RELATIONSHIP BETWEEN POST-UTME SCORES AND STUDENTS ACADEMIC PERFORMANCE IN TAI SOLARIN UNIVERSITY OF EDUCATION, OGUN STATE

Sheyin, Adejoke O.
Department of Educational Management,
College of Specialized and Professional Education,
Tai Solarin University of Education, Ijagun, Ijebu Ode
Email: sheyinao@tasued.edu.ng;

Adedayo, Temitayo Gbeminiyi
Establishments Department
Tai Solarin College of Education, Omu, Ijebu
Email: adedayotemitayo@yahoo.com;

Sennuga, Mabayoje A.
Economics Department, School of Social Studies,
Tai Solarin College of Education, Omu, Ijebu
Email: albertsennuga@gmail.com;

Abstract
In view of public outcry for and against the introduction of Post-UTME in Nigerian Universities, this study was carried out to assess the impact of student results in post-JAMB examination on their academic performance with specific focus on Tai Solarin University of Education, Ijebu-Ode. The study adopted descriptive survey research design in which two thousand, seven hundred and thirty-two students admitted between 2008/2009 and 2012/2013 academic sessions in six selected Departments drawn across two out of the four Colleges in the University constituted the sample. Secondary data obtained from the Academic Affairs Office of the University was used to analyze the hypotheses that guided the study using Pearson Moment Correlation Coefficient and t-test statistic at 0.05 level of significance. The result indicated that there is a significant relationship between students' results in post UTME screening test and student academic performance; there is significant difference between students' UTME scores and their post UTME screening test scores and there is a statistically significant difference

between the academic performance of male and female students of Tai Solarin University of Education students admitted through post UTME screening test. Given the fact that the study established that post-UTME has helped to expose the inadequacies of students that wrote UTME, the study concluded that each University should take the issue of post-UTME screening test with all the seriousness and attention it deserved as it will further encourage hard working and intelligent student to continue to work hard knowing that their efforts will ultimately be crowned with a brilliant performance in the Post-UTME which would guarantee them a place in the University.

Keywords: UTME, Examination, Post-JAMB examination, Academic performance, University Students

Introduction

As the years roll by, more people have continued to raise alarm about the falling standard in education and question the quality of graduates being turned-out from Nigerian universities. Some employers of labour complained about the failure of graduates to meet their corporate expectations especially in terms of skills and competence. To buttress this point, a study sponsored by the National Universities Commission and Education Tax Fund (NUC, 2004) found lack of fit between university graduates and the needs of employers in various disciplines. Onah (2012) and Emaikwu (2012) affirmed that the fall in standard of achievement by students at all levels of education has been awfully reported and acknowledged by all and sundry in Nigeria. To catch a glimpse of evidence of the terrible fall in the standard of performance in Nigeria, Agbo (2012) reported thus:

> *The ridiculous reduction in cut-off points for admission into Nigerian universities are at variance with the standard of excellence already set by some universities. For Joint Admission Matriculation Board (JAMB) to lower the cut-off mark to 180 out of 400, which translates to a mere 45 per cent, is to assume that all the Nigerian universities would stoop so low to woo failed students as their potential candidates for admission. More than 60 per cent of candidates admitted into our universities will always be of poor quality and this will surely*

> *create problems for their teachers who bear the brunt and pains of teaching "unteachable" students (p. 10).*

Reaffirming this deplorable condition of university education, Adekunle (2012) reported that university education is at a crossroad in Nigeria and that none of them is among the best 30 in Africa, while none is among the best 1000 in the world. It would appear to the researcher that the academic performance of students can be traced to the quality of students admitted, and the process of admitting them. Several universities are already looking for means of getting the best from admission seekers, leading to the conduct of post-UTME. The proponents of the Post-UTME-screening test believed that it will ensure quality and that when the best students are admitted; the results will also be enhanced. It is also believed that quality admission will produce better quality of graduates, students committed to their studies, reduced incidence of examination malpractice and sex for marks.

