

Comparative Study of Academic Performance of a Group of Undergraduate Students in the Institute of Education, Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria

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Abstract: *In Nigeria, there are two modes by which students seek admission into universities, namely; Universities Matriculation Examination now known Unified Tertiary Matriculation Examinations (UTME) and Direct Entry. The first mode involves students writing common entrance examinations conducted by Joint Admission and Matriculating Board (popularly called JAMB) while the second mode involves candidates that have higher secondary school certificates such as Higher Secondary Certificate (HSC), National Certificate in Education (NCE) and others recognized by each of the universities. It is on these different modes of admission that this paper investigated the significant difference or otherwise of the academic performance of these students at the point of their graduation and further made recommendations on the admission processes.*

Keywords: *Joint Admission and Matriculation Board, Mode of Entry Cumulative Grade Point Average (CGPA)*

1. INTRODUCTION

Many persons seem to be perplexed as to what factors are actually responsible for the fall in the standard of students' achievement in universities in Nigeria. This puzzled state has eventually led many to attribute the abysmal fall in achievement to: poor condition of service for lecturers; inadequate supply of facilities and equipment; lack of motivation; wrong method of teaching and admission of incompetent candidates into universities (Emaikwu & Nworgu, 2005). Students at all levels of education have been awfully reported and acknowledged by all and sundry in Nigeria. To catch a glimpse of evidence of the terrible fall in the standard of performance in Nigeria, Agbo (2012) reported in the 'Nation Newspaper' of 4th June 2012 thus: The ridiculous reduction in cut-off point for admission into Nigerian universities is at variance with the standard of excellence already set by some universities. For Joint Admission Matriculation Board (JAMB) to lower the cut-off mark to 180 out of 400, which translates to a mere 45 per cent, is to assume that all the Nigerian universities would stoop so low to woo failed students as their potential candidates for admission. With this policy in place in Nigeria, the international community will see nothing good in Nigerian university education which is now open to all – the good, the bad and the ugly. Unless we go back to that noble system, more than 60 per cent of candidates admitted into our universities will always be of poor quality and this will surely create problems for their teachers who bear the brunt and pains of teaching "unteachable" students (p. 10).

Reaffirming this deplorable condition of university education, Adekunle (2012) reported in the 'Nation Newspaper' of 9th September 2012 that university education is at a crossroad in Nigeria and opined that it was only in 1973 that four Nigerian universities were rated among the best 20 in Africa and today, none of them is among the best 30 in Africa, while none is among the best 1000 in the world. The public opinion about the appalling standard of performance of students graduating from universities in Nigeria in the recent time has reached an alarming crescendo. More disturbing is the common observation that many graduates from universities are being rejected by the labor market because of low academic competence. Hitherto, the general untidiness in the uncoordinated system of admissions into universities and their attendant

problems were sufficient causes for concern to all and sundry in Nigeria. Despite the establishment of the JAMB which is Nigeria's official entrance examination board aimed at regulating admission process, some educationists have argued that the incompetence of many university students after graduation is precipitated by the selection procedure of JAMB which fails to control the number and quality of candidates being admitted into the universities annually. This problem of incompetency of university graduates in Nigeria has been partly blamed on the Board's system of admission.

Presently there are three categories of students being admitted into university undergraduate programs in Nigeria and they include those that pass through the unified tertiary matriculation examination (UTME) conducted by Joint Admission and Matriculation Board (JAMB), direct entry admission and those who pass through remedial programme being run by individual university respectively. All the three groups have varying academic experiences and hence the basis for differences in their modes of entry into university. There are variations in the ordinary level qualification of the remedial programme students, ranging from no credit to four credit passes. Whereas the remedial students with three or four credit level passes at the ordinary level lacked experience of the university courses, the problem seem more complicated for the remedial students with no credit level at all. Hence this could reflect in their academic achievement when admitted into the university programs.

