

**UNIFIED TERTIARY MATRICULATION EXAMINATION (UTME) AND THE POST
UNIFIED TERTIARY MATRICULATION EXAMINATION (PUTME) AS
PREDICTORS OF UNDERGRADUATE STUDENTS' FINAL GRADES**

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ABSTRACT: *This study set out to investigate UTME and PUTME Examinations as predictors of undergraduate students' final grades. The research design is the ex-post-facto. The population of this study comprises of 100 and 200level undergraduate students in four different departments. The sample for the analysis is 436 students. Data were collected from the official students' records at the Management Information System (M.I.S) Unit of the University of Benin. The data collected were analyzed using Pearson Product Moment Correlation Coefficient (r) and linear regression. The findings of the study revealed that JAMB/UTME, PUTME scores do not significantly predict undergraduate final grades in Nigeria University and both JAMB/UTME and PUME scores combined do not significantly predict undergraduate final grades in Nigeria University. The need for stakeholders in education to examine the relevance of the JAMB/UTME and PUTME examinations in the selection of students into the tertiary institution which has led to multiplicity of examination and other attendant problems for the students, parents and even the institutions; and the need for every tertiary institution to be allowed to conduct their screening examination and not a stooge of the Joint Admission and Matriculation Board were recommended.*

KEY WORDS: academic performance, examination, validity, predictive

INTRODUCTION

Examination is a process of assessing the amount of education/learning an individual has achieved over a period of time. Examinations are authentic means utilized to ascertain the degree to which learning targets have been imbibed by students so that they can be offered some assistance in their further studies, certification or job placement. The procedure takes place in many forms; through test, observation, interviews in laboratory/workshop practical among others. Oluwatelure (2008) sees examination as one important activity of the academic community which falls within the scope of the concept of curriculum. According to Ajayi, Lawani and Muraina (2011), examination is the assessment of someone's ability and performance in order to ascertain the amount of knowledge that has been acquired, the extent in which it can be utilized and the quality of skills developed during training. Kaplan and Saccuzo (2017) defined a test or examination as an assessment intended to measure a testee knowledge, skills, aptitude, physical fitness or

classification in many other topics (e.g. beliefs); a test may be administered orally, on computer or on a paper.

Examination which is a form of assessment in formal education can be categorized into the following school based, public examination, national assessments and international assessment (Afemikhe, 2014). The school based are conducted by schools focusing on what the teachers have taught while public examinations are based on a syllabus which schools are expected to cover. They determine academic and job opportunities. National examinations are designed for use by policy makers to find out how education is progressing, while international assessment provide information for inter country comparison. Examination is one of the ways to test one's ability, and school grades have been shown to be a powerful predictor of future success, as measured by education, occupation and income (Slominski, Sameroff, Rosenblum,& Kasser, 2011; Strenze, 2007).

The Concept of UTME

The Joint Admissions and Matriculation Board (JAMB) was established in 1978 with the responsibility of ensuring a uniform standard for the conduct of matriculation examination and placement of suitable candidates into the nation's Universities. Nwadiani and Igineweka, (2005) opined that the Joint Admissions and Matriculation Board (JAMB) was founded by the federal government as the central placement examination body in 1978. But shortly, the law that brought JAMB into existence was amended in order to add the conduct of monotechnics, polytechnic and college of education matriculation examination; so as to tackle issues of lack of standards and uniformity in admission processes, multiple application by students which led to multiple admissions for some candidates and deprived others of the opportunity to gain admission into tertiary institutions. Tertiary Education refers to education gotten after secondary education. Such education can be gotten in universities, polytechnic, monotechnics, college of education and other institutions offering correspondence courses. In 2010 JAMB revamped the examination practice and joined both exams together to form Unified Tertiary Matriculation Examination (UTME).

UTME could be referred to as 'common entrance' examination conducted by the Joint Admissions and Matriculation Board (JAMB) of Nigeria on yearly basis for the sole purpose of selecting and placing suitably qualified candidates into Nigerian Universities. UTME helps JAMB to establish a fair method of selection for admission and helps create an equitable distribution of available space in tertiary institutions. In 2013, Computer based test was introduced by JAMB in addition to the paper and pencil test that it had used since its inception. According to Omodara, (2010), before the establishment of JAMB for the admission of students into various Universities, the universities were conducting individual admission exercises. Osakuade (2011) maintained that there were series of complaints that marred this type of admission process and a lot of challenges among which were the issue of multiple applications and admissions, uncoordinated system of university admissions, and high cost implication for the candidates.