However, events of the past three years of Post-UTME screening tests among Nigerian universities tend to cast doubt as to whether it is for academic excellence alone that the test was advocated for. The activities of most universities during the exercise tend to suggest that financial gain is a major reason for the advocacy. The reasons for this include: lack of uniformity in the amount charged (some state universities charged as high as ₦10,000 in the first year of test conduct for the test); reduction in cut-off marks to attract more candidates to register for the tests; very unfair tests which have no scheme of work to guide the candidates in preparation; lack of fair treatment of candidates during the conduct of the examination (some candidates fail even before the test is conducted because of lack of correct information on venue); unnecessary secrecy in the conduct of the test (for example, candidates are not given their question papers at the end of the test to serve as bases to predict their scores); and extreme difficulties encountered by rural dwellers in getting their results which are only published on the universities websites in the internet (Emaikwu, 2012). The gains of the Post-UTME test seem clear and laudable, but the evident corruption in admission may shift from the JAMB office to universities, (Ifedili &Ifedili, 2010).

The scores from the UTME alone cannot be relied upon to provide the basis for admitting students into higher institutions. One

needs to observe the environmental concomitants during JAMB examination in some areas, such as high rate of infiltration on school compound including swift vehicular movement through which malpractice is aided and abated (Umo, 2005). Some examiners are bribed into allowing unauthorized materials into the hall. Some of them are even used as organ of dissemination of worked answers (Umo, 2006). In this milieu, the school environment which is supposed to be characterized with calmness is infested with noise, rowdiness, disturbance and misdemeanour. JAMB has tried so much to avert this ugly situation through the help of security agents. JAMB has also used different numbering systems and codes for different subject combinations to discourage mass cheating. A lot of cancellation of results has been made to no avail. For instance, in the 2005/2006 JAMB exercise, the result of the whole of Nsukka zone, comprising about eight big towns in Enugu state were cancelled which resulted in blacklisting the affected centres from taking the examination for upward of 5 years. The effect of this seemingly unreliable UTME scores on the undergraduates can never be over emphasized. It is against this backdrop that this study found out that students admitted in Tai Solarin University of Education, Ijebu-ode, through Post UTME screening test, fared progressively in their academic achievement.

Statement of the Problem
Despite stringent measures and strategies employed by the Nigerian government to ensure that educational standards are maintained at least at university level, it appears students whom after passing through all these vigorous examinations still perform far below expectations. This high rate of poor academic achievement among undergraduate is not unconnected with the channel through which they found themselves into the University System. Ebiri (2006) observed that using JAMB as a yardstick for admission of students into Nigerian universities has led to intake of poor caliber of candidates who are characterized by high failure rate, increase in examination malpractices, high spillovers and the production of poor quality output that are neither self-reliant nor able to contribute effectively in the world of work.

Ironically, as the demand for University Education is higher than ever before, the quality of students admitted and graduates produced

in Nigerian Universities today is on high decline. With the introduction of Post-JAMB as a means of improving the quality of students admitted into the University system which will also improve the quality of graduates produced, this study therefore grew out of curiosity to find out how Post-JAMB has influenced academic achievement of undergraduates students. The study therefore will examine the relationship between Tai Solarin University of Education students' results in post-JAMB screening and their academic performance. Thus, the research sought to study the trend in the performance of students admitted since the inception of Post UTME screening, to find out the pattern of performance of students admitted through Post UME test and thus determine whether there is any significant difference in academic performance between male and female students admitted through Post UME screening.

Research Hypotheses
The following research hypotheses were formulated and tested.
- H_{01}: There is no significant relationship between students' results in Post UTME screening test and their academic performance.
- H_{02}: There is no significant difference between students UME score and their Post UTME screening test.
- H_{03}: There is no significant difference in academic performance between male and female Educational Management students admitted through Post UTME screening.

