

QUADRIPARTITE EXAMINATIONS FOR MERE MAIDEN ADMISSION INTO NIGERIAN TERTIARY INSTITUTIONS: QUESTIONING THE MULTIPLICANDS

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Abstract

Tertiary institution, the apex for teaching and learning, is the hub in the network of formation and pronouncement of finding graduates and post-graduates worthy in character and learning after years of admission and sojourn in our higher institutions. However, there is this deep-rooted problematiquies in getting into any of such institutions within Nigerian Educational System informed by her National Policy on Education (NPE). And that has to with the number of internal and question of external examinations students sit for. This paper using method of critical presentations and analysis questions the multiplicands that test only one domain of learning, cognitive, and of course, offers that other domains of learning in tandem and in consonance with years of studies in secondary school alongside testimonial ought to count for maiden admissions in our different tertiary institutions.

Keywords: Examinations, domains of learning, admission, tertiary institution.

Introduction

Education as a human project is for human capital development which entails schooling and all the processes of training exemplified in teaching and learning. Examinations in this regard show what actually happened, the teachers having taught and the students presumed to have learnt. However, examination may not be the true test of knowledge but that's the only parameter we have now to ascertain such. Hence, through examinations which have been tagged as not the test of knowledge one gains admission into schools and as well gets promoted through the levels of studies. Through examinations one is graded passed or failed to continue or drop out of school, to carry-over the course or repeat the level as the case may be. Examination primarily makes it possible for one to graduate from school and face the realities of life having passed through school and school nevertheless having passed through the student. However, which type of and how many examinations can one sit for before gaining admission into institutions of learning is the unique thrust of this paper.

This paper sets out to find out how many exams a student need for mere entrance into higher institution of learning in Nigerian educational system. This paper, therefore, questions the multiplicity s well as the quadripartite exams of West African Exam Council (WAEC), National Examination Council (NECO), Joint Admission Matriculation Board (JAMB) and Post-Unified Tertiary Matriculation Examination (POST-UTME) being taking in our secondary schools for mere admissions into any higher institutions in Nigeria. Nigerian Students are vulnerably subjected to sit for four external examinations apart from the internal exams that unfortunately tests only one domain of learning thing for just a single admission into higher institutions.

While criticizing these seeming multiplicands and undue multiplicity, the researcher suggests a single examination for any intake into any institution of higher learning after secondary school. More the researcher recommends such single and or the use of transcript for such admissions. However, NPE education ought be a *vade me cum* in outlining ordinances for the educational industry in Nigeria and equally see that such enactments are observed.

Education

The concept of education is traced to Latin lexical roots of *educare* and *educere*. *Educare* literally means to train, to lead into or to mold, and *educere*, meaning to lead out (Craft, 1984). Onebunne (2023) maintains that education as a conceptual human enterprise by extension, the definitional understanding and appreciation of education simply means leading one out of ignorance and leading or molding one into knowledge. Bass and Good (2004) reiterates that “in the overall scheme of things, *educare* and *educere* are of equal importance. Education that ignores *educare* dooms its students to starting over each generation. Omitting *educere* produces citizens who are incapable of solving new problems. Thus, any system of education that supplies its students with only one of these has failed miserably”. *Educere* resurrects the innate idea in one, hence, idealism theorizes that man is born with ideas to be harnessed. *Educare* pre-supposes that even if man’s brain is of *tabula rasa* nature, something can be cultivated on it *via* education processes. In these understanding, education being a human project entails a rationality.

Education, therefore, is for reasonable beings with consequent changes in their understanding and in character. Hence, education trains and controls the animality in humanity. This is why according to Dewey (1938), education should be treated as intelligently directed. And he maintains that education is a process of acculturation through which the individual is helped to attain the development of his potentialities and capabilities as well as his possibilities, (Okafor, 1992). Ukeje (1979) mentions the three ways of appreciating education as a process, as a product and as a discipline by which it is interpreted and understood a human project. Education in its formal placement and informal orientation, structured in a well spelt out philosophy is the foundation of any human development. This is why authentic human development is tailored towards informal and formal education in different schools of learning. However, the worst human treatment is mis-education of humanity that leaves humanity with ignorance which is a disease of its own and vampire.

Education remains a human enterprise for proper human formation and upbringing. It is one of the greatest instrument in human development, therefore, it’s a weapon for growth and development. The colonial masters misused it on Africans against our culture and traditions with their educational policies and ordinances. One must appreciate the fact that no nation rises above the quality of her educational system. Our educational system and philosophy defining it as well as policies are very limp in progressive movement and too myopic as in projecting into the future. Currently our NPE has a kind of many unimplemented and even unimplementable acts ranging from which particular systems of education are we actually practising: From 5-3-3-4 system through 6-3-3-4 system and now 9-3-4 system. The 21st century educational system deludes us as the foundation of our educational system is greatly faulty with its Western Philosophy of Education than African Philosophy of Education or Nigerian Philosophy of Education which is at home with our socio-cultural cum traditional problems. What of the recently introduced entrepreneurial studies meant to replace the memorization, theory and practice? Surbhi (2021) explains that education refers to a formal conservative process that helps in the development of abilities and capabilities, attitudes and other behavioural practical values in the society from which they belong, for the purpose of obtaining social competence and optimum development of an individual’s potential. People understand and appreciate education from different points of view. While for some it is a synonym for formal schooling, others take it as lifelong learning. Equally, there are people for whom education means obtaining knowledge, skills and attitude, (Surbhi, 2021).

