

**IMPROVING THE MARKETABILITY OF THE INTERIM  
JOINT MATRICULATION BOARD EXAMINATION (IJMBE).  
[A CASE STUDY OF THE PERFORMANCE OF STUDENTS  
OF KADUNA STATE POLYTECHNIC, ZARIA.]**

***BY***

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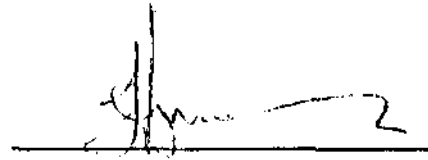
**BEING A POSTGRADUATE RESEARCH PROJECT  
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REQUIREMENT FOR THE AWARD OF THE MASTER OF  
BUSINESS ADMINISTRATION (MBA) OF THE AHMADU  
BELLO UNIVERSITY, ZARIA, KADUNA STATE, NIGERIA.**

***September, 1999.***

**DECLARATION**

I hereby declare that this is an original product of my research work on "Improving the marketability of the Interim Joint Matriculation Board Examination (IJMBE): A case study of the performances of Kaduna State Polytechnic, Zaria."

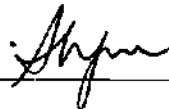
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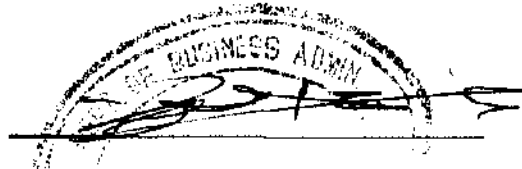
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**CERTIFICATION**

This is to certify that this is an original work undertaken by Joseph Nchock Duniya (G98/BAP/7039) and has been prepared in accordance with the Regulations governing the preparation and presentation of projects in the Ahmadu Bello University for the Award of Master of Business Administration (MBA).

  
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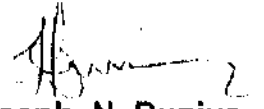
With a deep sense of appreciation, I wish to acknowledge the following who contributed immensely to the completion of this study.

First and foremost I am highly indebted to Mr John K. Yere my supervisor, whose hardwork patience, and constructive criticism has inspired me to carry out this study within the shortest possible time.

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**ABSTRACT**

As a result of the historical educational imbalance that Nigeria witnessed since the Colonial Era, successive governments have evolved ways by which such imbalance could be reduced. One of such ways was the establishment of the Interim Joint Matriculation Board Examination (IJMBE) whose objective was to serve as an alternative examination to be used for University admission by the educationally disadvantaged states. Since then the IJMBE has been doing just that until recently when its continued use as an entry requirement into the University is being questioned by some quarters (Universities and other alternative examination bodies alike). This study therefore tries to investigate such factors that have led to the poor performance of the candidates in the IJMBE with a view to improving the Marketability and acceptability of this Examination Nation Wide for university admission. The focus of the study has been geared towards attracting more candidates who are the primary beneficiaries of the programme. Ways and means of getting more candidates interested in the programme through organised service marketing approaches have been proffered as a result of findings from the study.

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## **CHAPTER ONE:**

### **1.1 INTRODUCTION**

This chapter is intended to give a historical background of the study and also to establish a basis and purpose for the study.

### **1.2 HISTORICAL BACKGROUND**

Nigeria as a Federation has been faced with a long history of educational imbalance. As a result of this educational imbalance, some states are more exposed to educational opportunities than others. The history of this imbalance however dates far back the colonial era. Sequel to this educational imbalance, Nigeria today can be categorised into two educational blocks: The educationally advantaged states and the educationally disadvantaged states. The disadvantaged states include, all the Northern states and those Southern states drawn from the former Cross-Rivers and Rivers States while the advantaged states include all other states of the South West and South East. The implication of this adverse educational imbalance is that majority of our citizens have been edged out from participating in the affairs of their country thereby slowing down economic development. This will definitely not augur well for national unity and uniform development in a multiethnic federal system like ours and therefore no responsible government

can stay and watch the unity of its nation being threatened by a disparity in a social service like education.

It is in the light of the above that the Federal Government in 1970 began to make moves to check this alarming rate of educational imbalance. Government then embarked on the Universal Primary Education (U.P.E). In the same vein the Interim Joint Matriculation Board examination (IJMBE) was introduced to help candidates from the educationally disadvantaged states gain access to University education. Since its inception, the IJMBE was restricted to Ahmadu Bello University, Zaria through its School of Basic Studies (SBS) programme. The ABU/SBS programme though very successful was later found to be inadequate in catering for the needs of the educationally disadvantaged states. This made it imperative for Government to set up affiliates in their states. The College of Advanced Studies (C.A.S), Zaria which later metamorphosed into the Kaduna State Polytechnic, Zaria was one. Other IJMB affiliated Institutions are:

1. College of Advanced Studies Kano, Kano State
2. School of Preliminary Studies , Keffi, Nasarawa State
3. School of Remedial studies, Markudi, Benue State
4. College of Education, Akampa, Cross Rivers State
5. School of Remedial Studies PortHarcourt, Rivers

6. Bauchi State Polytechnic Bauchi, Bauchi State
7. Taraba State Polytechnic Yelwa Yawuri, Taraba
8. Adamawa State Polytechnic Yola, Adamawa
9. College of Advanced Studies, Sokoto, Sokoto State
10. College of Education, Dutsin-Ma, Katsina State
11. Niger State Polytechnic, Zungeru, Niger State
12. College of Education, Kontagora, Niger State
13. Kwara State Polytechnic, Ilorin, Kwara State
14. Kogi State Polytechnic, Lokoja, Kogi state
15. College of Education, Oro, Kwara State
16. College of Education, Barma Borno state
17. College of Education, Kafanchan, Kaduna State.

The extent to which the purpose/objectives for establishing the IJMBE programme is being achieved will depend to a large extent on the number of candidates that qualify to be admitted into the University. A case Study of the Performance of Candidates from Kaduna State Polytechnic, Zaria over a period of time will be used to explore those factors meditating against better performance in the examination. This by extension will lead to suggestions that will make the programme more marketable to the candidates.

### **1.3 STATEMENT OF THE PROBLEM**

The interim Joint Matriculation Board Examination (IJMBE) was introduced as one of the steps taken by Government to reduce the educational imbalance in the Nigerian Federation. It was introduced as an equivalent of the General certificate of Education (G.C.E.) Advanced Level which used to be the sole entry requirement into the University at home and abroad. The performance of candidates in this examination (IJMB) in recent times has left much to be desired. This situation resulted in a shortfall in the enrolment of students in the IJMBE with prospective candidates preferring to apply to other courses in Institutions of higher learning. This by extension has put the continued use of the IJMBE as an entry requirement into the University under question. The performance of students of Kaduna State Polytechnic will be used to identify the shortcoming of the IJMBE programme, which has led to the shortfall in its enrolment with a view to making it a more marketable/acceptable service, by prospective candidates that want to seek admission into the University.

### **1.4 RESEARCH QUESTIONS:**

To facilitate this study the following basic questions are pertinent

- a) How does the performance of Students in the ordinary level (SSCE) influence their performance in the IJMBE?

2. What are the factors that lead to the poor performance in the IJMBE?

c) How can better performance in the IJMBE be achieved.

#### 1.5 HYPOTHESES OF THE STUDY

It is basic that hypotheses be stated in terms of what the researcher is capable of proving right or wrong during the study (alternate and null hypothesis respectively) given the fact that the IJMBE is an educational service and a non-profit making venture with a lot of government influence, many factors could have led to its dwindling popularity amongst candidates. For once the objectives for its existence as a service are no longer forthcoming candidates are bound to loose interest and look for other courses. Against this background, the following hypothetical statements were made to guide the study.

1. Poor performance in the IJMBE prevents IJMBE Candidates from getting admitted into the University.
2. Candidates who pass the SSCE at credit level in the relevant subjects offered in the IJMBE also pass the IJMBE well.
3. Limited time for teaching the students leads to inadequate coverage of the syllabus, which leads to poor performance.
4. Lack of qualified teachers leads to poor performance in the IJMBE.