Literature Review
Post-JAMB Screening Exercise in Nigeria
The Joint Admission and Matriculation Board (JAMB) established by Decree No 2 of 1978 (amended by Section 5 of Decree 33 of 1989) was Nigeria's official entrance examination board for candidates seeking admission to the nation's universities. Before then, the nation's existing universities conducted what they referred to as their 'concessional' entrance examinations for prospective students. The process of administering the examination, on the part of the candidates, was not only time-wasting, but was untidy and uncoordinated, especially with the increasing number of universities as well as prospective candidates.

Some of its functions are to generally control the matriculation examination for admissions into all universities, polytechnics and

colleges of education in Nigeria; to appoint examiners, moderators, invigilators, members of the subject panels and committees and other persons with respect to Matriculation Examinations and any other matters incidental thereto or connected therewith and to place suitably qualified candidates in the tertiary institutions. The Board also undertakes the conduct of the Universities Matriculation Examination (UME) and sends the results to universities chosen by the candidates, so that each university selects and recommends candidates to JAMB for admission; as well as allow each university to conduct tests/interview termed screening for candidates before selecting those to recommend; conduct similar entrance examination for candidates applying to Polytechnics and College of Education (Jekayinfa, 2008).

In 2005 the Federal Government of Nigeria (FGN) gave approval to individual Universities and later to Polytechnics, Monotechnics and Colleges of Education to conduct further screening exercise known as Post-UTME examination/interviews for qualified candidates to ascertain the authenticity of marks they attained in Unified Tertiary Matriculation examination conducted by JAMB before admission of students despite strong oppositions from JAMB and Members of National Assembly of its illegality then, but by February 2012, it became legalized by the National Assembly. This was in response to some of the criticisms levelled against JAMB by the universities and stakeholders. They argued that some students have been found to have scored high marks in the UTME but failed woefully in the Post-UTME justifying one of the criticisms of fraudulent activities during the examination. There was also the insinuation from many quarters as to the likely compromise of the examination body, which led many to conclude that it does not have the required capacity to discharge its responsibility any longer. The objectives of Post-UTME were among others are to:

(i) end the long standing disagreement between universities and JAMB, addressing anomalies that bedevilled the admission process;
(ii) curb the widespread problem of gaining admission through fraudulent means;
(iii) upgrade academic standards necessary for University education in Nigeria.

Unfortunately, this newest entrant to examination system in Nigeria is now being accused of those unethical practices associated with JAMB at a higher level (examination leakages, favouritism, exorbitant charges for screening and another fees for the purchase of scratch cards to check results in stages). With the deregulation of university education (Federal, State, Missionary, and Private) some schools of thought have argued for the need to review the centralized admission process and allow each university to set its own standard for admission process. This will result to where we were before the introduction of JAMB. However, the introduction of Post-UTME is a form of quality assurance mechanism for admission.

Empirical Review on UTME and Post-UTME on Students' Academic Performance

The JAMB (2007) studied the predictive validity of the Universities Matriculation Examination (UTME) using students admitted into six Nigerian universities – Bayero University, Kano; Nnamdi Azikiwe University, Awka; University of Ibadan, Ibadan; University of Lagos, Lagos; University of Nigeria, Nsukka and University of Ilorin, Ilorin. and the study revealed a very low value of relationship between the students' UME scores and their FGPA.

In a study to find out the effect of mode of entry into medical school on performance in the first year, Afolabi, Mabayoje, Togun, Oyadeyi, and Raji, (2007) compared the relative performance of 294 students admitted into the medical programme through pre-degreesciences with those students admitted through the UME using a correlational design at the Ladoke Akintola University of Technology, Ogbomoso, Nigeria and results showed that the students admitted through UME performed better in 200 level physiology examination but there was no correlation between UME scores and O-level aggregate, 100 level GPA and 200 level physiology result.

Omirin (2007) also did a research on gender issue in performance of students admitted through UME and pre-degree into the Nigerian universities. Ex-post facto design was adopted for the study. A proforma was used to collect data from a sample of two hundred and fifty students from the Faculty of Sciences in the Ekiti State University.

Purposive, stratified and proportionate sampling were employed in the selection of the sample. Data collected were analyzed using students t-test. Result of the study revealed that there was no significant difference between the academic performance of male and female students in universities. Based on the finding, it was recommended that both male and female students should be given equal chances of admission in UME and pre-degree programmes.

