

UNIVERSITY STUDENTS’ PERFORMANCE IN POST UNIFIED TERTIARY MATRICULATION EXAMINATION IN DELTA AND EDO STATES, NIGERIA

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ABSTRACT

This study analyzed university students’ performance in Post UTME in Delta and Edo states, with a view to determining whether students’ performance in Post UTME was dependent on faculty of study and gender. Two research questions were raised and two hypotheses were formulated and tested. The ex-post facto design was adopted and the population of the study comprised the students in all universities in Delta and Edo states that took the Post UTME in 2009/2010 and 2010/2011 academic sessions. A sample size of 6000 students was selected through stratified random sampling technique. Instrument used for this study was students’ records containing post UTME scores. The data collected were analyzed using mean, z – test and the ANOVA. The findings from the analysis of data showed a significant difference of 1.27 between the performance of male and female university students in post UTME; and a significant difference between the performances of students in different faculties. Based on the findings, it was concluded that the performance of university students in post UTME was dependent on their gender and faculty of study.

Key words: Admission, Post UTME, Students performance, gender, faculties

I. INTRODUCTION

In Nigeria, before a candidate can apply for admission to into any university (higher Institution), he/she must possess certain general qualifications or attainments or eligibility conditions. The qualifications or attainments are as follows: the candidate must have completed a full course of training in a secondary school, technical college or teacher training college or an approved institution of equivalent status and obtained five ordinary level credits passes in relevant subjects; and the

candidate must also have attained the age of at least 16 years (JAMB, 2006).

Once a candidate has met the eligibility condition stated above, he/she becomes a potential or prospective candidate for admission into universities in Nigeria. The potential candidate could seek admission either as a full time candidate or as a part time candidate, as illustrated in figure 1.

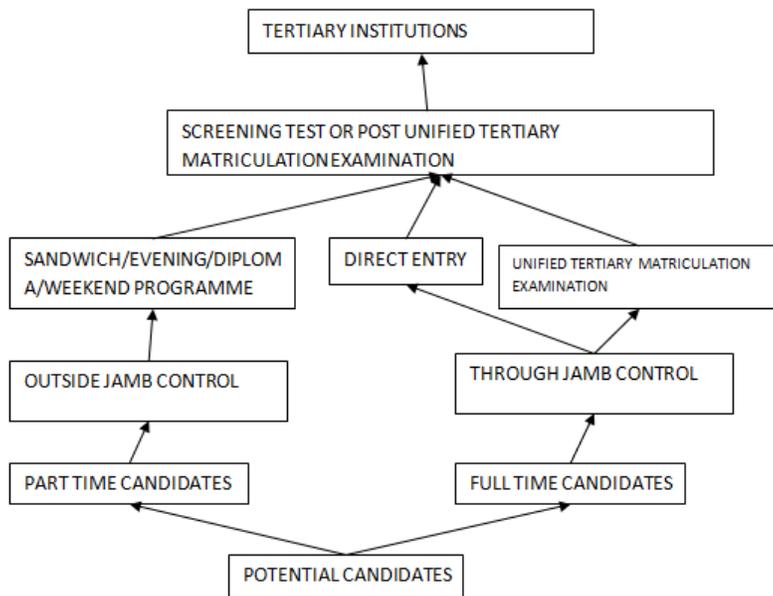


Figure 1: Admission chart showing different university admission modes in Nigeria
Source: Oshemughen, (2009, p41)

The part time candidates seek admission into universities through means outside Joint Admission and Matriculation Board (JAMB) control. These candidates are matured, usually above the age of 25 years, and might be engaged in one form of employment or the other. The academic activities engaged in by such candidates are arranged to the convenience of the candidates and to the convenience of the universities (institutions). The part time candidates usually go for such programmes as sandwich, evening, weekend degree programmes, pre - degree programmes, diploma programmes, and some other certificate courses.

The individual universities organize most of the admissions outside JAMB control by advertising

through the electronic and print media, supplemented with distribution of handbills. The potential candidates purchase admission form from the university directly or from designated centres. Completed forms are returned to designated centres before they are processed for admission. Such forms are screened and candidates are selected for admission based on either written entrance or directly (FRN: Report of Commission, on Review of higher education, in Nigeria 1993).

The Full time candidates are candidates who seek admission through the Joint admission and matriculation board (JAMB) control. As shown in figure 1, potential / prospective full time candidates seeking admission through JAMB, do that, either through Direct Entry (DE) or through Unified Tertiary Matriculation Examination (UTME). For those candidates who applied through direct entry, placement (Admission) is made by the university, after taking a screening test, scrutinizing their credentials, and certified qualified. As shown in figure 1, for those candidates who applied through UTME, if successful, are made to take post UTME. It is when they are successful in post UTME that final placement is made.