The introduction of entrepreneurship education *via* 34 trade subjects in the institutions of learning in Nigerian secondary schools and tertiary institutions is seen as a measure to address the problem of graduate unemployment and strategically position the economy for sustainable development. Unfortunately most of all these courses or subjects have no qualified teachers in secondary schools. Hence, it becomes one of the elephant projects in our school systems. Ubogu (2023) noted that “entrepreneurship education should be regarded as a critical

component of our educational curriculum because of the obvious need to generate alternative sources of employment. The Nigeria graduate of the 21st century cannot afford to be a "jack of all trades and master of none" If he has to be employable, he has to go to the labour market with a specialized skill". Ige, T. (2021) in the Online *Punch Newspaper* quoted Prof Mopelola Omoegun, a former Dean of the Faculty of Education, University of Lagos, fondly referred to as the 'doyen of guidance and counselling in Nigeria.' as saying that no nation can rise above level of its teachers. During the flag-off ceremony of *Better Education Service Delivery for All* (BESDA) at the Obi Wali International Conference Centre, Port Harcourt, last week based on the report by the *United Nations Emergency Fund* (UNICEF) that Nigeria is currently the leading nation globally in out-of-school children, the Nigerian Minister of State for Education, Chukwuemeka Nwajiuba emphatically maintains that "no nation can rise above its educational development" (Nwajiuba, 2021). Onebunne (2022) from all these references made of education to sustainable development concludes that education is a human enterprise that develops humanity and his environment...that trains and tames the animality in human beings with rationality, (p.1). Surbhi (2021) equally maintains that education refers to a purposive, psychological and scientific process that results in the development of a student to the maximum extent...the advancement of the student as per society's need and demand. In the broadest sense, education is something that has a positive impact on the mental, physical and psychological well being of the individual.

Appreciation of School

Onebunne (2021) had captioned one of his book chapters "School: A Place Beyond Academics" which was adapted from an initial article in *Holy Child Newscope* titled "School: A Place for more than Academics". There are many nuances of a school and what it ought to be. School is not just for academics. It is beyond that. There are more to academics in a school setting. The school remains a place of training for academics, imbibing moral values and a place of character formation. Being an institution, the school is a veritable place for training and moulding a holistic pupil, an integral student. The school should offer pupils or students the opportunity for fundamental and basic human formation. The school, therefore, determines the child, as it influences everything about him or her. The four walls of the school are fantastic and impressionable. There, *Governors, Professors, Presidents, Experts* and *CEOs* of different corporate institutions are in making as well as different professionals in different walks of life. Scholars are products of school and its environment. Even the politicians who are now politicizing education remain *the good, the bad and the ugly* products of schools, (Onebunne, 2021).

Onebunne (2021) insists that no school exists without teachers, students and in an environment. These teachers are the hands that rock the cradle who are the pupils or students. To talk of a school is to talk of teachers, presuming parents who remain primarily the foundation informal teachers. The school is, therefore, synonymous with teaching and teachers. This is why the school offers an opportunity of reshaping, redirecting, knocking right, forming and reforming a child through her basic, elective and exploratory courses. The school challenges and changes a child into a professional young lady or young man with promising and great sense of fulfilment and later, with a sense of a fulfilled personality. As educators, we need to be continually be aware that school is more than a place where students just receive academics. It is an environment for transformation. It's also a place where students work out and improves on other important aspects of their lives, which they cannot learn from private centres and other sorts or places of *register-and-write exam-and-go* centres. Schools offer an opportunity for students to pass through its formative and influencing walls. As they pass through the school, the school passes through them with enormous influence, challenges and changes. Here lies the irony, evil, devastating and impulsive destructive nature of private centres. And we need to make this point clear to parents, public and education policy makers that there are "other things" students ought to learn in schools which are not always part of the formal curriculum. Most of those things may not be related to the number of units of Alpha, Beta or Credit, the graded points or the course of study required for

graduation or promotion to the next class. There are other positive and influencing extracurricular and often a kind of entrepreneur-scholarship, the school environment and staff dispositions offer to an astute student *via* tactful teaching.

It is in the school, apart from minor home-chores, that students are confronted with learning to work with others for the first time, a kind of team work and co-operate involvement. Students are required to cooperate and follow specific rules and show total uncompromising and unalloyed obedience to an array of staff as well as his or her fellow and senior students. Equally, they ought to show and should learn how to respect each other and as well as be trained to be bold enough to change and challenge any confronting situations in life. What of the the issue of coeducation in our educational system. Onebunne (2021a) in trying to introduce coeducation in an already existing single school (that is no more fashionable), writes an explanatory notes to the school proprietor and parents thus: “it has been a very long dream especially for the founders of ICIC to make it a co-educational school. Today, mixed school is highly advocated because of the psychological balance as well as the emotional equipoise it gives to the students. Co-education has strong positive effects on the intrapersonal, and more, on the interpersonal relationship between opposite sexes with regard to general decorum and discipline, educational motivation and healthy competition which it gives to students. Nevertheless, it demands an active supervision and committed administration”. Furthermore, Onebunne (2021a) maintains that “there is no justifiable reason (either psychologically or socioeconomically otherwise) why this practice of *single schooling* at the secondary school level. The fact is that at home, it is a mixed form of raising-up children; At Primary School, it’s mixed schooling; then At Secondary School level comes this questionable idea and uncertain practice of separation. Finally, at Tertiary Institutions, mixed schooling resurfaces”. However, Onebunne (2021a) was very apt in concluding that “school seems to be a good option and the needed alternative as remote solution to sexual disorientation since it offers students an opportunity for earlier healthy interaction with the opposite sex. Mixed school as co-education is a good alternative for integral formation and holistic training of our students”.

In school, students learn to be themselves, with much responsibilities attached. They must learn to weigh, sort out, and choose from assortment of portions and opinions. They learn about their rights and obligations (duties) and even privileges as well as the rights and obligations of others. In school system the students learn factually that in training them there is no democracy. They are immersed in peer pressures and must learn to deal with these motivators which often re-shape their personalities in life. For the first time, they become aware of the expectations of the society. This is so because rocking the cradle. It is simply perfected in school. However, most of these social adjustments occur in school as students are about experiencing the physical changes that mark the boundaries between childhood, adolescence and adulthood (Onebunne, 2021a).

