RESEARCH ARTICLE

MOTIVATION FOR AND CHALLENGES OF FURTHER ACADEMIC PURSUIT FOR PEOPLE ALREADY EMPLOYED IN GHANA: THE CASE OF SANDWICH STUDENTS AT THE UNIVERSITY OF CAPE COAST

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ARTICLE INFO

ABSTRACT

The study sought to find out what motivates people already working to still pursue academic studies such as sandwich programmes despite their high socio-economic status. In the study, the simple random sampling technique was used to select the sample of eighty-one (81) students from MEd (Management) 2002 and 2003-year groups. The data collection instrument was the questionnaire, which was self–administered. The description survey design was adopted for the study. The study found that despite socioeconomic background, respondents agreed that it was necessary to pursue further academic studies to not only benefit their knowledge, but their institutions and the country at large would also benefit as a result. Another finding of the study was that most of the respondents did not feel reduced in status considering their various positions vis–a–vis the strict adherence to university rules and regulations. The study further revealed that the respondents, irrespective of their desire to still pursue further studies, faced physical, economic and social problems. Based on these findings, stakeholders or employers are advised to encourage and educate their employees on the need to seek further academic qualification considering the numerous benefits the employees stand to gain.

INTRODUCTION

Over the years the desire for academic pursuit by employees of public and private institutions has been on the ascendancy in Ghana. Most individuals of higher socioeconomic status in the Ghanaian society are now opting for further academic pursuit. This has been made possible by the various distance and sandwich educational programmes offered by tertiary institutions in the country. The sandwich educational programmes are study programmes undertaken by the universities in Ghana during the long vacation from June to July every year for the award of certificates, diplomas and degrees in various fields. The institutions have designed these programmes for working class individuals to enable them work and still pursue further academic work without any disruptions in their work outputs, since education has now been seen as the major driving force for upward mobility. One's occupational status, income, prestige and honour depend to a greater extent on the individual's level of academic excellence. Consequently, these sandwich programmes designed by the tertiary institutions have led to a large number of individuals taking advantage of them to pursue further studies to improve themselves, despite their current high socio-economic status. The Faculty of Social Sciences, and the Faculty of Education at the University of Cape Coast (UCC) have been major stakeholders in the

provision of sandwich programmes in Ghana. In 2005, students who enrolled for the sandwich programmes at UCC were 1248 comprising 868 males and 380 females respectively (UCC, 2006). It has been noticed that these sandwich programme students have an insatiable demand for academic excellence in order to seek higher incomes or for promotion at their job places. In addition, their current positions at the job places seem threatened by the availability of young ambitious graduates from the various tertiary institutions with their graduate certificates as well as other professional qualifications in Marketing, Purchasing and Supply, Accountancy, Information, Communication and Technology studies. Motivation at the workplaces of these students is in the form of intrinsic and extrinsic rewards. The intrinsic rewards are those that stem from performing the work itself which include, among other things, feeling important or successful, learning valuable skills and enjoying the outcomes of completed work. Extrinsic rewards, on the other hand, accompany the work process but aren't directly part of it. The most common are financial compensation and benefits such as health insurance.

Some people work for love; others work for personal fulfillment. Others like to accomplish goals and feel as if they are contributing to something larger than themselves, something important. Some people have personal missions they accomplish through meaningful work. Others truly love what they do or the clients they serve. Other people like to fill their time with activity. All these are intrinsic type of

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motivation. The students who pursue the sandwich programmes are well-situated in society with enviable positions and enjoy better conditions and respect at home and their workplaces. This is evident from the expensive types of car they use on campus, their status, the high salaries they are paid and many of them are heads of households. Despite these provisions, one cannot take for granted the fact that the pursuit of academic excellence by these students is devoid of problems. These students, irrespective of their status, brave the odds and still pursue education in the face of family commitments and working demands of their institutions. They also face challenging conditions in the various tertiary institutions such as the adherence to University rules and regulations, inadequate sanitary facilities in the various halls of residence and the rude and boisterous attitudes from some of the regular students of the tertiary institutions. These observations have culminated in the desire of this study to find out why these individuals, despite the problems/challenges they might encounter when undertaking such sandwich programmes, still desire to pursue the various programmes offered by these higher academic institutions.