The post UTME, which was started in 2009/2010 academic session, was introduced as a result of the inability of JAMB to eliminate the problem of examination malpractice in the conduct of UTME and to further control the quality of candidates being admitted into universities in Nigeria. After the conduct of UTME by JAMB, the board sends a comprehensive list of all candidates who chose a particular university as first or second choice, with their scores, to the various universities. The different universities then determine a cut-off point and request all candidates who scored above the cut off point to pay certain amount of money and apply to take the screening test called the post UTME.

Any candidate, that is able to scale through the post UTME, is finally granted admission. The essence of the whole exercise is to ensure quality of the students being granted admission.

It is believed that the issue of examination malpractice is reduced, if not completely eliminated in the conduct of post UTME. The reason for this could be due to the fact that the universities are able to properly manage and monitor the administration of their post UME. More so, the size of the students taking the post UTME is relatively small compared to the UTME.

STATEMENT OF THE PROBLEM

The performance of Students in different examinations is dependent on many factors and these factors are varied and depend on the situations in which the examinations were taken. The factors include: school and outside the school experience of the students, parental background (Adepoju, 2000), availability and utilization of resources (Oni and Iluyomade, 1988) and personality variables of the students (Fagbemi, 1995). Thus this study had analyzed the performance of university students in post UTME with a view of to determine

whether their performance is dependent on their gender and the faculty of study.

II. OBJECTIVES OF THE STUDY

This study aimed to test if there is any significant difference between the performance of male and female university students in Post UTME and if there is any significant difference in the performance of university students in Post UTME in the faculties of social sciences, science, education and law

III. MATERIALS AND METHODS

Research Design

The research design of this study is an Expo facto design using the correlational method. This is so because it tried to analyze already existing conditions or variables, which cannot be controlled and to find out if the independent variables (students' gender and faculty of study) are related to the dependent variable (post UTME performance).

Population and Sample

The population of this study comprises the students in all public and private universities in Edo and Delta states that took the Post UTME in 2009/2010 and 2010/2011 academic sessions.

The proportional stratified random sampling technique was used to select 6000 students from three universities and four faculties. The sampled universities were: University of Benin, Benin City, Delta State University, Abraka and Igbenedion University, Okada. Also from among the nine faculties, four faculties common to all the universities were selected as sample. The sample faculties were: Faculty of social sciences, Faculty of Education, Faculty of Science and Faculty of Law.

Research instrument

The instrument was students' results on performances in Post Unified Tertiary Matriculation Examination for 2009/2010 and 2010/2011 academic sessions obtained from students' records with the aid of trained research assistants. The validity and reliability of the research instruments (students scores on Post UTME) have been determined by specialists who designed them.

Data Analysis

The statistical techniques used in analyzing the data included: statistical mean, z-test, one way Analysis of variance (ANOVA). All hypotheses were tested at the 0.05 level of significance.

IV. RESULTS

Research question one: Is there any significant difference between the performance of male and female university students in Post UTME?

In order to answer research question one, hypothesis one was formulated and tested;

Hypothesis one

There is no significant difference between the performance of male and female university students in Post UTME. In order to test hypothesis one, data on mean performance of male and female university students in Post UTME were computed and shown in table 1. The z- test was used in testing this hypothesis.

Table 1

Difference between male and female university students in Post UTME

N= 3000

Groups in post UTME	M	S.D	Z- cal	Mean difference	Remark
Male university students	45.23	5.54			
Female university students	46.50	3.56	10.56	1,27	significant

P<0.05 at $\alpha = 0.05$, z-critical value = 1.96

Source: Computed from field work (2013).

The analysis presented in table 1, reveals that the mean score of male university students in post UTME was 45.25, while that of the female university students was 46.50. Thus the mean difference was therefore 1.27. The computed Z- test produced a value of 10.56, which was greater than the critical value of 1.96 at the 0.05 level of significance. This implies that the mean performance of male university students was significantly different from the mean performance of the female university students in Post UTME. The null hypothesis which states that there is no significant difference between the performance of male and female university students in Post UTME was therefore rejected. The conclusion drawn from the result was that there is a significant difference between the performance of male and female university students in Post UTME. The mean performance of female university students in Post UTME was significantly higher than that of their male counterparts.

Research Question two: Is there any significant difference in the performance of university students in Post UTME in the faculties of social sciences, science, education and law?