5. Lack of adequate facilities (eg Laboratories, Textbooks) lead to poor performance in the IJMBE

#### **1.6 PURPOSE OF THE STUDY**

It is clear from the introduction in this chapter that the IJMBE just like any other organisation is charged with the responsibility of providing a service which is intended to be targeted toward achieving a particular objective to provide better opportunity to candidates from educationally disadvantaged states to gain admission into Nigerian Universities.<sup>2</sup>

From the objective stated above a parameter for assessing the success of the programme has been established. An assessment of the performance of candidates from Kaduna State Polytechnic over a period of time will give an indication of how successful the programme has been in achieving its stated objective. Furthermore an investigation, into the cause of poor performance in this examination will identify areas of shortcomings which when tackled will improve the performance in the examination and therefore make it more marketable and acceptable to candidates seeking admission into the University.

#### **1.7 SIGNIFICANCE/RELEVANCE OF STUDY**

Having investigated and identified solutions to the research questions posed in this chapter using a case study of Kaduna State Polytechnic

factors that lead to poor performance in subjects offered in the IJMB programme will be revealed. This will be used to proffer solutions to such problems and improve performance in the entire examination. Improved performance in the examination will go a long way in making it a more acceptable service to be marketed to the candidates seeking for admission into the University at home and abroad.

#### **1.8 SCOPE/DELIMITATION AND LIMITATION OF STUDY**

The study is intended to assess the performances of students of Kaduna State Polytechnic in the IJMBE over a period of five years (1994-1998). It will further explore factors that have affected such performances and then use such findings to suggest ways of making the service more marketable and attractive to candidates seeking for admission into the University. It is very obvious that marketing itself in the education industry is not yet clear and familiar to many people. Many people are therefore very reluctant and sometimes even unwilling to disclose some vital information to researchers even when assurance has been given that such information will be handled with strict confidence.

Furthermore marketing as a branch of the management sciences is more of an art rather than a science. Therefore the researchers subjectivity, human element, data collecting instrument (questionnaire, personal interview, etc) make it difficult for a reliable

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- B PRODUCER:** An organisation that manufactures or offers goods or services
- C CUSTOMERS:** Are those organisation or individual that buy or utilise such services for some kind of satisfaction or to meet some kind of needs.
- D PRODUCT:** Any object or act or performance that one party can offer to the market for attention, use, or consumption that satisfy a want or need.
- E. SERVICE:** Any act or performance that one party can offer to the market that is essentially intangible and does not result in the ownership of anything.
- F. INTERIM JOINT MATRICULATION BOARD (IJMB)**  
This is an examination body constituted under the authority of the Ahmadu Bello University to conduct the Interim Joint Matriculation Board Examination (IJMBE).
- G INTERIM JOINT MATRICULATION BOARD EXAMINATION (IJMBE):** A matriculation examination conducted by the IJMB used for admission into the 200 level of Nigerian Universities.
- H EDUCATIONAL DISADVANTAGE STATES:** States those states of the Nigerian Federation considered to be less exposed to educational opportunities compared to others.

They include all the Northern states and states derived from the former Rivers and Cross Rivers States.

- I **EDUCATIONALLY ADVANTAGED STATE:** All those states considered to be more exposed to educational opportunities than others. They include all states of the South West and Southeast.
- K **GENERAL CERTIFICATE OF EDUCATION: (Advanced Level)**  
This is an examination that offers general certificate of education at Advanced Level used for the purpose of admission into Nigerian Universities and other Universities of all accredited missions abroad. It has different nomenclatures in different countries but admits candidates into 200 level equivalents of undergraduate courses.
- K **STUDENTS PERFORMANCE :** A measure of how the student has fared in a given examination with reference to the purpose.
- L **EDUCATIONAL IMBALANCE:** An imaginary disparity that cuts across the country with regards to access to educational opportunities between states of the federation and/or between Local Governments in a State.
- M **NEW NATIONAL POLICY ON EDUCATION: (6.3.3.4)** this is the guiding policy on educational matters at all levels of

education and governance in the country. It stipulates that a Child spends Six years in the Primary School (6), three years in the Junior Secondary School (3), three years in the Senior Secondary School (3) and four years in the University (4).

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## CHAPTER TWO

### 2.0 LITERATURE REVIEW

2.1 INTRODUCTION: This chapter deals with a review of related literature to the study.

### 2.2 WHAT IS MARKETING

Different authors in their contribution to the field of marketing have given several approaches to what marketing involves:

Rosenberg (1977) defines marketing as "a matching process based on goals and capabilities by which a producer provides a marketing mix (product, Services, Advertising, Distribution, Printing, Promotion, and etc) that meets consumers needs within the limits of society."<sup>1</sup>

Ralph S. Alexander (1963) and the Committee on marketing definition give a traditional definition of marketing "as the performance of business activities that directs the flow of goods and services from producer to consumer or user"<sup>2</sup>.

Philip Kotler,(1980) in his text principles of marketing slightly deviates from the above American Association on Marketing definition According to him the definition fails to indicate marketing's role in determining what goods and services are to be produced. It does not indicate the specific business activities constituting marketing. He goes on to produce a definition thus: "Marketing is a human activity

directed at satisfying needs and wants through exchange processes."<sup>3</sup>

Fisher (1976) on his own part states that "The key idea of marketing is that business thinking and planning start by considering customers as they are now and as they will evolve in future and that a business whether private or state owned exists by selling its products and services. Where a customer has a choice, the successful sale and subsequent repeat sales depend upon satisfying customers."<sup>4</sup>

In another dimension of marketing, Christopher (1976) simply defines marketing "as the way in which any organisation matches its own capabilities to the wants of its customers."<sup>5</sup>

From the foregoing definitions of marketing by the various authorities cited certain basic elements of marketing were touched: i.e Product, Service, Needs, Wants, Exchange transactions, Satisfaction, Demand, Market, Producer, Customer/User?

#### **2.2.1 MARKETING MIX**

From the various definitions of marketing, it is clear that marketing is an interaction that attempts to establish exchange relationships with lots of activities surrounding the exchange relationship both before and after. These activities that surround marketing are usually grouped together as the marketing mix. These include the popular 4ps (product, place, promotion and price) These 4ps constitute the

controllable variables available to the marketing manager to manage his market.

**PRODUCT:** Anything that can be offered to a market for attention, use or consumption that satisfy a want or need.

**PLACE:** This includes the channels of both physical distribution and destinations of products/services.

**PRICE:** Amount charged for services rendered. Or simply put, the exchange value of a product or service in terms of Naira, Dollar, etc.

**PROMOTION:** This involves the ways and means the product or service can be communicated to the prospective user/consumer. Simply put creating awareness with a view to encouraging the prospective user to buy the product/service.

The marketing mix therefore is the unique combination of the controllable variables that a given marketer offers to his consumers and which provide a greater satisfaction than his competitors. The key to building the best marketing mix is knowing the type of people to be served. Services cannot be stored and so they move directly from their creator to their users. Never the less an array of attributes also surround each service particularly those services offered by the education industry like the IJMBE. Here too there is a marketing mix and the user/customer is attracted by the total package of attributes provided.

For the IJMBE program for instance candidates will want to know what kind of services are rendered there and of what quality, what bundle of utility do they serve to the user, what benefits, do they have, and at what price, where are such services located, how far is their location from the prospective candidates and what kind of awareness has been created on such services which will encourage the users to patronise such services, etc. All are aspects of the marketing mix which the IJMBE program as a service should be able to manage effectively in order to make the service more marketable.

### 2.3 WHAT IS SERVICE

"A service is any act or performance that one party can offer to another which is essentially intangible and does not result in ownership of anything"(Kotler 1988)<sup>6</sup>

W.G. Nickels (1978)<sup>7</sup> Simply puts it "A service is an intangible product that is performed rather than produced."

From the foregoing definitions of a service the intangibility aspect of service as against the tangibility of other products or goods is paramount. Service can be broadly classified into two: Industrial services which include services provided by organisations like mining, Agriculture, non profit and Government organisations including the Education Industry. The second category is consumer services which include goods.

## 2.4 QUALITY IN SERVICE

Quality has been described as "the totality of features and characters of a product or service that bear on its ability to satisfy stated or implied needs"

(Hudson 1998.) He further went further to see quality as simply conformance"<sup>8</sup>

Adedeji B. and Babatunde Adedeji B. (1989) gave the following systems- oriented definition of quality as"an equilibrium level of functionality possessed by a product or service based on the products capability and customers needs."

In the words of Panak and Horovitz "Woe betides the company (Institution) that promises what it can't or doesn't intend to provide."