Adeyemi (2009) was of the view that different entry modes affect students' final performance in school. This was after a study on mode of entry as a product of success in final year bachelor of education degree examinations in universities in Ekiti and Ondo states, Nigeria. Using educational management students of the university, the researcher revealed that there was significant relationship between students' mode of entry into the universities and obtaining CGPA of 3.5 and above in the final 400 level bachelor of education degree.

In another study involving the predictive power of UTME, Ifedili and Ifedili (2010) did a study at the University of Benin, to determine the effectiveness of UTME and Post-UTME. The study suggested the supremacy of Post-UTME over UTME in selecting the best candidates for university education. Other contradictions according to Nwanze (2005), also reported by Ifedili and Ifedili (2010), reveals that in the same university, the best five UME students did not score up to 40% in Post-UTME. Also, only two candidates passed Post-UTME out of the twenty-six candidates in JAMB merit list. In law, the best 16 candidates failed the Post-UTME. In Pharmacy, the best fifteen students in Post-UTME were not on JAMB merit list, all in a particular admission session of the university.

Osakude (2011) also did a case study that determined the relative effectiveness of University Matriculation Examination and Post University Matriculation Examination on the final year academic performance of students admitted into Adekunle Ajasin University in 2004/2005 and 2005/2006 sessions. And the result showed that there was a low relationship between students' scores in UTME and Post-UTME. More so, Post-UTME was more effective than the UTME in predicting final performance but the difference was so little. Similarly, Ukwuije and Asuk (2011) in Ukwuije, (2012) investigated the relative importance of WASSCE, UTME and Post- UTME results in predicting first year Cumulative Grade Point Average (CGPA) of students in selected

faculties in the University of PortHarcourt and found out that WASSCE was the best predictor accounting for about 12% of the systematic variation in CGPA, Post- UTME accounting for about 7% and UTME accounting for little or nothing.

Methodology

A descriptive survey research design was used in the study. The population consist of all the 23,000 students from all four colleges, that made up the university; out of which two thousand seven hundred and thirty-two students, purposively selected across two (i.e. College of Applied Education and Vocational Technology (COAEVOT) and College of Social and Management Sciences (COSMAS) out of the four. The sampled departments are Economics, Political Science, Geography and Environmental Management, Educational Management, Educational foundations and Instructional Technology, Vocational, Technical Education & Guidance and Counseling. Since the study made use of secondary data, a data collection format was structured to collect available data on student's enrolment, UTME test scores, post UTME screening test, and the students' results from 2008/2009 to 2012/2013 academic sessions. The students' result and their final year results (as obtained from the Examination and Records unit of the Academic Affairs Office and the Admission Office of the university), which were cumulative from their 100 level to final year, were used to assess their academic performance. The data obtained were analyzed with the use of Statistical Package for Social Science (SPSS) using inferential statistics of Pearson Product Moment Correlation Co-efficient and t- test at 0.05level of significance.

Results and Discussion
Test of Hypotheses

The three hypotheses formulated to guide the study were tested at 0.05, level of significance.

HO₁: There is no significant relationship between students' results in Post UTME screening test and their academic performance.

Table 1a: Correlation between Students' Results in Post UTME Screening Test and Students' Academic Performance for 2008/2009 Academic Session

	$\overline{X}$	St. D	Post-UTME Result	Academic Performance	Decision
Pearson correlation Post UME result Sig (2 - tailed) N	2.55	0.740	1 500	.245* .000 500	
Pearson correlation Students' academic performance Sig (2- tailed) N	2.72	0.823	.245* .000 500	1 500	Sig.

** Correlation is significant at 0.05level (2-tailed)

The result indicated a correlation coefficient index of 0.245 which was found to be significant at 0.05 (i.e. $P < 0.05$) level of significant and this implies that a significant relationship exist between students' results in Post UTME screening test and their academic performance. Therefore, the null hypothesis which states that there is no significant relationship between students' results in Post UTME screening test and their academic performance is therefore rejected. In effect, Post UTME results had a positive relationship with the academic performance of the students.