It’s during their school years that students learn to deal with their maturity, future responsibility and more, their mood which often may be erratic. Indeed, their moods may change dramatically from day to day. One day they are happy students, the next day they may wear the face of a rioting mob or a rebellious youth of a serious type. And they must deal with all the pressures of home and school, most of which they have no power to do anything about. These include variances ranging from living in a shattered problem-ridden home to an abusing society. It is a time in their lives when they are confronted with and must learn to deal with temptations, pleasures, young stupidities and anxieties of adults and adolescence. School offers moments of these pressures. School offers a very critical moment in the life of students. School time is within the students’ or children’s age of discovery and experiences of the *first time*. And the student must learn that *first time* matters a lot in his or her life. During this moment too, students learn in a hard way that experience often is the worst teacher than the best teacher. Some students may not be courageous or bold enough to control some tempting situations. In some cases, they respond to some of the peer pressures by turning to certain

juvenile delinquencies, drugs and alcohol, illicit relationships and different forms of cultic associations. Others may act out of their frustrations and crisis with a type of behaviour that is completely inappropriate in a cultured society and in a school environment. Consequently, some students, as a result of these pressures, *run afoul of school rules and regulations* thereby subjecting themselves to punishment which, in some cases do little to solve their problems. More so, such punitive measures go a long way to do the magic. However, we still emphasize the central place of different punitive measures in training our students. The most important thing for us to remember, and help others to realize, is that students are confronted with other requirements for maturity in addition to school learning requirements. This reality is not a reason to minimize the learning requirements and process in our school; instead, it is a reason for us and parents to have some understanding and a measure of compassionate control and direction.

Onebunne (2021b) is of the opinion that in school, students work out other important aspects of their lives during the school year and within school environment. We note that we are products of our environment. “the environment, that is, the nature plays a vital role in our upbringing and entire life. The healthier the environment, the better human beings it promises. We must try to ensure that students have ample opportunity and hence must be provided time for laughter, joy, social interaction and celebration through different organization, groups and external engagements with other students in different schools” (pp. 137-142). Therefore, in school we will give students a measure of freedom and time to grow and experience different facets of life at different rates and levels. Through the help of parents, we want the school to be warm and caring place, a home away from home, where students can work out many of their vital aspects of nurturing, growing up and maturing. School, therefore, is more than just a place where we require credits, courses and professional competencies. It’s a place for students to grow mentally and physically, emotionally and spiritually. Our ultimate aim at home (as parents or guardians) and at school (as teachers) must be a healthy and educated mind in a healthy body. That is a sound mind in a sound body, *mens sano in corpore sancti*. This is why school is a place for more than academics. There is something beyond academics to total formation and moulding students’ life and character. All these lie at the ambient of teachers’ work of which the parents share informally and primarily. Today than ever, teaching is primarily parenting as many untrained children are becoming mothers and begetting children who ends in school without any basic home training. To be a good teacher, one need to be a good parent. Again, school offers an enduring significant presence of teachers amongst the students. Such presence over the time reforms and moulds students life and character. Teachers by these are simply great because their work begins from school and continues outside the school premises. Recounting the three things that make a school worth the salt are: teacher, environment and students, school progresses with students-teachers relationship established *via* examination after proper teaching and functional learning.

Understanding Examinations

According to Merriam-Webster. (n.d.) examination is an exercise designed to examine progress or test qualification or knowledge. To examine, therefore, is to test, to look into. To examine is to test someone's knowledge or skill in a particular subject or issue. Examination is the act or process of examining as well as the state of being examined. It is a test to determine progress, fitness, or knowledge. Wikipedia (2022) sees an examination or test as an educational assessment intended to measure a test-taker's knowledge, skill, aptitude, physical fitness, or classification in many other topics. Examination has nuances of meaning with legal and medical definitions. Equally, Oxford Dictionary of Languages () defines examinations as a formal test of a person's knowledge or proficiency in a subject or skill. Examination is a process of finding out of ones ability and capability. It has to do with looking out and at something carefully. It is a careful investigation and cautious enquiry as well as detailed questioning. Often, an examination entails a response in tandem with the examiner or questioner in relation to schools or institutions of learning, hence, has synonyms as quiz, test or exam.

Teachmint (2023) an online platform defines examination is “as the evaluation of the understanding of the knowledge of a person. The assessment can be done in the form of a formal test. The exam is taken to check the knowledge of a student of a particular subject”. At the same it show how much a student knows and fails to know. Examination, Teachmint (2023) explains that examination maintains a pattern of variety of questions like objective, subjective, one-word, *et cetera*. Each question in the examination paper is assigned marks according to the level of Knowledge. The students are required to answer the questions asked. Marks are given based on the quality of answers given by a student in their examination. Evaluation is done on the basis of marks obtained in the examination (Teachmint, 2023). There are many forms of exams as explicated by Teachmint (2023) thus: Written Exams, Oral Exams, Practical Exams, Open-Book Exams, Closed-Book Exams, Objective Exams, Subjective Exams and Online Exams. However, these exams come in various forms, each tailored to evaluate different aspects of an individual’s abilities and knowledge. That is, different exams are being conducted at different levels testing different domains of learning for entrance or admission into different levels or for confirming ones conclusion and graduation. Our concern in this paper is on the multiplicands exams for admission into institution of higher learning in Nigerian educational system ought to be done within the domains of learning of every child.

Domains of Learning

There are spheres of education properly referred to as domains or areas of learning. Learning is a fundamental process in human capital development through education. However, education seems to be synonymous with learning as the complement each other in proper human development. Based on this primary differentiation learning is not actually synonymous with education. This is why to be learned is not the same with to be educated. Wikipedia (2022) is very elaborate to explain that learning is the process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes, and preferences. The ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in certain plants. Learning, therefore, becomes a process of education as a human enterprise referring primarily to a rational process of acquiring new skills and knowledge, through transformative experience, study or teaching. However, we note that one learns without knowing why? Hence animals and even plants can learn along side robots with all the progress in AI (Artificial Intelligence). But to be educated one must be capable of knowing why you know what you know *via* education.

