

## **GENDER DIFFERENCES, MODES OF ADMISSION AND ACADEMIC PERFORMANCE AMONG UNDERGRADUATE EDUCATIONAL MANAGEMENT STUDENTS IN SOKOTO STATE UNIVERSITY**

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### **Abstract**

*The paper examined gender differences, modes of admission and academic performance among undergraduate educational management students in Sokoto State University. Academic performance is the yardstick for ascertaining the capabilities of a student from which his inherent or unrevealed abilities could be inferred. Two common ways of gaining admission into Nigeria universities were identified as; Unified Tertiary Matriculation Examination (UTME) and Direct Entry (DE). The study employed a descriptive survey research design using students results (i.e. Cumulative Grade Point Average-CGPA) as instrument for data collection. Students' gender and mode of admission were extracted from the CGPA result slips. The population comprised of all 220 undergraduate educational management students that have graduated from Sokoto State University across the four cohorts; 2013/2014, 2014/2015, 2015/2016 and 2016/2017. Data were analysed using Chi-square and t-test analysis. The study established no significant difference on the academic performance and of male and female students, it equally established no statistically significant difference on the academic performance of students admitted through UTME and DE. Part of the recommendations stated that the society must try as much as possible not to be gender biased. Therefore both male and female students must be provided with equity and equal opportunities in the learning environment.*

**Keywords:** Modes of Admission, Gender Differences, Academic Performance, Educational Management, Undergraduate Students.

### **Introduction**

Academic performance is always an important tool in the measurement of students' academic achievement during or on the completion of a programme. It is a sine qua non to any formal educational institution. The concept is commonly used within the parlance of scholarly human activities conducted in a formal educational environment. The New International Webster Comprehensive Dictionary of English Language (2004) defines performance as "the act of carrying out an action, executing or doing it". Academic performance is generally used to determine how well an individual is able to assimilate, retain, recall, and communicate his/her knowledge of what has been learnt. This conception views academic performance in the context of learning and being able to express what has been learnt in written form without any form of examination malpractices since learning is an integral aspect and a major determinant of academic performance, it therefore follows that the factors influencing learning in an individual may have overt or covert effects on the individual's academic performance.

This is indicative of the fact that evaluation of the teaching-learning situation and its outcome are always paramount in the minds of educationists, researchers, parents as well as learners. It has been observed that more people have continued to raise alarm about the

falling standard of education and thereby questioning the quality of graduates being turned-out from Nigerian universities. Employers of labour complained about the failure of graduates to meet their corporate expectations especially in terms of skills and competence. In reaffirming this deplorable condition of university education, Adekunle (2012) reported that university education in Nigeria is at a crossroad.

The high rate of poor academic performance among undergraduate might not be unconnected with the channel through which they found themselves into the university system. Omirin (2016) reported that using JAMB as a yardstick for admission of candidates into Nigerian universities has led into intake of poor caliber of candidates who are characterized by high failure rate, increase in examination malpractice and production of poor quality output.

Modes of admission, otherwise referred to entry modes refer the various means through which prospective candidate may be admitted into a first degree programme. Nigerian universities do have different modes of entry for interested candidates into the various educational programs. The common ways of gaining admission include Unified Tertiary Matriculation Examination (UTME), and Direct Entry (DE) in which a candidate may to possess at least one of the following qualifications: Nigeria Certificate in Education (NCE), Interim Joint Matriculation Board (IJMB), and National Diploma (ND), Higher National Diploma (HND) or its equivalent in order to gain admission into the university of choice (JAMB Brochure, 2018). However, UTME candidates are admitted into 100 level while DE candidates that have, NCE, or ND are admitted at 200 level. Interestingly, Momoh, Gbodi and Morenikeji (2016), have also observed that, there have always been a controversy over the mode of admission of students with people claiming superiority of one over the others.

Mlambo (2011) was of the opinion that, entry credentials did not pointedly affect academic performance of undergraduate students, this is contrary to the opinion of Adewale and Adhoze (2014) who observed a weak relationship between academic performance of architecture students in Nigerian institutions and their entry qualifications. Similarly, Tade (2015) examined a correlation of entry certificates and academic performance of architecture students in Nigerian universities. The two studies concluded that, there was a weak connection between academic performance of architecture students and their basic understanding of mathematics and physics.