Hitherto, Direct Entry admission is Nigeria's official advanced entrance into universities by using certificates such as National Certificate in Education (NCE), National Diploma and other Higher Certificates. One of the problems associated with the direct entry mode was the non uniformity in the National Certificate in Education, Ordinary National Diploma and Higher National Diploma holders, yet they are all considered to have the same experience during admission and subsequent departmental placement. National University Commission (1999) affirms that many colleges of education operate outside the National Commission for Colleges of Education (NCCE) guidelines, thus leading to variation in experiences among national certificate in education holders. Moreover, since the direct entry candidates were certified internally to the extent that each college of education, polytechnic and college of Agriculture and so on, sets and conducts her own certificate examinations for her students; one could doubt the validity of such examinations.

Contrary to expectation that all students admitted into the university irrespective of the mode of entry will be able to cope with the academic rigors, some students drop out on the way without graduating from the university. Many students change their courses and while others spend extra years before graduating; and more often some students end up with third class and pass degrees from many universities in Nigeria thereby compounding their chance of gainful employment. The belief of people over which mode of entry is better in terms of university academic achievement of students is different from one group to another. There have been conflicting findings on the predictive strength of modes of entry in forecasting performance in university examinations. Mgbake (2006) stated that students' academic success is largely a function of the amount of efforts put into study and not necessarily as a result of mode of entry into the university.

Agada (2008) reported that students' study techniques and attitude to the study of a particular course among other factors influence their academic performance. Commenting on the attitude of students as a factor influencing academic performance he stated that achievement of qualitative education and in fact success in all worthwhile endeavors requires effort. He reported that students ought to put more efforts in their academic activities which include concentration in their studies, frequent revision of work already done and diligence in doing assignments. There is a time for everything under the sun and hence the time that students spend while in training in school is the time to work hard so as to achieve a better learning outcome.

Long (2005) found that there is no significant difference in the performance of three groups in the courses taught in the faculty of science. Adeniyi (2004) reported that unified tertiary matriculation examination candidates performed poorest in their university examination and this is because they may be too young to face an expanded computer-based-scientific-orientated curriculum and that they could also have the problems of lack of experience and tender age which affect their academic achievements. This he said, could be due to poor linkage between what is being taught in the university and what was known before entry into university from the secondary school level. Ipaye (2004) reported that in degree examination, direct entry students performed better

than preliminary students in arts subjects whereas the remedial students did better in science and technical subjects.

Ezema (2006) compared the degree results of direct entry students, unified tertiary matriculation students and remedial students and reported that for the five academic sessions studied there was no significant difference between the cumulative grade point average of the three groups prior to their degree examinations. Ojo (2005) reported that direct entry students were superior to their remedial and university matriculation examination students in academic achievement. The most evidence of superiority of direct entry students is the achievement criterion of degree completion rate. This indicates that the rate of students' wastage is more among remedial entrance students. Supporting this finding is the observation made by Angulu (2007) that students who enter the university with high school certificate performed better in the second and third year than those admitted into the university via preliminary programme since they are usually more prepared for the university academic work. Nevertheless, he recommended that remedial programme be allowed to stay as a means of meeting up admission quota and addressing issues of imbalance.

The academic performance of students admitted into universities has been an issue of great concern to many people who are interested in education industry in Nigeria. The decay in the educational system calls for attention and hence the search for the most desirable mode of selecting candidates for admission into Nigerian universities continues unabated. Based on the inconsistency of previous reports the scenario shows that performance may or may not be a function of the mode of entry of students into the university.

2. STATEMENT OF THE PROBLEM

Despite the importance of Social studies, Language Arts and Integrated Science/Mathematics. It is very important to note that the students admitted through Universities Matriculation Examination (UME) into the institute of education perform differently from students admitted through Direct Entry (DE). The focus of this study therefore is to compare and determine which mode of entry into the universities best predicts the success of students in the Bachelor of Education Degree in social studies, Language Arts and Integrated Science/Mathematics Examinations in the Institute of Education, Faculty of Education, Obafemi Awolowo University Ile Ife, and Nigeria. In addressing this problem, the following questions are raised:

1. Which of the direct entry and universities matriculation examination will best predict high cumulative grade point average of 3.5 and above in the Bachelor of Education Degree in Institute of Education, OAU Ile Ife, Osun State, Nigeria?
2. What is the number of students who scored 3.5 and above Cumulative Grade Point Average (CGPA) in the examinations for the Bachelor in Education Degree in Institute of Education, Obafemi Awolowo University Ile Ife, Osun state, Nigeria on the basis of their mode of entry?
3. Is there any significant difference between the mode of entry of students into universities and high cumulative grade point average of 3.5 and above in the Bachelor in Institute of Education, faculty of education, Obafemi Awolowo University in Nigeria?

