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CONSEQUENTIAL VALIDITY OF DIFFERENT ADMISSION PATHWAYS ON THE ACADEMIC PERFORMANCE OF ISLAMIC STUDIES STUDENTS IN TERTIARY INSTITUTIONS IN LAGOS

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Abstract

This study investigated the consequential validity of different admission pathways on the academic performance of Islamic studies students in tertiary institutions in Lagos state. The study posed two research questions and tested three hypotheses. The study is a descriptive survey design with the population consisting of all students admitted to study through remedial programmes, UTME, and those given direct entry admission to Islamic Studies in tertiary institutions in Lagos state. A Sample of 150 Islamic studies students were selected using a disproportionate stratified sampling technique. Descriptive analysis was used to analyse the discrete data while t-test and ANOVA were used to test the five research hypotheses at α=0.05 level of significance. Hypothesis one was accepted while hypotheses 2-5 were rejected. The finding of this study among others revealed that there is no significant difference in the performance of Islamic Studies Students in tertiary institutions in Lagos state based on their mode of entry. Also, there is a significant difference in the performance of Islamic Studies Students in tertiary institutions in Lagos state based on their gender.

Keywords: Academic Performance, Admission Pathways, Consequential Validity, Tertiary Institutions.

Introduction

The importance of education in an individual's life is sacrosanct in achieving an organised society. The campaigns of both governmental and non-governmental organizations like United for Education (E4E), New Era Educational and Charitable Support Foundation, Nigerian Foundation for Higher Education (NHEF), UK-Nigeria Education Trust as well as the Universal Declaration of Human Rights among others emphasis the significance role of education in human being the bedrock of all human sectors – social, religious, political, medical, agricultural, security, etc. in both developed and developing countries (Fahm et al., 2022). This perhaps makes true the saying that, no nation can rise above the quality of education its citizens receive.

The definition of tertiary education differs according to the context (Opara, 2023), according to the National Policy on Education of the Federal Republic of Nigeria (Olanrewaju et al., 2014).

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Tertiary Education is the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI).

Olawoyin and Isuku (2019) viewed tertiary education as the final stage of education that handles the production of manpower for the social, economic and technological development of a country. Tertiary education is an organized education that deals with intensive teaching, research and provision of community services (Opara, 2023). By and large, the above definitions agree that Tertiary education builds on the level of competence, knowledge and skills normally acquired in secondary education and therefore could be refers to post-secondary education (or study beyond the level of post-secondary education) where a degree, diploma, or certificate is awarded at the end of study.

The goals of Tertiary Education in Nigeria according to National Policy on Education (NPE) are to: Contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the skilled manpower relevant to production of the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction (NPE, 2014).To actualize the aforementioned goals, the policy emphasises on quality student intake among others.

Living in unity and harmony as one, indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice; and the promotion inter-African solidarity and world peace through understanding formed the overall philosophy of education in Nigeria. This has made Religion and National Values part of the Nigerian educational curricular right from the primary level to the Tertiary level (Adams et al., 2013)

Several studies have shown that academic performance, availability of tertiary institutions, peer group, entrance examinations, parental support, economic status among others are the factors responsible for students enrollment into tertiary institutions in Nigeria (Akinyemi & Gbenu, 2020). However, students enrollment/selection into tertiary institution is 'high-stakes'. This is so because securing admission into tertiary institution always come about competition and rigorous activities (Daniel & Esther, 2020). This status quo is as long as the history of tertiary institution itself. Olaniyan-Shobowale et al. (2021) also submitted that in the 1960s very few people were seeking for admission into higher institutions and those who were admitted got it through hard work. Any person who found himself/herself there was therefore considered intelligent and academically superior to his/her peers.

University admission in Nigeria is very competitive due to the high number of applicants vying for limited slots. It is thus expected that only the best will be admitted since academic merit is the major criteria used for admission (Amelung et al., 2022). In spite of rigor associated with tertiary admission process, the number of persons applying for admission into Nigerian universities has been on the increase over the years. However, just a fraction of these applicants are admitted each year. For instance, in 2020/2021, Nigeria had 170 universities with carrying capacity of 956,809 and 1,949,983 applicants. Thus, the admitting capacity was 49.07 per cent of the total number of applicants. This means that at best, only 49.07 per cent of the total numbers

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of applicants can be admitted. However, it was observed that only 551,553 (28.9 per cent of total admission seekers) were eventually admitted during that academic session (Chukwuji, 2019).
Initially, each university handled its admission process autonomously. As a result, there was variance in the criteria used as each university adopted what was considered most appropriate for it. However over time, the need to harmonize admission processes across the country was realized. Consequently the Joint Admissions and Matriculation Board (JAMB) was established to coordinate and standardize university admission processes in the country. The board conducted its first unified examination in 1978. Each course was given a cut-off mark which varied from one university to another. Meeting the prescribed cut-off mark for a course in a particular university thus qualified a candidate to be provisionally admitted.