A lot of criticism arose against the establishment of JAMB as the only body that controls and regulates admission to all institutions of higher learning in the country. For example, Onyechere (2010) observed that in the whole world, Nigeria is the only country where one body such as JAMB

have absolute control of admissions into all universities, polytechnics, monotechnics, and colleges of education. He further argues that while universities in other countries have full autonomy to admit their students, Nigerian universities do not have such because of the power vested on JAMB in controlling and monitoring admissions. Another criticism of JAMB was its inability to organize credible entrance examinations that have integrity. Umo and Ezeudu (2010) were of the opinion that JAMB alone cannot solve these problems due to so many factors that come into play. They suggested that, there should be a re-examination of the modes of selecting candidates for admission into the various degree programmes in Nigerian universities. This is with a view to determining the credibility of each of the admission criteria. This calls became a necessity based on alleged mismatch between candidates' performance in UME and their subsequent achievement in university degree examinations. This according to Obioma & Salau, (2007) gave birth to Post-UME (PUME) screening exercise in 2005.

The concept of Post-UTME (PUTME) in Nigeria

Public examination bodies responsible for the award of certificates and placement of students in the universities have been facing a lot of criticisms due to the poor performance or poor quality of our universities undergraduates, the university communities propose that another round of examination to be conducted for students that have been previously selected by UTME for admission. This examination conducted by university is called post-UTME (PUTME). The first PUTME screening was conducted in Nigeria in 2005. Apart from JAMB cut off mark, each tertiary institution has specific cut off mark for those to be invited for post UTME examination which are been conducted by various tertiary institutions. Most of these institutions collate UTME and post UTME results to find the aggregate scores through which they can fix cut off mark for various departments. For example, in University of Benin, the following formula is used to determine the aggregate score of each student.

$$\text{Aggregate score} = \frac{U}{8} + \frac{PU}{2}$$

Where U stands for UTME score; PU for Post UTME;

If a student has 240 as UTME score and 64 as post UTME the aggregate score will be $240/8 + 64/2 = 62$. This aggregate score will be used for admission into the department in which the student aggregate scores is not less than the department required cut off mark.

Validity

Validity pertains to the appropriateness of inference and decisions taken as a result of use of an instrument. Thus, validity is not a property of an instrument but the informed decision thereof. JAMB, (2007), maintained that a more accurate definition of validity revolves around the defensibility of the inferences researchers make from the data collected through the use of an instrument. In validity we attempt to show that the assessment measures what we want to measure, all we want to measure and nothing else, the criterion scores should give each person the same opportunity to make a good score (Thorndike and Hagen, in Afemikhe, 2014). When a test instrument is valid then the inferences and conclusion drawn from such an instrument is authentic. Since validity can only be evaluated in the reference to the purpose for which the instrument is designed. The Joint Admission and Matriculation Board scores in Unified Tertiary Matriculation

Examination (UTME) are used to predict performance in university programs. The interest is how well UTME scores are related to future performance in universities which is seen as a criterion. The degree of relationship indicates the criterion-related evidence (Afemikhe, 2014). Criterion-related validity involves comparing scores obtained from a test instrument being validated with scores obtained from external criteria known or believed to be measuring the attribute of interest. There are two types of criterion-related validity: *concurrent validity and predictive validity*. Concurrent validity involves comparing scores obtained from the test instrument being validated and scores obtained from external criteria, both scores being obtained at approximately the same time. Predictive validity involves comparing scores obtained from the instrument being validated and score obtained from external criteria at a later date. The correlation coefficient obtained from the comparison is a statistical indicator of validity (Omorogiuwa, 2010).

Validity is important because it helps to determine what type of test to use, and help to make sure researchers are using methods that are not only ethical and cost effective but also use a method that truly measures the idea or construct in question. For a test to be valid it must pass through the basic test construction process.