3. PURPOSE OF THE STUDY

Specifically, the study looked critically at the comparison between the academic performance of students admitted through Universities Matriculation Examination (U.M.E.) and Direct Entry (DE.). The objectives of the study are to:

1. find out the performance of student admitted through Universities Matriculation Examination (UME) in the Institute of Education
2. Ascertain the performance of students admitted through Direct Entry (DE) in Institute of Education
3. Compare the performance of students admitted through Universities Matriculation examination (UME) to that of students admitted through Direct Entry (DE).

4. RESEARCH QUESTIONS

1. How was the academic performance of students admitted into the Institute of Education with respect to their mode of entry from 2006/2007 academic session to 2010/2011 academic session?

2. Is there any significant mean difference in the academic performance of students admitted through UME and Direct Entry into the Institute of Education?

5. SIGNIFICANCE OF THE STUDY

This study is important because it is hoped that it will reveal the performance of students admitted through universities matriculation examination (UME) and the performance of students admitted through direct entry (DE). It is also expected that the outcome of this study will help the authorities concerned on the admission of students to Nigerian universities.

6. SCOPE OF THE STUDY

The study will be limited to the academic performances of the students admitted into the Institute of Education through the two modes of entry (Direct Entry and UME). Also the study will be limited to Obafemi Awolowo University, Ile Ife.

7. RESEARCH HYPOTHESIS

The study was proposed to test this hypothesis:

Ho: There is no statistical significant difference in the mean academic achievement of students who are admitted into the university through Universities Matriculation Examination and Direct Entry.

8. REVIEW OF RELATED LITERATURE

8.1. The Concept of Academic Performance

The concept of Academic performance has been severally defined in literature. Aremu (2000) defined Academic performance as a process whereby students' educational activities are measured by examination within the context of a Curriculum. Aremu (2001) views Academic performance as being related to learning outcomes which are end products of academic investments. The researcher opined that the concept of academic performance depends on the standard criteria of measurement. Adegbite (2004) refers to this concept as the overall assessment of the brilliance of an individual in a given task. This author was of the view that the input that has been made into an individual's intelligent quotient is manifested in his academic performance. To Aremu (2004) academic performance connotes students' scores resulting from their responses to some set of learning task presented in a test or examination situation. It is also viewed as the intellectual ability of pupils in their studies at school.

Aremu (2000) differentiated between good and bad academic performances. Good academic performance is a performance that is creditably adjudged to be above average. It is a performance that is greater than a ceiling or specified standard; while poor academic performance is a performance adjudged by the examinee/testee and some significant others as falling below an expected standard (Aremu 2000). In the same vein, Bakare (1994) described poor academic performance as any performance that falls below a desired standard. Poor academic performance is usually worrisome to the students, parents and society. The next section reviews factors that have been considered by researchers as influencing academic performance.

9. FACTORS AFFECTING ACADEMIC PERFORMANCE

Various reasons have been adduced by scholars for poor academic performance. Bakare (1994) categorized factors militating against good academic performance into four principal areas which are:

Causations resident in the child such as; basic cognitive skills, physical and health factors, psycho-emotional factors, lack of interest in school programme.

Causations resident in the family such as: cognitive stimulation/basic nutrition during the first two years, type of discipline at home; lack of role model and finance.

Causations resident in the school such as; school location and physical building; interpersonal relationship among the school personnel.

Causations resident in the society such as; instability of educational policy, under-funding of educational sector, leadership, and job loss Aremu and Sokan (2003) submitted that the search

for the causations of poor academic achievement is inexhaustive and some of the factors put forward have to do with the student. Such factors include motivational orientation, self esteem/self efficacy, teacher consultation, emotional problems, study habits and poor interpersonal relationships. Eingold (1988) was of the opinion that students' academic performance is affected by factors which includes individual and household characteristics such as; students' ability, motivation, the quality of secondary education obtained and so on. This shows that the students' cognitive, psychological, and emotional abilities are contributory factors determining academic performance.

