

**EFFECT OF POST-UTME: 100 LEVEL DIRECT ADMISSIONS INTO EDUCATION  
DEPARTMENTS OF UMARU MUSA YAR'ADUA UNIVERSITY, KATSINA**

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**Abstract**

There exists a serious controversy on the effect of Post-Unified Tertiary Matriculation Examination (Post-UTME) on 100 level direct admissions into education departments of Umaru Musa Yar'adua University, Katsina. Some stakeholders in the University hold the view that Post-UTME has a significant positive effect on 100 level direct admissions into the departments, hence, it should continue and be given due priority and recognition, while others, hold a contrary view that it should be discarded. This study discovered a reliable position in the controversy by means of an empirical research. The three departments in the Faculty of Education, Umaru Musa Yar'adua University, Katsina were selected for the research. In these departments Post-UTME was conducted for 2011/2012 session. From the applicants who wrote the examination for 100 level direct admissions into the University for 2011/2012 session, those who applied for education courses were selected to be the sample of the research. Their scores in UTME and the Post-UTME were collected, descriptive and inferential analyses of the scores were carried out. The analyses reveal that, there is a significant effect of Post-UTME on 100 level direct admissions into the departments. In several instances, applicants who performed excellently in UTME performed extremely poor in the Post-UTME. Hence, it is concluded that Post-UTME has a significant positive effect on 100 level direct admissions into the departments. The examination should continue and be given due priority and recognition. Any applicant who performed excellently in UTME but extremely poor in Post-UTME should have his or her JAMB admission forfeited. Although, this decision may be severe on the victims, it is just necessary for students' quality control advocated by all tertiary education stakeholders in the country. Nigerian legislators should as a matter of urgency sign Post-UTME into law governing admissions into Nigerian tertiary institutions.

Teaching and learning in Nigerian secondary schools are in a sorry state, indeed, in a deplorable condition. This is revealed by the persistent poor understanding and achievement of students in all the subjects. Hence, there are several problems confronting effective teaching and learning of the subjects in the schools.

Many secondary school students had poor background. Whatever a student learns at the secondary level is based on what he learned at the primary level. The current secondary school education curricula are spiral in nature (Carles,2010). Hence, students' understanding of secondary school concepts is dependent on their understanding of primary school concepts. Again, many primary school teachers do not cover curricula or scheme of work at the end of every session (Enchor, 2011). This leaves gap and loopholes in students' learning consequently leading to their poor background.

Many secondary school students have language problem in learning. They are not sufficiently knowledgeable in English, the language of instruction (Adamu, 2010). They have difficulty in sentence construction, grammar and verbalizing the concepts of the subjects according to Halima (2011). Consequently, language of instruction compounds students' problem in learning. Alonge (1988) and Ale (1989) equally observe with dismay this problem of language barrier in learning.

Many secondary school students have unhealthy and negative attitude towards learning. They hate and dislike learning. They continue to pursue education only because they are being forced by

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their parents and teachers (Doglas, 2010). On the other hand, some teachers are deficient in some aspects of the subjects they teach (Iji, 2011). Hence, they cannot or fear to teach such aspects. This category of teachers would have no alternative rather than to transmit their unhealthy feelings and negative attitudes to students.

There is lack of enough teachers in Nigerian secondary schools and many among the available ones are not trained teachers (Falalu, 2010). Also, according to Gall (2011), there is lack of adequate and competent teachers in the schools. Hence, inadequate, untrained and incompetent teachers cannot teach meaningfully and effectively. They also lack necessary knowledge and ingredients for teaching students, and of course they cannot give what they do not have.

Other problems confronting effective teaching and learning in the schools include; large classes, lack of good textbooks and instructional materials, poor facilities and learning environments, poor parental socio-economic background, poor teachers' and students' welfare, poor schools administration and examination misconducts. Currently in the schools, cases of examination misconducts are very rampant (Bolaji, 2011).

