

IMPLICATIONS OF SCRAPPING JAMB AND UTME FROM TERTIARY EDUCATION ADMISSION PROCESS: THE EDUCATIONAL ADMINISTRATORS' PERSPECTIVE

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ABSTRACT

The Federal Government of Nigeria proposed that JAMB and UTME should be scrapped from the Tertiary Education admission process, as a strategy to reduce the cost of governance. This policy had generated a lot of controversies among stakeholders. The study examined the implications of scrapping JAMB and UTME from Tertiary Education Admission. The stratified random sampling technique was used to select 3300 respondents, made up of 1000 lecturers, 2000 teachers and 300 education officers. A sixteen item questionnaire was administered to the 3300 respondents used in this study. Two research questions were raised and answered using weighted mean percentages. Two hypotheses were formulated and tested using ANOVA at 0.05 level of significance. The study had revealed that: lecturers, teachers and education officers do not support the policy of scrapping JAMB and UTME and that scrapping JAMB and UTME could have the implications of increase in the rate of unemployment, non uniform admission criteria and examination syllabus, increase cost due to multiple applications, multiple admissions, haphazard admission policy and break of a chain of quality control. There is no significant difference in the mean perception scores of lecturers, teachers and education officers on the policy to scrap JAMB and UTME from tertiary education admission process and the implications on the educational system. The study recommended that the Federal Government of Nigeria should not scrap JAMB and UTME, rather any observed weaknesses should be strengthen and made efficient; and that UTME should be complemented with the conduct of Post UTME in Tertiary institutions in Nigeria.

Keywords: Jamb, Utme, Tertiary Education, Admission, Administrators

INTRODUCTION

Tertiary education is education provided after secondary education and it is the peak of formal education in Nigeria. Tertiary education is aimed at producing top and middle level manpower for driving and growing Nigeria's economy. Because of the importance of tertiary education, there is a great yearning for it by citizens of Nigeria.

Before any citizen can benefit from tertiary education in Nigeria, he/she must be admitted into any of the tertiary institutions, which could be a University, Polytechnic, Monotechnic or college of Education. The body empowered by law to conduct matriculation examinations into any of these tertiary institutions is the Joint Admission and Matriculation Board (JAMB) and the examination they organize is the Unified Tertiary Matriculation Examination (UTME). The board was established in 1978 through JAMB Decree (Act) No. 2 of 1978 and this Decree (Act) was later replaced by JAMB Decree No. 33 of 1989, which was further amended by JAMB Amendment/Decree No. 4 of 1993 (Ogunu, 2001:69 – 71). The board handles provisional admission of candidates into Universities, Colleges of Education and the Polytechnics in Nigeria. Every year, it conducts examinations for candidates seeking

admission into Tertiary institutions in Nigeria. After the results of the examination are out, based on recommendation from the institutions, the board approves the placement of the recommended candidates into the various institutions. As a result, the board gets involved in university administration through its admissions and matriculation policies (Akinola 1993:103-104).

JAMB has failed in certain aspects of carrying out its responsibilities. One of the aspects, in which the board has failed, is in its implementation of admission policy. It has failed in this aspect, in that; it does not place high percentage on merit for the purpose of admitting students into universities. It lays some emphasis on non-academic considerations such as quota system (Taiwo 1993:78-83).

Another area where the board has failed is the lobbying following the release of UTME results. There is social pressure on the tertiary institutions (universities). In a study conducted by Uche (1981), it was revealed that two levels of social pressure can be identified viz: Candidates on their parents /guardians and parents /guardians on the institutions. Another possible source of pressure is the candidates' pressure on the institutions. A situation where students and their parents are allowed to go round one tertiary institution (university) after the other, lobbying and canvassing for admission undermines the role of JAMB, lower the academic standards in tertiary institutions (universities) and constitutes a great embarrassment to the authorities of the tertiary institutions concerned, who are often objects of blackmail. Students having paid the prescribed fees to purchase forms had more or less entered into a contract with the board and if successful, should be placed without being a party in executing the contract of placing them into tertiary institutions (Taiwo 1993: 78 – 83).

Another area where the board has failed is in not keeping with the 60:40 sciences: humanities admissions ratio as stipulated by law. The national policy on education (2004) section 8(69) (a) and (b) stipulate:

- a. A greater proportion of expenditure on university education shall be devoted to science and technology.
- b. Not less than 60% of places shall be allocated to science and science oriented courses in the conventional universities and not less than 80% in the universities of technology.