Review of Literature

Higher Education

After World War II, several writers including Milton Friedman, Gary Becker, and Jacob Mincer, developed the "human capital" theory to examine the benefits of education for individuals, the corporate world and society. Friedman and Friedman (1980) originally suggested that there was no evidence that education yields "social benefits" over and above the benefits that accrue to the students themselves. On the contrary they hypothesized that education may promote social unrest and political instability. In contrast to this view, recent evidence suggests that higher education is a determinant as well as a result of income, and can produce public and private benefits (Bloom, Hartley & Rosovsky, 2006). Higher education may create greater revenue, increase savings and investment, and lead to a more entrepreneurial and civic society. It can also improve a nation's health, contribute to reduce population growth, improve technology and strengthen governance. With regard to the benefits of higher academic pursuit and excellence, many observers attribute Indian's leap onto the world stage as stemming from its decades–long successful efforts to provide high–quality, technically-oriented education to a significant number of its citizens (Tilak, 2003).

Theoretical explanations of employee motivation

Motivation is an important element that urges an adult to study. There are different reasons individuals work, but everyone works to obtain something. Most of these ideas focus on the types of rewards employees derive from their jobs and, in particular, intrinsic versus extrinsic benefits. Many modern theories of employee motivation emphases intrinsic rewards as being central to the motivation process, while extrinsic rewards are often seen as necessary but not sufficient. At lower levels of Maslow's hierarchy of needs, such as physiological needs, money is a motivator; however it tends to have a motivating effect on staff that lasts only for a short period. At higher levels of the hierarchy, praise, respect, recognition, empowerment and a sense of belonging are far more powerful motivators than money, as both Abraham Maslow's theory of motivation and Douglas McGregor's theory X and theory Y pertaining to the theory of leadership demonstrate. Maslow has money at the lowest level of the hierarchy and shows other needs are better motivators to staff. McGregor places money in his theory X category and feels it is a poor motivator. Praise and recognition are placed in the theory Y category and are considered stronger motivators than money. According to the system of scientific management developed by Frederick Winslow Taylor, a worker's motivation is solely determined by pay, and therefore management need not consider psychological or social aspects of work. In essence, scientific management bases human motivation wholly on extrinsic rewards and discards the idea of intrinsic rewards. In contrast, David McClelland believed that workers could not be motivated by the mere need for money – in fact, extrinsic motivation (e.g., money) could extinguish intrinsic motivation such as achievement motivation, though money could be used as an indicator of success for various motives, e.g. keeping score. In keeping with this view, his consulting firm, McBer & Company, had as its first motto "To make everyone productive, happy, and free." For McClelland, satisfaction lay in aligning a person's life with their fundamental motivations.

Sociological explanations of academic pursuit

The Cultural-Markets Explanation perspective recognizes that individuals are part of the cultural market for schooling. According to Collins (1977), (as quoted by Teevan, 1988), this market consists of different groups of people competing for various types of education namely formal or modern schooling, informal and non formal education. Competition occurs not only over the type of education to be offered but also over the acquisition of different amounts of any particular type of education. In the case of modern schooling, qualifications such as degrees, diplomas and certificates, and not necessarily education itself, are the key goods sought after. The reason being that possessing certificates entitle individuals to other cultural resources such as jobs, income, friends and lovers because school knowledge act as a kind of cultural capital or symbolic wealth that credential holders can use to purchase other goods. Teevan (1988) again views this condition of school knowledge acting as a kind of cultural capital that can be used to purchase other goods as stemming from historical roots. Through time, educational requirements for high-status occupations, such as law, medicine, and business administration have risen considerably. Increases in occupational status are important, because high-status occupations have more autonomy, control, and security to define their role than do low status occupations. Individuals in high-status occupations have more power to define their obligation and a right to determine what constitutes a fair income. Thus, according to the Cultural-Markets theory, schools reflect the outcomes of struggles involving many conflicting interest of people in society. As a result it is impossible to see in the resulting diversity of people in high and low status jobs, a rationally constructed educational system dedicated entirely to meeting the needs of a society undergoing modernization. One strategy to address the diverse needs of the populace is offered through the concept of capitalism.