Surbhi (2021) defines learning as the long term change in behaviour due to experience or practice. So, any change in the behaviour which is only for a short term, caused by instinct or maturation, illness or fatigue, it cannot be called learning. Here, the essence of learning is ‘experience’. It helps an individual in adjusting according to the surrounding environment. Secondly, learning is exhibited in the behaviour or activities of the person, which could not be observable. Surbhi (2021) maintains that learning is automatic. Through it, we see things, we observe them and then learn something new through our experiences in our day to day life. So, it is a continuous process and also a life long one. Learning can be intentional or unintentional, conscious or unconscious, for better or for worse. Surbhi (2021), however, gave a thorough tabular presentation of differential relationship between learning and education below thus:

BASIS FOR COMPARISON	LEARNING	EDUCATION
Meaning	Learning refers to an intellectual process of acquiring new skills and knowledge, through experience, study or teaching.	Education is an enlightening process of receiving and providing knowledge, through systematic instruction.
Type of Process	Natural Process	Deliberate Process

BASIS FOR COMPARISON	LEARNING	EDUCATION
Guidance	May or may not be required	Required
Elicited by	Intrinsic Motivation	Extrinsic Motivation
Purpose	To regulate future actions and develop new knowledge.	To bring certain desirable changes in the behavior of the student.
Nature of Process	Unsystematic	Systematic
Age-factor	Learning is a life long process.	Persons of different age groups can enrol themselves to get education.

However, Wilfrid Laurier University Study Skill and Supplemental Instruction Centre in 2008 had workshop on learning styles within the domains of learning. Complementing this idea of styles of learning within the domains of learning Onebunne (2022) reiterates on the conceptual role of 21st Century teachers that are very pertinent in facilitating and inspiring students learning and creativity. In this century, therefore, teaching ought to be student centred taking cognizance of the students' emotional, social, intelligent and adversity quotients amidst proper class management. Onebunne (2022) insists that teachers should work with their students so as to co-create new learning opportunities, using data to support students' learning and program improvements. Twenty-first-century learning embodies an approach to teaching that marries content to skill. Students demonstrate the three Rs: "Reading, wRiting, and aRithmetic" (p.65-67). 21st teaching entails three Cs: Creativity, Communication, and Collaboration. 21st Century ought to demonstrate digital literacy. Such teaching and learning will guarantee emergence of teacherpreneurs who work closely with students who are turned into studentpreneurs. Such teaching and learning are achieved within An Engaging Classroom presence in t+he midst of an Enduring Significant Presence of Teachers amongst Students, (Onebunne, 2022b).

Another expert in learning processes is B. F. Skinner (1904-1990) who remains the most influential American psychologist of the 20th century known for his impact on behaviourism. His operant conditioning process explains his theory of learning. According to B. F. Skinner's theory of learning, our behaviours are developed or conditioned through reinforcements. Cherry (2023) reiterates that B. F. Skinner referred to this process as operant conditioning referring to any behaviour that acts on the environment and leads to consequences. Operant behaviours (actions under our control) differ from respondent behaviours. Skinner described respondent behaviours as anything that occurs reflexively or automatically—such as jerking your hand back when you accidentally touch a hot pan. Skinner's idea of operant conditioning influenced thoughts about child development or that a child's behaviour could be impacted through positive and negative reinforcements. Reinforcement is any event that strengthens a certain behaviour and it can be positive or negative in nature. It also contributed to the behavioural theory of personality, explaining that we respond in certain ways based on our learned experiences (Cherry, 2023). Cherry (2023), however, maintains that these learning styles are different methods of appreciating or understanding new information, the way a person takes in, understand, expresses and remembers information (Surbhi, 2021). The predominantly learning styles are visual, auditory, read or write, and kinaesthetic. Fundamentally learning connotes a reflective activities that facilitates a learner to recall their previous experience to discern and evaluate the present, in order to devise future action and add new knowledge. Surbhi (2021) maintains that learning is a process, that has a crucial role to play in shaping the structure of our personality and behaviour of a person. However, education is a system of learning which aims at maximizing the all-round development of the student, as well as cause socialization of individuals to remove taboo and stereotypes from the society. It equally denotes a process in many developmental areas of human engagement, hence, we talk of domains of learning.

The Domains of Learning

Learning is a period of acquiring new knowledge as many will agree, learning never ends. Also, there are stages that it takes a student to sink in what has been taught either in the school or home. Learning as endless, that is something that can be done anywhere. For him Learning is everywhere. We can learn mental skills, develop our attitudes and acquire new physical skills as we perform the activities of our daily living. Learning is not an event. It is a process. It is the continual growth and change in the brain's architecture that results from the many ways we take in information, process it, connect it, catalogue it, and use it (and sometimes get rid of it), (p. 45). There are three domains of learning: the cognitive (knowledge), affective (attitude) and psychomotor (skill). And this classification can be attributed to the work a group of researchers led by Benjamin Bloom did in 1956. The domains of learning were first developed and described between 1956-1972. Recently the fourth domain was added as kinaesthetic (carrying out physical activities). At different levels, learning advances from the surface level to a more complex, deeper level all in a bid to initiate comprehension. London School of Management Education Blog (2019) reiterates that the world of education has gradually adopted the strategy of '*Every child matters*' structure. That requires that all learners with different needs are counted. Initially the domains were developed between 1956 and 1972. But London School of Management Education Blog (2019) maintains that these domains of learning have received considerable contributions from researchers and experts in the field of education. Studies by Benjamin Bloom (on cognitive domain), David Krathwohl (on affective domain) and Anita Harrow (on Psychomotor domain) have been encompassed into the three domains of learning (Sousa, 2016). Lately American researchers added Kinaesthetics as the fourth domain of learning. Vikaspedia (n.d.) asserts indeed that Benjamin Bloom (1956) identified three domains of educational activities: Cognitive: mental skills (Knowledge), Affective: growth in feelings or emotional areas (Attitude) and Psychomotor: manual or physical skills (Skills). Since the work was produced by higher education, the words tend to be a little bigger than we normally use. Domains can be thought of as categories. Trainers often refer to these three domains as Knowledge, Skills and Attitude (KSA). This taxonomy of learning behaviours can be thought of as 'the goals of the training process.'