In order to answer research question two, hypothesis two was formulated and tested:

Hypothesis Two

There is no significant difference in the performance of university students in Post UTME in faculties of social sciences, science, education and law.

In testing hypothesis two, data on the sum of squares of scores between and within faculties were computed and shown in table 2. The One way analysis of variance test (ANOVA) was used in testing this hypothesis.

Table 2

Difference between the mean performance of university students in the faculties of social sciences, science, education and law in Post UTME

Source of variation	Sum of squares (SS)	D.F	Mean square	F- ratio calculated	F- ratio critical
Between group	13083.15	3	4361.05		
Within group	114043.92	5996	19.02	45.23	2.68
Total	127127.07	5999			

P<0.05 at $\alpha = 0.05$

Source: Computed from field work (2013).

The analysis presented in table 2 revealed that the computed F- ratio produced an output of 45.23, while the table value at 0.05 level of significance was 2.68. A comparison of the F table value with the F calculated value showed that the calculated value was greater than the table value. Thus the null hypothesis which states that there is no significant difference in the performance of university students in Post UTME in the faculties of social sciences, science, education and law was therefore rejected. The conclusion drawn from the result was that there is a significant difference in the performance of university students in Post UTME in the faculties of social sciences, science, education and law.

Since there is a significant difference between the mean performances of students in the different faculties, there is the need to differentiate or identify the sources of these differences. In order to differentiate the sources of the difference and to specify the faculties that made the difference, the scheff'e post hoc test for all possible comparison was applied. The results were shown in table 3.

The findings in table 3 show the sources of the variation. The mean performance of university students in the faculty of social sciences was significantly different from the mean performance of students in the faculties of Science, Education and law. Also the mean performance of students in the faculty of law was significantly different from the mean performance of students in the faculties of education and science.

Table 3

Scheffé multiple comparison of the mean performance of university students in post UTME in the faculties of social sciences, science, education and law

Faculty	F- ratio	Decision
Social sciences Vs Science	57.97*	Reject
Social sciences Vs Education	119.09*	Reject
Social sciences Vs Law	210.30 *	Reject
Science Vs Education	10.88*	Reject
Science Vs Law	47.45*	Reject
Education Vs Law	12.88 *	Reject

* F Significant at $\alpha = 0.05$

Source: computed from field work (2013)

Furthermore the mean performance of students in the faculty of Science was significantly different from the mean performance of students in the faculty of Education. This shows that the findings did not support the null hypothesis 2 stated above. It can therefore be concluded that there is a significant difference between the mean performances of university students in the different faculties. This means that performance varied from faculty to faculty.

V. DISCUSSIONS

From the analyzed data in table 1, it was established that in Post UTME there is a significant difference between the performance of male and female students, in favour of female Students. This implies that female students seem to have performed significantly higher than their male counterparts. This finding is in agreement with Adepoju (2002) finding, where it was stated that gender is a determinant of performance in examination. However, Adepoju did not state which of the genders performed better. More so the above finding was contrary to the finding of Akabogu (2006), which states that there is no significant difference in performance between male and female students in ability/achievement/ selection tests. The difference in performance between male and female established from this study could be due to determination. It has been observed that on the average, female students are more determined than their male counterparts in academic pursuit through hard work and dedication. Due to the proper monitoring given to the Post UTME, the performance of female students due to determination became obvious. Thus the significant difference of 1.27 was obtained.

It was also established from the data analyzed that in post UTME, there was a significant difference between the mean performance of students in the faculties of Social sciences, Science, Education and Law. This finding agrees with that of Osawe (2005), which stated that different faculties performed differently, with the faculties of social sciences and law performing significantly higher than other faculties in university of Lagos. The difference in faculty performance could be due to the perception that some courses are more demanding than others. Thus students tend to put in more effort

in such courses/ faculties than others. This effort could be in terms of reading and 'burning the midnight candle', or by intensifying different tactics of examination malpractices.

VI. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, it was concluded that the performance of university Students in post UTME was dependent on their gender, since the study revealed that there is a significant different between the performance of male and female university students in post UTME. Furthermore, it was concluded that performance of university students in post UTME varied from faculty to faculty in post UTME, since there is a significant difference in the performance of university students in the different faculties.

In view of the findings and conclusions of the study, the following recommendations were made, which if carried out would improve the administration of university education, through improved admission procedure or policy. The current practice of maintaining different bench mark or cut- off points for different departments/ faculties in post UTME should be maintained. This is so because performance of students varied from faculty to faculty. Male university students should be encouraged to work harder academically, since male students performance was significantly different from their female counterpart in favour of the female students.

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