The Capital Accumulation Explanation perspective according to Teevan (1988) is a conflict theory that draws on the ideas of Karl Marx. Marxists, point to the process of capital accumulation as the prime mover of educational change. To Marxists, the most distinguishing aspect of capitalism is that, for it to survive, it must expand and to expand it must accumulate capital for re–investment. To acquire profits, employers must pay workers less than the value of what the workers produce, a practice workers may resist as exploitative. Thus, the employer–workers relationship is inevitably antagonistic. Gintis and Bowles (1970), cited in Teevan (1988) noted that wherever factories were built school construction followed, regardless of how urbanized or healthy the area was. To them there was a natural class conflict between employers who wanted to maximize wages and working conditions. The employers, in order to turn their new recruits into a dependable and productive workforce, established schools that could prepare working class individuals. At the individual level, a functionalist view of education can be seen in the result of an extensive survey of post-secondary students conducted in 1975 in Canada. It was revealed that more post-secondary students see their education primarily as a means of obtaining a job, getting a better job, or making more money, than as a way of broadening their knowledge. Education is still viewed as primarily functional. Professional students in law, dentistry and medicine cite "career advancement" most often and "broaden knowledge" least often. Certain functions or tasks must be performed if society is to survive. Educational institutions perform some of these functions (Teevan, 1988).

According to the functionalists, an individual's educational level prepares him for specific adult (work-related) role. The educational institution socializes children into the norms, knowledge, skills, beliefs and values that a society requires to function technologically. To the children the educational system should promote social unity (social cohesion). So to the functionalists the educational system promotes secondary socialization, vocational training, academic training, and selecting individuals for adult roles on the basis of meritocracy. Marxists, on the other hand, consider the educational institution as one that ensures the reproduction of capitalism through forms of economic production by encouraging social inequalities based on class, status or power. The dominant social class attempts to reproduce their influence over time. Despite these divergent approaches it can be put together by the functionalists and Marxists, that the educational institution or system promotes a set of central values within society (http//www.sociology.org.uk/function.retrieved on 13/09/09).

Socioeconomic correlates of education

Income

A higher level of education is correlated with higher income. Amber (2004), in his study on Cuban Americans, found out that there is a positive linear relationship between education and income and it is statistically significant (Cornbach's alpha being 0.615). This does not mean that occupations with higher educational requirements necessary have higher income levels than those that require less schooling (Theodorson et al 1997). Theodorson et al. (1997) argued that the reverse of the above case holds. For example, teaching, which requires a high level of formal education, may attract less income than certain skilled, blue-collar occupations with lower educational requirements.

Occupations

Educational levels are highest for professional and managerial workers and lowest for unskilled labourers. On the whole, jobs requiring more education tend to be less routine, provide a greater opportunity for independent decision making, and seem more significant. For this reason, a higher level of education is associated with greater work satisfaction. When, however, highly educated persons occupy lower-level, routine jobs, they experience less work satisfaction than persons in the same job who have less education (Theodorson et al, 1997). From the various sociological views discussed above, it could be seen that the act of academic pursuit could be explained by different theoretical perspectives depending on their orientations. Empirical studies have been done on 'socio-economic status and academic pursuit'. As an example, evidence is mounting that academic qualifications are perceived quite differently in diverse societies and cultural contexts. Green and Sakamoto–Vandenberg (2000) argue that, within a high skills economy, there is a high level of demand from firms and institutions for their employees to have achieved high qualifications. From the perspective of Allen Consulting Group Forum (2000) successful employers seek to derive benefits from employees in the course of the employee's pursuance of academic excellence. The Forum surmised that "investing in skills, knowledge and training can raise labour productivity and enhance the productivity of capital. Productivity gains improve the competitiveness and profitability of business" (p. 20). The Allen Consulting Group Forum (2000) also noted that employees often appear to be more concerned with being competent to perform their job well and content to believe that reward, such as higher pay, faster promotion or improved job satisfaction will result.

Educational institutions serve as an agency for preparing individuals for different type of jobs. By conferring degrees, diplomas, and credentials that are pre–requisites for many technical and professional positions, educational institutions provide pathways to students that may limit or enhance their access to scarce positions, and offices of power, privileges and status (Vander et al, 1999). Vander, (1999) also stated that for many members of modern society, the school education serve as 'mobility escalators" allowing able gifted individuals to ascend the social ladder. Mature students' attitudes towards University rules and regulations and the challenges/problems encountered by them. According to Challis (1976), there is the obvious fact the mature students are older and would also have had work experience of some kind before becoming students. Many also have a 'life' outside college where the family responsibilities and financial worries may be problems to face. At the same time they have to cope with the demands of the student role. Challis (1976) identified some problems among a small sample of mature students at Ealing Technical College. These included fears concerning end of year examination, financial worries and lack of time to join in social activities because of family ties. On the other hand he said the students had no sense of fear of the staff and took active part in tutorials and seminars. They expressed the pleasure they found