Besides losing the customers it gives him ample opportunity to tell others how he was misled. Having understood what quality in service is, attention can now be focussed on the basic determinants of service quality which customers use in assessing what a quality service is: Hudson (1998)<sup>9</sup>

### 2.4.1 ACCESS

This refers to the receptiveness of the service provider to customer's requests. The service should have easy access at convenient location and at convenient times without the customer having to wait for too long.

#### **2.4.2 COURTESY**

The employees should be friendly respectful polite, considerate and sympathetic.

#### **2.4.3 COMPETENCE**

This refers to the adequacy of the skills and knowledge required by the employees to deliver the service.

#### **2.4.4. COMMUNICATION**

This refers to the ability to listen to the customer, keep the customers informed, describe the service accurately in the customer's own language and accept customer's feedback.

#### **2.4.4 CREDIBILITY**

The employees should be honest, trustworthy and have the customer's interest at heart.

#### **2.4.5 RELIABILITY**

This refers to the consistency, accuracy and dependability of the service.

#### **2.4.6 UNDERSTANDING (COMPREHENSIVE)**

This is the ability of the service provider and all the employees to know the customer, understand the customer's needs and provide the individual attention needed. The foregoing basic determinants of a quality service should be a good guide in evolving quality in the IJMB program.

## 2.5 SERVICES AS PRODUCTS

From the definition of a service one can conclude that a service can be regarded as a kind of product. However service differs from the usual known products in a number of ways. According to Hudson (1998) 10 the following are a number of ways by which a service differs from a product.

- A) Sales, production and consumption of a service takes place almost simultaneously.
- B) A service cannot be demonstrated nor can a sample be set for customer approval or trial in advance of purchase.
- C) A service cannot be centrally produced, inspected, stockpiled or warehoused.
- D) The person producing the service generally owns nothing tangible once the service has been delivered. The value is internal to the customer.
- E) A service is usually an experience that cannot be shared, passed around or given away to someone else once it has been delivered.
- F) Exerting quality control over a service requires monitoring processes and attitudes. The foregoing distinction between products and service will help in the understanding of how the IJMB program as a service can be improved upon to attract

more users (candidates).

**2.6 CHARACTERISTICS OF SERVICES:** Services have distinctive characteristics which create marketing problems and result into marketing programmes which are often substantially different from those found in the marketing of products. Some of these characteristics as singled out by Santon are: Intangibility, Inseparability, Perishability and Fluctuating Demand, Heterogeneity, incapable of being transported Client relationship and incapable of being stored.

**2.6.1. INTANGIBILITY**

Unlike physical products, service cannot be seen, tasted, felt, heard, held or smelled before they are purchased. This makes very clear the contention that customers are buying a Bundle of utility (satisfaction and benefits) when one considers the case of product service.

**2.6.2. INSEPARABILITY**

Unlike physical goods that are manufactured, stored and sold later. Services are typically produced and consumed at the same time. It is difficult to separate the service provider from the service. " This limits the scope to which dealers, distributors or agents can effectively be used and places considerable emphasis on the skills and attitudes of those involved in the selling"11. Olumide A. (1998).

For instance, in the education industry principals and teachers do not really know that they are involved in selling as sales men. They sell knowledge and skills to students with which they pass their examination and gain admission into the University.

#### **2.6.3 VARIABILITY**

Service are highly variable since they depend on who provides them and when, where and how they are provided" Hudson (1998) For example the way one teacher teaches and imparts knowledge will differ from the way another teacher does so. A Remedial program taught in the University will differ from that taught in the Secondary School, etc.

#### **2.6.4 HETEROGENEITY**

Services cannot be standardised. It is possible for example for one teacher to spend one year teaching a particular syllabus while another will spend two years teaching the same syllabus. This lack of homogeneity in the service industry contrasts very well with the sell of consumer goods where manufacturers seek to develop and differentiate their products to escape homogenous charges.

#### **2.6.5 PERISHABILITY AND FLUCTUATING DEMAND**

Services are highly perishable. Unused electrical power, empty seats in the stadium are all business lost forever. Similarly teaching hours lost due to strike action by teachers cannot be replaced.

Fluctuating demand in services also cause problems. For instance banks witness their peak periods at Christmas and Sallah periods with workers rushing to make purchases making all paying cashiers very busy throughout. The combination of perishability and fluctuating demand has caused lots of problems to marketers of services especially in the area of distribution.

#### **2.6.6 INCAPABLE OF BEING STORED**

This implies that the recipient will consume services as it is being produced. A service cannot be produced in the morning to be consumed in the afternoon. According to Uhi and Upah (1983)<sup>13</sup> "Unused capacity of a service produced is lost forever. It cannot be recall for use at some later time."

#### **2.6.7 INCAPABLE OF BEING TRANSPORTED**

This implies that services cannot be produced in one place for movement to another place where it will be used. It is not possible to produce a hair make in a Saloon or medical check and transport it to another place for consumption.

#### **2.6.8 CLIENT RELATIONSHIP**

In the marketing of tangible products, there is customer relationship between the seller and the buyer. The case in the marketing of service is client relationship where the buyer accepts the suggestions of the seller. According to Donnelly and Peter (1991) <sup>14</sup> the client

relationship can be seen in the relationship between the physician and the patient and between financial Institution and an Investor."

## **2.7 MARKETING OF SERVICES**

It is quite understandable that any marketing theory should be capable of being applied to both tangible product and service. However it should be recognised that the development and the transfer of marketing techniques to the service Industry is still very recent in the country. The position of the "Service Marketer" is yet to be appreciated, as a match to the industrial service, marketer. Any approach to the marketing of service should therefore take cognisance of the peculiar characteristics already highlighted for services. There seems to be only a few services industries, which have only recently recognised the possible relevance of the marketing concept the education industry as an example.

## **2.8 STRATEGIES FOR MARKETING OF SERVICES**

In the business sense, strategy refers to any action by management aimed at offsetting actual or potential actions of competitors. Basically there are six marketing functions which are both applicable to service organisation or industrial firms. These marketing functions are Market analysis, market communication, product differentiation, market segmentation, pricing and exchange. In marketing a service a good marketing mix commensurate to the type of service should be

evolved since every service will require its own marketing approach just like different products require different strategies to their marketing. In this study a review of the marketing mix is made in order to evolve what strategy best suits the service under study i.e. education.

#### 2.8.1 **PRODUCT**

The product is what the customer thinks it is. This is especially true of a service. A service cannot be examined compared and evaluated before it is purchased like most goods. The selection process for a service is based on past experience, word of mouth and promotional communication. So any strategy about a service should try to provide enough information about the service and the benefits that customers stand to derive from it. For instance a person might go to a movie because of the publicity he has received on it but the bundle of utility (Satisfaction) he gets from the service is pleasure for viewing the movie. The flexibility in product offer is a big plus for service organisations in that they can give every individual what he wants. For example, for the IJMB program a student can be given a subject combination that will lead him to his proposed career in the University. Therefore as part of the strategy to market the product, information ought to be made available in the student's

prospectus/brochure on the variety of courses available and the proposed career each can lead to.

### **2.8.2 PRICING THE SERVICE PRODUCT**

"The service sector usually uses terms other than price to describe the cost of exchange. Such terms include fee, toll, rate, tuition, rent, interest, admission, charges, etc." M.G. Nickel (1978) As indicated by the variance in the terms, pricing strategies differ greatly among service organisations. Certain service organisations have their prices regulated by Government, (e.g. utilities) some services charge according to seasons (e.g. tourist industries) some charge according to the age of the customers (e.g. movie house) while others charge according to the ability of a particular customer to pay (e.g. lawyers, doctors). Some service organisation that have fixed prices may even adapt different market segments. For example Institutions of learning may charge same tuition for under graduates but poor students might get scholarship because the product is being decided between the seller and buyers. Service pricing tends to be very flexible. A good pricing strategy in service should take cognisance of quality. The cost of providing the service too should be considered in developing a pricing strategy because the service has to maintain itself especially such services that are labour intensive like the education industry where teachers have to be paid well to get commensurate services.

### **2.8.3 PROMOTION FUNCTION IN SERVICE**

Marketing communication is a universal marketing function that narrows the perceptual gaps between marketing participants. This is particularly important in the service marketing. Consumers do not usually understand the benefits of services such as life insurance, Continuing Education and preventive medicine. The sellers of such services must develop more effective communication strategies to create awareness to consumers about these services. A one way promotional communication like advertising is not good enough for service marketing. Service organisation usually find it more effective to use indirect promotional services like word of mouth, eg. listening, which is effective for Lawyers and Teachers.