Ajala and Iyiola (2003) reported that children from nuclear families perform better in school than children from the polygamous families. Prewitt (2001) as a result of a study conducted in Kenya revealed that families with a high-socioeconomic status prepare their children for school more adequately than those with low socio-economic status. Hence, children from the former background are motivated to learn and consequently stand a better chance of succeeding in their studies. This view is supported by scholars such as White, 1986; Olotu, 1994; Morakinyo, 1986; Okediran&Danesty, 2002; Akinade, 2010. They were unanimous in their submission that the socio economic status of families has an impact on the children. The higher the socioeconomic status of a family, the more positively children from such home are motivated, hence the higher the likelihood of success in their academics.

10. OVERVIEW OF MODE OF ADMISSION INTO THE UNIVERSITY AND STUDENTS ACADEMIC PERFORMANCE

Many persons seem to be perplexed as to what factors are actually responsible for the fall in the standard of students' achievement in universities in Nigeria. This puzzled state has eventually led many to attribute the abysmal fall in achievement to: poor condition of service for lecturers; inadequate supply of facilities and equipment; lack of motivation; wrong method of teaching and admission of incompetent candidates into universities (Emaikwu & Nworgu, 2005). Onah (2012) and Emaikwu (2012) affirmed that the fall in standard of achievement by students at all levels of education has been awfully reported and acknowledged by all and sundry in Nigeria. To catch a glimpse of evidence of the terrible fall in the standard of performance in Nigeria, Agbo (2012) reported in the 'Nation Newspaper' of 4th June 2012 thus: The ridiculous reduction in cut-off point for admission into Nigerian universities is at variance with the standard of excellence already set by some universities. For Joint Admission Matriculation Board (JAMB) to lower the cut-off mark to 180 out of 400, which translates to a mere 45 per cent, is to assume that all the Nigerian universities would stoop so low to woo failed students as their potential candidates for admission. With this policy in place in Nigeria, the international community will see nothing good in Nigerian university education which is now open to all – the good, the bad and the ugly. Unless we go back to that noble system, more than 60 per cent of candidates admitted into our universities will always be of poor quality and this will surely create problems for their teachers who bear the brunt and pains of teaching "unteachable" students.

Reaffirming this deplorable condition of university education, Adekunle (2012) reported in the 'Nation Newspaper' of 9th September 2012 that university education is at a crossroad in Nigeria and opined that it was only in 1973 that four Nigerian universities were rated among the best 20 in Africa and today, none of them is among the best 30 in Africa, while none is among the best 1000 in the world. The public opinion about the appalling standard of performance of students graduating from universities in Nigeria in the recent time has reached an alarming crescendo. More disturbing is the common observation that many graduates from universities are being rejected by the labor market because of low academic competence.

11. RESEARCH DESIGN

This study employed descriptive research design in conducting the study. This is because descriptive research design is suitable as a pre-requisite to inference and generalization. It consists of a set of data or information analyzed, summarized and interpreted along the action lines of thought for the pursuit of the specific purpose.

12. POPULATION ,SAMPLE AND SAMPLING TECHNIQUES

The target population for this study consists of all academic data of a group of undergraduate students in the Institute of education, Obafemi Awolowo University, Ile-Ife. This study aim at comparing the Cumulative Grade Point Average of these students on the basis of their modes of admission. The study comprises a group of undergraduate students in institute of education, Obafemi Awolowo University, Ile-Ife. In order to achieve the objectives of this study effectively, the researcher uses purposive sampling to select the students. One hundred and seventy-three Students were selected in the institute of Education. The sampled students were admitted into the University through UME examination and Direct Entry.

13. RESEARCH INSTRUMENT

The students' result data file in the institute of education was used to collect data for the study. Specifically, the research instrument used was the student transcripts. The transcripts was prepared by the researcher and modified after due consultation with the department involved in the study.

14. VALIDITY AND RELIABILITY OF THE INSTRUMENT

To determine the face and content validity of the instrument, the researcher patiently seek for correct, valid and updated students data file from Institute of Education and used for the research study. To ascertain the reliability of the instrument, the researcher verified thoroughly the grade of the students. The instrument was presented to the project supervisor for approval.