in academic work. It has been found that older students face the problem of declining learning capacity due to age which can be overcome by implementing different teaching methds, such as androgogy. Androgogy involves making teaching more project orientated and relevant to the life or work experience of the students. As a result, students take more responsibility for their own learning programme while the project provides a suitable environment to facilitate this process (Knowles, 1984). In another study done by Smithers and Griffin (1986) it was found that many mature students lacked confidence in their new role as students. To promote confidence, Smithers and Griffin (1986) suggest providing an 'advice centre' to help prevent 'drop out' situations. Stress can affect professionals of all ages because of the additional pressures and workload. Positive stress can help students achieve their goals and complete a project successfully. The success from the pressures of taking on new challenges and activities can be motivating. Negative stress is caused by pressures around the individual which could be damaging and harmful and this can result in feeling frustrated, angered and despaired as well as causing a range of physical problems. It is advisable for someone suffering from stress to take action immediately to manage it by talking to someone who is trusted face to face, by telephone, letter, or email. Other strategies to manage stress include taking out time to play sports, exercising on a regular basis, eating a balanced diet, getting plenty of sleep and avoiding self medication with nicotine, alcohol, too much coffee or tranquillizers. In all, mild, manageable stress helps us to achieve our time deadlines and produce high quality work (http://overeducation.blogspot.com /2007/09/stress-management-for-mature-students.html).

Research Questions

The study found answers to the following research questions:

1. What motivates people who occupy enviable positions, enjoy better conditions at home and their offices, used expensive cars, enjoyed high salaries and are heads of households, to still go for further studies?
2. What benefits do individual students, workplaces and society at large gain from the sandwich programmes?
3. How do students (respondents) see themselves as heads of Institutions and as students at the same time? (attitude/feelings toward University rules and regulations); and
4. What challenges/problems (if any) do the students encounter physically, economically, and socially when pursuing the sandwich programme?

MATERIALS AND METHOD

Participants

Thirty percent (30%) of each of the two groups of 2002 and 2003 members of the MEd (Management) Programme students were taken for the study. Sample sizes of 24 students i.e. 30% of the total of 72 students for the first year (2002) and 57 students i.e. 30% of the total of 171 students for the second year (2003) making a total of 81students were included in the sample. The 30% was chosen as recommended by Neuman (1994). The selection of the respondents was done by simple random sampling. Using this technique, the 171 respondents

were arranged in an alphabetical order and serial numbers assigned to each unit. Lists of random numbers taken from a random number table were used to select the sample size of 81 respondents.

Instrument used

A questionnaire made up of two sections was used. The first section asked for biographic data such as age of respondents, employer of respondents, positions held, and educational attainment. The second section contained questions on respondents' socio-economic status and academic pursuit; challenges faced and suggested solutions they had for these problems/ challenges. To ensure content validity, the questionnaire was presented to experts in the Faculty of Education. They were to determine whether the questionnaire items would adequately assist in obtaining information for answering the research questions as well as detect any ambiguities. Their comments showed the absence of serious ambiguities in the questionnaire items. In addition, the questionnaires were pre-tested before used for the main study. The internal consistency of the instrument was measured using Cronbach's coefficient alpha, which gave a value of 0.7, an indication that the instrument was highly reliable. It provided the impression that there was a high average correlation among all the items that make up the scale.

Research design

The descriptive survey research design was adopted for this study. The rationale for this was the fact that no experimentation or quasi experimentation was involved. Subjects were asked to respond to situations as they felt them and how much they experienced the issues considered.
Procedure
The questionnaires were self-administered by the students after a short discussion with the researcher on how the questions should be answered in the students' lecture halls. At the meeting they were also assured of the confidentiality of the views they expressed. The students completed the questionnaires later in their hostels and halls of residence and returned them to the researcher through their course representatives within two weeks. The researcher gave out more questionnaires than required and was able to collect as many as needed for the study.

RESULTS

Biographic data of respondents

The study included eighty-one students (24 first years and 57 second years). The distribution of their ages according to the data gathered indicated that their mean age was 45 years and therefore many of them had worked for several years and had much experience with regard to the work they were doing. The distribution of the respondents in terms of educational attainment showed that in addition to obtaining General Certificate of Education, 'O' and 'A' Level certificates, Post-Secondary Teacher Training Certificates and Diploma Certificates as many as seventy-seven (33.4%) of the eighty-one respondents (100.0%) had BA/B.Sc/BEd Degrees. Fourteen respondents (6.1%) had a Masters degree. The distribution showed that the respondents were mostly trained

teachers and were highly qualified as more than a third of their number had the first degree and a few of them had their Masters degrees. Therefore, their coming for the Master of Education (Management) Programme might be for other purposes other than only getting the second degree.

