/2016 academic year of study in the Faculty of Education, Ebonyi State University, Abakaliki because, it was the first faculty to start the programme. The sample size was 250 drawn using Stratified Random Sampling Technique. The three levels involved formed the strata and using Simple Random Sampling Technique, 70 students from 300 level; 80 students from 400 level and 100 students from 500 level were drawn, given a total of 250 students used for the study.

Instrumentation: The instrument for data collection was a structured questionnaire developed by the researchers titled "Problems encountered by WASP students in EBSU". It was designed through oral interviews and extensive literature review with 15 items arranged in three clusters based on the research questions that guided the study on a 4-point rating scale. The appropriateness and suitability of the instrument was established by giving it to three experts in research design in Ebonyi State University, Abakaliki to scrutinize. Their comments and observations were incorporated into the final draft of the instrument. Furthermore, the instrument was subjected to reliability test using Pearson Product Moment Correlation Coefficient measures. This was done by administering 20 copies of the instruments to 20 students in 500 level of WASP; two weeks after, the instrument was re-administered to the same students. The results obtained from the two sets were correlated and an index of 0.72 was obtained indicating that the instrument was reliable for the study.

Data Collection and Analysis: Two hundred and fifty copies of the questionnaire were administered set by set to the students in the various levels of WASP with the help of their course representatives. Two hundred (200) copies were properly filled that was used for the study. The collected data was analyzed using tables, frequency counts, mean and standard deviation. The decision rule was based on a criterion mean of 2.50. Any item that measures up to 2.50 and above was accepted as a contributing factor in the observed trends, while a mean below 2.50 was rejected as not a contributing factor.

Ethical Considerations: The researchers declared their interest to the Faculty of Education, EBSU authorities on the need for the research in order to proffer solutions to envisaged challenges of WASP in the institution.

The students involved in the study were properly briefed on the need for the study and were assured of the confidentiality of their views. Their participation was voluntary and they were allowed to express their opinions during the research when in doubt.

RESULTS

The data collected from the field work were analyzed in line with the research questions posed for the study.

Research Question 1: How has improper coordinated academic programme of WASP posed a problem to the students in EBSU?

Table 1 presents how improper coordinated WASP pose a challenge for the students. Items 2-5 measured above the criterion reference mean of 2.50 affirming that these are obvious challenges to work and study programme in the university. Item 1 on poor fees management and disparity scored below the reference mean i.e. 2.14; so the students disagreed that this aspect is not a challenge to them. However, a grand mean of 2.78 recorded showed that improper coordinated WASP by the school administration is a challenge to the students.

Research Questions 2: What is the lecturer related problems that have been a challenge to WASP students in EBSU?.

Mean ratings of students on lecturer-related problems that pose a challenge to them in work and study programme of the university is presented in Table 2. All the items from 6-10 measured above the acceptable mean of 2.50. With a grand mean of 2.91, the respondents agree that the enlisted problems are challenges they are facing in the programme.

Research Question 3: In what ways have student-related factors been a hindrance to WASP students in EBSU?.

Items 11 to 15 ascertained from the students their own related factors that are problems for WASP. All the items rated above the determinant mean of 2.50. With a grand mean of 2.91, WASP students agreed that their behavioral attitude towards the programme is also a challenge that affects the entire programme.

Summary of the Findings:

- With a mean of 2.78, the respondents affirmed in Table 1 that improper coordinated work and study programme in Ebonyi State University, Abakaliki is an obvious challenge to its effectiveness.
- Work and Study Programme in EBSU is adversely affected by lecturers' attitude of non-commitment, proper time management and course content coverage among others in the university.