Table 1b: Correlation between Students' Results in Post UTME Screening Test and Student Academic Performance for 2009/2010 Academic Session

	$\overline{X}$	St. D	Post-UTME Result	Academic Performance	Decision
Pearson correlation Post UTME result Sig (2 - tailed) N	2.12	0.710	1 525	.213* .000 525	
Pearson correlation Student academic performance Sig (2-tailed) N	2.32	0.782	.213* .000 525	1 525	Sig.

** Correlation is significant at 0.05level (2-tailed)

For the 2009/2010 academic session, the result indicated a correlation coefficient index of 0.213which was found to be significant at 0.05 (i.e. P < 0.05) level of significant. This implies that a significant relationship exist between students' results in Post UTME screening test and their academic performance. Therefore, the null hypothesis which states that there is no significant relationship between students' results in Post UTME screening test and their academic performance is therefore rejected while the alternative hypothesis which stated that there is a significant relationship between students' results in Post UTME screening test and their academic performance is upheld.

Table 1c: Correlation between Students' Results in Post UTME Screening Test and Student Academic Performance for 2010/2011 Academic Session

	$\overline{X}$	St. D	Post-UTME Result	Academic Performance	Decision
Pearson correlation Post UTME result Sig (2 - tailed) N	2.08	0.687	1 492	.233* .000 492	
Pearson correlation Student academic performance Sig (2-tailed) N	2.32	0.722	.233* .000 492	1 492	Sig.

** Correlation is significant at 0.05level (2-tailed)

For the 2010/2011 academic session, the result indicated a correlation coefficient index of 0.233which was found to be significant at 0.05 (i.e. P < 0.05) level of significance. This implies that a significant relationship exist between students' results in Post UTME screening test and their academic performance. Therefore, the null hypothesis which states that there is no significant relationship between students' results in Post UTME screening test and their academic performance is therefore rejected while the alternative hypothesis which stated that there is a significant relationship between students' results in Post UTME screening test and their academic performance is retained.

Table 1d: Correlation between Students' Results in Post UTME Screening Test and Student Academic Performance 2011/2012 session

	$\overline{\text{X}}$	St. D	Post-UTME Result	Academic Performance	Decision
Pearson correlation Post UTME result Sig (2 - tailed) N	2.48	0.747	1 695	.252* .000 695	Sig.
Pearson correlation Student academic performance Sig (2-tailed) N	2.41	0.732	.252* .000 695	1 695	

** Correlation is significant at 0.05level (2-tailed)

The result indicated a correlation coefficient index of 0.252which was found to be significant at 0.05 (i.e. P < 0.05) level of significant and this implies that a significant relationship exist between students' results in Post UTME screening test and their academic performance. Therefore, the null hypothesis which states that there is no significant relationship between students' results in Post UTME screening test and their academic performance is therefore rejected. This in effect implies that Post UTME results have positive relationship with the academic performance of the students.

Table 1e: Correlation between Students' Results in Post UTME Screening Test and Student Academic Performance for 2012/2013 Academic Session

	$\overline{X}$	St. D	Post-UTME Result	Academic Performance	Decision
Pearson correlation Post UTME result Sig (2 - tailed) N	2.76	0.769	1 520	.266* .000 520	Sig.
Pearson correlation Student academic performance Sig (2-tailed) N	2.65	0.743	.266* .000 520	1 520	

** Correlation is significant at 0.05level (2-tailed)

For the 2012/2013 academic session, the result indicated a correlation coefficient index of 0.266which was found to be significant at 0.05 (i.e. P < 0.05) level of significance. This implies that a significant relationship exist between students' results in Post UTME screening test and their academic performance. The null hypothesis which states that there is no significant relationship between students' results in Post UTME screening test and their academic performance is therefore rejected while the alternative hypothesis which stated that that there is a significant relationship between students' results in Post UTME screening test and their academic performance is upheld.