Concept of Academic performance

Academic performance is defined as the extent to which a learner is profiting from instruction in a given area of learning. It is a reflection of the extent to which skills and knowledge has been imparted to the student. Okpala, (2011) defined students' academic performance as "indicators of students' performance in curricular- driven tasks as a result of exposure to the curricula experiences". Academic performance is also seen as success or failure in a school curricula-based examinations or tests. It is influenced by personality, motivation, opportunities, education and training. Other factors that influence academic achievement include study habits, study skills, study attitudes, self-concept, socioeconomic status, intelligence, etc. The term "academic performance" has been described as the scholastic standing of a student at a given moment. It refers to how an individual is able to demonstrate his or her intellectual abilities. Students with higher mental ability as demonstrated by IQ tests (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly academic settings.

Assessment of Academic performance

Educational assessment is a procedure of assigning values to the learning achievements during and at the end of a course. It is an attempt by the teacher to gain knowledge of his/her students' competencies. Ukwuije (2012) defined educational assessment as a process of documenting, usually in measurable terms, knowledge, skills, attitudes, beliefs, practices or generally what behaviour a learner does or does not have, acquire or develop before, during, and at the end of instruction, or a course of study. It can be on-going (formative) or at the end of a course of study i.e. terminal or summative assessment. Educational assessment is indispensable in the teaching/ learning process. The process of academic assessment involves several interrelated activities such as: stating the objectives for the activity, generating needed information (data) by the use of testing and non- testing techniques, then analyzing the data and finally making judgment or decision. The testing techniques are the use of examinations/tests. The non-testing techniques make use of

observations, interviews, rating scales, questionnaires, portfolios, exhibitions, class discussions, students' self-assessments, projects, assignments, homework, e.t.c. (Ukwuije,2012). The terms assessment, appraisal and evaluation are often used interchangeably by educators, though there may be some minor differences.

A good test instrument is expected to possess basic qualities which include validity, reliability, credibility, civility, availability and utility (Nwana, 2000, in Ukwuije, 2012). A test should also have well determined difficulty level, discriminating power, and distractor index. In University of Benin, academic performance is determined by adding the student's score in the examination and his/her score in continuous assessment (CA), over 100%. The University Senate has made it compulsory that CA should constitute 20 - 30%, while examination should constitute 70 - 80%, as the case may be. Scores yielded from both CA and examinations constitute the composite score for the student in each course.

In university of Benin, students' academic performance is graded thus: 70% and above is designated as 'A' and has 5 points; 60 - 69%: 'B': 4points; 50 - 59: 'C': 3Point; 45 - 49: 'D': 2 points; 40 - 44: 'E': 1 point, and less than 40%: 'F': 0 point. The final cumulative Grade point Average (FCGPA) is obtained by adding all the grade points average (GPA) obtained by the student from the first year to the final year. The answer is approximated to two decimal places. For example, a student who obtained a GPA of 0.68 in the first year, 0.86 in second year, 1.06 in the third year and 1.20 in the fourth year for a four years course. Then the CGPA will be $0.68 + 0.86 + 1.06 + 1.20$ which gives 3.80.

The FCGPA is graded as follows:

First class (1st class) 4.5 and above; second class upper division (two - one): 3.50 – 4.49; second class lower division (two-two): 2.50 -3.49; third class (3rd class): 1.50 - 2.49; Pass: 1.0-1.49; and Fail: below 1.0.

According to Odukoya et al (2018), JAMB – UTME offered low indices of predictive validity from 2004 to 2014 in all the departments he samples for his study at the Covenant University, a private university in Nigeria. He concluded that JAMB only serves as a reliable and valid tool for the screening and admitting of students into different programmes of studies in tertiary universities in Nigeria. Daramola et al (2017) contended that JAMB is likely to minimize the frustration experienced by candidates that are wrongly placed; and in the long run, the exercise is likely to culminate in enhance national development. According to him, this will lead to “more round pegs correctly placed in fitting round holes.” In the same vein, Farrokhi – Khajeh – Pasha et al (2012) who carried out a study on the Iranian National University Entrance Examination into Medical School popularly known as Kankoor, revealed that Kankoor was a relatively poor predictor of medical students' academic performance.