Cognitive Domain

The cognitive domain contains learning skills predominantly related to mental (thinking) processes. Learning processes in the cognitive domain include a hierarchy of skills involving processing information, constructing understanding, applying knowledge, solving problems, and conducting research. London School of Management Education Blog (2019) asserts that there are six levels of cognitive complexity: knowledge, comprehension, application, analysis, synthesis, evaluation (Emmanuel, 2016, 46). The six categories under this domain are:

- **Knowledge:** Knowledge is the ability to recall data and/or information. Example: A child recites the English alphabet.
- **Comprehension:** Comprehension is the ability to understand the meaning of what is known. Example: A teacher explains a theory in his own words.
- **Application:** Application is the ability to utilize an abstraction or to use knowledge in a new situation. Example: A nurse intern applies what she learned in her Psychology class when she talks to patients.
- **Analysis:** the ability to differentiate facts and opinions. Example: A lawyer was able to win over a case after recognizing logical fallacies in the reasoning of the offender.
- **Synthesis:** Synthesis the ability to integrate different elements or concepts in order to form a sound pattern or structure so a new meaning can be established. Examples: A therapist combines yoga, biofeedback and support group therapy in creating a care plan for his patient.
- **Evaluation:** Evaluation is the ability to come up with judgements about the importance of concepts. Examples: A businessman selects the most efficient way of selling products.

Affective Domain

Most people think of learning as an intellectual or mental function. However, learning is not just a cognitive (mental) function. You can also learn attitudes, behaviours, and physical skills. The affective domain involves our feelings, emotions and attitudes. To a large extent it involves character. This domain has five sub-categories that come together to complete it. London School of Management Education Blog (2019) subscribes to these categories as such (Anderson et al, 2011) as listed below:

- **Receiving Phenomena:** The receiving is the awareness of feelings, emotions, and the ability to utilize selected attention. Example: Listening attentively to a friend. Listening attentively to someone; watching a movie, listening to a lecture; watching waves crash on the sand.
- **Responding to Phenomena: Responding** is active participation of the learner. Example: Participating in a group discussion. Having a conversation; participating in a group discussion, giving a presentation, complying with procedures, or following directions.
- **Valuing:** Valuing is the ability to see the worth of something and express it. Valuing is concerned with the worth you attach to a particular object, phenomenon, behaviour, or piece of information. This level ranges from simple acceptance to the more complex state of commitment. Simpler acceptance may include your desire for a team to improve its skills, while more complex level of commitment may include taking responsibly for the overall improvement of the team. Examples: Proposing a plan to improve team skills, supporting ideas to increase proficiency, or informing leaders of possible issues. It is the ability to see the worth of something and express it. Example: An activist shares his ideas on the increase in salary of labourers.
- **Organization:** ability to prioritize a value over another and create a unique value system. Example: A teenager spends more time in her studies than with her boyfriend.
- **Characterization:** the ability to internalize values and let them control the person's behaviour. Example: A man marries a woman not for her looks but for what she is.

Psychomotor Domain

This is concerned with the physical encoding of information, with movement and/or with activities where the gross and fine muscles are used for expressing or interpreting information or concepts. For London School of Management Education Blog (2019), this area also refers to natural, autonomic responses or reflexes. The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The psychomotor domain is comprised of utilizing motor skills and coordinating them. They are seven sub-categorization of the psychomotor domain (Sousa, 2016):

- **Perception:** the ability to apply sensory information to motor activity. Example: A cook adjusts the heat of stove to achieve the right temperature of the dish.
- **Set:** the readiness to act. Example: An obese person displays motivation in performing planned exercise.
- **Guided Response:** the ability to imitate a displayed behaviour or to utilize trial and error. Example: A person follows the manual in operating a machine.
- **Mechanism:** the ability to convert learned responses into habitual actions with proficiency and confidence. Example: A mother was able to cook a delicious meal after practising how to cook it.
- **Complex Overt Response:** the ability to skilfully perform complex patterns of actions. Example: Typing a report on a computer without looking at the keyboard.
- **Adaptation:** the ability to modify learned skills to meet special events. Example: A designer uses plastic bottles to create a dress.

- **Origination:** creating new movement patterns for a specific situation. Example: A choreographer creates a new dance routine.

Bloom's Taxonomy of Learning Domains has three and the fourth one as Other Psychomotor domain. Sporticus (2016) in Drowning in the shallow PE, Youth Sport and Physical Activity Blog, tried to explain and refine the 4 domains in Physical education thus: Physical, Social, Cognitive and Affective. However, we take the 4th domain of learning to be kinaesthetics (kinaesthetics).

kinaesthetic Domain

From Wikipedia, Kinesthetic learning (American English), kinaesthetic learning (British English), or tactile learning is a learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations. As cited by Favre (2009), Dunn and Dunn define kinesthetic learners as students who require whole-body movement to process new and difficult information. Kinesthetic intelligence, which was originally coupled with tactile abilities, was defined and discussed in Howard Gardner's *Frames Of Mind: The Theory of Multiple Intelligences* in 1983. In this book, Gardner describes activities such as dancing and performing surgeries as requiring great kinesthetic intelligence: using the body to create (or do) something.

Depending upon memory systems the kinesthetic learners respond differently. The different kinds of learners mainly include whole body learners, hands-on learners, doodlers, students learning through emotional experiences. The learning and the memory is generally short term. To achieve a long term memory different techniques can be used depending on the learning style. Mind mapping, story mapping, webbing, drawing can be used to enhance the learning of a doodler. For the hands-on learner, role play, clay, building and maths manipulative can be used. The whole body learner can learn better through role-playing, body mapping, puzzles and use of computer technology which allows for certain movement while learning. Students can be engaged in group activities and activities which involve bodily movement such as dance, drama, sports can be used to nurture their learning. The following strategies can be used to facilitate kinesthetic memory through procedural motor pathway such as: Dance: ideas, concepts and processes can be expressed through creative movements; Laboratory demonstrations; Sports, Gymnastics and Charades. The kinesthetic learners who have memories associated with emotional learning can be facilitated through dance, debate, drama, role-play, and charades. This kind of learning leads to a long-term memory since it is associated with emotions such as excitement, curiosity, anger, disappointment and success.

