

Information Delivery in Relation to College and Learning Outcomes of Postgraduate Diploma Students

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ABSTRACT

The objective of this study is to find out the information delivery in terms of college and learning outcomes. The data of this study were received from four (4) different Postgraduate Diploma Programmes from college which include; Postgraduate Diploma in Education (PGDE), Postgraduate Diploma in Public Administration and Policy (PGDPAP), Postgraduate Diploma in Management (PGM), and Postgraduate Diploma in Public Health and Promotion (PGPHEP) through self-administered questionnaire during classes' hours. The data obtained were coded in and analyzed using the latest version of the Statistical Product and Service Solutions (SPSS) windows software. Statistical analysis was performed to determine the respondents' frequency and percentage in terms of all items in the questionnaire. A Pearman's correlation test was performed to examine the relationship among Postgraduate Diploma Students information delivery towards College and Learning. The results of running the Pearman's correlation test showed a statistically significant mean and positive correlation between College and Learning ($n = 160$, $R = .21$, $p < .001$). Thus, those with positive responses of college outcome tend to be those with positive responses with learning outcome; this shows that both college and learning have corresponded with the PGD student's information delivery.

Keywords: College, Learning, Information Delivery, Postgraduate Diploma Students.

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1. INTRODUCTION

Postgraduate Diploma Programmes at Aminu Sale College of Education Azare in affiliation under the University of Maiduguri is a solitary programme running and teaching as postgraduate programmes due to the nature of the institution. These PGD programmes have existed over a long period even though it was affiliated programmes under the University of Maiduguri. The curriculum enclosed in the programmes is well designed by the University of Maiduguri while the teaching staff are all from the College of Education (C.O.E). The staff responsible for teaching these programmes are ranging from senior lectures, chief lecturers up to principal lecturers mostly with the highest relevant qualifications of Master or Ph.D. certificates which are comfortable and satisfied to manage the programmes.

The courses/programmes placed under the Postgraduate Diploma are include the following: Postgraduate Diploma in Education (PGDE), Postgraduate Diploma in Public Administration and Policy (PGDPAP), Postgraduate Diploma in Management (PGM), and Postgraduate Diploma in Public Health and Promotion (PGPHEP), all these programmes are being teaching within the college premise under the regulation of the Aminu Saleh College of Education (ASCOE) management. It is headed by General Manager and with the supervision of the different Coordinators of any PGD programme. The lecture duration and timetable for teaching these programmes are on Fridays and Saturdays on a weekly basis respectively. There are other joined part-time programmes in the school such as certificate and diploma in public health education and promotion also accommodated at the same school under the College Investment (COLLINVEST). The other regular courses/programmes are National Certificate of Education (NCE) and degree programmes as well as few National Diploma programmes attaining in the college.

Moreover, the college degree programmes were also affiliated with the University of Maiduguri. The aim of established degree programmes in the college is to allow students with NCE and diploma as well as fresher students apply and continue the degree programmes. Surprisingly, the college is successively managing these programmes with their manpower and the physical resources that are available.

2. STATEMENT OF PURPOSE OF THE STUDY

To understand information delivery of the Postgraduate Diploma Students at Aminu Saleh College of Education, Azare in relation to college and learning outcomes. The main purpose of the study is to find out from the respondents whether they are gaining quality knowledge in the Aminu Saleh College of Education from the PGD programmes undertaking. Demographic phenomena were also integrated into this study in order to achieve the purpose of the study. The study selected college and learning as the source of information delivery towards their PGD programmes, where the study conceptualizes the meaning of college and learning as follows:

College: the use of college as the scale was to find out whether the institution has any relevancy in running the PGD programmes. The scale was observed these dimensions such as fun, friendly, difficulty, teaching qualifications, and academic reputation have existed into college and assimilated into PGD programmes.

Learning: The use of Learning in this study is to know the value of the programmes, because learning is different with a satisfaction which situated only when the students feel and believed the programme is adequate and consistent in terms of structure, fees, duration and relevancy in jobs applications as well as impression and passion.

3. RESEARCH OBJECTIVES

- To determines the PGD students' information delivery in terms of the college outcome.
- To ascertain the PGD students' information delivering in terms of the learning outcome.
- To find out whether there is a relationship between PGD student's information delivery towards college and learning.

4. RESEARCH QUESTIONS

- How do the PGD students perceived the college in terms of their PGD courses/programmes they are undergoing?
- Do the PGD students perceived their courses/programmes at the college as a learning one?
- Is there a relationship between the PGD student's information delivery towards college and learning?