In Nigerian universities, the score obtained by students in their UTME as well as Post-UTME (PUTME) play a major role in the admission of students. This by inference implies that those that are selected will be successful in the pursuit of their course of study. Abdulkadri and Ogwueleka (2019) opined that several studies have criticized the use of UTME and PUTME as an imperfect

instrument for predicting academic performance of students. They further stated that wide disparities existed between UTME and PUTME scores and the progress/performance of students. Patrick (2010), carried out a study which monitored the performance of science education students admitted through PTUME screening in 2005/2006 academic session in Delta State University, Abraka. He sampled 214 students' academic records. The result of the study showed that there was a consistent decline in the number of students admitted using the PUTME which cannot do better than UTME in influencing students' academic performance. Joe et al (2014) analyzed the academic performance of graduates admitted through UTME and preliminary programmes of Certificate, Basic Studies and School of Science Laboratory Technology in the University of Port Harcourt. They obtained the records of students who graduated in the 2009/2010 and 2010/2011 academic sessions from seven faculties were obtained using the stratified random sampling technique. The results showed that in all the faculties sampled, the graduates admitted through the preliminary programmes performed significantly better than their counterparts admitted through the UTME except those in Agricultural Science and Engineering. Afu and Ukofia (2017) carried out a study to predict the academic performance of first-year students in four departments in the University of Abuja for the 2008/2009 to 2010/2011 academic sessions using UTME, PUTME and CGPA, revealed that the correlations coefficient between PUTME and CGPA for the four departments were negative/low, positive/low and positive/moderate coefficients between students' academic performance and UTME, PUTME and CGPA. Eze (2014), sampled 306 of the Faculty of Health Sciences and Technology at the Enugu Campus of the University of Nigeria that had their final results ready and approved by Senate at the end of 2012. The study showed that the use UTME score was a very poor predictor of students' final grades and recommended that less emphasis should be placed on UTME scores as a criterion for admission of candidates into universities. Igwue, and Adikwu, (2012) found a significant relationship between students' scores in three examinations, namely: UTME, PUTME and 100-Level Psychology course, Faculty of Agriculture, Federal University of Agriculture, Makurdi, and thus concluded that the UTME has predictive validity for performance in the university. Aina (2017) investigated extent UTME and PUTME scores predicted the academic performance of university undergraduates. A population of 1650 students admitted into the university during the 2011/2012 academic session from Faculties of Arts, Education, Science and Social and Management Science was used to obtain their UTME, PUTME scores along with their GPA for eight semesters. Their findings revealed that the use of PUTME is beneficial for selection of candidates for admission and also that candidates who had a high-performance level in the UTME have a positive effect on the academic performance in the university.

A study by Osakuede (2011) examined the relative effectiveness of University Matriculation Examination (UTME) and Post University Matriculation Examination (Post-UTME) on the final year academic performance of students admitted to Adekunle Ajasin University Akungba Akoko in 2004-2005 and 2005-2006 sessions, being the last set of students admitted with UTME and first set admitted with Post-UTME respectively. This was a descriptive research design of ex-post facto type. The population consisted of the entire students admitted into this university for the two sessions. The researcher made use of a proforma to collect the scores of 2005-2006 candidates on their UME, Post-UME and class of degrees at the 2008-2009 final year examination. This same proforma was also used to collect the scores of 2004-2005 students on their UME and class of their

degrees in the 2007-2008 final year examination. Using Pearson product moment correlation and t-test statistics to analyze data, findings show that there is a low relationship between students' score in UTME and Post-UTME. More so, Post-UTME was more effective than the UTME but the difference was so little.

The JAMB, (2007) studied the predictive validity of the Universities Matriculation Examination (UME) 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. UME scores of students admitted in the 1998, 1999 and 2000 sessions, and their first year grade point averages (FGPA) (and other relevant data) were collected from the students' files with a proforma. Data were analyzed using correlation analysis and multiple regression analysis. JAMB reported a very low value of relationship between the students' UME scores and their FGPA. In another study involving the predictive power of UTME, Ifedili and Ifedili (2010) who did a study at the University of Benin, to determine the effectiveness of UTME and PUTME. The study suggested the supremacy of PUME over UTME in selecting the best candidates for university education. Other contradictions according to Nwanze also reported by Ifedili and Ifedili (2010), reveals that in the same university the best five UTME students did not score up to 40% in PUTME. Also, only two candidates passed PUTME out of the twenty-six candidates in JAMB merit list. In law, the best 16 candidates failed the PUTME. In Pharmacy, the best fifteen students in PUTME were not on JAMB merit list, all in a particular admission session of the university.