15. METHOD OF DATA COLLECTION

Data were collected from the sampled department through the student's transcript personally by the researchers. The student's cumulative grade point average (CGPA) at the end of 400 levels of the students of Institute of education were collected in the subgroup of UME and Direct Entry students. The categorization of the CGPA was based on the university class of degree.

16. METHOD OF DATA ANALYSIS

Simple percentage, frequency count and t-test were used in analyzing the data. The t-test was used at 0.05 level of significance to test the null hypothesis.

17. ANALYSES, RESULTS AND DISCUSSION

The data were collected through the transcript of students admitted through University Matriculation Examination(UME) and Direct Entry into Institute of Education and graduated during 2006/2007, 2007/2008, 2008/2009, 2009/2010, and 2010/2011 academic sessions.

Analysis and Interpretation of Findings

Table1. Shows the results of graduating students in the institute of education between 2006/2007 to 2010/2011 academic sessions

DISCIPLINE	MODE OF ENTRY	CLASS OF HONOURS RECEIVED					TOTAL
		FIRST CLASS	SECOND CLASS UPPER	SECOND CLASS LOWER	THIRD CLASS	PASS	
SOCIAL STUDIES	UME	4	38	34	5	1	82
	DE	0	39	16	0	0	55
	TOTAL	4	77	50	5	1	137
INTEGRATED SCIENCE/MATHS	UME	0	7	5	4	0	16
	DE	0	4	2	0	0	6
	TOTAL	0	11	7	4	0	22
LANG. ARTS	UME	0	2	10	2	0	14
	DE	0	0	0	0	0	0
	TOTAL	0	2	10	2	0	14
GROUND TOTAL		4	90	67	11	1	173

Source: Institute of Education, Obafemi Awolowo University, Ile – Ife.

Table 4.2.1 above revealed that from 2006/2007 academic session to 2010/2011 academic session, the Institute of Education admitted 112 (64.7%) through UME - 82 Social Studies); 16 Integrated science/Maths; 14 Language Art; and 61(35.3%) students were admitted through Direct Entry; that is, 55 (Social Studies), 6 (Integrated science/Maths and none from Language Arts. In all, the Institute of Education admitted total number of 173 students through both UME and Direct

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Entry across the units of Social Studies, Language Arts, and Integrated Science/Maths. The Institute of Education, Obafemi Awolowo University produced 4 first class, 90 second class upper, 67 second class lower, 11 third class upper and 1 pass students across the three departments during 2006/2007, 2007/2008, 2008/2009, 2009/2010, 2010/2011.

Furthermore, table 4.2. 1 revealed that all the 4 first class students produced during these academic sessions were students admitted through UME. Whereas out of the 90 second class upper division students were produced, 47(52.2%) were admitted through UME and 43(47.8%) Direct Entry. And of 67 students who graduated with second class lower division in the Institute of Education, 49 were students who came in through UME, while 18 came through Direct Entry. Also, all the students who graduated on third class were admitted through UME. And, finally the only the student that graduated with pass was admitted through UME.

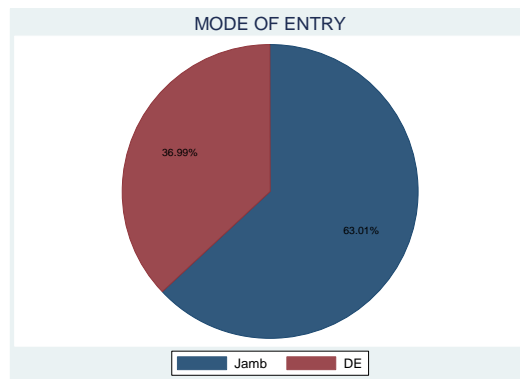
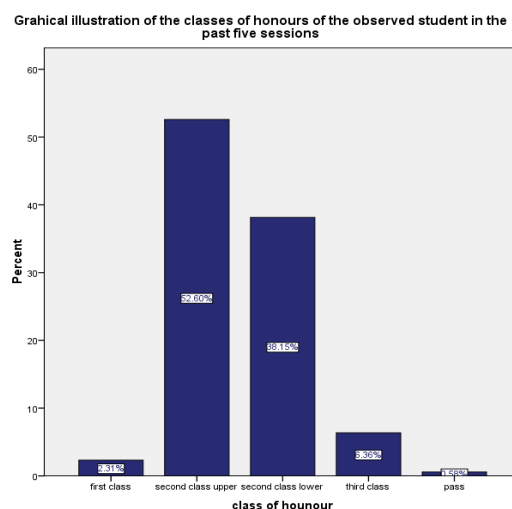