### **2.8.4 MARKET SEGMENTATION FUNCTION**

Market segmentation resolves market separation by helping the seller of services to concentrate marketing efforts on those people who are in the right place at the right time. Market segmentation also helps the buyers to narrow the market to few sellers, that could satisfy their needs. The idea of market segmentation probably explains why the IJMB was a College of Arts and Sciences (C.A.S) running only the IJMB program as against now when it is a Polytechnic running more than twenty different programs.

#### 2.8.5 THE CHANNELS OF DISTRIBUTION FOR SERVICE

It may seem strange to talk about channels of distribution for services since after all services are intangible and cannot be stored or transported like goods. But services can be made more accessible through retail outlets and middlemen organisations. For example, financial services (credit arrangements) are often necessary to support the marketing of services such as transportation, hotels, education and health care. The recent explosion of satellite campus in the education industry is all aimed at making such programmes more accessible to prospective candidates to reduce cost. Looking at all these service based strategies what is of paramount importance is the position of education institutions which is the focus of study for as M.G. Nickel (1978) puts it "the education industry must recognise that its image is slipping among the public and must establish a comprehensive marketing and Public Relation (PR) to change its programmes and regain public confidence and support. Individual Institutions also must establish better and more sophisticated marketing departments to analyse their market needs, must set up programmes to meet those needs and must promote those programs to appropriate market segments."

## 2.9. OTHER RELATED LITERATURE TO THE STUDY

Studies have shown that the IJMB program as a service, has played an impressive role in producing qualified candidates from the educationally disadvantaged states. An analysis by the Committee of IJMB affiliated Institutions (1987)<sup>17</sup> reveal that "Over 60% of candidates who gain admission into the nations Universities annually do so through the IJMB program" Duniya J.N. (1997)<sup>18</sup> also revealed in a paper titled Better Access to higher Education, A need for the continuation of the IJMB program that "from 1975 to 1995 the IJMB program has produced over eighty thousand (80,000) qualified candidates for admission into the nations Universities." He went further to compare this monumental success to the fact that "out of the fifty thousand seven hundred and fifty nine (50,759) candidates registered for the maiden Senior secondary School Certificate Examination (SSCE) in 1988 by the then seven pioneer states of the 6:3:3:4 educational system (all of whom fall within the educationally disadvantaged states), only four hundred and seventy six (476) candidates obtained the Universities Minimum entry requirements of five credits including English and Mathematics. These and other studies done on the subject matter of this study reveal that the IJMB has to some extent justified its existence but there is still room for improvement so that more candidates can be attracted to the program.

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## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The chapter discusses the various methods that have been adopted in the study. These include the Research Design used Data, collection technique, Population of study, sampling technique and procedures used for data collection. Along the line, justification for selecting a particular method is given.

#### **3.2 RESEARCH DESIGN/METHOD**

The research design/method refers to the outline that will be used to collect or generate data that will be relevant to the study. The type of research design appropriate for this study is survey research design. This is because the study involves an investigation into a state of an act or a phenomenon. That act or phenomenon is the assessment of the performance of students of Kaduna State Polytechnic in the IJMB with a view to making suggestions on how to make the program more marketable to prospective candidates. Apart from being a survey study it is specifically a cross-sectional survey research design because the study involves descriptive, exploratory and explanatory situations which gives the basis for the choice.

### **3.3 SOURCES OF DATA COLLECTION**

During the course of the study, the researcher made use of both primary and secondary sources of data which are the main sources of data used in survey research designs.

#### **3.3.1 PRIMARY SOURCES OF DATA**

This refers to information collected at first hand for the purpose of the study. It means that the data does not exist before but was collected primarily for the research problem under study. Under the primary data collection the following research instruments were used:-

##### **3.3.1.1 QUESTIONNAIRE**

A well designed questionnaire (structured type) was constructed which was used to generate data from lecturers on the various controllable variables that influence the performance of students in the IJMB examination during the period under study. The closed questionnaire method was used as against the open-ended one because of the ease of presentation and analysis of data and also uniformity in responses, which the closed method has.

##### **3.3.1.2 FACE TO FACE INTERVIEW**

Face to face or personal contact was made with some Chief Examiners of the IJMB programme, Officials of the IJMB taskforce and Policy makers/Administrators of the IJMB programme of Kaduna State Polytechnic. Here also because of the advantages outlined

well-structured closed-ended questions were formulated to guide such interview at pre arranged times.

### **3.3.2 SECONDARY SOURCE OF DATA COLLECTION**

These are information/data collection not collected originally for use in this study but has been considered useful to give desired information on the problem under study. Secondary source of data has the advantage of being readily available and useable and also cheap to come by than primary data. The sources of these secondary data acquired for this study are:-

- A) Students Records/File from 1994-1998 containing entry requirements, Background, etc
- B) Performance of Kaduna State Polytechnic Students in the IJMB from 1994-98
- C) Supervisors Report on the conduct of the IJMB examination in Kaduna State Polytechnic from 1994-98
- D) Chief Examiners Reports on the performance of Kaduna State Polytechnic. FROM 1994-98. Both Primary and Secondary sources Complemented one another in arriving at conclusion.

### **3.4 STUDY POPULATION**

The study population in this study is the entire IJMB affiliated Institutions through out the nation. The sample population is Kaduna State Polytechnic, Zaria; It should also be appreciated that those

concerned with the administration of the IJMB program and the candidates present different characteristics of the population depending on the angle from which one looks at it.

### **3.5 SAMPLING TECHNIQUE**

A sample simply means a smaller representative of the study population. Based on the different characteristics of the components of the study population (students, teachers, administrators, etc) the population under study can be classified as a stratified sample. Some components of the population were covered in their entity (e.g. the teachers and administrators) because they are not many as to warrant a smaller sample. Other components of the population like the students, smaller samples of the entire students from the period under study (1994-98) were drawn. The sampling technique which was employed in selecting the students sample size is the systematic sample procedure where an array of the students registration numbers was used in picking the students to be studied. Using this procedure a students sample size of five hundred of IJMB students out of the total of five thousand enrolled from 1994-1998 was used representing 10% of the total population under study.

### **3.6 PROCEDURE FOR DATA COLLECTION**

Since the study is conducted within a localised location, the procedure for data collection adopted is direct contact with the study

population sample during the course of administering the questionnaire and personal interviews. I.e. no surrogates were used.

Period for interviews were predetermined with the interviewees.

### **3.7 METHOD OF DATA ANALYSIS**

Since the data collecting instruments are questionnaire, interviews and historical records/data as the case may be, the method for data analysis is both manual and the use of simple calculators. Also tabular presentations have been used for responses and simple percentages for the analysis.

Responses from respondents that fall within similar controllable variables of the study were grouped in the analysis whether they were responses from questionnaire or interview or findings from historical data.

The use of this simple statistical approach (percentages) for the analysis and tabular method for the presentation of the result was informed by the absence of complex computations in the data obtained. Also during the presentation and analysis of data, the Univariate approach was used where one variable is presented, analysed discussed and conclusion drawn there from before going to the next variable. The Univariate approach limits mixing up of ideas, which is common with the multivariate approach

## CHAPTER FOUR

### 4.0 DATA PRESENTATION AND ANALYSIS

#### 4.1 INTRODUCTION

This chapter deals with the way and manner data for this study is presented and analyzed. Towards the realization of this, structured and close ended questions were printed in two questionnaires which were administered to teachers who teach in the IJMBE programme in Kaduna State Polytechnic while the second set was administered in a face to face interview with those who are administrators of the IJMB programme.

Before administering the questionnaires a pilot study was conducted in order to test their validity and reliability as research instruments for this study. The questionnaire questions were structure towards finding out how performance in the IJMBE can be improved to help attract more candidates into the programme thereby improving its marketability.