The board has not been keeping with the stipulation in the policy. For example from 1983 to 1987, 64146 students were admitted for humanity based courses, while 45854 were recruited for the sciences, a ratio of 58.3:41.7, which fell below the policy goal of the nation (Nwandiani 1993:25, Ochuba 2001).

It has also been observed that placement of candidates into tertiary institutions by JAMB, is done without due consideration of available facilities on ground. Every year the number of students that applied to be admitted is on the increase; and there is no proportional increase in facilities. This has led to a situation where available facilities are over stressed. This could be seen as failure or weakness on the part of JAMB.

Furthermore it has been observed that JAMB has not been able to control leakages in the UTME and other examination malpractices. In 1990 UME leaked, and the results for some subjects were cancelled. There were also several cases reported about the level of examination malpractices in UME. For instance, in 1993, 40865 candidates sat for the UME, 10466 were involved in examination malpractice. Also in 1995, out of 210,000 candidates who sat for the UME, 11,327 candidates were involved in one form or the other of examination malpractices. As a result of the problem of examination malpractices,

unqualified or incompetent candidates are admitted by JAMB and sent to the different institutions. Such candidates are usually unable to cope with the academic demands/ rigours of the different institutions.

The federal government of Nigeria set up the Stephen Oronsaye-led Presidential Committee on Rationalization and Restructuring of Federal Government Parastatals, Commissions and Agencies, whose mandate among others was to make suggestions to the Federal Government of Nigeria on modalities to cut down the cost of governance. Based on the committee report, it was suggested that JAMB and some other institutions of Government should be scrapped and its function given to other institutions. This has generated a lot of controversies on the desirability or otherwise of scrapping JAMB and UTME, and this appears to be heating up the Nigeria's polity. Some take holder are calling that it is a welcome development, while others are of the view that it is not healthy for the educational system in Nigeria. For example, the staff of JAMB went out on public protest under aegis of JAMB staff association, to protest the government intended policy of scrapping JAMB and UTME, and threaten to go to court should government continue with its intended policy. In the same vein, the Federal House of Representative also frowned at the federal government intended policy and asserted that they have no power or authority to scrap a legal institution recognize by the law.

In the light of the above controversies, the researcher investigated the implications of scrapping JAMB and UTME from tertiary education admission process: from the Educational Administrators' perspective; with a view of making necessary recommendations.

RESEARCH QUESTIONS AND HYPOTHESES

Two research questions were raised and answered:(1)To what extent do lecturers, teachers and education officers perceived the intended policy to scrap JAMB and UTME from Tertiary Education Admission process in Nigeria? (2) To what extent do lecturers, teachers and education officers perceived the implications of scrapping JAMB and UTME from tertiary education admission process in Nigeria?

The following hypotheses were formulated and tested: (1) there is no significant difference in the mean perception scores of lecturers, teachers and education officers on the intended policy to scrap JAMB and UTME from tertiary education admission process in Nigeria, (2) there is no significant difference in the mean perception scores of lecturers, teachers and education officers on the implications of scrapping JAMB and UTME from tertiary education admission process in Nigeria.

METHODOLOGY

The population consisted of all educational administrators in Delta states. They included lecturers in tertiary institutions, teachers in secondary schools and education officers in the ministry of education. The stratified random sampling technique was used to select 3300 respondents, made up of 1000 lecturers from the university, colleges of education and polytechnics; 2000 teachers from public secondary schools in the three senatorial district of Delta state and 300 education officers from the ministry of education offices across the three senatorial district of Delta state.

The instrument for data collection was 16 items questionnaire patterned after the four point likert scale. Respondents were free to agree, or disagree with any statement on the questionnaire on a continuum ranging from strongly agree to strongly disagree as follows: Strongly agree(SA)4, Agree(A)3, Disagree(D)2 and Strongly disagree(SD)1. The instrument was validated by Experts in the field of educational administration and measurement and

evaluation. The instrument was tested for reliability through test retest method and its reliability stood at 0.95. The questionnaires were administered through trained research assistants to the respondents. The questionnaires were collected from the respondents and the data collected were analyzed using means, percentages and Analysis of variance (ANOVA). Each subject was scored on the basis of his/her responses to the statement. All the hypotheses were tested at 0.05 level of significance.