Above mentioned problems seriously confront effective teaching and learning in Nigerian secondary schools leading to persistent production of poor and incompetent candidates for tertiary institutions. However, these poor and incompetent candidates manipulate their ways to pass Unified Tertiary Matriculation Examination [UTME] with high points aggregate in their attempts to gain 100 level direct admissions into Nigerian tertiary institutions. The concern here is that, if such candidates are exposed to an examination simpler than UTME, most of them fail and cannot exhibit evidence of ability of passing UTME. For instance, consider Tables 1-3, they show raw scores of some randomly selected applicants in UTME and Post-UTME in their attempts to again 100 level direct admissions into the three education departments of Umaru Musa Yar'adua University, Katsina for 2011/2012 session.

**Table 1: Some Applicants' Scores in UTME and Post-UTME for B.sc(Ed) Programmes**

Applicant	UTME score (Total points aggregate, out of 400)	Post-UTME score (Percentage, out of 100)
1.	239	29
2.	256	24
3.	273	23
4.	189	21
5.	230	25
6.	251	24
7.	275	15
8.	280	16
9.	265	18
10.	249	13

**Source:** Post-UTME Committee, UMYU, Katsina, 2011/2012 session.

**Table 2: Some Applicants' Scores in UTME and Post-UTME for B.A(Ed) Programmes**

Applicant	UTME score (Total points aggregate, out of 400)	Post-UTME score (Percentage, out of 100)
1.	259	26
2.	267	22
3.	288	25
4.	209	27
5.	205	24
6.	269	28
7.	283	20
8.	250	19
9.	216	23
10.	220	17

**Source:** Post-UTME Committee, UMYU, Katsina, 2011/2012 session

**Table 3: Some Applicants' Scores in UTME and Post-UTME for B.sc (Ed) LIS**

Applicant	UTME score (Total points aggregate, out of 400)	Post-UTME score (Percentage, out of 100)
1.	262	27
2.	259	20
3.	280	29
4.	233	23
5.	221	24
6.	256	27
7.	271	18
8.	253	15
9.	218	12
10.	257	11

**Source:** Post-UTME Committee, UMYU, Katsina, 2011/2012 session

**KEY:** LIS; Library and Information Science

Tables 1-3 reveal that most of the randomly selected applicants for the three programmes performed excellently in the UTME but extremely poor in the Post-UTME (scored less than 30%). This is so wonderful because the Post-UTME was designed and testified to be below the UTME in terms of difficulty level. Hence, the need to investigate the effect of Post-UTME on 100 level direct admissions into the three departments by means of empirical research with the view to identifying the anomalies and rectifying them.

### **Statement of the Problem**

It is obvious that education departments of Umaru Musa Yar'adua University, Katsina are full of poor and incompetent students particularly at the initial level. They end 100 level with many carryovers, and are placed on probation and at the end of the subsequent level are withdrawn from the University. This is a big loss and problem to themselves, their parents, teachers, governments and the society in general. The concern here is that, if one bothers to trace the 100 level entry qualification of such students one finds it very high. Many among them scored nine credits including English and Mathematics at O' level (NECO or WAEC) and over 200 points aggregate at UTME, but yet, could not cope with 100 level examinations of the departments.

Therefore, the problem of this research is to examine the situation whereby students who have high qualifications for 100 level direct admissions into the departments, but fail to cope with 100 level examinations of the departments which force them on probation and subsequent withdrawal.

### **Objective of the Research**

It is the objective of this research to investigate the effect of Post-UTME on 100 level direct admissions into education departments of Umaru Musa Yar'adua University, Katsina.

### **Research Question**

This research examined and answered the question, what is the effect of Post-UTME on 100 level direct admissions into education departments of Umaru Musa Yar'adua University, Katsina?

### **Hypothesis**

On the basis of the research question, a null hypothesis, there is no significant effect of Post-UTME on 100 level direct admissions into education departments of Umaru Musa Yar'adua University, Katsina was formulated and tested.