The eighty–one respondents were employed by the following organizations/institutions: The Ghana Education Service (GES), University of Cape Coast, the Tamale and Takoradi Polytechnics. The Ghana National Association of Teachers (GNAT), the Police Service, the Methodist Church of Ghana, the Save Our Souls (SOS) Homes in Ghana, the Ministry of Local Government and Rural Development, and the Ministry of Education also employed some of them. The responses of the students on their ranks indicate, according to the GES ranking, that many of them were of high positions at their job places since many of them attained the rank of Principal Superintendent and above. From their responses 24 (28.9%) were Principal Superintendents while 48 (57.8%) also indicated that they were Director I or II of Education. One respondent indicated that he/she was a Senior Research Assistant, while one had a rank of Principal Administrative Officer at the place of employment.

The respondents held high positions of trust. Fifteen (15) respondents (18.3%) held the position of Head of Department (HOD), while three (3.7%) also occupied the position of Headmistress (JSS Division). One respondent each were District Director, Senior Housemistress, Circuit Supervisor, Basic Education Coordinator and Assistant Director in charge of Administration and Finance. The rest of the positions/posts that the respondents occupied were that of Vice Principal, Assistant Headmaster/Headmistress, and Senior Housemasters/ Headmistress (Senior Secondary School division). It could therefore be noticed that most of the students occupied high administrative positions at their work places. Responses show that the students who came for the MEd (Management) programme managed many people with a mean of two hundred people. It is deduced from the responses that the majority of the respondents had net salary between ¢500,000 and ¢2 million and a mean salary of ¢1.500, 000.00 as at the time of the study - 2003.

Research Question 1

What motivates people who occupy enviable positions, enjoy better conditions at home and their offices, used expensive cars, enjoyed high salaries and are heads of households, to still go for further studies?

Research question 1 was meant to find out from the respondents what motivated them to come for further studies despite their high status in the society and the fact that they were already in employment. Seventy-nine (97.5%) of the respondents said it was necessary. This high percentage of 97.5% gave various forms of motivation for their pursuing further studies reasons for responding positively to the question as shown in Table 1. From the Table 1, twenty–one (26.6%) said undertaking further studies enhance promotion and future prospects at job places. Nineteen (24.1%) said undertaking further studies promote academic, professional and career development as well as updating their knowledge and reasoning skills. Ten (12.7%) said the programme would

enable them to manage institutions and resources better. So one can say that the workers were motivated to undertake further studies due to several factors.

Table 1. Forms of motivation stated by respondents for their pursuing further studies

	Reasons	Frequency	Percent
1.	Enhancing promotion and future prospects	21	26.6
2.	Promote academic and professional as well as career development	19	24.1
3.	Updating knowledge and reasoning skills	19	24.1
4.	To be able to manage institutions and resources better	10	12.7
5.	To meet trends of development globally	9	11.4
6.	To better the lots of the society	1	1.3
Total		79	100.0

Research Question 2

What benefits do individual students, workplaces and society at large gain from the sandwich programmes?

This question was intended to find out from the students the benefits they derived from undertaking the programme. The benefits have been classified into three categories: personal benefits, programme's benefits to the students at their workplaces, and benefits to the country (Ghana) as a whole.

a) Personal Benefits

When respondents were asked whether the programme would be of any personal benefit to them in any way, seventy-eight respondents (96.3%) said yes. This high percentage of 96.3% gave various reasons for responding positively to the question as shown in Table 2.

Table 2. Personal Benefits

	Personal Benefits	Frequency	Percentage
1.	Help them upgrade their knowledge in management positions	27	33.3
2.	Help them manage institutions effectively and efficiently	16	19.8
3.	Helping uplift one's status and dignity	15	18.5
4.	Professional development and qualification	13	16.0
5.	Enhancement and sharpening of one's skills in society	10	12.3
Total		81	100.0

According to Table 2, twenty-seven (33.3%) said the programme would help them to upgrade their knowledge in management positions while sixteen of them (19.8%) claimed the programme would help them to manage institutions effectively and efficiently. Additionally, fifteen of them (18.3%) attributed the benefit they would derive from the programme to helping uplift one's status and dignity.

b) Workplace benefits

The students were asked to indicate the ways in which the programme would be of benefit to them at their workplaces. Their responses are indicated in Table 3.