Figure1. Shows the pie chart of the percentage of students admitted through UME and Direct Entry



Figures2. Show the Bar Chart of classes of honours of students admitted in Institute of Education in the past five years

RESEARCH QUESTION 1: What is the academic performance of students admitted into the institute of education with respect to their modes of entry from 2006/2007 academic session to 2010/2011 academic session?

Table2. Shows the comparative analysis of results of students across Units in the Institute of Education from 2006/2007 to 2010/2011 academic sessions

Discipline	Class of honour	Modes of entry		Total
		UME	Direct Entry	
Social Studies	First class	4	0	4
	Second class upper	38	39	77
	Second class lower	34	16	50
	Third class	5	0	5
	Pass	1	0	1

Integrated Science/Maths	First class	0	0	0
	Second class upper	7	4	11
	Second class lower	5	2	7
	Third class	4	0	4
	Pass	0	0	0
Language Arts	First class	0	0	0
	Second class upper	2	0	2
	Second class lower	10	0	10
	Third class	2	0	2
	Pass	0	0	0
Total		112	61	

Source: Author's field survey

The table above gives a comparison of results of students who graduated in the Institute of Education between 2006/2007 to 2010/2011 academic sessions

The table revealed the following facts: 4 first class students were produced during the session under review and they were all from the department of Social Studies; and they were all admitted into the Institute of Education through UME; 90 students graduated with second class upper division across the department in the Institute of Education. Whereas, 77 of them were from Social Studies, 11 were from Integrated Science/Mathematics and 2 were from Language Arts. And whereas, 47 of them were by UME; 43 came in through Direct Entry; 67 students graduated on second class lower division across the three Units. 49 of which were admitted on UME, while 18 came in through Direct Entry. Also, of this number (67) which was graduated with second class lower division, 50 studied Social Studies, 7 studied Integrated Science/Maths, while 10 studied Language Arts.

That, a total of 11 third class graduates were produced in the Institute of Education during the session of review; 5 of whom came from Social Studies, 4 from Integrated Science/Maths and 2 from Language Arts. The entire 11 graduates were admitted into the Institute of Education through UME. The Institute of Education produced 1 student with a pass degree during the sessions of review, and the sole student came from the department of Social Studies having been admitted through UME.

Table3. Shows the summary of results of students graduated in the Institute of Education, OAU from 2006/2007 to 2010/2011 sessions by performance and modes of entry

MODE OF ENTRY	PERFORMANCE					Total
	First class	Second class upper	Second class lower	Third class	Pass	
UME	4(3.6%)	47(42%)	49(43.8%)	11(9.8%)	1(0.9%)	112
D E	0(0.00%)	43(70.5%)	18(29.5%)	0(0.00%)	0(0.00%)	61
Total	4(2.3%)	90(52.0%)	67(38.7%)	11(6.4%)	1(0.6%)	173

Source: Author's field survey

Table 4.2.3 above gives the summary of results of students graduated in the Institute of Education between 2006/2007 to 2010/2011 academic sessions.

Table 4.2.3 revealed that 112 students were admitted through UME, 4(3.6%) of them graduated with first class, 47(42%) of them graduated with second class upper, 49(43.8%) of them graduated with second class lower, 11(9.8%) of them graduated with third class and 1(0.9%) graduated with a pass. Moreover, 61 of them were admitted through Direct Entry, none of had first class, 43(70.5%) of them graduated with second class upper, 18(29.5%) of them graduated with second class lower, none of them had third class and pass.

Also, 4(2.3%) first class students were produced during the session under review, 90(52.0%) students graduated with second class upper division, 67(38.7%) of the students graduated with second class lower, 11(6.4%) graduated with third class and only 1(0.6%) of the students had a pass.

RESEARCH QUESTION 2: Is there any significant mean difference in the academic performance of students admitted through UME and Direct Entry students in Institute of Education?