Table 1: Mean rating on how improper coordinated WASP programme pose a challenge to students

S/N	Challenges of improper coordinated WASP include:	\bar{x}	SD	Decision
1	Poor management and disparity in school fees charged	2.14	0.64	Disagree
2	Lack of proper monitoring of be lecture periods	2.92	0.86	Agree
3	Clash of lecture periods between the regular programme and WASP	3.07	0.71	Agree
4	Lack of proper spacing of WASP courses during lectures	2.93	0.85	Agree
5	Improper coordination of examination of WASP	2.85	0.93	Agree
Grand Mean		2.78		

Table 2. Mean rating on lecturer- related factors in WASP that are challenges to the students N=200

S/N	The lecturer related problems are:	\bar{x}	SD	Decision
6	Non seriousness in lecture delivery by lecturers	2.86	0.95	Agree
7	Inability of lecturers to cover the WASP course contents	2.88	0.97	Agree
8	Improper re-scheduling of lecture periods.	3.18	0.73	Agree
9	Improper arrangement and administering of examinations m by the lecturers.	2.86	0.95	Agree
10	Undue fees demand by the lecturers	2.76	0.85	Agree
Grand mean		2.91		

Table 3: Mean ratings of students on their own factors that militate against WASP. N=200

S/N	Student related factors that are problems to WASP include:	\bar{x}	SD	Decision
11	Students' poor study habits	2.81	0.90	Agree
12	Students' indiscriminate missing of lectures and examinations	2.76	0.85	Agree
13	Lack of commitment by the students towards WASP.	3.10	0.81	Agree
14	Some students engage in examination malpractice of all types.	2.72	0.81	Agree
15	Engagement of students in their businesses or jobs encroaching into the programme of work and study, thereby hindering their effectiveness	3.14	0.77	Agree
Grand Mean		2.91		

- There are student related factors that affect WASP students which include their lateness malpractice, poor study habits among others.

DISCUSSION

This paper examined the challenges WASP students in Nigerian Universities encounter with a preview of Ebonyi State University, Abakaliki. Research question 1 ascertained how improper coordinated WASP has been a challenge to the students; items 1-5 were based on this. Interestingly, items 2 to 5 were seen as major challenges to them; item 2 on lack of proper monitoring of lectures recorded a mean of 2.92; item 3 based on clash of lecture periods between WASP and regular students had a mean of 3.07; item 4 on lack of proper spacing of WASP courses during lectures scored a mean of 2.93 and item 5 with a mean of 2.85 was based on improper examination of WASP. However, item 1 based on poor management and disparity in fees charged was not seen as a challenging factor by the students as it recorded a mean of 2.14. Howbeit with a grand mean of 2.78, it is deduced that the enlisted challenges affect WASP students. These findings agree with the view point of Inyiagu [6] that poor coordinated programme, high fees charged and dearth of lecture halls are set-backs for effective work and study programmes in Nigerian universities. Furthermore in line with these findings, Covenant University [3] noted that most part-time programmes in Nigeria are not given the needed attention in terms of properly coordinated activities and infrastructural provisions; these hinder its effectiveness. Lending credence to the findings, Ekpe [5] lamented that inadequate preparation and monitoring of WASP activities are big challenge to its success. Oludayo *et al.* [14] again noted that the programme is not properly timed and this hinders the achievement of its set goals. Therefore, there is the need for the restructuring of WASP programme in our universities for sustainability.

Table 2 presents the responses of the students on lecturer-related problems of WASP programme that are challenges to them in items 6-11 thus: non seriousness of lecturers in delivery of lectures with a mean score of 2.81; their inability to cover the course contents with a mean of 2.88; improper re-scheduling of lectures which recorded a mean of 3.18; improper arrangement and conduct of examinations with a mean of 2.86 and undue fee demand by lecturers with a mean score of 2.70 respectively. On the whole, the grand mean of 2.91 indicates that students are faced with these lecturer-related problems in WASP. These findings were noted by Obanya and Ezewu [10]

who stated that some lecturers that partake in WASP programme are not prepared nor committed to do their work well, Lassa [8] lamented that lecturers do not cover their course contents and rush some aspects in order to beat time and that these trends are threats to effective work and study programmes in our universities. Also, field work and interviews conducted by the researchers in 2015 showed that most lecturers do not attend lectures on time and place high fee demands from the students who want to cover up the lapses in their lecture attendance and during examinations.