HO$_2$: There is No Significant Difference between Students' UTME Scores and their Post UTME Screening Test Scores

Table 2a: T-test comparing UTME Scores and their Post UME Screening Test Scores for 2008/2009 Academic Session

Variables	N	Mean	SD	t-cal.	t-crit.	Df	P	Decision
UME scores	500	1.79	0.872	2.724	1.965	499	.05	Sig.
Post-UTME scores	500	2.72	0.823					

Table 2a shows that the calculated t-value is 2.724 which is greater than the t-critical value of 1.965 at 0.05 (i.e. P < 0.05) alpha level. The null hypothesis which states that, there is no significant difference between students' UTME scores and their Post UTME screening test scores is therefore rejected while the alternative hypothesis which stated that there is significant difference between students' UTME scores and their Post UTME screening test scores is upheld.

Table 2b: T-test Comparing UTME Scores and their Post UTME Screening Test Scores for 2009/2010 Academic Session

Variables	N	Mean	SD	t-cal	t-crit	Df	P	Decision
UTME scores	525	1.98	0.967	2.912	1.964	523	.05	Sig.
Post-UTME scores	525	2.33	0.882					

Table 2b show that the calculated t-value is 2.912 is greater than the t-critical value of 1.964 at 0.05 (i.e. P < 0.05) alpha level. The null hypothesis which states that, there is no significant difference between students' UTME scores and their Post UTME screening test scores is therefore rejected while the alternative hypothesis which stated that there is significant difference between students' UTME scores and their Post UTME screening test scores is upheld.

Table 2c: T-test Comparing UTME Scores and their Post UTME Screening Test Scores for 2010/2011 Academic Session

Variables	N	Mean	SD	t-cal	t-crit	Df	P	Decision
UME scores	492	1.73	0.886	2.610	1.966	490	.05	Sig.
Post-UME scores	492	2.03	0.756					

Table 2c show that the calculated t-value of 2.610 is greater than the t-critical value of 1.966 at 0.05 (i. e. P < 0.05) alpha level. The null hypothesis which states that, there is no significant difference between students' UTME scores and their Post UTME screening test scores is therefore rejected. Hence, there is significant difference between students' UTME scores and their Post UTME screening test scores.

Table 2d: T-test Comparing UME Scores and their Post UTME Screening Test Scores for 2011/2012 Academic Session

Variables	N	Mean	SD	t-cal.	t-crit.	Df	P	Decision
UME scores	695	1.99	0.762	2.104	1.962	693	.05	Sig.
Post-UTME scores	695	2.63	0.711					

Table 2d show that the calculated t-value is 2.104 is greater than the t-critical value of 1.962 at 0.05 (i.e. $P < 0.05$) alpha level. The null hypothesis which states that, there is no significant difference between students' UTME scores and their Post UTME screening test scores is therefore rejected while the alternative hypothesis which stated that there is significant difference between students' UTME scores and their Post UME screening test scores is retained.

Table 2e: T-test Comparing UTME scores and their Post UTME Screening Test Scores for 2012/2013 Academic Session

Variables	N	Mean	SD	t-cal.	t-crit.	Df.	P	Remark
UME scores	520	1.67	0.682	2.101	1.964	518	.05	Sig.
Post-UTME scores	520	2.22	0.699					

Table 2e shows that the calculated t-value is 2.101 is greater than the t-critical value of 1.964 at 0.05 (i.e. $P < 0.05$) alpha level. The null hypothesis which states that, there is no significant difference between students' UTME scores and their Post UTME screening test scores is therefore rejected while the alternative hypothesis which stated that there is significant difference between students' UTME scores and their Post UTME screening test scores is retained

HO₃: There is no Significant Difference in Academic Performance between Male and Female Students Admitted through Post UTME Screening

Table 3: T-test comparing academic performance based on gender

SEX	N	MEAN	STD.DEV	t-cal	t-cr. p.	Decision
Academic Performance Male Female	915 1817	1.93 2.83	.250 .721	2.83	1.93 0.05	Sig.