#### 4.2.0 DATA PRESENTATION

First and foremost the study tries to establish the fact that indeed performance in the IJMB Examination is falling or that it is poor, by presenting a table containing the summary of the performances of students of Kaduna State Polytechnic in the IJMBE over a period of five years (1994-1998). The presentation is done subject by subject and computed in simple percentages. (see table 4.1)

**KADUNA STATE POLYTECHNIC,  
P.M.B. 1061, ZARIA.**

**Table 4.1 Summary of JIMBE Results for the past 5 years (1994 - 1998)**

S/N SUB	SUBJS.	1994			1995			1996			1997			1998		
		NO. OF CAND.	% PASS	% FAIL	NO. OF CAND.	% PASS	% FAIL	NO. OF CAND.	% PASS	% FAIL	NO. OF CAND.	% PASS	% FAIL	NO. OF CAND.	% PASS	% FAIL
1.	Acc.	84	55	45	152	51	41	206	45	55	276	51	40	261	46	50
2.	Biol.	52	62	39	95	30	67	213	39	61	331	61	35	384	54	45
3.	B/M.	84	57	43	155	59	34	198	67	33	274	55	38	261	56	41
4.	Chem.	73	12	87	128	25	63	259	30	70	445	25	71	533	24	71
5.	C. R. S.	28	31	61	60	55	42	55	71	29	79	52	39	97	54	71
6.	Econs.	214	51	49	436	55	39	690	85	15	1074	60	40	166	37	57
7.	Lit in Eng.	42	38	62	60	63.3	37	114	76	24	141	67	21	206	43	52
8.	Geo.	57	49	51	138	38	59	281	56	44	450	67	30	394	59	30
9.	Govt.	172	48	52	361	62	33	557	78	22	929	68	28	1148	62	37
10.	Hausa	16	56	44	21	86	10	36	76	14	70	89	06	63	85	14
11.	I. R. S.	37	30	60	40	75	23	55	45	55	137	48	44	166	79	18
12.	Physics	49	16	84	105	27	70	179	18	82	339	22	73	431	50	49
13.	Socio.	139	88	10	271	43	56	352	82	18	562	60	32	827	68	29
14.	S/Maths	26	25	75	46	4	80	66	14	86	123	11	82	150	25	70
15.	Hist.	35	46	54	50	88	12	74	82	18	143	72	24	124	85	12
16.	B/Eng.	384	75	25	584	58	33	707	75	25	1314	25	70	1660	32	66
17.	B/Maths	303	38	62	458	58	29	745	25	75	1154	17	69	1385	28	67
	TOTAL & SUMMARY	1793	52.3	47.5	3168	52.5	46	4797	59.6	40	6841	42.355.0		9256	45	51

Sources: Department of continuing education, Kaduna State Polytechnic, Zaria.

#### **4.2.1 ANALYSIS OF TABLE 4.1**

From the table above an analysis of the following give a clear reflection of the performances of the candidates across the subjects during the period under study.

##### **ACCOUNTING**

The result reveals for Accounting that from 1994 - 1998, the percentage passes were 55%, 51%, 45%, 51% and 46% respectively. This gives the five years average pass of 49.6% in the subject.

##### **BIOLOGY**

For Biology, the percentage pass for each of the years is 62%, 30%, 39%, 61% and 54% respectively giving a 49.2% average for the five years.

##### **BUSINESS MANAGEMENT**

The percentage passes for the years under consideration are 57%, 59%, 67%, 55% and 56% respectively giving an overall average of 58.8%.

##### **CHEMISTRY**

The percentage passes for the years of 1994 - 1998 are 12%, 25%, 30%, 25% and 24% respectively. This gives an over all average of 23.2%.

**CHRISTIAN RELIGIOUS STUDIES (C.R.S)**

Performances here are 31%, 55%, 71%, 62% and 54% passes respectively giving an overall average of 54.6%.

**ECONOMICS**

The Percentage passes are 51%, 55%, 85% 60% and 37% respectively with an overall average of 57.6%.

**LITERATURE IN ENGLISH**

The percentage passes are 38%, 63%, 76%, 67% and 43% respectively with an overall average of 57.4%.

**GEOGRAPHY**

The performances in geography are 49%, 59%, 56%, 67% and 59% pass respectively giving an overall average of 58%.

**GOVERNMENT**

The percentage passes in this subject stand at 48%, 62%, 78%, 68% and 62% pass respectively giving an overall average of 63.6%.

**HAUSA**

Performances in Hausa during this period (1994 - 1998) is 57%, 86%, 70, and 86% respectively giving an overall average of 64.4% pass.

**ISLAMIC RELIGION STUDIES (I.R.S)**

I.R.S reveals percentage passes of 30%, 76%, 45%, 48% and 79% respectively which gives an overall average of 55.6%.

### **PHYSICS**

Results of physics during the period under study indicates 16%, 27%, 18%, 22% and 50% passes respectively giving an overall pass of 26.6%.

### **SOCIOLOGY**

The percentage passes in sociology during the period of this study are 88%, 43%, 82%, 60% and 68% respectively giving an overall percentage pass of 68.2%.

### **ADVANCED LEVEL OF MATHEMATICS**

The percentage passes here are 25%, 24%, 14%, 11% and 25% respectively which gives an overall average of 15.8%.

### **HISTORY**

History shows percentage passes of 46%, 88%, 82%, 72%, 85% respectively which gives an overall average of 74.6%.

### **ORDINARY LEVEL (BASIC) ENGLISH**

The basic English result shows performances of 75%, 58%, 75%, 25% and 32% passes respectively giving an overall average of 53%.

### **ORDINARY LEVEL (BASIC) MATHEMATICS**

The performances in this subject over the years 1994-1998 are 38%, 58% 25%, 17% and 28% respectively which gives an overall average of 33.2% pass.

#### **SUMMARY OF FIVE YEARS**

From the same table (4.1). It can be extrapolated that the overall yearly performances for the five years for the Kaduna State Polytechnic Centre is 51.3%, 52.5%, 59.6%, 42.3% and 45% pass rates respectively giving an overall average of 50.14% pass and 48.86% fail .

It should however be noted that any differences observed in the percentage pass is due to unreleased results attributable to examination malpractice.

Summary of results of performances observed in table 4.1 simply shows that for the period under study (1994-1998) only 50.14% of the candidates who sat for the JMBE qualified to be admitted into the University while 49.86% failed to qualify.

This assertion can further be corroborated by table 4.2 which has been extrapolated from table 4.4 (see table 4.2).

Table 4.2 Students performance in the IJMBE using the students sample population used in the study.

YEAR	No SAMPLED	No PASSED	PERCENTAGE PASSED
1994	100	37	37%
1995	100	43	43%
1996	100	55	55%
1997	100	46	46%
1998	100	61	61%
<b>TOTAL</b>	<b>500</b>	<b>242</b>	<b>48.4%</b>

*Source: Students record 1994-1998 Department of Continuing Education, Kaduna State Polytechnic.*

Table 4.2 simply reveals further that of the sample of five Hundred students studied from 1994-1998 only two hundred and forty two of them (242) that sat for the IJMBE qualified for University admission representing only forty eight (48%) percent while two hundred and fifty eight (258) representing fifty two (52.8%) percent failed to qualify.

#### 4.2.2 TESTS FOR HYPOTHESIS ONE

This hypothesis states that performance in the IJMBE affect the qualification of IJMBE candidates for the University admission.

The data analyzed in table 4.1 reveals that for the period under study 1994-1998 51.14% of the candidates who sat for the IJMBE passed the examination while 48.86 failed. This simply means that 51.14% qualified to be admitted into the University based on their performance in the IJMBE while 48.86% failed to qualify for

admission into the University due to their poor performance in the IJMBE.

Further more, the data contained in table 4.2 further attests to hypothesis one because it shows that 48.8% of the students sampled for this study qualified to be admitted into the University based on their performance in the IJMBE while 51.8% fail to qualify for University admission due to their poor performance in the IJMBE.

The overall performance in the IJMBE if raised to higher percentage can increase directly the number of candidates who will qualify for university admission which will in turn make the IJMBE programme more marketable.

#### **4.3.0 FACTORS THAT INFLUENCE PERFORMANCE IN THE IJMBE**

Having seen that performance in the IJMB affects students qualification for admission into the university, and having also seen that the present performance in the IJMBE as revealed by this case study needs to be improved upon in order to attract more candidates into the programme, the researcher now considers those factors that if improved upon will help give better results in the IJMBE. These were the factors investigated from the following sources:

- a. Secondary source of data on students qualifications against their performances in the IJMBE.

- b. Data collected from teachers qualifications against their performances in the IJMBE.
- c. Data collected from teachers questionnaire.
- d. Data collected from the face to face interviews.

**4.3.1 RELATIONSHIP BETWEEN STUDENTS QUALIFICATION AND PERFORMANCE IN THE IJMBE**

The relationship between students qualification/background at the point of entry into the IJMBE programme against their performance in the IJMBE was one of the factors investigated to see how they affect performance in the IJMBE. Table 4.3 present a total of five hundred (500) candidates one hundred (100) for each year from 1994 to 1998 and their performance in the SSCE.