Admissions were however confirmed on the candidate obtaining good grades in prescribed subjects (which vary from course to course) at the end of their secondary school education. Results accepted are those organized by the West African Examination Council, (WAEC), National Examination Council (NECO) and National Business and Technical Education Board (NABTEB). The current practice now includes a post-JAMB assessment of candidates by the universities where they have been given provisional admission.
Universities Tertiary Matriculation Examination (UTME) and Direct Entry (DE) into the university are the two basically modes of entry into Nigerian Universities. The third mode is what some universities in Nigeria call "Pre-degree / degree foundation Programme". There is a conception that the University Tertiary Matriculation Examination (UTME) candidates perform better than students entering into university through pre-degree and degree foundation.
However, literature has shown that quite a number of factors come into play pertaining the performance of university students. The focus of the present study however is on the consequential validity of different admission pathways in the performance of students in Islamic Studies.

Statement of Problem

Over the years, the academic performance of students admitted into universities has been an issue of great concern to researchers and those who are interested in the education industry. There are minimum entry requirement that candidates must possess before they can be admitted into degree programme in the universities. The requirements are met for both the pre-degree, UTME and Direct entry candidates. Candidates are expected to possess NECO/WAEC SSCE, NABTEB or its equivalents with credits in five (5) subjects (including English and Islamic studies) relevant to their course(s) at not more than two sittings (JAMB, 2023).
It is assumed that all the students admitted into the university irrespective of the mode of entry will be able to cope with the academic rigours but contrary to this expectations, some drop out on the way without graduating from the university, yet some change their courses and others spend extra year(s) before graduating and even some end up with pass and third class degrees. This scenario shows that performance may be a function of the different admission pathways, hence, the problem of this study was to examine the consequential validity of different admission pathways in the performance of students in Islamic studies.

Purpose of the Study

The main purpose of this research is to study the predictive and consequential validity of different admission pathways on the academic performance of Islamic studies students in tertiary institutions in Lagos. Specifically, it sought to determine:

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1. the level academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission.
2. the level of academic performance Islamic studies students admitted into tertiary institutions in Lagos based on gender
3. the difference among the academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission.
4. the difference between academic performance of Islamic studies students admitted into tertiary institutions in Lagos based on gender.
5. the consequential validity of academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission.

Research Questions

The following research questions were set to guide the study, which were:

1. What is the level academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission?
2. What is the level of academic performance Islamic studies students admitted into tertiary institutions in Lagos based on gender?

Research Hypotheses

The following hypotheses guide the study:

$H0_1$ - there is no significant difference among the academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission.

$H0_2$ there is no significant difference between academic performances of Islamic studies students admitted into tertiary institutions in Lagos based on gender.

$H0_3$ there is no significant consequential validity of academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission.

Methodology

This study adopted descriptive research design. It is an investigation on the consequential validity of different admission pathways in the academic performance of Islamic studies students admitted into tertiary institutions in Lagos. This research was carried Lagos state University, Ojo, Lagos State University of Education, Oto-Ijanikin and University of Lagos, Akoka. The population consists of all the 286 Islamic Studies Students who graduated from the three Selected Universities in 2020/2021 academic session. (Lagos State Integrated Data Centre, 2023). A Sample of 150 Islamic studies students (50 from each University) were selected using simple random sampling technique.

The instruments used for collection of data is academic performance Proforma which was used to gather Cumulative Gross Points Average of Islamic Studies students which was gathered from records of Lagos State Integrated Data Centre.

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Descriptive statistics was used analyse the discrete data of respondents, while t-test and ANOVA were used to test the hypotheses at 0.05 level of significance through the SPSS version 23 package.

Analysis of Results

Bio-data

Descriptive Statistics

Table 1:
Distribution of respondents (Islamic Studies Students) based on the gender in the following respective Institutions (LASU, UNILAG, & LASUED)

Respondents	Sex	Frequency	Percentage (%)
LASU, UNILAG, LASUED	Male	97	65
	Female	53	35
	Total	**150**	**100**

Table 1 above shows the distribution of respondents' gender in the following respective Institutions (LASU, UNILAG, & LASUED). The result shows that 86% of the respondents were male while 14% were female. However, **Table 1** shows that the percentage of students whose gender were male were more than female respondents.