Statement of the Problem

In education examinations are vital in determining the extent to which learning had taken place in an individual. In Nigerian universities, the score obtained by students in their UTME as well as Post-UTME (PUTME) play a major role in the admission of students. This by inference implies that those that are selected will be successful in the pursuit of their course of study. But there are situations where students score high in UTME only to score low in PUTME or vice versa. It has also being reported that many students who score high in both examination may end up not graduating or even score low in their final CGPA. Could it be that both UTME and PUTME are not predictors of students final CGPA? Could it also be that the screening conducted by the various universities predict students final CGPA than UTME? Thus this study seek to examine Post UTME and UTME examinations as predictors for undergraduate student's final year academic achievement in university of Benin.

Purpose of the Study.

The purpose of this study is to identify the extent to which PUTME and UTME examinations predicts undergraduate final academic achievement. Specifically, this study is designed to

1. Examine the relationship between PUTME, UTME scores and students final grades among undergraduate students.
3. Determine if UTME, Post UTME, are predictor of student final grades in Nigeria universities.

Research Question

The following research questions were raised to guide the study.

1. Does UTME scores predict undergraduate final grades in Nigeria University?
2. Does PUME score predict undergraduate final grades in Nigeria University?
3. Does UTME, PUME scores predict undergraduate final grades in Nigeria University.

The research questions were hypothesized as follows”

Hypotheses

1. UTME scores do not significantly predict undergraduate final grades in Nigeria University
2. PUTME scores do not significantly predict undergraduate final grades in Nigeria University
3. UTME and PUTME scores do not significantly predict undergraduate final grades in Nigeria University

Significance of the study

This study is significant because it will enable the Government to identify the particular examination to be conducted when admitting students into tertiary institution, in other to avoid multiplicity of examinations. The government will therefore be better informed and assisted in the promulgation of appropriate legislation on both the conduct and quality of selection examinations such as the UTME or PUTME.

University authorities as part of educational policy makers will through the findings of this study have a better understanding of the effectiveness of both UTME and PUTME scores in predicting the achievement of their students. Furthermore, findings of the study will be beneficial to prospective students, parents and guardians as it will reveal the agony, frustrations and attendant economic wastes that usually follow when students are admitted to read courses which abinitio they were not adequately prepared to undertake. The findings of the study will also add to the existing knowledge of researchers on the predictive tendencies of both the UTME and PUTME on students' academic performance.

METHODOLOGY

The ex-post-facto research design was employed to investigate the relationship that exists between students' performance in UTME and Post-UTME at the point of entering the university and how it affects the overall academic performances of the undergraduate student. The population of this study comprises of all 100 and 200 level undergraduate students in four different departments namely English and Literature, Anatomy, Microbiology, Sociology and Anthropology. These department were randomly selected from the fourteen Faculties in the University of Benin. The total number of the admitted students in 2013/2014 academic session was 12,000 students but those who graduated after the completion of their various course were four hundred and thirty six (436). This form the sample size for the study. Data collected for this study were the available records on students' performance in UTME, Post-UTME and their final year examination records, hence a secondary Data source was used. Data collection was carried out personally by the researcher from the official students' records of the University at the Management Information System (M.I.S) Unit of the University.

The data collected were analyzed using the Pearson Product Moment Correlation Coefficient(r) and linear regression. The level of significance was set at 0.05 for all statistical tests.

RESULTS

Hypothesis 1: UTME scores do not significantly predict undergraduate final grades in Nigeria University

Table 1: Linear Regression of UTME scores on undergraduate final grades in Nigeria University

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.612	1	19.612	.195	.659
	Residual	23580.388	435	100.342		
	Total	23600.000	436			

$\alpha = .05$; $R = .029$; $R^2 = .001$

The result in Table 1 shows an F value of 0.195 and a p value of 0.659. Testing at an alpha level of .05 the p value is greater the alpha level, hence UTME scores do not significantly predict undergraduate final grades in Nigeria University. UTME score only accounted for about 0.01% in students' final grade in Nigeria universities.

Hypothesis 2: PUTME score do not significantly predict undergraduate final grades in Nigeria University.

Table 2: Linear Regression of PUTME scores on undergraduate final grades in Nigeria University

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	212.529	1	212.529	2.136	.145
	Residual	23387.471	435	99.51		
	Total	23600.000	436			

$\alpha = .05$; $R = .095$; $R^2 = .009$

Table 2 shows an F value of 2.136 and a p value of 0.145. Testing at an alpha level of .05 the p value is greater the alpha level, so, the null hypothesis which states that "PUTME scores do not significantly predict undergraduate final grades in Nigeria University" is retained. PUTME score only accounted for about 0.9% in students' final grade in Nigeria Universities.