Table 4.3 present the performance of these same candidates in the IJMBE against their SSCE results.

**TABLE 4.3 STUDENTS RECORD OF ENTRY QUALIFICATION INTO THE IJMBE**

YEAR	5 CREDITS & ABOVE	4 CREDITS	3 CREDITS	2 CREDITS	TOTAL
1993/94	10	40	30	20	100
1994/95	20	30	40	10	100
1995/96	25	35	35	05	100
1996/97	15	35	45	05	100
1997/98	30	40	20	10	100
1997/98	100	180	170	50	500

*Source: IJMBE Students Records Files, Department of Continuing Education, Kaduna State Polytechnic, Zaria.*

**TABLE 4.4 STUDENTS ENTRY QUALIFICATION AGAINST  
THEIR PERFORMANCE IN THE IJMBE**

YEAR	5 CREDITS	NO/% PASSED	4 CREDITS	NO/%	3 CREDITS	NO/%	2 CREDITS	NO/%
1994	10	10 = 100%	40	20 = 50%	30	5 = 17%	20	2 = 10
1995	20	16 = 80%	30	14 = 47%	40	10 = 25%	10	3 = 30
1996	25	20 = 80%	35	20 = 57%	35	15 = 43%	05	0 = 00
1997	15	15 = 100%	35	17 = 49%	45	13 = 29%	05	1 = 20
1998	30	29 = 97%	40	19 = 48%	20	10 = 50%	10	3 = 30
Total	100	90 = 90%	180	90 = 50%	170	53 = 31%	50	09 = 18

*Source: Students Record Files (IJMB), 1994 - 1998 from the  
Department of Continuing Education Kaduna State  
Polytechnic,  
Zaria.*

**4.3.1.1 ANALYSIS AND DISCUSSION OF THE DATA  
(TABLES 4.3 - 4.4)**

Table 4.3 gives the qualification of candidates admitted into the IJMBE programme against the number of credits they obtained at the SSCE. Table 4.3 shows how these candidates performance in the S.S.C.E relates to their entry qualification into the IJMBE. 90 out of 100 candidates (90%) admitted with five credits and above in their SSCE passed the IJMBE 90 out of 180 candidates representing 50% of candidates admitted with four credits passed the IJMBE, 53 out of 170 of candidates admitted with three credits representing 31% passed the IJMB while 09 out of 50 candidates who are admitted with two credits passed the IJMB representing 18%.

These figures show that performance of candidates in the SSCE is directly proportional to their performance at the IJMBE i.e candidates with better background or entry qualification in their SSCE pass the IJMBE more than candidates with poorer background or lower qualifications.

#### **4.3.1.2 TEST FOR HYPOTHESIS TWO**

This hypothesis states that candidates who perform well in their SSCE also pass the IJMBE well.

The direct proportionality relationship revealed in table 4.3 between the performance of candidates in their SSCE and their performance in the IJMB goes to establish the fact that candidates who perform well in their SSCE also perform well in their IJMBE and vice versa.

#### **4.3.2.0 RELATIONSHIP BETWEEN THE DURATION OF THE IJMBE PROGRAMME AND PERFORMANCE OF THE STUDENTS IN THE IJMBE**

The relationship between the duration of the IJMBE programme and the performance of candidates in the IJMB examination was another factor that the researcher investigated through the teachers questionnaire (3b; 4b) and the face to face interview with the Chief Examiners of the IJMB Examination:

**TABLE 4.5 EXTEND OF COVERAGE OF IJMB SYLLABUS BY  
TEACHERS**

The teachers response to this question is as shown below:-

RESPONSES	RESPONDENTS	PERCENTAGE
70% - 100%	05	10%
60% - 69%	15	30%
50% - 59%	25	50%
40% - 49%	05	10%
39% and below	00	00%
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

Source: Teachers Questionnaire (Appendix A)

**TABLE 4.6 NUMBER OF YEARS CONSIDERED ADEQUATE FOR  
FULL COVERAGE OF THE IJMBE SYLLABUS**

Following the finding of partial coverage of the IJMBE syllabus by teachers teaching in the programme both the teachers and Chief Examiners were asked how many years they considered adequate for full coverage of the syllabus and they gave the following separate responses (Tables 4.5 - 4.6)

**TABLE 4.6 DURATION OF THE IJMBE PROGRAM**

<b>RESPONSES</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE</b>
Two years	45	90%
One year	05	10%
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

Source: Teachers Questionnaire (Appendix A)

**TABLE 4.7 DURATION OF THE IJMBE PROGRAMME**

<b>RESPONSES</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE</b>
2 Sessions	15	75%
1 Sessions	05	25%
<b>TOTAL</b>	<b>10</b>	<b>100%</b>

Source: Chief Examiner's interview

**4.3.2.1 TEST FOR HYPOTHESIS THREE**

This hypothesis states that the limited time used in teaching in the IJMBE programme contributes to poor performance in the IJMBE. This hypothesis stems from the fact that the current one year duration of the IJMBE programme is not adequate for complete coverage of the syllabus.

Table 4.5 reveals that only 10% of the teachers cover up to 70% - 100% of the syllabus within the present one year duration while the remaining 90% of teachers cover less than 70% of the syllabus. This reveals a case of partial coverage of the syllabus by most teachers. If syllabi are not completely covered in an external

examination like the *IJMBE*, then performance of the candidates in such an examination may be affected negatively.

Based on the revelation of partial coverage of the syllabus in Table 4.5, Tables 4.6 and Tables 4.7 call for an extension of the duration from one year to two years by both the teachers and the Chief examiners respectively.

The researcher feels that an extension of the duration of the program from one year to two years will lead to complete coverage of the syllabus in all subjects which will lead to better performance in the *IJMBE* thereby attesting to hypothesis three.

#### 4.3.3.0 **RELEVANCE OF TEACHERS QUALIFICATION AND EXPERIENCE TO PERFORMANCE IN THE *IJMBE***

Another factor that was investigated which could affect the performance of candidates in the *IJMBE* is Teachers Qualification and experience. This record separate responses from the teachers face to face interview with the *Kaduna State Polytechnic IJMBE* coordinator and interview with the *IJMBE* Chief Examiners.

**TABLE 4.8 RELEVANCE OF TEACHERS QUALIFICATION TO PERFORMANCE IN THE IJMBE**

RESPONSES	RESPONDENTS	PERCENTAGE
HND Holders	00	00%
1st Degree Holders	40	80%
2nd Degree Holders	10	20%
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

Source: Teacher's Questionnaire (Appendix A)

Holders of a minimum of first degrees in the relevant subjects are considered suitable to teach in the IJMBE programme which means that from table 4.7 100% of the teachers are qualified to teach in the programme.

**TABLE 4.9 RELEVANCE OF TEACHING EXPERIENCE OF TEACHERS**

RESPONSES	RESPONDENTS	PERCENTAGE
15 Years and Above	10	20%
10 - 14 years	15	30%
5 - 9 years	15	30%
4 Years and Below	10	20%
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

Source: Teachers' Questionnaire (Appendix A)

Table 4.8 above shows that majority of the teachers teaching in the IJMBE programme (40) representing 80% have enough teaching experience to teach in the programme i.e 5 years and above. Therefore teachers experience may not be one of the causes of the poor performance in the IJMBE in Kaduna State Polytechnic.

#### 4.3.3.1 TEST FOR HYPOTHESIS FOUR

This hypothesis states that the teachers that teach in the IJMBE programme lack the requisite qualification/experience which leads to poor performance in the IJMBE.

Both tables 4.7 and table 4.8 have revealed that there are enough qualified and experienced teachers teaching in the programme respectively which makes this a null hypothesis. The qualification and experience of the teachers cannot therefore be linked to the poor performance in the IJMBE.

#### 4.3.4.0 RELEVANCE OF ADEQUATE TEACHING FACILITIES TO PERFORMANCE IN THE IJMBE

The researcher also investigated whether there are enough teaching materials (e.g textbooks, laboratories, etc) to enhance good performance in the IJMBE. Separate responses from the teachers, Chief Examiners and interview with the IJMBE coordinator of Kaduna State Polytechnic are summarised below:

**TABLE 4.10 ADEQUACY OF TEACHING MATERIALS**

RESPONSES	RESPONDENTS	PERCENTAGE
Very adequate	00	00%
Adequate	05	10%
Fairly	25	50%
Not adequate	20	40%
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

*Source: Teachers' Questionnaire (Appendix A)*

The table above shows that teaching materials used for teaching the programme are not very adequate (00%) while only 10% feel that the materials are just adequate. 90% of respondents feel the materials are either just fairly adequate or not adequate at all.