Table 2:
Distribution of respondents (Islamic Studies Students) based on the mode of entrance in the following respective Institutions (LASU, UNILAG, & LASUED).

Respondents	Mode of Entrance	Frequency	Percentage (%)
LASU	UTME	39	78
	Direct Entry	8	16
	Remedial programmes	3	6
	Total	**50**	**100**
UNILAG	UTME	31	62
	Direct Entry	12	24
	Remedial programmes	7	14
	Total	**50**	**100**
LASUED	UTME	43	86
	Direct Entry	5	10
	Remedial programmes	2	4
	Total	**50**	**100**

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Table 2 above shows Distribution of respondents (Islamic Studies Students) based on the mode of entrance in the following respective Institutions (LASU, UNILAG, & LASUED). From LASU, the result shows that 78% of the respondents were admitted by UTME, 16% were admitted by direct entry, while 6% were admitted by remedial programmes. From UNILAG, the result shows that 62% of the respondents were admitted by UTME, 24% were admitted by direct entry, while 14% were admitted by remedial programmes. From LASUED, the result shows that 86% of the respondents were admitted by UTME, 10% were admitted by direct entry, while 4% were admitted by remedial programmes. However, **Table 2** shows that the percentage of students who were admitted by UTME from the respective institutions were more than other forms of mode entry (Direct entry & remedial programmes).

Answering of research questions

Answer to research questions one:

What is the level of academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission?. The question was answered with the data generated from the C.G.P.A (students' result) from the following respective Institutions (LASU, UNILAG & LASUED).

Table 3:
Level of academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission.

	N	Mean	Std. Deviation
UTME	113	3.37	1.311
Direct Entry	25	3.00	1.472
Remedial Programmes	12	3.42	1.379
Total	**150**	**9.79**	**4.16**

Table 3 above provides data for the answers to research question one. From the analysis above, the selected options was chosen by the respondents from the given items to know the level of academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission. Based on the research, the total mean level of academic performance of Islamic studies students is **9.79** with standard deviation of **4.16** and weighted mean of **2.35**.
Therefore, the research finds out that the mean of each mode of entrance is above the average of the weighted mean. However, we can therefore conclude that there is high level of academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission.

Answer to research questions two:

What is the level of academic performance of Islamic Studies Students admitted into tertiary Institutions in Lagos based on gender?

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The question was answered with the data generated from the C.G.P.A (students' result) from the following respective Institutions (LASU, UNILAG & LASUED).

Table 4:
Level of academic performance of Islamic Studies Students admitted into tertiary Institutions in Lagos based on gender.

Descriptive Statistics

Gender		N	Minimum	Maximum	Mean	Std. Deviation
Male	UTME	65	1	5	3.45	1.275
	Direct Entry	20	1	5	3.20	1.361
	Remedial Programmes	12	1	5	3.42	1.379
	Total	**97**			**10.07**	**4.015**
Female	UTME	48	1	5	3.27	1.364
	Direct Entry	5	1	5	2.20	1.789
	Remedial Programmes	0				
	Total	**53**			**5.47**	**3.153**
Total		**150**			**15.54**	**7.168**
Weighted Mean						**2.20**

Table 4 above provides data for the answers to research question one. From the analysis above, the selected options was chosen by the respondents from the given items to know the level of academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission. Based on the research, the total mean level for Male academic performance is **10.07** with standard deviation of **4.015,** while Female is **5.47** with standard deviation of **3.153.** The total mean for both gender is **15.54** with standard deviation of **7.168** and weighted mean of **2.35**.
Therefore, the research finds out that the mean of academic performance based on gender is above the average of the weighted mean. However, we can therefore conclude that there is high level of academic performance of Islamic studies students admitted into tertiary institutions in Lagos based on their gender.

Test of hypothesis

Hypothesis one

Ho_1: there is no significant difference among the academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission.

Table 5:
Difference among the academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission.

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ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
UTME	Between Groups	65.117	9	7.235	135.088	.000
	Within Groups	1.714	32	.054		
	Total	66.831	41			
DIRECT ENTRY	Between Groups	6.123	4	1.531	.988	.472
	Within Groups	10.847	7	1.550		
	Total	16.970	11			
REMEDIAL PROGRAMMES	Between Groups	4.815	4	1.204	4.643	.185
	Within Groups	.519	2	.259		
	Total	5.333	6			

Table 5 shows the one – way ANOVA tested at 95% of 0.05 significance level. The above table shows that students admitted through UTME have a sig value of (.000), Direct Entry is (.472), while Remedial programmes is (.185). The results show that there is a significant difference in the mean of the groups admitted through UTME ($p>0.000$), and no significant difference between the mean group of those who were admitted through Direct entry ($p<0.472$) and Remedial programmes (0.185).