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Table4. Shows the *t*-Test analysis of the variance performance of graduants admitted through UME and Direct Entry between 2006/2007 to 2010/2011

Modes of Admission	Mean	S.D.	N	Df	t-cal
UME	22.40	21.2	112	171	3.7
Direct Entry	12.20	16.9	61		

The result reveals that there is a significant difference in the academic performance of students admitted through Direct Entry and those admitted through UME into the Institute of Education, Obafemi Awolowo University between 2006/2007-2010/2011 ($t\text{-val} = 1.64$). Hence, students that were admitted through UME perform better than those that were admitted through Direct Entry as shown in their mean in table 4.2.4 above. Those admitted through UME have a mean value of 22.40 and those through the Direct Entry have a mean value of 12.20. Those that were admitted through UME, hence they perform better than their counterparts.

18. DISCUSSION OF FINDINGS

Given the presentation and analysis of data collected in the performance of the students who graduated in the Institute of Education, Obafemi Awolowo University, Ile-Ife during 2006/2007, 2007/2008, 2008/2009, 2009/2010, 2010/2011 academic sessions vis a vis their modes of entry across the three units within the Institute of Education; the following findings were made on the assumption that the number of students graduated was equal to the number of students admitted. It was found out that the only unit in the Institute which did not admit students through Direct Entry was Language Arts.

In 2006/2007 session, twenty seven students graduated from the Institute of Education, nineteen were admitted through UME, fifteen out of them studied Social Studies, one studied Language Arts and two studied Mathematics/ Integrated Science whereas eight of them were admitted through Direct Entry, seven out of them studied Social Studies, only one studied Mathematics/Integrated Science and none studied Language Arts.

Also out of the twenty seven students who graduate in 2006/2007 session only one student graduated with first class honours and was admitted through UME to studied Social Studies, fourteen students had second class upper, eleven of which were admitted through UME, out of eight studied Social Studies, one studied Language Arts and two studied Mathematics/Integrated Science. Three of them were admitted through Direct Entry to studied Social Studies, eleven students graduated with second class lower, six of which was admitted through UME to studied Social Studies and five were admitted through Direct Entry, out of which four studied Social Studies and one studied Mathematics/Integrated Science. Only one of the students graduated with third class division and was admitted through UME to study Mathematics/Integrated Science.

In 2007/2008 session twenty seven students graduated from the Institute of Education, twenty two of which were admitted through UME and fourteen studied Social Studies, six Language Art, two Mathematics Science, five of them were admitted through Direct Entry, four studied Social Studies and one studied Mathematics/Integrated Science none of them studied Language Arts. More so, out of twenty seven admitted in 2007/2008 session none of them graduate with a first class, eight graduated with second class upper five of them were admitted through UME and three through Direct Entry, seven out of them studied Social Studies, and one studied Mathematics/Integrated Science, fourteen of them graduated with second class lower, thirteen out of them were admitted through UME and the remaining one was admitted thorough Direct Entry. Seven out of them studied Social Studies, five studied Language Art and two studied Mathematics/Integrated Science, only one student was admitted through D.E to studied Social Studied.

Five of them graduated with third class honours and they were admitted through UME, four of them studied Social Studies and one studied Language Art. Thus students admitted through Direct Entry performed better than students admitted through UME.

Furthermore, in 2008/2009 session thirty four students graduated from the Institute of Education. Nineteen of them were admitted through UME, fifteen of which studied Social Studies, one studied Language Art, three studied Mathematics/Integrated Science. Also, Fifteen students were

admitted through Direct Entry and they all studied Social Studies. Out of the thirty four students that graduated from the Institute of Education in 2008/2009, only one student graduated with first class and was admitted through UME to studied Social Studies. Nineteen of them graduated with second class upper, eight of which were admitted through UME, seven studied Social Studies and one studied Language Arts. Eleven of the students were admitted through Direct Entry and were admitted to studied Social Studies, ten students graduated with second class lower, six of which were admitted through UME to studied Social Studies and four of them were admitted through Direct Entry to studied Social Studies. Four of the students graduated with second class lower and they were all admitted through UME, one of them studied Social Studies, one also studied Language Arts and the remaining two studied Integrated Science/Mathematics. Thus students admitted through UME perform better than Direct Entry.