RESULTS AND DISCUSSION

Research Question 1

Table 1. Perception of the lecturers, teachers and education officers on intended policy to scrap JAMB and UTME in Delta state

S/N	Items	Lecturers		Teachers		Education Officers	
		Mean	%	Mean	%	Mean	%
1.	The intended policy to scrap JAMB and UTME is a welcome development	1.2	30	1.56	39	1.64	41
2.	Tertiary institutions should admitted their students directly without passing through JAMB	1.72	43	1.16	29	1.28	32
3.	The law setting up JAMB and the conduct of UTME should not be amended to scrap them	2.00	50	1.84	40	1.92	41
4.	The role of JAMB in admission policy is not important	1.20	30	1.32	33	1.44	36
5.	Admission of students into tertiary institution should be done without JAMB	1.36	34	1.44	36	1.52	38
6.	Admission of students into tertiary institutions would not be effective without JAMB	2.24	56	1.92	48	1.84	46
	TOTAL	1.62	41	1.50	38	1.56	39

Source: computed from field work

Table 1 shows the mean perception responses of lecturers, teachers and education officers on the desirability of the intended policy to scrap JAMB and UTME. The lecturers, teachers and education officers do not agreed with the intended policy of scrapping JAMB and UTME. The supported the continuity of UTME.

Research Question 2

Table 2 Perceived implications of scrapping JAMB and UTME from the admission process in Nigeria by lecturers, teachers and education officers (see on next page)

Table 2 shows the mean perception responses of lecturers, teachers and education officers on some of the implications of scrapping JAMB and UTME. The lecturers, teachers and education officers agreed that the scrapping of JAMB and UTME could have the following implications: increase in the rate of unemployment. Non uniform admission criteria in the different institutions, multiple applications and admissions of candidates, increase in cost due to multiple applications, no external control of admission policy, break of chain of quality control, haphazardness in admission policy and increase in pressure on the institutions due to lobbying.

Table 2. Perceived implications of scrapping JAMB and UTME from the admission process in Nigeria by lecturers, teachers and education officers

S/N	Item	Lecturers		Teachers		Education Officers	
		Mean	%	Mean	%	Mean	%
1.	The policy to scrap JAMB and UTME could lead to unemployment as result of lost of job by the workers	2.80	70	2.92	73	3.08	77
2.	Non uniformity admission criteria and examination syllabus among the different tertiary institutions	3.20	80	2.8	70	2.52	63
3.	Possibility of candidates securing multiple admissions in different institutions at the same time and multiple applications	3.16	79	2.56	64	2.80	70
4.	Increase in overall cost of admission as a result of multiple applications to different institutions	3.24	81	2.92	73	2.48	62
5.	Haphazardness in admission policies and pressure on institutions due to lobbying	3.04	76	2.96	74	3.16	79
6.	Removal of external control of admission policy as a result of concentration of control in the different institutions	3.32	83	2.88	72	2.56	64
7.	Chain of quality control mechanism broken	2.56	64	2.48	62	2.08	52

Source: computed from field work

Table 2 shows the mean perception responses of lecturers, teachers and education officers on some of the implications of scrapping JAMB and UTME. The lecturers, teachers and education officers agreed that the scrapping of JAMB and UTME could have the following implications: increase in the rate of unemployment. Non uniform admission criteria in the different institutions, multiple applications and admissions of candidates, increase in cost due to multiple applications, no external control of admission policy, break of chain of quality control, haphazardness in admission policy and increase in pressure on the institutions due to lobbying.

Hypothesis 1

There is no significant difference in the mean perception scores of lecturers, teachers and education officers on the intended policy to scrap JAMB and UTME from tertiary education admission process in Nigeria.

Table 3. Summary of ANOVA on the perception of lecturers, teacher and education officers on whether to scrap JAMB and UTME or not

Source of variance	Sum of Squares	Degree of Freedom	Variances	$F_{calculated}$	$F_{critical}$	Decision
Between	349.53	2	174.77			Result not significant Accept null hypothesis
Within	480175.08	3297	145.64	1.20	3.07	
Total	480524.61	3299	320.41			

Source: computed from field work

As shown in table 3, the F -calculated produced a value of 1.20, while the F -table value obtained was 3.07, hence the null hypothesis which states that there is no significant

difference in the mean perception scores of lecturers, teachers and education officers, on the intended policy to scrap JAMB and UTME from tertiary education admission process in Nigeria, was therefore accepted. The conclusion was drawn that there is no significant difference in the mean perception scores of lecturers, teachers and education officers on the intended policy to scrap JAMB and UTME from tertiary education admission process in Nigeria.