Table 3. Programme's benefits to the students at their Workplaces

	Workplace benefits	Frequency	Percentage
1.	Help manage institutions and its resources effectively	33	40.7
2.	Improve efficiency and effectiveness at workplace	17	21.0
3.	Provide consultancy services to others at their workplace	6	7.4
4.	Resourceful at workplace	10	12.3
5.	Enhance teaching and learning	4	4.9
6.	Help improve human relations at workplace	3	3.7
7.	Increase academic qualification at workplace	3	3.7
8.	Help build organizational confidence in them	3	3.7
9.	Professional competence is improved	2	2.5
	Total	81	100.0

As indicated in Table 3, thirty-three respondents (40.7%) said it would help them manage institutions and their resources effectively, while another seventeen (21.0%) said it would improve efficiency and effectiveness at workplace. In addition ten (12.3%) said it would enable them be resourceful at the workplace.

c. Benefits to the Country (Ghana) as a whole

The students were also asked about the benefits that the country would derive from their pursuit of further studies. Their responses are displayed in Table 4.

Table 4. Benefits to the Country (Ghana) as a whole

	Benefits to the Country	Frequency	Percent
1.	To help in the dev. of school and the society as a whole	21	25.9
2.	To help increase quality services in the country	21	25.9
3.	To help produce qualified and responsible citizens	11	13.6
4.	To improve productivity at workplace for the dev of the country	9	11.1
5.	To help increase growth and development	7	8.6
6.	To help improve the manpower requirements of the country	5	6.2
7.	To help equip the workforce with the needed skills	2	2.5
8.	To help accelerate the development of the nation	2	2.5
9.	To help produce competent personnel to take up managerial role	2	2.5
10.	To help eradicate waste in the system	1	1.2
	Total	81	100.0

As indicated in Table 4, twenty-one respondents (25.9%) indicated that the knowledge acquired would help in the development of schools and the society as a whole. The same number of respondents, twenty-one (25.9%) recognized that the knowledge acquired would help increase quality services in the country, eleven respondents (13.6%) were also of the view the programme would help produce qualified and

responsible citizens while seven (8.6%) said it would help increase growth and development of the country.

Research Question 3

How did the students (respondents) see themselves as heads of Institutions and as students at the same time? (i.e. Attitude/ Feelings toward University rules and regulations)

It is assumed by the study that people of high status in society would find it difficult coping with the low status of a student. A student would have to obey the rules and regulations of the institution in which he/she is in. Hence the question as to how the respondents saw themselves as heads and students at the same time, keeping to University rules and regulations. They gave several reasons why they had no problem and only needed to adjust to the status of a student and forgot about their positions as heads for the period that they were in the University. The responses are indicated in Table 5.

Table 5. Attitude/Feelings toward University rules and regulations

	Attitude/Feelings	Frequency	Percent
1.	Because rules and regulations are in every institution	29	35.8
2.	It is a short period course and humankind needs to adjust	10	12.3
3.	It is quite interesting and challenging	9	11.1
4.	It prepares humankind to study under hard condition gain experience	7	8.6
5.	It is just normal like attending workshops organized by GES	5	6.2
6.	It gives humankind in-depth knowledge about challenging situation	4	4.9
7.	Because every training requires humility, obedience & focus	4	4.9
8.	It serves as an avenue to share ideas and experiences	3	3.7
9.	It gives me an opportunity to seek other avenues in life	2	2.5
10.	It helps us to know how it is to study to obey rules set	2	2.5
11.	It helps us in the personal dev. for tomorrow	2	2.5
12.	It equips us with managerial skills for tomorrow	1	1.2
13.	It exposes man to a practical life situations	1	1.2
14.	Enjoy every bit of the rules and regulations	1	1.2
15.	It enables humankind to face and solve contemporary issues	1	1.2
Total		**81**	**100.0**

From the data in Table 5, twenty-nine (35.8%) indicated that rules and regulations were found in every institution hence they did not have any problem. Ten respondents (12.3%) said they did not feel reduced in status since the programme was for a short period and besides humankind needed to adjust to situations. In addition, nine (11.1%) said it was quite interesting and challenging. It could be seen from the responses of the various respondents that most of them did not feel reduced in their status so long as they seem to achieve benefits from still going for further studies.