In 2009/2010 session, thirty eight students graduated from the Institute of Education. Twenty were admitted through UME, fifteen of them studied Social Studies, two studied Language Arts and three studied Integrated Science/Mathematics. Eighteen were admitted through Direct Entry, fifteen of which studied Social Studies and three studied Mathematics/Integrated Science. Out of the thirty eight students that graduated from the Institute of Education in 2009/2010 session, only one graduated with first class honours and was admitted through Direct Entry to studied Social Studies. Twenty three of them graduate with second class upper, nine of them were admitted through UME, seven of them studied Social studied and two studied Integrated Science/Mathematics. And fourteen of them were admitted through Direct Entry, eleven studied Social Studies and three studied Integrated Science/Mathematics.

Fourteen of them graduated with second class lower division, ten of them were admitted through UME, out of which 7 studied Social Studies, two studied Language Arts and one studied Mathematics/Integrated Science. And four of them were admitted through Direct Entry to studied Social Studies. Thus the students admitted through UME perform better than the Direct Entry students. Moreover, in 2010/2011 session, forty -seven students graduated from the Institute of Education. Thirty two of which were admitted through UME, twenty three studied Social Studies, four studied Language Arts and five studied Mathematics/Integrated Science. Fifteen of them were admitted through Direct Entry, fourteen of which studied Social Studies and one studied Language Arts.

Only one out of the students graduated with first class and was admitted through UME to studied Social Studies, twenty six of them graduated with second class upper, fifteen of which were admitted through UME and twelve studied Social Studies, one studied Language Arts and two studied Mathematics/Integrated Science. And eleven of them were admitted through Direct Entry to studied Social Studies. Also nineteen of the students graduated with second class lower, fifteen of which were admitted through UME, out of which nine students studied Social Studies, three studied Language Arts and two studied Mathematics/Integrated Science. And four of them were admitted through Direct Entry out of which three studied Social Studies and one studied Mathematics/Integrated Science. Also, one of the students graduated with third class and was admitted through UME to study Mathematics/Integrated Science and only one of the students graduated with third class and was to study Social Studies. Thus, Students admitted through Direct Entry perform better than students admitted through UME.

Moreso, a total of 173 students graduated in the Institute of Education during these five successive sessions. Out of these 173 students 112 were admitted through UME, While 61 was admitted through Direct Entry. This means that the Institute of Education admitted into its various departments majorly by UME. Also, findings revealed that preponderance of students admitted into the Institute of Education was admitted to study Social Studies (137 of 173) or (79.19%). Admission into other two departments (Language Arts and Integrated Science/maths) was smaller in percentage but roughly the same in comparison. That is, for Language Arts 14(8.09%) students graduated, and Integrated Science/Maths 22 (12.71%) graduated.

There were three departments in the Institute of Education that run undergraduate degrees in social studies, language arts and integrated science/Maths. The Institute of Education, during the sessions reviewed, did graduate 4 first class students, 90 second class students, 67 second class lower students, 1 third class and 1 pass across the three departments. This shows that the Institute

graduated students mostly with second class degrees (both upper and lower). It was statistically found that there was a significant difference between students who were admitted through UME and Direct Entry into the various departments in the Institute of Education during the reviewed sessions.

19. CONCLUSION

Based on the results of the study, it can be concluded that there is a significant difference in the academic performance of students who were admitted into the university through University Matriculation Examination and Direct Entry. Therefore, students differ significantly in their performance based on their mode of admission into the University. For the very fact that there is a significant difference in the academic performance of students based on their mode of entry into the university, clearly depicts that the achievement of the students in university education depends on the experiences of students under the influence of the university instructional environment.

20. RECOMMENDATIONS

On the basis of the findings of this study, the following recommendations were made. Since there is a significant difference in the academic performance of students who were admitted into the university through Direct Entry and University Matriculation Examination, Efforts should be made by the university authority to ensure that none of the categories of students is discriminated against but treated the same way as others so as to produce good quality graduates.

It is recommended that equal admission opportunities should be given to both UME candidates and Direct Entry prospective entrants into the degree education and other courses in Nigerian Universities. More so, the faculties of Education in the Nigerian Universities should give priority to the holders of Nigeria Certificate in Education or its equivalent in their admission policy.

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