Hypothesis 2

There is no significant difference in the mean perception scores of lecturers, teachers and education officers on the implications of scrapping JAMB and UTME from tertiary education admission process in Nigeria.

Table 4. Summary of ANOVA on the perception of lecturers, teachers and education officers on the implications of scrapping JAMB and UTME from the admission process in Nigeria

Source of variance	Sum of Squares	Degree of Freedom	Variiances	F _{calculated}	F _{critical}	Decision
Between	2725.53	2	1362.77			
Within	4779858.72	3297	1449.76	0.94	3.07	Result not significant Accept null hypothesis
Total	4782584.25	3299	2812.53			

Source: computed from field work

The result in table 4 revealed that there is no significant difference between the mean perception scores of lecturers, teachers and education officers on the implications of scrapping JAMB and UTME from tertiary education admission process in Nigeria, since the F-calculated value was less than the F-table value ($0.94 < 3.07$).

DISCUSSION

The first finding revealed that there is no significant difference in the mean perception scores of lecturers, teachers and education officers on the intended policy to scrap JAMB and UTME from tertiary education admission process in Nigeria. This shows that majority of the lecturers, teachers and education officers do not welcome the intended policy of scrapping JAMB and UTME from the admission process into tertiary institutions in Nigeria. Rather most of them believed that JAMB weaknesses should be strengthen and made more effective. This is line with the ideas of Isichie (2004), Taiwo (2005) and Ogbonnaya (2005). According to Isichie (2004), JAMB should not be scrapped, rather it should be reposition and its operations overhauled in response to emerging challenges of the 21st century examination processes and test measurement. In the same vein, Taiwo (2005) stated that JAMB should not be scrapped and that whatever flaws noticed in JAMB should be fine tuned so that Nigeria's tertiary institutions can meet the world class standards.

The second finding revealed that there is no significant difference in the mean perception scores of lecturers, teachers and education officers on the implications of scrapping JAMB and UTME from tertiary education admission process in Nigeria. This shows that if JAMB and UTME are scrapped from the admission process in Nigeria tertiary education, there would be some implications on the educational system in Nigeria. These implications include increase in the rate of unemployment, Non uniform admission criteria in the different institutions, multiple applications and admissions of candidates, increase in cost due to multiple applications, no external control of admission policy, break of chain of quality control, haphazardness in admission policy and increase in pressure on the institutions due to

lobbying. This is line with Edoziem (1993) idea, stressing on the importance of JAMB. According to Edoziem (1993), if JAMB is scrapped, it would create so many problems; as the very good candidates secured admission in virtually all university, but would eventually chose one, thereby denying other good students chances of entry.

The acceptance of the two null hypotheses is an indication that lecturers, teachers and education officers share similar opinion on the intended policy of scrapping JAMB and UTME and on some of the implications. Therefore, they do not support intended policy of scrapping JAMB and UTME from tertiary education admission process in Nigeria.

CONCLUSION

From the study, the following conclusions could be made about the policy of scrapping JAMB and UTME from the admission process of tertiary educational institutions and its implications based on the educational administrators' perspective:

1. That to a great extent, lecturers, teachers and education officers, do not support the intended Federal Government policy of scrapping JAMB and UTME from the admission process of tertiary educational institution in Nigeria.
2. If JAMB and UTME are scrapped it could lead to the following implications in the educational system in Nigeria: increase in the rate of unemployment, Non uniform admission criteria in the different institutions, multiple applications and admissions of candidates, increase in cost due to multiple applications, no external control of admission policy, break of chain of quality control, haphazardness in admission policy and increase in pressure on the institutions due to lobbying.

The following recommendations were therefore made for adequate utilization of these findings:

1. The federal government should not scrap JAMB and UTME; rather, any observed weaknesses in JAMB should be strengthened and made efficient.
2. The effort of JAMB in UTME should be complemented with that of the tertiary institutions in the conduct of Post UTME in order to get credible candidates.
3. JAMB should continue to set minimum standards for matriculation examinations in Nigeria.

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