Admission informed by Domains of Learning

Proper admission examination ought to be conducted to test all the domains of learning at last the 3 basic ones for admission into our institution of higher learning. On the other hand, most of the examinations being conducted for such admissions test only the cognitive domain to the detriment of other domains. Here lies the laughable nature of our entrance examinations. Most pitiable is the fact that with such examination that tests only the intellectual capability many of our secondary schools conduct their entrance examinations and carefully select the best while the average and less-academically-performing students are left behind. And the question is: to do what? The attention of our stakeholders must be drawn to this form of ignorance that is selective in our educational industry. Once I overheard the PM of Britain then saying that private individuals are free to run private schools but posting of pupils and students is purely the prerogative of the Government. And whoever is posted ought to be accepted for admission. But in Nigerian educational system, schools through selective examinations make their preferential assortment of the seeming best pupils and reject others on such selective examinations. Schools take their turns in this archaic academic bastardized system of admission in contemporary 21st century. Entrance examinations that borders only

on the cognitive domain leading to selection and consequent admission into secondary school is equally unhealthy and faulty as it fails to make proper assessment of the students potentials. The test for our entrance into secondary school and tertiary institutions are simply deficient. To be honest in my 16-years as Principal of Secondary Schools in Anambra State (Holy Child Secondary School, Isuofia: 2006-2014; St. Mary's High School, Ifitedunu: 2014-2019 and Presently in Immaculate Conception International College, Umuhukwu: 2020- till date) I have never used entrance examination as the only criteria for admission. All the entrance examinations I conducted was to ascertain the pupils academic status before entering my school. However, the first criteria is the desire of being admitted into my school; having done with Primary school and the testimonial that shows that the pupil is capable of other things. The examination I do give is to note their cognitive ability. If even the child fails the entrance and wishes to be admitted, I do admit. Many of such students at the end of his or her 6 years proved us academically right. Hence the reason for further research in this area. However some of the examinations in our educational system for admittance into our higher institutions of learning are: West African Examination Council (WAEC), WAEC- General Certificate Examination (WAEC-GCE), National Examination Council of Nigeria (NECO), NECO-General Certificate Examination (NECO-GCE), National Business & Technical Examinations Board (NABTEB), Joint Admission Matriculation Board (JAMB) and Post Unified Tertiary Matriculation Examination (POST-UTME).

Unfortunately these examinations listed above which are slated to be taken at the end of 6years 6-3-3-3-4 System) or 3years (9-3-4 System) test only the cognitive. Then, why the multiplicands since they test only one aspects of learning in actual fact? Why is not possible for one of these examinations concludes one's secondary school as well as grant him or her admission into any higher institution of learning (like the University, Polytechnics or Colleges of Education). Even though our tertiary institution should be like *mahadum as in marahadum* (that is know-it-all), a place for exposing the student to all professions in life and in different walk of life. Our long-standing and over-used entrance examination as criteria for admission is limp and limited. Dwelling further on the criteria for admissions into Nigerian University, Maryam (2021) in her suggestions, gave an account as such in a paper, *Admission Requirements for University (in Nigeria)* that "all candidates must have a WAEC result and obtain five (5) O/Level credits or its equivalent from the JAMB and Unified Tertiary Matriculation Examination (UTME). All candidates are required to apply for and sit for the Joint Admission and Matriculation Board Examination (JAMB)". This is after meeting the general requirements and demands of Senior School Certificate (SSCE): West African Examination Council (WAEC) and or National Examination Council of Nigeria (NECO), including English, Mathematics and three (3) other subjects. * National Technical Certificate (NTC) or Advanced National Technical Certificates (ANTC) (National University Commission, 2022). Comprehensively, for bachelor's admission in Nigeria, the SSCE and O'level results are the same thing. O'level is an abbreviation for Ordinary Level, whereas SSCE is an abbreviation for Senior Secondary Certificate Examination. They are frequently used interchangeably. The term "SSCE result" refers to the results you have from WAEC, NECO, the National Business & Technical Examinations Board (NABTEB) or NBAIS, whether external (GCE) or internal (May/June or June/July). In conclusion, these multiple examinations testing only cognitive domain as parameter for admission into Nigerian institutions of learning against affective, psycho-motor and kinaesthetic abilities is a serious blow on the integral personality development and proper engagement of a child's talent and potentialities. Our higher institution should able train people in different walks of life, in different professions of life and in different vagaries of enterprenuer-ship.

Operational Criteria for Admission in NPE for Institutions in Nigeria.

Having seen how deficient our *modus oprandi* is with regard to clear policies on the status of students admission into our learning institutions. It is shocking that our almighty National Policy on Education did not specify the particularities with regard to the *modus operandi* and the type of examination and certificates or diplomas needed for the maiden admission into

tertiary institutions in Nigeria. Our National Policy on Education founded in 1977 seems to be a limping giant as most of the terms of reference in its pages are mere paper work coloured with monstrous Federal Character and flagitious Quota System policies that have been inimical to sound education and fair natural disposition of realities. This is why Federal Character and Quota System flatten out everything trying to make all fingers equal. The worst in educational system NPE inability in defining and maintaining as well as being able to uphold and ascertain which system of education is Nigeria practising. Some schools still run 5-3-3-4 and 6-3-3-4 systems while others muddle up a mixture of 9-3-4 system and any other system. More so, some schools in Nigeria borrow and implement American Educational System (in the name of Montessori curriculum) while few others go for British system. Who controls who and what? Many pupils in our primary schools stay only 5years while some schools struggle over with 6years. Many schools now do not take First School Leaving Certificate (FSLC) again while others confusingly and or ignorantly do. Another good number of schools depend on Basic Education Certificate Examination (BECE) as the foundation of 9-3-4 system replacing FSLC of 6-3-3-4 system. What of the NPE legislation on the use of mother-tongue in the Basic classes as language of instruction? And what of free education in Basic levels as stipulated by NPE? Today many schools have introduced foreign languages like French and Chinese, to mention a few, in primary schools against the NPE directives. Who cares? Many schools have no sporting fields for PHE against the NPE. Who cares?