### **Significance of the Research**

This research discovered a reliable position in the controversy on the effect of Post-UTME on 100 level direct admissions into education departments of Umaru Musa Yar'adua University, Katsina. The position is that, Post-UTME has a significant positive effect on 100 level direct admissions into the departments. Hence, the examination should continue and be given due priority and recognition. The research provides statistical evidences to support the continuity of the examination in the departments for qualitative education advocated for all tertiary institutions in the country. Findings of this research may be extended to other tertiary institutions in the country and may encourage them to start or continue with the examination for meaningful and valuable tertiary education. If recommendations of this research are adopted, quality of students in tertiary institutions would improve significantly. This research would encourage further related researches.

### **Research Methodology**

Post-UTME for 100 level direct admissions into the three departments in Faculty of Education (Science education, Arts education and Library and Information Science), Umaru Musa Yar'adua University, Katsina was conducted on Tuesday 26<sup>th</sup> July, 2011 for first choice applicants and on Wednesday 27<sup>th</sup> July, 2011 for second choice applicants. The conditions for writing the examination were, that an applicant must have chosen the University first or second choice, paid N1,000:00 examination fee and had UTME points aggregate of not less than 180. Applicants who satisfied the three mentioned conditions were permitted to write the examination.

The target population of this research included all the first and second choice applicants for 100 level direct admissions into Umaru Musa Yar'adua University, Katsina for 2011/2012 session. These applicants were discovered to be 5,495 in number. The sample of this research included all the first and second choice applicants for 100 level direct admissions into the three departments in the Faculty of Education, Umaru Musa Yar'adua University, Katsina for 2011/2012 session. These applicants were discovered to be 1,020 in number. Tables 4 and 5 show the population and sample respectively.

**Table 4: Population of the Research**

Faculty	Science	Education	Humanities	Total
Applicants	2,268	1,020	2,207	5,495

**Source:** Post-UTME Committee, UMYU, Katsina, 2011/2012 Session

**Table 5: Sample of the Research**

Department	Science Ed	Arts Ed	LIS	Total
Applicants	501	403	116	1020

**Source:** Post-UTME Committee, UMYU, Katsina, 2011/2012 session.

Questions and their marking schemes for each of the three education programmes were set by a Ph.D degree holder and a senior lecturer in the programme. Then, the questions and their marking schemes were vetted and crosschecked by another Ph.D degree holder and a senior lecturer in the programme. This could reveal that valid questions and marking schemes were used for the examinations. Furthermore, questions for each programme were testified by a Ph.D degree holder in test and measurement and a senior lecturer in the department of education of the University to be valid and below UTME questions in terms of difficulty level.

In the conduct of the Post-UTME, all examination rules and regulations were applied. The examination venues were well secured with good ventilation and of adequate capacity. Good lighting in the venues, adequate furniture, numbered seats with good sitting arrangements were provided. The applicants were orderly, the invigilators were vigilant and in full control of the applicants. The supervisors were at the examination venues, they were alert and in full control of the examination venues and affairs. Time allowed for each examination was 1 hour only and the applicants were instructed to attempt all questions. The examinations started by 11:00 am and ended by 12:00 noon.

At the end of the examinations, the scripts for each of the three programmes were collected and marked by one Ph.D degree holder and a senior lecturer in the programme. Only one was assigned to mark the scripts for each programme to minimize deviations and ensure consistency. 40% was decided to be the minimum pass mark for each examination. The marked scripts and recorded scores for each programme were then vetted and crosschecked by another Ph.D degree holder and a senior lecturer in the programme. This could reveal that the scores were reliable.

### Analyses

The scores of 1,020 sample applicants were used for the research. Descriptive and inferential analyses of the scores were carried out. Hence, on one hand percentage pass among others was computed and on the other hand values of  $t_{cal}$  were computed. Calculated values of  $t$  were compared with critical values of  $t$ , hence decisions were made. Tables 6-8 show the analyses.