Finally Table 3 presents the responses of the students on their own related factors that are also posing challenges to them in items 11-15 thus: students' poor study habits with a mean of 2.81; indiscriminate missing of lectures and examination with a mean of 2.76; lack of commitment by the students towards their programme which recorded a mean of 3.10; students' engagement in examination malpractice that scored a mean of 2.72 and students jobs/businesses that encroaches on their lectures and examination periods that scored a mean of 3.14 respectively. A grand mean of 2.91 confirmed that the WASP students believe that the enlisted student-related factors are obvious. These findings were noted by Ekpe [5] when he discovered that the programme admitted students who are not academic materials and will look for a way to pass their examinations.

In essence, Kassam [7] bemoaned the poor quality of students in the programme that cannot benefit maximally because of their poor academic backgrounds and study habits. These findings now negate the intents of work and study programme when it stated that university education is now made available to many qualified individuals who could not access the regular programme (EBSU -WASP Handout, 2011). The aforementioned challenges leave the programme in a delicate situation and need urgent attention to re-position it for sustainable part time education in Nigeria.

Educational Implications of the Study: The findings of the study have obvious implications thus; that:

- Work and Study programme (WASP) students in Nigeria and Ebonyi State University, Abakaliki in particular are faced with administrative bottlenecks. They are informed of uncoordinated programme like lack of proper course contents moderation, lack of lecture attendance monitoring, high fees among others. It then implies that these challenges are obstacles to its effectiveness and need to be tackled properly.

- WASP students in Ebonyi State University, Abakaliki face the challenges of non-committed lecturers who are not serious with their lectures, re-scheduling lectures and not covering the course contents. In addition, the lecturers place fee demands from the students. As a result of these, true test of knowledge cannot be determined and effectiveness of the programme.
- Work and study programme students in EBSU also have their own made challenges which include: poor study habits and not being punctual and regular to the programmes and these make them amenable to seeking for ways to make up for the lapses. This implies that some of the WASP students are not really prepared or have the potential for serious academic activities.

CONCLUSION

The study is based on the challenges encountered by students of WASP in Nigeria with a preview of Ebonyi State University, Abakaliki. The study revealed that the challenges are poor coordinated programme by the university authority; lecturers non serious with lectures and examinations and students non commitment to the programme. All these aspects have jeopardized the good intents of the programme; hence the need for ways forward in order to achieve education for sustainable development.

Recommendations: Based on the findings of the study and the implications drawn, the following recommendations are made as ways forward for WASP in Nigeria and in EBSU in particular.

- Ebonyi State University, Abakaliki authority should have a re-think on re-packaging WASP in order to achieve the noble ideas stipulated in its handout. This can be done by re-structuring the course contents relevant to the current trends in the country. The EBSU authority needs to put basic teaching and learning infrastructure in place and recruit serious minded lecturers to man the programme.
- There should be yearly evaluation of the programme by lecturers and students in order to monitor its progress and deficiencies. This will help the university authority to re-strategize in order to achieve the objectives of WASP.
- Again, the lecturers that participate in the programme should be re-oriented on the nature of the programme

and for their commitment in the achievement of WASP goals in the country.

- WASP Students should be made to assess their course lecturers using structured questionnaire and interview. This will make the lecturers to sit up as the university authority monitors them through the students.
- Finally, the WASP students should make up their mind to be committed to the programme in order not to give any loop hold that lecturers will capitalize on and take advantage of them. They should be bold enough to report to the authority any form of laxity, Intimidation and fee extortion by the lecturers and other staff of the University.

Suggestions for Further Research: The researchers sincerely recommend that further research should be carried out in the other faculties of Ebonyi State University, Abakaliki-Nigeria. They also suggest proper studies on ways of improving WASP in the institution.

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