Furthermore, table 4.11 below also reveals the inadequacy of teaching materials as observed by the Chief Examiners.

**TABLE 4.11 ADEQUACY OF TEACHING MATERIALS**

RESPONSES	RESPONDENTS	PERCENTAGE
Very adequate	00	00%
Adequate	05	25%
Fairly adequate	05	25%
Not adequate	10	50%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

*Source: Face to face Interview with Chief Examiners (Appendix B)*

#### **4.3.4.1 TEST FOR HYPOTHESIS FIVE**

This hypothesis states that lack of enough teaching materials (e.g textbooks, laboratories etc) leads to poor performance in the IJMBE. The joint responses of the teachers and Chief Examiners in table 4.9 and 4.40 reveal the inadequacy of teaching materials in the schools and colleges running IJMB program. Going by this observation performances in the examination are likely to be affected negatively especially in the science based subjects.

Since effective teaching is facilitated by availability of adequate teaching materials then it is reasonable to draw the conclusion that links the poor performance of candidates in the IJMBE to the dearth of materials observed in both table 4.9 to 4.11 which attests to the above hypothesis.

#### **4.3.5 OTHER FACTORS THAT INFLUENCE PERFORMANCES OF STUDENTS IN THE IJMBE**

Hypotheses one to five have revealed some factors investigated and how they affect performance in the IJMBE.

Other relevant factors were also investigated though not by hypothesizing but were revealed through either the teachers questionnaire or face to face interview. These other factors are;-

TABLE 4.12 RELEVANCE OF STAFF TO PROMOTION  
PERFORMANCE IN THE IJMBE

QUESTION: Do you get your promotion when due?

RESPONSES	RESPONDENTS	PERCENTAGE
Yes	10	20%
No	40	80%
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

Source: Teachers Questionnaire (Appendix A)

TABLE 4.13 RELEVANCE OF STAFF DEVELOPMENT AND  
TRAINING

QUESTION: How often do you attend seminars, conferences,  
further studies etc?

RESPONSES	RESPONDENTS	PERCENTAGE
Very often	05	10%
Often	10	20%
Fairly Often	25	50%
Not Often	10	20%
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

Source: Teachers Questionnaire (Appendix)

Tables 4.12 and 4.13 investigate how promotion and staff training and development respectively of the teachers can affect the teachers output at work and therefore the performance of the candidates in the IJMBE.

Only 20% of the teachers get their promotion when they are due meaning that 80% are not promoted when they are due. Lack of promotion dampens moral of a teacher and can lead to frustration of the staff.

On the other hand only about 30% of the staff have opportunities to go on further training, seminars, conferences and other staff teachers and development opportunities on a regular basis. Where a staff development and training policy is not regular enough teachers cannot up date their knowledge enough to keep pace with current happenings in their subjects. This in turn can affect negatively performance of the candidates in the IJMBE. Therefore, staff of the IJMBE need to be motivated through regular promotion and regular staff training and retraining.

**TABLE 4.14 RELEVANCE OF QUESTION PAPERS TO THE SYLLABUS**

***QUESTION: Teachers in the IJMBE program were asked if they considered the IJMBE question papers relevant to the content of the IJMBE syllabus.***

RESPONSES	RESPONDENTS	PERCENTAGE
Very relevant	02	04%
Relevant	20	40%
Fairly relevant	25	50%
Not relevant	03	06%
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

*Source: Teachers Question (Appendix A)*

This reveals that over 56% of the teachers in the IJMBE programme consider the question papers set by the Chief Examiners as just fairly relevant or not relevant at all while only 44% consider the questions asked in the IJMBE as being just relevant or very relevant. The percentage of respondents who feel the questions are not relevant enough is high enough for one to wonder if the final questions are usually within the context of the syllabus. This gives concern because questions set out of syllabus can lead to poor performance of candidates in the IJMBE.

**TABLE 4.15 SUITABILITY OF CHIEF EXAMINERS OF THE IJMB TO EXAMINE THE IJMBE SYLLABUS**

In a similar investigation Chief Examiners were asked during the face to face interview whether they consider themselves suitable to set questions in the IJMBE syllabus.

RESPONSES	RESPONDENTS	PERCENTAGE
Very suitable	20	100%
Suitable	00	00%
Fairly suitable	00	00%
Not suitable	00	00%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>

*Source: Interview with Chief Examiners.*

The Chief Examiners interviewed all agreed that they are very suitable to examine the IJMB syllabus despite the fact that they teach in the University. After all, they argued they consume the products of the IJMBE in their various faculties.

The teachers response however disagrees with this opinion.

To further find out the suitability of the Chief Examiners and/or relevance of question papers set to the syllabus JAMB officials were asked during the face to face interview, the response was that some times their appointed Chief Moderators do complain of some Chief Examiners setting questions out of context of the syllabus. This opinion corroborates the IJMBE teachers response. A situation where a Chief Examiner in any examination sets questions that are out of context of the prescribed syllabus taught to the students may lead to poor performance in that examination.

### ***Relevance of local Transportation Problems***

In the teacher questionnaire, teachers of the IJMBE programme were asked to comment briefly on any other factors that can affect performance of their students in the IJMBE, most of the respondents (90%) observed that transportation should be provided for staff and students who reside at the Annex Campus along Gaskiya Road but attend lectures at the Main Campus along Kaduna Road. This local transportation problem, argued the teachers, can lead to poor performance especially when both staff and students have to go late or be absent completely from lectures during the rainy season or periods of fuel scarcity.

### **RELEVANCE OF STUDENTS COUNSELING**

Another popular area that attracted response from the teachers in their open comment in the questionnaire was the need for students counseling. This assertion manifested in question 11 when 75% of the teachers feel that students coming into the IJMBE programme will need special counseling to acquaint them with what the IJMBE programme is all about, what subject combination leads to what profession in the University, good reading habits, etc so as to curb with the crash programme nature of the IJMBE.

#### 4.4 IMPLICATIONS OF THE STUDY

Based on the case study of the performance of candidates of Kaduna State Polytechnic in the IJMBE examination some findings were made on the state of performance in the examination, factors that affect such performances and how they can be manipulated to give better performance and therefore attract more candidates into the programme.

From the data generated from the teachers', questionnaire face to face interviews and historical records from secondary sources of data, the following findings were made:-

1. From the data on students performance in the IJMBE over a period of five years (1994 - 1998) in Kaduna State Polytechnic and the discussion that followed the data immediately, it was clear that indeed, the performance in this examination is poor and needs to be improved upon if more candidates are to be attracted to patronise the programme.
2. Based on the finding in (1) above it also became clear that a number of factors must have contributed to that poor performance and that any effort at improving such performances should address those prevailing factors that were investigated by the study.

3. That among the factors that could have contributed to the poor performances, the lack of enough qualified and experienced staff did not constitute a factor as there were enough qualified and experienced staff teaching in the IJMB programme.
4. That there is direct proportionality between candidates performance in their SSCE and performance in their IJMB examination.
5. No matter the performance or high score recorded by candidates in the IJMB examination they still need to have credit passes in English and/or Mathematics before they can be admitted into the University.
6. There is inadequate coverage of the IJMB syllabus due to the limited time available in the one year IJMB program. And that to curb with this there is a call to go back to the traditional two year program.
7. Questions set by some Chief Examiners are at time not in conformity with the IJMB syllabus in terms of scope context and relevance.
8. There are inadequate facilities for teaching the IJMB subjects in terms of relevant text books, laboratories, etc
9. That there is inadequate motivation of staff of the IJMB through regular promotion and staff training and development.

10. The distance between the Annex Campus along Gaskiya Road where both staff and students are residing is too far from the Main Campus along Kaduna Road where the IJMB classes are located.
11. Finally, students need adequate counseling on what the IJMB program is all about, what course combinations lead to what course or career in the University, what reading habits they need to adopt to prepare for the final examination.