Research Question 4
What challenges/problems (if any) do the students encounter physically, economically, and socially when pursuing the sandwich programme?

In every human venture there are bound to be challenges. These challenges could be physical, economic and social in nature. Respondents indicated three main challenges as follows:

a) Physical (Physiological) Challenges

The respondents were asked to state the challenges that they faced physically as students pursuing M.Ed. Programme. Their responses are indicated in Table 6.

Table 6. The Physical (Physiological) Challenges faced by Sandwich Students

Physical (Physiological) Challenges	Frequency	Percent
1. It is very stressful and tiresome as well as challenging	53	65.4
2. It is energy sapping and time consuming	21	25.9
3. It is academically demanding – searching always for teaching/learning materials.	7	8.6
Total	81	100.0

The data in Table 6 revealed that fifty-three respondents (65.4%) faced the problem of being stressful and tiresome as well as challenging and twenty-one students (25.9%) indicated that the programme was energy sapping and time consuming. Additionally, seven respondents (8.6%) said pursing the programme was academically demanding i.e. it involved searching always for teaching/learning materials.

b) Economic Challenges

The responses of the students on the economic challenges faced by them are indicated in Table 7.

Table 7. The Economic Challenges faced by Sandwich Students

	Economic Challenges	Frequency	Percent
1.	It is very expensive and financially demanding	32	39.5
2.	Financial assistance offered in the form of bursaries and scholarships are highly inadequate	30	37.0
3.	It brings financial constraints regarding obligations at home	19	23.5
	Total	81	100.0

According to thirty-two respondents (76.5%) as shown in Table 7, the pursuit of the course was very expensive and financially demanding, thirty (37.0%) said financial assistance offered in the form of bursaries and scholarships were highly inadequate while nineteen of the students (23.5%) acknowledged that pursuing the course brought financial constraints regarding obligations at home.

c) Social Challenges

The social challenges faced by the respondents in the course of pursuing the M.Ed. programme are stated in Table 8. According to Table 8, twenty-three respondents (28.4%) said the programme did not make them to relate well to one another (some form of class disparity among participants). Another twenty-two (27.2%) said the studies created alienation from their family responsibilities and obligations. Eleven students

(13.6%) also said they had to face disturbance from mainstream students on campus.

Table 8. The Social Challenges faced by Sandwich Students

	Social Challenges	Frequency	Percent
1.	Some form of class disparity among participants	23	28.4
2.	It alienates us from our family responsibilities and obligation	22	27.2
3.	Disturbance from mainstream students on campus	11	13.6
4.	Not promoted appropriately after my first M. A. Programme in my job place	10	12.3
5.	Remaining still a classroom teacher after my first M.A. Programme.	8	9.9
6.	There is some form of class disparity among participants	4	4.9
7.	Gave the students opportunity to manage different behaviour patterns of different students	2	2.4
8.	Time constraint and of short duration	1	1.2
	Total	81	100.0

In all the students faced challenges or problems, which were physical, economic and social in nature. The students found the programme as stressful, tiresome, energy sapping, time consuming and academically demanding. Economically, the programme was found to be very expensive and financially demanding and brought financial constraints regarding obligations at home. Socially there was some form of class disparity among participants, the existence of alienation from the family responsibilities and obligations of the students and the disturbance from mainstream students on campus.

DISCUSSION

Majority of the respondents were motivated to go for further studies despite the fact that they occupied enviable positions, enjoyed better conditions at home and their offices, used expensive cars, enjoyed high salaries and are heads of households due to some factors. According to them further studies enhance promotion and future prospects; enable them meet trends of development globally, and better the lots of the society. These views (factors) expressed by the respondents support the recent evidence stated by Bloom, Hartley & Rosovsky, (2006) that higher education might create public and public benefits like providing entrepreneurial and civic society

The respondents also stated that higher education would enable them to be able to manage institutions and resources better. It would further help promote them academically by further developing their knowledge and reasoning skills as well as professionally through career development. These findings are in line with the findings of The Allen Consulting Group Forum (1999), which maintained that workers often appear to be more concerned with being competent to perform their job well and promotion or improved job satisfaction will flow automatically as a result. The reasons given by respondents for pursuing further studies also conform to the functionalist view that education is primarily functional in that it caters for career advancement and broadens knowledge (Collins, 1997).