Recently our educational system witnessed and introduction of Trade or Entrepreneurial subjects. It is a lists of 34 approved trade subjects/entrepreneurship for Senior Secondary Certificate Examination. Trade (Entrepreneurial) subject is one of the 4 Compulsory core cross-cutting subjects (English Language, General Mathematics, Civic Education and Trade Subject) in the New Senior Secondary Education Curriculum. According to Kirkley (2017) these “trade subjects provide career and technical education to children in secondary school. By deploying the course in your school, you give each student the opportunity to gain hands-on experience to learn a trade alongside their academic studies”. That is, these new curriculum is located within the context of the nation's aspiration for a functional and globally competitive education, imparting skills and competences necessary for job generation and fitting well into the labour market. Through this new curriculum there is a cultivation of entrepreneurial behaviour and entrepreneurial-ship education in our secondary schools, (Kirkley, 2017). The whole idea behind this surprising introduction of more than 34 subjects in secondary school of which many of there have no trained teachers to teach them. NPE asserts that the new curriculum targets among other things, building of support for job creation, wealth generation and poverty alleviation (FRN, 2023)

Review of National Policy on Education

A review of our National Policy on Education will throw more light on the issue at hand with cloudy clause that transition to tertiary institution ought to be on selection mechanisms.1969 National Curriculum Conference necessitated 1977 National Policy on Education so as to address relevant issues pertaining to our educational system. The 2nd and 3rd editions of NPE were published in 1981 and 1993 respectively in keeping with the dynamics of social change and the demands on education. The 4th edition was in 2004. This edition was necessitated by some policy innovations and changes, and the need to update the 3rd edition (1998). The 5th edition was published in 2007 while the six edition in 2013 (accommodating some recent key issues and major development in educational industry). Ezeyi V. N., Ene, N. N. S. & Nwosu, R. Y.(n.d.). Major issues in 2013 NPE is in its expanded stand on *Philosophy and Goals of Education in Nigeria*. Article number 10 under this policy dwelt on *the importance of language*, both of the instructor and that of the learner. FRN (2023) maintains that:

(a) Government appreciates the importance of language as a means of promoting social interaction and national cohesion; and preserving cultures. Thus, every child shall learn the language of the immediate environment. Furthermore, in the interest of national unity it is expedient that every child shall be required to learn one of the three Nigerian languages: Hausa, Igbo and Yoruba.

(b) For smooth interaction with our neighbours, it is desirable for every Nigerian to speak French. Accordingly, French shall be the second official language in Nigeria and it shall be compulsory in primary and Junior secondary schools in Non-Vocational Elective at the Senior Secondary School. Early Childhood Pre-Primary Education.

Furthermore, FRN (2023) in National Policy on Education legislates that in Article 11 states that, “early childhood/pre-primary education as referred to in this document is the education given in an educational institution to children prior to their entering the primary school. It includes the crèche, the nursery and the kindergarten. Hence at this stage Government shall “ensure that the medium of instruction : principally the mother-tongue or the language of the immediate community; and to this end will: i. develop the orthography of many more Nigerian languages, and ii. produce textbooks in Nigerian languages”. In article 28, which is on *Certification*, FRN (2023) proposes that:

(a) The Junior School Certificate (JSC) shall be based on continuous assessment and examination conducted by state and federal examinations boards.

(b) The Senior School Certificate (SSC) shall be based on continuous assessment and a national examination.

Tertiary institution shall be required to continuously match their admission conditions with the practices as directed by the Policy. Hence, in the same article 28, section (d), the policy is of the opinion that “Nigeria shall use public examination bodies for conducting national examinations in order to ensure uniform standards at his level”. One equally notes that in article 58 of the FRN (2013) for NPE, tertiary education was defined as “education given after secondary colleges of education, polytechnics, monotechnics including those institutions offering correspondent courses”. However, article 29 was a little clear to specify that “transition from secondary education to tertiary education shall be through the appropriate selection mechanisms”. The concept of *Appropriate selection mechanisms* has given room to these multiple examinations that test one learning domains as criteria of admission into tertiary institutions for training many certificate professionals for Nigerian labour market as well as the global challenges. This is the thrust of this paper. FRN (2013) is never clear and emphatic on the particular diploma or certificate conditions for admissions into higher institutions. As if to complement the fears raised in this paper, article 83 maintains that “in order to ensure that admission into polytechnics is broad based, selection of students shall be through the Joint Admission and Matriculation Board (JAMB)”. The reference here is only polytechnics. FRN (2013)

Proposed Criteria for Admission into Tertiary Institutions:

This paper prompts a close examination of the factors that determine admission criteria into our tertiary institutions. Definitely the criteria for admission play a pivotal role in reshaping the arrangement of students, ensuring that only the most suitable and best qualified individuals are given the opportunity and granted the privilege to pursue higher education. The candidates selection is often on one common type of criteria which is academic performance, often the one with highest mark in standardized examination that tests cognitive ability. Unfortunately tertiary institutions offer wide range of opportunities for students in the other domains of learning. Academic requirements are the dragnets for identifying capable academic response-able and responsible students. But intellectual capabilities reflect only an aspects of learning. During my school days some students do well in oral examinations then

written examinations and *vice versa*. Equally, the JAMB examination is only objectives tests alone while other Senior Secondary Certificate Examinations are often a combination of theories, objectives, practicals and orals. Other non-academic potentialities and possibilities that border on the domains of affective and psych-motor as well as kinaesthetic domains ought to be considered. Additionally, some institutions of higher learning consider non-academic factors such as extracurricular activities and leadership qualities. Proper regard for non-academic propensities of students who are ready for higher institutions helps to create a diverse and well-rounded student body. Such academic requirements and or non-academic criteria, an opportunity for multiple types of admission criteria ensures a product that is fittingly aligned with unalloyed values and defined goals. The integration of standardized examinations in different domains of learning serves as a very important component of admission criteria in tertiary institutions as they provide a standardized measure of academic and non-academic abilities.