Hypothesis 3: UTME and PUME scores do not significantly predict undergraduate final grades in Nigeria University.

Table 3: Linear Regression of UTME and PUTME scores on undergraduate final grades in Nigeria University

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	296.964	2	148.482	1.491	.227
	Residual	23303.036	234	99.586		
	Total	23600.000	236			

$\alpha = .05$; $R = .112$; $R^2 = .013$

Table 3 Shows an F value of 1.491 and a p value of 0.227. Testing at an alpha level of .05 the p value is greater the alpha level, so, the null hypothesis which states that “UTME and PUME scores do not significantly predict undergraduate final grades in Nigeria University” is retained. UTME and PUME score combined only accounted for about 1.3% in students’ final grade in Nigeria Universities.

DISCUSSION OF FINDINGS

The study showed that UTME score do not significantly predict undergraduate final grades Nigeria University, and that it only contributed about 0.01% to undergraduate final grades. This is in tandem with Odukoya et al (2018), who posited that JAMB – UTME offered low indices of predictive validity. Toiling the same line, Eze (2014), showed that the use UTME score was a very poor predictor of students’ final grades. The study also collaborates the study carried out by JAMB, (2007) who reported a very low value of relationship between the students’ UTME scores and their FGPA. However, the study was not in agreement with Daramola et al (2017) contended that JAMB is likely to minimize the frustration experienced by candidates that are wrongly placed; and in the long run, the exercise is likely to culminate in enhance national development. According to him, this will lead to “more round pegs correctly placed in fitting round holes.”

The study also revealed that PUTME scores do not significantly predict undergraduate final year grades in Nigeria University, and that it accounted for about 0.9%. The finding collaborates with the study done by Osakuede (2011) who showed that there is a low relationship between students’ score in UTME and Post-UTME. More so, Post-UTME was more effective than the UTME but the difference was so little. On their part Ifedili and Ifedili (2010) revealed the supremacy of PUME over UTME in selecting the best candidates for university education. But the study differs from Aina (2017) who revealed that the use of PUTME is beneficial for selection of candidates for admission and also that candidates who had a high-performance level in the UTME have a positive effect on the academic performance in the university.

The combined factors of UTME and PUTME scores were found to be non-significant predictors of undergraduate final grades in Nigeria University. Both only accounted for 1.3% of the final grades of undergraduates. This shows that the post UTME and UTME are quite insignificant in predicting academic performance students as they progress through the University system.

This agrees with Abdulkadri and Ogwueleka (2019) who opined that several studies have criticized the use of UTME and PUTME as an imperfect instrument for predicting academic performance of students. They further stated that wide disparities existed between UTME and PUTME scores and the progress/performance of students. Also, Patrick (2010), opined that there was a consistent decline in the number of students admitted using the PUTME which cannot do better than UTME in influencing students' academic performance. And Joe et al (2014) showed the graduates admitted through the preliminary programmes performed significantly better than their counterparts admitted through the UTME except those in Agricultural Science and Engineering.

Conclusion

The study interrogated the factor of entry screening tests with particular reference to UTME and PUTME as predictors of academic performance of students in the university. This study has shown that UTME and PUTME do not relatively predict the overall performance of undergraduates in Nigerian universities. This implies that apart from these two screening examinations, there are other factors that are school based as well as proximate factors that may impact on the academic performance of students. This includes, socio-economic status, type of school, gender, geographical location and others; which are determinant of academic performances especially as students' progress through the university educational system.

Recommendations

In the light of these findings, the following recommendations are made

1. The need for stakeholders in education to examine the relevance of the JAMB/UTME and PUTME examinations in the selection of students into the tertiary institution which has led to multiplicity of examination and other attendant problems for the students, parents and even the institutions
2. Every tertiary institution should be allowed to conduct their screening examination and should not be a stooge of the Joint Admission and Matriculation Board.
3. There is the need to review other proximate factors that may be influential in academic performance of students at the tertiary level of Education in Nigeria.
4. The screening test should be reviewed for relevance as the screening should ideally reflect the profile of students in the system. The finding that the screening examinations are not significant predictors of academic performance shows that there could be extraneous factors impacting on the academic careers of students

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