It can also be stated that motivation is an important element that urges adults to study. Different factors urged them to go

for further studies. Most of these factors focus on the types of rewards employees derive from their jobs. The findings support the fact that intrinsic rewards are central to the motivation process and that despite the fact the extrinsic rewards are often seen as necessary they are not sufficient. Maslow's hierarchy of needs theory and McGregor's theory X and theory Y and David McClelland motivation theory demonstrate that intrinsic motivators are more powerful motivators. This could explain why the respondents despite their enviable positions, better conditions at home and their offices, expensive cars, high salaries and positions as heads of households still had to go to for further studies due to some intrinsic factors. As individuals, the respondents claimed they would have benefits like being able to manage institutions effectively and efficiently, upgrading their knowledge in management positions and helping to uplift their status and dignity. These findings support some of those identified by the Allen Consulting Group Forum (1999) as competence to perform their job well and job satisfaction.

The students' workplaces would benefit from the further studies pursued by the individuals in the following ways. The knowledge and skills gained through enhancing their education would help the institutions and their resources to be managed effectively, improve the institutions' efficiency and effectiveness, and help the respondents' resourcefulness at their workplaces. These benefits were also recorded by the Allen Consulting Group Forum research (1999) by finding that employees' enhanced education improved quality of products and services, improved productivity and competitiveness, multi–skilling of employees to cover all knowledge and skill gaps and workplace change and productivity gains improve the competitiveness and profitability of business.

On the country level, the students indicated that the knowledge acquired would help in the development of schools and society as a whole. The programme would help produce qualified and responsible citizens, improve productivity at the workplace for the development of the country, and increase quality services in the country. These impressions support the functionalist views on benefits that we can derive from education. Therefore, education serves as an agency for screening and selecting individuals for different types of jobs in the society as stated earlier (Berg, 1970). The study was interested in finding out much about the attitude of the sandwich students towards the rules and regulations of the institution. They were gave several reasons why they had no problem and only needed to adjust to the status of a student and forgot about their positions as heads for the period that they were students in the University. This finding is in line with what Challis (1976) found about the mature students he studied who said they had to cope with the demands of the student role. The MEd Management sandwich students never lacked confidence as shown by the mature students in the study done by Smithers and Griffin (1986). It was found out from this study that the students faced challenges or problems, which were physical, economic and social in nature as was noted in the case of the study done by Challis (1976). The respondents made some suggestions which could solve the challenges they faced. These suggestions include reduction in the cost of accommodation on campus, the extension of the programme to cover three semesters, payment of official bills by employers to reduce burden on students, Subsidizing of the

fees paid by students by Ghana Education Service, increment in the bursary and scholarship, provision of hand-outs by lecturers before lectures and the provision of a flexible time table and time allocated for library work. In addition the students should be able to manage the stressful nature of the programme by taking some actions immediately including talking to someone you really trust face to face or by telephone, letter or email or taking out time to play sport.

Recommendations

It was found out that the programme was beneficial to the individuals, their workplaces and the country as a whole in several ways though it had some challenges associated with it. In order to encourage other people of such socio-economic status to register for the programme and other similar ones, the following recommendations are made:

1. It would also be appropriate for the bursaries and scholarships offered the students to be increased as they found what was offered them as highly inadequate.
2. To a large extent the acquisition of M.Ed. or any M.A. qualification should be accompanied by appropriate promotion and upgrading in all the work places
3. People with M.Ed. or any M.A qualification should be in many cases be placed at the management position to serve as inspiration for others who want to register for such Masters Degree programmes; and
4. Stakeholders (employers) of the M Ed students should sensitize, encourage and educate their employees on the need to seek further academic qualification considering the numerous benefits they stand to gain from pursuing such programmes.

Conclusion

The study has been able to highlight issues on the high socio-economic status of M.Ed students and what motivates them to still go for further studies. It was found out that despite their background, the respondents accepted the fact that further academic studies could be of benefit to them as individuals, their workplaces and the country. It was also found out that the respondents did not feel reduced in status considering their student status and adherence to the numerous rules. They also faced some physical, economic and social problems while undertaking their studies. Some suggestions to these problems are provided. The benefits derived from furthering one's education are very relevant and important to the workplace. Therefore, educating employers about the benefits may facilitate them in encouraging their workers to attend such studies. Finally, all stakeholders or employers should strive to enhance a conducive atmosphere at the workplace for the employees to pursue studies in order to promote the academic advancement of the employees and betterment of the society in general. As a matter of interest the researcher would like to suggest as a further field of study a way of finding out whether there is actually an improvement in workplace productivity after the sandwich students have finished their programmes.

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