Researchers have attempted to define gender in various studies, for instance Oguta (2021) defined gender as the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between masculinity and femininity. Studies conducted across the world among the students studying in different levels found a significant gender difference in academic performance. Several studies have reported that female students outperform their male counterparts (Orabi, 2007); Dayiogbu & Turut, 2007; Khweich & Zaza, 2010). However, Wangu (2014) in a strictly conducted among the students of secondary schools in Kenya observed boys passing more than girls.

Arderson (2012) investigated gender differences on students achievement and teacher training characteristics in the Gulf Cooperation Council Countries. Gender differences in student achievement and the inferred educational disadvantages of boys. The researcher observed that there has been boys in United Arab Emirates (UAE). The researcher argued that this could be attributed to the training characteristics of expatriate male teachers in

boys' schools. Akpochafo (2010) reported that there was gender bias in Nigeria like in many African societies, a situation in which cultural beliefs and structural arrangement favoured men over women as was witnessed in many elective positions contestable by men and women.

There are very limited studies focused on the issues of gender differences in academic performance of students. Precisely relevant literature showed that the mode of admission and role of gender in the academic performance of students has become a controversial issue. Hence this study aims to examine gender differences, and modes of admission on academic performance among undergraduate educational management (EDM) students in Sokoto State University.

## Methodology

The study followed a descriptive survey research design, with final year students' senate result-Cumulative Grade Point Average (CGPA) used as measure of academic performance. Necessary data for the study in form of student gender and mode of admission were enumerated from the student final CGPA results. Therefore check list was prepared for the data collection. The population for the study comprised of all EDM students that have graduated from the Sokoto State University for the past four graduating years (i.e. 220 graduants). This involved 2013/2014 to 2016/2017 cohorts as shown in Table 1 below. The study adopted an embedded mixed methods research. Ex post facto causal comparative research designed was employed. Descriptive statistics (t-test) was used to test the formulated hypothesis at 0.05 level of significance.

**Table 1: Cohort Analysis for EDM Graduates in Sokoto State University (2013/2014 - 2016/2017 cohorts)**

Cohort	Year of Graduation	No of Graduants	Gender Male	Gender Female	Mode of Entry UTME	Mode of Entry DE
2013/2014	2017	54	44	10	54	-
2014/2015	2018	55	42	13	51	4
2015/2016	2019	52	38	14	44	8
2016/2017	2020	59	41	18	50	9
Total		220	165	55	199	21

## Results

**Table 2: Chi –square analysis of student academic performance in SSU**

Academic Performance	Observed Frequency	Expected Frequency
Third class	39	55.0
Second class lower	121	55.0
Second class upper	58	55.0
First class	02	55.0

$$X^2 = 135.091, df = 03, p = 0.000$$

Table 2 presents summary of Chi – square analysis of students' academic performance in SSU. The information shows that two (2) students were on first class against expected frequency of fifty five (55) students, fifty eight (58) students are on second class upper against expected frequency of fifty five (55) students, one hundred and twenty one (121)

students are on second class lower against expected frequency of fifty five (55) students, and thirty nine (39) students are on third class against expected frequency of fifty five (55) students. The Chi – square ( $X^2$ ) value of 135.091 with degree of freedom 3 and p value of 0.000 is significant at 1% level of significant.

Hypothesis One: There is no significant difference on the level of academic performance of male and female undergraduate EDM students in Sokoto State University.

**Table 3: t-test analysis of male and female EDM students’ academic performance in SSU**

Gender	N	X	SD	SE	Cal.t	Crt.t	df	Prob.
Male	165	2.0848	0.6844	0.0533	-0.739	1.96	218	0.461
Female	55	2.1636	0.6876	0.0927				

Cal.t (-0.739) < Crt.t (1.96)

From the analysis in Table 3, it was discovered that calculated t-value (-0.739) is less than the critical value (1.96). Therefore  $H_{01}$  is accepted. This shows that there is no statistically significant difference on the level of academic performance of male and female undergraduate EDM. Invariably this implies that gender has no effect on student academic performance.

*Hypothesis Two:* There is no significant difference on the level of academic performance of EDM students admitted through UTME and DE in Sokoto State University.