Table 3 shows comparison of academic performance based on gender and it revealed that there is a significant difference between performances of female to male. The t-cal is of 2.83 is greater than t critical value of 1.93 at 0.05 (i.e. P < 0.05) alpha level.

Independent samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% confidence interval of the difference	
	F	Sig.	T	Df	Sig.(2-tailed)	Mean Differences	Std.error differences	Lower	Upper
AP Equal variance Assumed	188.225	.000	-14.671	498	.000	-.887	.060	-1.005	-.768
Equal variance Not assumed			-20.316	483.264	.000	-.887	.044	-.972	-.801

The standard deviations for the two groups are similar (0.250 and 0.721), hence there is a need to use the "equal variances assumed" test. The results indicate that there is a statistically significant difference between the academic performance of male and female students admitted through post UTME screening as t = -14.671, p = .000. In other words, females have a statistically significantly higher

mean score on Academic performance (2.83) than males (1.93). Hence the null hypothesis which states that there is no significant difference in academic performance between male and female educational management students admitted through post UTME screening' is rejected.

Discussion of Findings
Tables 1a and 4.2 showed the difference in UTME and post UTME score of students of Tai Solarin University of Education, Ijagun, Ogun State, Nigeria. It showed that students performed wonderfully well in JAMB only to perform woefully in post UTME. The percentage of students that scored between 180 and 199 in JAMB is 44.6% while students that scored between 70 and 100 marks in post UTME is 10.9%.Table 4.1 succinctly showed that performance of students in JAMB to be highly impressive than they did in Post-UTME with 55.4% scoring above 200 marks out of the maximum obtainable marks of 400. The cause of this may not be farfetched. Most students do cheat in JAMB by using all sorts of methods while it is impossible to cheat in post UTME. This contributed greatly to their low marks in post UTME. This result is consistent with the findings of Ifefili and Ifedili (2010) who observed that in 2004/2005 academic session examination in the University of Benin, the average percentage of successful candidates in their first year result was 14.23%, the carryover students was 66.94% while the probation students was 18.80%. These were the students admitted by the last JAMB result only**.** While the first year students in 2005/2006 session who were admitted by the first Post-JAMB, the average percentage of successful students were 39.65%, the carryover students were 53.80% while the probation students were 6.54% which implies that the students that were admitted by Post-JAMB performed much better than those admitted with JAMB scores.

According to Amatareotubo (2006), candidates who scored significantly higher marks in UME than Post-UTME must have cheated in the former and could not pass well in the latter. According to Ebiri (2006), the end result of cross-validation of UTME scores of candidates cannot but have a salutary effect on the quest by universities to admit students who have the best prospect of doing well in their university work.

From the analysis of data shown above, low correlation between UTME and post UTTME scores displayed in tables 1 and 2 is an indication that not all the candidates that obtained high marks in the UTME also obtained the same corresponding high marks in the post UTME. The early findings of Umo and Ezeudu (2010) who noticed low correlation between UTME and post UTME scores at University of Nigeria, Nsuka was confirmed here; and also Busayo (2010) who reported that 56.5 percent of the students who scored above 200, failed the post UTME screening at University of Benin, Edo State. This shows that candidates admitted with post UTME are now performing well in their academics than the students admitted with only UTME. However, this result is at variance with the finding of Ajaja (2010) who reported no significance difference in the achievement of UTME and post UTME scores of candidates.

Table 7 showed academic performances based on gender, it was found out that female students performed better than male students. Studies on gender dimension to academic performance of students are increasingly featuring across disciplines. Deepak et al (2011) study shows that female medical students outperform male students in overall test assessment. Although Deepak et al study suggests an evidence of male dominance in enrolment proportion, but female students were dominant in performance. Similar evidence of female students outperforming male students was also found in the field of agricultural science (Hedjazi and Omidi, 2008). These evidences do suggest that females are not intellectually dwarf and are likely to encourage more female enrolling on courses that have over time enjoyed masculine dominance. Bolton and Muzio (2008) and Berry (2007) show evidence of male dominance in professional career progression in spite of the increase in female membership of some professions. But Powell (1990) suggests that: 'if there were no basic differences between male and female managers, it would be just a matter of time until the proportion of women was about the same at all managerial levels'.