## CHAPTER FIVE

### 5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 INTRODUCTION

This chapter gives a brief summary of the findings obtained from this study. It goes further to draw conclusion based on the findings of the research and also offers suggestions which when implemented will go along way in improving the performance of candidates in the IJMB examination. Improved performance will ultimately make the programme more attractive to perspective candidates.

#### 5.2 SUMMARY

Based on the study carried out the major findings can be summarised as shown below:-

1. Performance in the IJMB examination is poor which fails to attract candidates to patronise the program.
2. Candidates who pass well in the SSCE also perform well in the IJMB examination and vice versa.
3. Inadequate coverage of the syllabus due to limited time (one year duration) is one of the factors that leads to the poor performance.
4. Candidates who pass the IJMB well but who do not have credits passes in English and/or mathematics are not given admission into the University.

5. Questions are sometimes set out of context or do not conform with the IJMB syllabus.
6. Colleges do not provide adequate facilities \*e.g laboratories, textbooks etc) for teaching the program.
7. Staff are not adequately motivated through regular promotions and staff development, transportation, etc.
8. Students with poor background are admitted into the program
9. Students are not adequately counselled during registration.

### 5.3 CONCLUSION

The crave for education is very high today at all levels of the educational system. Consequently there is a corresponding increase in the number of schools that spring up to meet that strong desire for education. The situation calls for concerted effort by school, proprietors to aim at providing quality and functional education so that their schools can excel in the final examination. The IJMB program should be part of this attempt of being result oriented. This study involving the performance of candidates of Kaduna State Polytechnic in the IJMBE has indeed shown that the performance is below expectation. It went further to show that the poor performance is linked to a number of factors or variables which range from students biased, teachers biased and the administrative machinery that run the program. An over haul of these factors will go along way in improving the performance of

candidates in the examination and once better performance is achieved more and more candidates will be attracted into the programme as a means of entering the University.

### 5.3 **RECOMMENDATIONS**

Based on the research findings, the following recommendations are made which when implemented will help better the performance of candidates in the IJMBE and therefore help to market the program by attracting more candidates:-

1. Only candidates who have the minimum entry requirement into the program should be admitted into the one year IJMB i.e only candidates with five (5) credits and above including English and Mathematics in their SSCE. By so doing only candidates with good educational background who already have the ordinary level requirement for University admission should be admitted.
2. Since credit passes in English and Mathematics in the SSCE are requirements for University admission, where candidates are registered for the IJMB program with English and/or Mathematics, effort should be made to make their credit in the IJMB basic English and Mathematics. This is to avoid a situation where candidates pass the IJMBE but fail to get admission into the University which by so doing will discourage other candidates from enrolling in the IJMB program.

3. The IJMB syllabus is basically designed to be covered in two sessions. Institutions running the program are therefore advised to revert back to the two years for a more efficient and effective coverage of the syllabus.
4. Only experienced and dedicated Examiners should be appointed who should not serve for more than five years. Further more Chief Examiners should generate their questions from a data bank drawn from question set by the teachers who actually teach the program.
5. Proprietors of the IJMB affiliated institutions should provide enough funding to enable the schools in turn to provide adequate facilities (laboratories, textbooks etc) to teach the students effectively.
6. Teachers of the programme should be motivated through regular promotion, staff development, transportation, etc. This will help retain experienced staff who are always eager to leave to other competitors that can offer better incentives.
7. A student counseling unit should be introduced and charged with the responsibility of counseling students choice of subject combination vis - a - viz their proposed career.

8. Parents too should make sure they provide their children with enough basic requirements to enable them stay and read and avoid side attractions or any form of anti-social vices.
9. Students too should be made to cultivate positive reading habits peculiar to the IJMB programme since it is a crash programme and also externally examined.
10. School administrators (management and teachers) should see themselves as marketers of a service and therefore build in the marketing approach peculiar to a service. This can be done without necessarily establishing a marketing department in the schools but simply imbibing that spirit of service marketing in all their curricula activities.
11. Ahmadu Bello University who are the owners of the IJMB examination should set the pace to other Universities by admitting all qualified candidates that go through the program. This will encourage other students to want to patronise the program.
12. Finally, since IJMB has been accepted as a national examination to be used for University admission at the 200 - level, the National Admission body charged with that responsibility (JAMB) should ensure that no University

discriminates against the IJMB candidates during admission exercise.

#### 5.5 AREA FOR FURTHER STUDY

It was stated earlier in the introductory part of this study that the primary aim of the IJMBE programme is to prepare candidates for admission into the 200 level of Nigerian Universities. The study has dwelt on how to improve performances of candidates that sit for this examination by exploring those factors that can be manipulated in order to get better results using the Kaduna State Polytechnic experience. It was however revealed during the study that it is one thing to pass the IJMBE but it is another thing to get admitted into the University. To make the cycle complete any candidate who passes the IJMBE ought to get admission. This will increase the marketability of the programme more.

In the light of the above observation it is being recommended for further study, those factors that act as impediments to candidates who have passed the IJMBE but cannot get admission into the University.

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## APPENDIX A:

### QUESTIONNAIRE FOR IJMBE TEACHERS

**Dear Respondent.**

The researcher is a Post Graduate student of the Department of Business Administration, Ahmadu Bello University, Zaria. He is undertaking a research study on "Improving the Marketability of the Interim Joint Matriculation Board Examination (IJMBE).

A Case Study of the performances of the students of Kaduna State Polytechnic, Zaria".

Your help is therefore solicited in answering to the best of your knowledge the questions below:-

You are assured that any information given shall be treated with strict confidence as it will be used only for the purpose of this research. Your cooperation will therefore be highly appreciated.

Thank you.

Yours faithfully,

**J. N. Duniya.**

*Please answer the questions below by filling in the blank spaces or tick as appropriate.*

1. Your qualification (1st and highest degrees with date) \_\_\_\_\_  
\_\_\_\_\_
2. Location of your lecture rooms. Annex Campus or Main Campus.
3. Location of your Residence \_\_\_\_\_  
\_\_\_\_\_
4. Are you mobile? Yes/No
5. How long have you been teaching in the IJMBE programme? \_\_\_\_\_  
\_\_\_\_\_

**SECTION B (TICK IN THE BOX OF YOUR CHOICE)**

1. How many years will you suggest for the adequate coverage of the IJMBE syllabus in your subject?  
One year [ ] Two years [ ]
2. On the coverage, what has been your percentage coverage of the syllabus in your subject for the past five years?  
70% - 100% [ ] 60% - 69% [ ] 50% - 59% [ ] 40% - 49% [ ]  
below 40% [ ]
3. What is your assessment of the student's background from their secondary schools) Very adequate [ ] Adequate [ ] Fairly adequate [ ] Not adequate [ ]
5. How adequate are the question papers set for the final examination in terms of relevance to the syllabus?

Very adequate [ ] Adequate [ ] Fairly adequate [ ] Not adequate

[ ]

6. Do you get your promotion as and when due? Yes [ ] No [ ]

7. How often do you attend seminars, conferences, further studies, etc.

Very often [ ] Often [ ] Quite often [ ] Not often [ ]

8. State briefly any other comment that you think can be used to improve  
the performance of your students in the IJMBE \_\_\_\_\_

\_\_\_\_\_

## APPENDIX B:

### INTERVIEW WITH IJMBE CHIEF EXAMINERS.

1. How many sessions will you consider adequate for effective coverage of the IJMBE syllabus in your subject?  
One year or Two years?
2. Based on your interaction with staff from colleges during coordination meetings do you consider them qualified enough to teach in the IJMBE programme?  
Very qualified or Just qualified or Fairly qualified or Not qualified?
3. Do Colleges in your opinion have adequate facilities (e.g Laboratories, Textbooks, etc) to run the IJMBE programme?
4. Do you consider yourself a University Lecturer suitable to examine the IJMBE syllabus?

## APPENDIX C:

### INTERVIEW WITH JAMB OFFICIALS.

1. Are the ordinary level requirements of credits in English and Mathematics for University admission also applicable to IJMBE graduands? Yes/No
2. Based on your moderators' report are questions set for the IJMBE always relevant to the syllabus?

## **APPENDIX D:**

### **INTERVIEW WITH IJMB COORDINATOR, KADUNA STATE**

#### **POLYTECHNIC, ZARIA**

1. Do you get enough funding to provide enough facilities for teaching the IJMBE programme?
2. Are students who are deficient in ordinary level English and Mathematics but who pass the IJMBE offered admission to the University?
3. Do you consider the IJMBE lecturers qualified enough to teach in the programme.