**Table 4: t-test analysis of UTME and DE Educational management students’ academic performance in SSU**

Gender	N	X	SD	SE	Cal.t	Crt.t	df	Prob.
UTME	199	2.0704	0.6705	0.0475	-2.303	1.96	218	0.022
DE	21	2.4286	0.7464	0.1629				

Cal.t (-2.303) > Crt.t (1.96)

From the analysis in Table 4, it was discovered that calculated t-value (-2.303) is less than the critical value (1.96). Therefore  $H_{02}$  is accepted. This shows that there is no statistically significant difference on the level of academic performance of EDM students admitted through UTME and DE. This implies that the academic performance of educational management students has no bearing on entry modes.

## Discussion

Findings from Table 2 indicated that there is no statistically significant difference in the level of academic performance of male and female undergraduate Educational Management students in Sokoto State University. This necessary implies that there is no significant difference in the number of male and female students meeting the Educational Management benchmark. This means that gender has effect on educational management students’ academic performance. This study corroborate the work of Okeke (2017), reported that there is practically no significant difference in the intelligence between male and female that could be traceable to gender difference. The findings are similar to Oludipe (2012) study on gender difference in Nigerian junior secondary students’ academic achievement in basic science. The main purpose of this study was to investigate the influence of gender on junior secondary students’ academic achievement in basic

science using cooperative learning teaching strategy. Findings of this study revealed that there was no significant difference in academic achievement of male and female students.

The fact that men are even superior sex does not mean that they are better than women. The study is not in line with that of Wangu (2014) in a study conducted among secondary school students in Kenya, reported boys passing more than girls. This study did not support the view of Anderson (2012), that investigated the gender differences in Student Achievement in the Gulf Cooperation Council Countries. The researcher observed with great concern that there has been Boys “underachievement” in the United Arab Emirates (UAE). It was obvious that the role of gender in the academic achievement of students is a controversial issue. This is because some research findings revealed that gender plays active roles in students’ academic performance, while others revealed otherwise.

Table 4 shows that there is no statistically significant difference in level of academic performance of undergraduate educational management students admitted through UTME and DE in Sokoto State University. This necessarily implies that academic performance of undergraduate EDM students has no bearing on entry mode. This study support that of Evroro (2009) that examined the relationship between the mode of entry and degree of performance of students in Delta State University, Abraka. Two research questions were raised and one hypothesis was tested in the study. The result at 0.05 level of confidence revealed that there is no significant relationship between mode of entry into the university and students’ academic performance. This study is similar to the present study because both compare the influence of admission modes in the academic performance of students in university. The reviewed study used nonparametric statistics ( $\chi^2$ ) whereas the present study made use of t-test for data analysis.

However, the study did not corroborate with Ifedili and Ifedili (2010) submitted that UTME conducted by JAMB has poor relationship with students’ academic performances in universities and other institutions of higher learning. This could not be unconnected with the fact that since JAMB started its operation individuals and corporate bodies have accused JAMB of massive corrupt practices, they further asserted that JAMB results are unreliable as implied in their statement. However since serious reformation has been carried out on JAMB years back and with a very reliable and competent JAMB registrar in position, the public have actually witnessed reliable UTME results and appropriate DE for university admissions in Nigeria. However, there has also been a controversy over the mode of admission of students with people claiming superiority over the others.

## **Conclusion**

Academic performance is the yardstick for ascertaining the capability of a student from which his inherent or unrevealed abilities could be inferred. Academic performance therefore could be used to determine how well an individual is able to assimilate, retain, recall and accommodate his or her knowledge of what has been learnt. The study concludes that gender does not matter in the academic performance of undergraduate educational management students and that both Unified Tertiary Matriculation Examination (UTME) and Direct Entry (DE) modes of admission are effective ways of admitting students into the universities.

## **Recommendations**

The following recommendations were generated from findings.

- 1 .In order to improve the academic performance of university undergraduate students, both male and female students must be provided with equity and equal opportunities in learning environment simply because all genders have potentials to perform academically. Therefore society must try as much as possible not to be gender biased.
2. The modes of admission into the Nigerian Universities through Unified Tertiary Matriculation Examination (UTME) and Direct Entry (DE) have been proofed to be reliable and effective. Therefore the two identified modes of admission should be maintained, reviewed upwards and be standardised.

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