Aiken (2007) reports that male student is often superior to female student in academic achievement in schools. The evidence of the existence of gender gap in American schools is also attested by Glenn and Ashley (2009) who affirm that there is a large gender gap that widens dramatically at percentiles above those that can be

examined using standard data sources. They submit that an analysis of unobserved heterogeneity indicates that there is only moderate variation in the gender gap across schools and that the highest achieving girls in the United States, are concentrated in a very small set of elite schools, suggesting that almost all girls with the ability to reach high achievement levels are not doing so. Guiso, et.al (2008) examine the relationship between test scores and measures of cultural, political, and economic gender equity and they discover that the gender gap in average scores is smaller in countries with greater gender equity. This submission is obvious in Nigeria because there is evidence of gender inequality.

Ansalone (2009), for example, stated that some researchers have uncovered that many teachers often hold quite different expectations for males than for females, and in so doing, it actually influences the academic performances of these students. Research also shows that teachers address more male's questions and accept their answers more than females (De Marrias, 1991). Woodfield and Earl-Novell (2006) and Richardson (1994) agreed that female students outperformed male students. They attributed this partly to the facts that female students were more conscientious and were less likely to miss lectures. Barrow et al (2009) found that, the female performed better than the male and noted female advantage in the first class. Emaikwu, (2012) reported statistical significant difference in the mean academic achievement of male and female students with the mean academic achievement of male students being higher than that of their female counterparts irrespective of the mode of admission into the university.

Conclusion

The findings of this study showed that the introduction of post UTME has helped exposed the inadequacies of some candidates particularly those who scored high marks in UTME due to the opportunity they had to cheat during the examinations. Many who scored 200 marks and above in JAMB performed below expectation in the Post-UTME. Before the introduction of Post-UTME screening, virtually all candidates who scored 200, and above, secure admission almost automatically to the university of their choice. With post UTME screening deficiencies of the candidates are exposed, especially when they are asked to write.

Recommendations

This study has shown clearly that post UTME screening is a necessity for determining the suitability of candidates for admission to tertiary institutions in Nigeria. The following recommendations are made to further strengthen post- UTME screening by the university in Nigeria.

1. JAMB should not be scrapped as being proposed in some quarters. Instead, JAMB should be saddled with the responsibility of conducting pre-qualifying exam while universities should be allowed to conduct a post UTME screening, as this will make students sit tight and shun all forms of exam malpractices.

2. A cut-off point of 200 in UTME as a benchmark for calling students for post UTME screening exercise is not adequate. We have cases where most of the students that scored below 200 in UTME performed better in post UTME than the students that score above 200. Majority of the students that scored 200 might be as a result of examination malpractices. No wonder Umo and Ezeudu were even calling for the arrest and persecution of students that scored high marks in the UTME but low marks in post UTME if they failed to account for the disparity in their performance in the two examinations. As they recommended cut-off points of 160, the researchers recommend also.

3. Candidates for post UTME screening should be screened for the exam and supervised during exam to guard against cheating.

4. Since little improvement on the performance of post UTME students over the UTME students was noticed, for the post UTME screening tests to select credible students, students should only be tested on their level of coherence in the English language through essay writing and oral interviews in addition to objective questions.

5. Merit should be the sole criterion for university admission in Nigeria, not minding the influence of parents or guardians. This will motivate young people seeking admission into university to work harder. Likewise, the law governing examination malpractices should be enforced and culprits sanctioned to serve as a deterrent to others. These measures would make the

university admission system trustworthy and strengthen the credibility of higher education in Nigeria.

6. Since UTME scores have not truly reflected the academic performance of prospective students seeking university admission, yet it is government compulsory requirement for admission into the first year programmes of all tertiary institutions, universities should continue to combine the UTME and the Post-UTME scores using the weighted average of the combination.

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