5. METHODOLOGY

The survey method using self-administered questionnaires were used to gather the information as well as data of the study among four (4) categories of the Postgraduate Diploma programmes. A self-administered questionnaire is less time consuming and affordable for a scattered population, (Mohammed and Ahmad 2018). Each programme where distributes them 40 number of questionnaires after determined the sample size 160 which was purposively selected from the entire PGD programmes in the college. Purposive sampling will ensure that we found some information from the respondents who are crucial to the study, (Aina, 2002 cited in Mohammed and Garba, 2013). The entire items of the questionnaire were objective type intended keeping the objective as well as research questions of the study in view. The study paid attention to control demographic information where 80 male and 80 female respondents have been selected to participate in the study as well as 40 questionnaires distributed to each four (4) PGD programme amounted 160 questionnaires in order to control demographical variables of the respondents. All the 180 questionnaires were retrieved successfully from the respondents which amounted 100% respondent rate.

6. DATA ANALYSIS

The data analysis was conducted using the latest vision of SPSS (Statistical Product and Service Solution). According to Meryers, (2013), "Statistical Product and Service Solutions is one of the most powerful and popular statistical programmes and it is widely accepted and used in statistical research because it is easy to learn and manipulate the data." The software contains statistical and operational research techniques used in social science. (cited in Mohammed 2016). From the investigation conducted, the findings indicate that 80 male respondents' represents 50% and 80 female respondents accounted for 50%. In terms of the programme of study, 40 respondents accounted for 25% to each programme which completed 100% responses as the study suggested.

Research Question1: How do the PGD students perceived the college in terms of their PGD courses/programmes they are undergoing?

Table1: Information Delivery of the Respondents' towards College

S/N	ITEMS	NUMBER OF POSITIVE RESPONSE	%	NUMBER OF NEGATIVE RESPONSE	%	TOTAL
1.	This college is fun.	106 (Yes)	66.3	54 (No)	33.7	160
2.	This college is friendly.	34 (Yes)	21.3	126 (No)	78.7	160
3.	This college has high teaching quality.	140 (Yes)	87.5	20 (No)	12.5	160
4.	This college has a high academic reputation.	82(Yes)	51.2	78 (No)	48.8	160
5.	This college has high prestige.	61 (Yes)	38.1	99 (No)	61.9	160
6.	The lecturers have good qualifications.	16(Yes)	10.0	144 (No)	90.0	160
7.	The college is students-focused.	121(Yes)	75.6	39 (No)	24.4	160
8.	The PGD programmes here are very difficult.	45(Yes)	28.1	115 (No)	79.1	160

In table 1, the response to item 1 indicates that 106(66.3%) respondents agreed that the college is fun to them in term of their PGD programmes while 54(33.7%) of the respondents disagree. In item 2, 126(78.7%) respondents responded negatively to the statement that the college is friendly in term of PGD learning programmes, only 34(21.3%) agreed to that. Response to item 3, indicated that 140(87.5%) of the PGD respondents agreed that the college has high teaching quality while the remaining 20(12.5%) of the respondents disagree with the statement. To the researcher observation, the college is among the best in term of manpower and resources being the oldest college of education in the country.

In item 4, 82(51.2%) agreed with the statement that the college has a high academic reputation while 78 (48.8%) disagreed about this statement. The respondents disagreed with item 5, 99(61.9%) that the college has a high prestige while 61(38.1%) they indicated yes towards this statement. This may be that because they prepare to undertake their PGD programmes at the University rather affiliated college, although the programmes are totally affiliated by the University of Maiduguri.

In item 6, 144(90.0%) of the respondents disagree that the lecturers have good qualifications, very few of them i.e. 16(10.0%) agree with the statement. The discovered that very few of the lecturers have Ph.D. as highest qualification, mostly have a master degree and some even degree but with relevant working experience. However, because it is college there is no person that has a position of the professor and there is no any visiting professor attached to the programmes.

In item 7, 121 (75.6%) of the respondents have seen the college as student-focused, only 39(24.4) of them disagree on this statement. In item 8, 115 (79.1%) of the PGD students concluded that the PGD programmes in college are not difficult, while 45(28%) of the respondents agreed that the PGD programmes in the college are challenging.

Thus, the overall findings of the above table show that the respondents perceived college to be educative environment while some respondents perceived the college as relevant environment pursuit their PGD certificates especially about the programmes they are studying.

Research Question2: Do the PGD students perceived their courses/programmes at the college as a learning one?