Hypothesis two

Ho_2: there is no significant difference between academic performances of Islamic Studies Students admitted into tertiary Institutions in Lagos based on gender.

Table 6:

Difference between academic performances of Islamic Studies Students admitted into terti Institutions in Lagos based on gender.

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Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Diff.	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	Lower	Upper
Academic performance of Islamic students in LASU	Equal variances assumed	5.206	.028	1.214	37	.233	.540	.445	-.361	1.441
	Equal variances not assumed			1.246	35.789	.221	.540	.433	-.339	1.418
Academic performance of Islamic students in UNILAG	Equal variances assumed	3.292	.078	.975	37	.336	.397	.407	-.428	1.221
	Equal variances not assumed			1.005	35.130	.322	.397	.395	-.405	1.199
Academic performance of Islamic students in LASUED	Equal variances assumed	5.146	.029	1.569	37	.125	.698	.445	-.203	1.600
	Equal variances not assumed			1.609	36.031	.116	.698	.434	-.182	1.579

Table above was tested at 95% confidence level which translate to 0.05 level of significance. Table 6 shows the group statistics for the academic performance of Islamic Studies Students admitted into tertiary Institutions in Lagos based on gender. The table further shows that there is a mean difference of .540 between the academic performance of students' gender in LASU, .397 between the academic performance of students' gender in UNILAG, .698 between the academic performance of students' gender in LASUED.

The Levene's Test for Equality of Variances in table 2 is above 0.05, so we use the upper set figure. Using the upper set of figure, it can be seen that the p-value is greater than 0.05, so we accept the null hypothesis that stated that there is no significant difference between academic performance of Islamic Studies Students admitted into tertiary Institutions in Lagos based on gender.

Hypothesis three

Ho_3: there is no significant consequential validity of academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission in the next 10 years.

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Table 7:
Consequential validity of academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME and those given direct entry admission.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.140	.542		.259	.812
	UTME	.937	.123	.975	7.623	.005
	DIRECT ENTRY	-.004	.114	-.004	-.032	.977
	REMEDIAL PROGRAMMES	.018	.174	.014	.103	.925

a. Dependent Variable: Academic Performance of Islamic Studies Students

Table 7 shows that students admitted through UTME makes the strongest (.937) 98% positive consequential validity in academic performance of students admitted through the various admission pathways.

Findings of the Study

1. There is high level of academic performance of Islamic studies students admitted into tertiary institutions in Lagos through remedial programmes, UTME, and those given direct entry admission.
2. There is high level of academic performance of Islamic studies students admitted into tertiary institutions in Lagos based on their gender.
3. There is a significant difference in the mean of the groups admitted through UTME.
4. There is no significant difference between the mean groups of those who were admitted through direct entry.
5. There is no significant difference between the mean groups of those who were admitted through Remedial programmes.
6. There is no significant difference between academic performances of Islamic Studies Students admitted into tertiary Institutions in Lagos based on gender.

Conclusion

Based on the results of the study, it can be concluded that there is no statistical significant difference in the mean academic achievement of students who are admitted into the university through unified tertiary matriculation examination, remedial programme and direct entry. Therefore students do not differ significantly in their performance based on the mode of admission into the university. For the very fact that there is no statistical significant difference

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in the mean academic achievement of students based on the 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.

There is a statistical significant difference in the mean academic achievement of male and female students who were admitted into the university through direct entry admission, remedial programme and unified tertiary matriculation examination. Hence the mean academic achievement of male students is higher than that of their female counterparts irrespective of the mode of admission into the university.

Recommendations

On the basis of the findings of this study, the following recommendations were made:

1. Since there was no statistical significant difference in the mean academic achievement of students who were admitted into the university through direct entry, unified tertiary matriculation examination and remedial programme, university authority should continue to admit students into the university through all the modes of admission at reasonable proportion to enhance the academic excellence of the citizenry.
2. 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.
3. Examination bodies and university authorities should continue to improve on the quality of the development and administration of their examinations.
4. Use of uniform guidelines as well as valid and reliable instruments in admission screening exercise should be introduced.
5. Mandatory inclusion of experts in measurement and evaluation in the admission screening exercise should be introduced.
6. Since there is statistical significant difference in the mean academic achievement of male and female students who were admitted into the university through direct entry admission, remedial programme and unified tertiary matriculation examination, attempt should be made to reduce the academic achievement gap between male and female students in universities.

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