**Table 6: Analyses of Scores of 1<sup>st</sup> And 2<sup>nd</sup> Choice Applicants for B.sc (Ed) Programmes**

	No. sat	No. Pass	% Pass	df	P	$t_{cri}$	$t_{cal}$
1 <sup>st</sup> Choice Applicants	260	98	37.7	500	0.05	1.6	3.8
2 <sup>nd</sup> Choice Applicants	241	100	41.5				

**Table 7: Analyses of Scores of 1<sup>st</sup> And 2<sup>nd</sup> Choice Applicants for B.A (Ed) Programmes**

	No. sat	No. Pass	% Pass	df	P	$t_{cri}$	$t_{cal}$
1 <sup>st</sup> Choice Applicants	300	112	37.3	402	0.05	1.6	4.7
2 <sup>nd</sup> Choice Applicants	103	43	41.7				

**Table8: Analyses of Scores of 1<sup>st</sup> And 2<sup>nd</sup> Choice Applicants for BLIS Programme**

	No. sat	No. Pass	% Pass	df	P	t <sub>cri</sub>	t <sub>cal</sub>
1 <sup>st</sup> Choice Applicants	78	21	26.9	115	0.05	1.7	2.80
2 <sup>nd</sup> Choice Applicants	38	15	39.5				

**Discussion on the Contents of Tables 6-8.**

In each of the three cases, t<sub>cal</sub> is greater than t<sub>cri</sub> (t<sub>cal</sub> > t<sub>cri</sub>). Hence, the null hypothesis of the research was rejected and implies there is significant effect of Post-UTME on 100 level direct admissions into the three education departments of the University.

The analyses further reveal that, out of the total number of the applicants who sat for the Post-UTME in Science Education, Arts Education and Library and information Science, about half of them failed in each programme.

This indicates that about half of the applicants for Education programmes scored below 40%, the minimum pass mark. In fact, a significant number of them scored below 30%. The concern here is that, those applicants who failed the Post-UTME had earlier passed UTME at points aggregate of not less 180. Hence, the question is how did the applicants pass UTME with high points aggregate and then fail the Post-UTME with a wide margin, after all, the Post-UTME was designed and testified to be below the UTME in terms of difficulty level? No! Something is wrong somewhere which needs to be investigated and be resolved for the most needed meaningful and valuable tertiary education in the departments.

**Conclusion and Recommendation**

A significant number of the applicants with excellent UTME points aggregate (above 200) failed to score 30% in the Post-UTME. There is no positive correlation between most of the applicants' scores in UTME and Post-UTME. Post-UTME serves as a means to filter out poor and incompetent applicants from good and competent ones for 100 level direct admissions into Nigerian tertiary institutions. It is of course for students' quality control advocated for tertiary institutions in the country. There is no justification for any applicant to perform excellently in UTME but extremely poor in the Post-UTME.

Governments at all levels should support, give due priority and recognition to Post-UTME in all tertiary institutions in the country. They should propagate, sponsor and make the examination compulsory in all Nigerian tertiary institutions. Each tertiary institution should create a unit for Post-UTME to portray that the examination has come to stay. Applicants, parents, teachers and administrators should develop a positive attitude to the examination. Admission officers should ensure that no applicant is given 100 level direct admission without passing Post-UTME no matter his high points aggregate in UTME. Hence, applicants who failed Post-UTME should have their JAMB admissions forfeited. Although this decision may be severe on the victims, but should be executed for meaningful and valuable tertiary education in the country. These recommendations should be adopted in all tertiary institutions in the country. JAMB should identify why applicants could earn high points aggregate in UTME but fail to manifest the knowledge elsewhere, with the view to rectifying the anomalies. Nigerian legislators should as a matter of urgency enact a Post-UTME law governing admissions into Nigerian tertiary institutions.

Further related researches should be conducted to provide more statistical evidences on the matter.

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