Table2: Information Delivering of the Respondents towards Learning

S/N	ITEMS	NUMBER OF POSITIVE RESPONSE	%	NUMBER OF NEGATIVE RESPONSE	%	TOTAL
1.	My PGD programme has consistent quality	137 (Yes)	85.6	23 (No)	14.4	160
2.	My PGD programme/course is well structured.	70 (Yes)	43.8	90 (No)	56.2	160
3.	My PGD programme/course is poorly presented	75 (Yes)	46.9	85 (No)	53.1	160
4.	My PGD programme/course will not have long-term relevance	32 (Yes)	20.0	128 (No)	80.0	160
5.	My PGD programme/course is one that is consistently good.	121 (Yes)	75.6	39 (No)	24.4	160
6.	My PGD programme/course has fees that are at a reasonable level.	45 (Yes)	28.1	115 (No)	71.9	160
7.	Completing this PGD programme/course will help me feel acceptable in a job I am doing or job that I will pursuer.	137(Yes)	85.6	23 (No)	14.4	160
8.	Completing this PGD programme/course will make a good impression on other people to attend to.	90(Yes)	56.2	70 (No)	43.8	160

With regards to 2 above, item 1, 137 (85.6%) respondents indicate that their PGD programmes have consistent quality, very few of the respondents accounted 23(14.4%) indicated no about the statement. This shows that majority of the respondents' previous certificates have relevancy with PGD programmes undertaking. In item 2, 70(43.8%) respondents believed that their PGD programmes/courses are well structured for learning while 90(56.2%) respondents indicate 'NO' about this statement. In item 3, 85(53.1%) respondents disagree that their PGD programmes/courses are poorly presented while 75(4.9%) respondents agreed with this statement. This might be the reason of some respondents perceived the college as a difficult or challenging one.

However, majority of the respondents again responded negatively 128 (80.0%) to item 4 that the PGD programmes/courses will have not long-term relevance, while 32(20.0%) positively responded to the item that their PGD have long-term relevance.

Respondents' responded positively to item 5 with 75.6% of (121) PGD students that the PGD programme/course is one that is consistently good, while 39 (24.4%) negatively to the statement. The response to item 6 indicates that 115(71.9%) PGD students disagreed that the PGD programme/course has fees that are at a reasonable level while 45(28.1%) agreed with fees for the programme.

In item 7, 137(85.6%) respondents responded positively to the statement that completing the PGD programme/course will help him/her feel accepted in a job he/she doing or job that will be pursuing, very few of the 23(14.4%) have opposite believed. Majority of the respondents accounted 90(56.2%) responded that completing the PGD programme/course will make a good impression on other people to attend to while the rest of the respondents represent 70(43.8%) disagree with this statement.

Research Question 3: Is there a relationship between the PGD student's information delivery towards college and learning?

The Pearman's correlation test was employed in evaluating whether a statistically significant mean relationship exists between the PGD student's perceptions towards college and learning.

Table 4: Respondents Information delivery towards College and Learning

Variable	College	Learning	Mean Score	Std. Deviation	Sig. (2-tailed)
College	1.00	.293**	12.2813	1.76326	.000
Learning	.293**	1.00	11.7688	2.02258	.000

**Correlation is significant at 0.01 level (2-tailed).

The results of running the Pearman's Correlation test showed a statistically significant mean and positive correlation between College and Learning (n = 160, R = .21, p< .001). (See table 3). However, the College has a relationship with the Learning. The mean score (12.2813) of College is higher while the mean score (11.7688) of Learning is also higher, indicating that those with a higher score of College are likely to be those with a higher score of Learning. (See table 4). The study also discovered that with positive responses of about college are tend to be those with positive responses with learning; this shows that both college and learning have corresponded with the PGD student's information delivery. The study believed that in carefully adopting the respondent's information delivery in terms of college will be fantastic to robust the PGD students learning system.

7. CONCLUSIONS

The study was conducted with the aim of identifying the respondent's information delivery in related to college and learning outcomes and provides strategies that can improve the PGD

programmes college and learning outcomes for the benefit of the students and the college as a host of the programmes. From the results of this study, it was discovered that majority of the respondent have negative information towards college as wells as negative information towards learning while the study expected to discovered the positive information of the respondents towards these variables so as to suggest and recommend the PGD programmes to any individuals who have any interest in undertaking the programmes conducting at the Aminu Saleh College of Education. The study observed that most people attended the college of PGD programmes because there is no available place nearby to study the programmes. Thus, it is advisable to the college to check any items in the study that has a negative response and improve it for the betterment of the students who have an interest in studying PGD programmes. In terms of student's information delivery towards college majority of the respondents responded that the college is not friendly meaning that the staff of the college are not students friendly as they expected. Again, the students have negative information about the lecturer's qualifications where most of the lecturers have discovered that they have the highest master degree qualification.

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