Contemporary multiple examinations that lack well distributed assessments on the integral personality of students is our problem. However, by considering non-academic activities vested on extracurricular activities and leadership qualities, tertiary institutions will ensure that students with diverse backgrounds and talents are given fair consideration during the admission process. Academic prowess is greatly an inadequate criterion for admission into tertiary institution. Researches have consistently demonstrated a strong correlation between academic achievement and non-academic criteria consideration. There is equally this singular but unique importance of considering past academic and non-academic performance during the admission process. The researcher, therefore, suggests a simple and comprehensive consideration of students performances like: One Standard Examination (either WAEC or NECO, JAMB or POST-UTME); use of Past Transcript of one's secondary school days performances and Testimonial (or Letters of recommendation from student's former school). In simplified appreciation:

- One Standard Examination (either WAEC or NECO, JAMB or POST-UTME): Any of the external standard examinations already done within our educational system ought to be considered standard enough for further studies in any of Nigeria Tertiary institutions and abroad. Of course, some of the higher institutions abroad prefer a certified standardized test than multiple certifications.
- Past Transcript of one's secondary school days performances: I feel that no standard examination can show a better performance of any student better than his or her years of academic record shown in an elaborate transcript. Transcript has a way of showing a true record of students real-steadily performance. Transcript at the end of secondary days ought to be the criterion for such proposed tertiary institutions' admission.
- Testimonial (or Letters of recommendation from student's former school): Testimonial of a student is very eloquent even in the midst of possible and seeming bias. It says whom a students is with regard to strength of character as such and dispositions. I suggests it becomes a part of any of the above two suggested criteria. Many students do not finish in one secondary as many of then look for a magic or miracle¹ centre during

¹ Editor (2022), *The conversation Newsletter*, made a critical explanation and assessment of magic centres thus: In Nigeria, the West African Examination Council and National Examination Council are the agencies that conduct the Senior Secondary Certificate Examinations. The results serve as evidence of completion of secondary school in Nigeria. They are required to qualify for some employment opportunities and contest certain political offices. They're also needed to secure admission into higher education institutions within and outside of Nigeria. So, a high value is placed on success in these exams. Some candidates use illegal and unethical means to pass. They are aided in this by the so-called "miracle examination centres" – special secondary schools that encourage such malpractices. These centres have institutionalised cheating in the school certificate examinations. And we doubt government effort to stop this as all the centres have government approval to run a school. Nigeria's education sector has been listed among the five most corrupt sectors in Nigeria. The exam centres' practices cast doubt on the quality of students admitted into higher education, the quality of the workforce and that of political leaders.

the SSCE external examination. Such centres offer them opportunity for aided examination malpractices believing it's a place one can make it.

Recent Withdrawal of Post-UTME

Post-UTME is an acronym that stands for "Post Unified Tertiary Matriculation Examination". It is a Post-JAMB (Joint Admissions and Matriculation) examination. Post-UTME is the examination Tertiary institutions especially Universities do set for those that have passed JAMB examination and were eligible for university admissions. Okpara, L. (n.d.) explains that POST UTME is an exam written by prospective students who made it up to the required grades in JAMB to gain admission into tertiary institutions. It is being organized by universities as a screening exercise to admit students into the schools. This is another multiplicand and unnecessary irking duplication. One may then ask what's the purpose of JAMB alongside other Senior Secondary Certificate Examinations. Recently, the Management of JAMB woke-up from the quadripartite-deep-slumber and questioned the purpose of retaking another examination like Post-UTME examination after she might have conducted JAMB examination and admitted students into the Tertiary Institutions. A good mind will ask such question with regard to this quadripartite examinations after Upper Basic, that is, SS3. Admission to your preferred tertiary institution is contingent on your achievement in the screening exam or aptitude test. However, some Nigerian schools do not hold Post-UTME aptitude tests..

Recently, JAMB's decision to stop universities from selling Post-UTME forms marks a significant move and paradigm shift in the admission process in Nigeria. Anita (2023) maintains that the Joint Admission and Matriculation Board has ordered that higher institutions in Nigeria, including universities, polytechnics and colleges of education, should stop selling Post-UTME forms. In this recent and novel announcement, JAMB stated that all admission processes must be conducted exclusively through their platform. This decision comes as a significant change in the admission process for Nigerian universities. Previously, universities had the autonomy to conduct their own Post-UTME examinations and sell forms to prospective students. However, JAMB's new directive aims to streamline the admission process and ensure fairness and transparency. Accordingly, JAMB maintains that this move will help eliminate the challenges faced by students during the admission process, such as multiple examinations and exorbitant fees. By centralizing the admission process, JAMB aims to create a more efficient and standardized system. Rather than administering post-UTME tests, the university employs a grading system to evaluate prospective students. In the same development, Abakpa, D. (2023) cited that "All applications of admissions to First Degree, National Diploma, National Innovation Diploma and the Nigeria Certificate in Education into Full-Time, Distance Learning, Part-Time, Outreach, Sandwich, etc., must be processed ONLY through the Joint Admissions and Matriculation Board (JAMB)". Hence, JAMB and the three (3) Regulatory Agencies: (National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) will ensure that all tertiary institutions comply with this policy directive,

Conclusion

To this extent, therefore, I wish to propose that for Admission into tertiary institutions we need a standardized examination that tests all the domains of learning. Otherwise, one of the existing examinations (either WAEC or NECO, JAMB or POST-UTME) should suffice for higher education in Nigeria with a testimonial from the school showing that the student has been in the school for at least 2 or 3 years. However, other reasons may make one transfer to other schools. Therefore, transfer-certificate from a former school when issued ought to explain accordingly. Unfortunately, transfer-certificate is no more in vogue and fashionable in our school system. Students leave one school for another and are received without actually knowing why? Once, as a principal of a mixed school, I demoted my Senior Prefect, a girl in particular, for using her position to link fellow girls to the boys in the name of relationship.

This girl left the school, went to a nearby secondary school the next day and was given admission into SS3 instead of SS2. Who cares? When I confronted some of their teachers and the Principal of the school they tried to explain their actions away. They never cared to know the reason why the girl was transferring from another school and the class she was. The rot is our school system continues to graduate and postgraduate. However, transcript ought to be a necessary and *conditio sine qua non* for students admission into any higher institution of learning. Otherwise, One standardized examination and or Transcript is enough to show the academic competence of any student for admission into higher institution.

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