

# **Analytical Validity of University Tertiary Matriculation Examination (UTME) Scores and Academic Performance for Undergraduates in Federal University of Lafia, Nigeria**

<sup>1</sup>Linda Kwon-Ndung, <sup>2</sup>Ugwu Anthony, <sup>3</sup>Mamuda Abubakar & <sup>4</sup>Musa Dahiru

<sup>1&2</sup>Department of Political Science, Federal University of Lafia

<sup>3&4</sup>Registry Department, Federal University of Lafia

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## **Abstract**

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The weak performance of university undergraduates currently in Nigeria can be traced to the University admission structure. Applicants who met admission requirements in the Senior Secondary School Certificate by acquiring the requisite five credits or its equivalent are seen as potential University undergraduate students. Candidates who score the required cut off points in the Unified Tertiary Matriculation Examination (UTME) and Post-Unified Tertiary Matriculation Examination (PUTME) are presumed to be proficient of pursuing chosen courses of study effectively in the University. This study investigated the relationship between University Tertiary Matriculation Examination (UTME), assessment and the first-year academic performance of 2016/2017 students in Federal University of Lafia, Nasarawa State, Nigeria. Descriptive survey research was used as the research design to find the analytical predictive legitimacy and validity of University Tertiary Matriculation Examination (UTME) and the students' academic performance. The population of 1500 students were admitted into the University within the 2016/2017 academic session and a stratified and purposive random sampling technique was used to collect data from a sample of 360 students from selected Departments of the Faculties of Arts, Science and Social Sciences. A self-developed pro-forma invoice was used to collect student's UTME scores along with Grade Point Average (CGPA) for the first year. A correlation analysis was used to establish the relationship between UTME scores and First session examination results of students. The validity index of the research instrument was determined and two hypotheses were formulated and a regression analysis used to determine the relationship between UTME scores and the CGPA in Federal University of Lafia. While the CGPA was the criterion variable, the UTME scores was the predictor variable. The results revealed that students' UTME scores do not essentially imply their genuine scores or intellectual ability. This was confirmed by the weak relationships revealed by students' scores in UTME and the corresponding CGPA at the end of the first year. The study recommends that a more vigorous post-UTME screening to sieve the candidates before the candidates is offered admission. The JAMB also needs to monitor more effectively the examination management process to safeguard any form of manipulations of results given the fact that the computer-based process can also be compromised by desperate stakeholders.

**Keywords:** *UTME, Cumulative Grade Points, Academic performance and University Students*

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Corresponding Author: **Linda Kwon-Ndung**

## **Background to the Study**

University education is the highest level of educational system which aims at providing skilled and educated people for sustainable national development. Tertiary education level targets at national development through appropriate manpower training and enhancement of individuals to acquire both physical and intellectual skills for self-reliant and usefulness in the society (National policy on Education, 4<sup>th</sup> edition, FRN, 2004). As a result of this laudable goal, the is the highest center of learning saddled with the multifarious roles to be accomplished through teaching, research and community services.

To gain admission in to the University, candidates are required to have five credit passes at not more than two sittings in Mathematics, English Language and three other subjects at the Senior School Certificate Examination (SSCE) or the General Certificate Examination (GCE) ordinary level (Tenibiaje,2009). The SSCE and GCE are coordinated by the West Africa Examination Council (WAEC). The SSCE is also awarded by the National Examination Council (NECO) as well as write the Unified Tertiary Matriculation Examination.

At the early years of tertiary education development in Nigeria, each institution controlled the admission selection process independently and this gave rise to the problem of manifold applications, manifold examinations and manifold admissions. Furthermore, standards of such examinations became questionable. This eventually led to the Joint Admissions and Matriculations Board (JAMB) through the decree (act) no. 2 of 1978 and amended by decree (act) no. 33 of 1989, FGN, 1978 with the primary objectives of ensuring a uniform standard for the conduct of matriculation examinations and placement of suitably qualified candidates into the nation's universities bearing in mind the available vacancies, institutional guidelines as well as candidates' preferences of institutions and courses.

The Joint Admission and Matriculation Board is in charge of the conduct of the University matriculation examination (UME) now named Unified Tertiary Matriculation Examinations (UTME) to combine entrance examinations into all tertiary institutions other than universities in Nigeria. The admission procedure, by this examination, tries to select qualified applicants for academic pursuit in different institutions. Presently, even though the various institutions conduct post JAMB test to verify the selection process, it is still the UTME that qualifies candidates to be selected to write the post JAMB. This defines relevance of the UTME as postulated by Enobong and Theresa (2019), Similarly, the candidates will also present themselves in the University of their choice for Post UTME examination.

Amatareotubo (2006), reports that the Federal Government of Nigeria introduced the policy of post JAMB screening exercise by universities in 2005. Post-UME is the screening procedure for admitting students to an institution. The aim of the policy was to screen candidates after their JAMB result before admission is granted. Candidate with the stipulated JAMB score of the Candidate's Choice of University would present its self for screening using aptitude test or oral interview. Universities are free to use any method in the screening exercise as most universities conduct two Post UTME screening examinations, the first was an objective test

based on the subject /course area of the candidate, while the second examination was an essay test for those who passed the first examination. Zebulon (2011) posits that the essay examination revealed the inadequacies of some of the candidate, many who scored high marks in UTME and the first screening examination performed poorly in the essay test. The results of the test are usually computed to determined eligible candidates. Makinde (2009), however opines that two examinations are not too many to sieve qualified candidates from those who cheated to pass UME.

In the view of Ogbeba (2010) and Aina (2015) since 2010, the degree awarding institutions have lost confidence in the UTME scores and complained about the poor performance of students in the first year University examination, though admitted with high UME scores. Achor, Aligba and mananyi (2010) agreed that this climaxed into the current practice of making candidates to write Post-UTME screening in their respective universities of choice.

Over the years, 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 labor 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 National Universities Commission and Education Tax Fund (NU C, 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).*

The reduction in the cutoff point lowered the stake on JAMB scores and that contributed partly to the general perception on a lowered performance. This indeed laid the foundation of a reduced standard of performance in the UTME because a mere 45percent is just to woo failed students as their potential candidates for admission.

The Federal University of Lafia was established in February 2011 by the Federal Government of Nigeria and had admitted several students into the various programmes. As at 2016/2017 the university matriculated 1,500 students into the various faculties at the 6<sup>th</sup> matriculation ceremony of the University. To establish the correlation between the Jamb score and the first-

year academic performance of the students admitted in 2016/2017 academic session the study interrogated the relationship between post UTME assessment and students' performance in their post-entry sessional examination in Federal University Lafia. The study established the relationship between UTME assessment and first year cumulative grade points. The pertinent concerns of the study required determining the relationship between students' UTME assessment and their first-year Cumulative Grade Point Average (CGPA).

### **Literature and Empirical Review**

Examination misconduct introduced corruption in education and the assessment procedure. Almost all the examinations in our country have been bedeviled with examination misconduct, which the UTME is no exception. Okotete (2012), asserted that JAMB performed creditably well for over two and a half decades without any serious hitches and that this examination body was respected for its role as the sole determinants of candidates admitted by different-by-different tertiary institution until it began to experience problem of examination malpractice. The limited available spaces in our institutions could not take the growing teeming population of secondary school graduates, hence the desperation of students to score high marks by hook or crook to get across the cut-off marks. This resulted in high level of mal practices perpetrated by candidates, parents as well as examinations officials. According to Umo (2006), examiners compromised their integrity and the integrity of the examination and also alleged that some officials make a fortune from the examination from leaking of question papers, organizing special centers, changing scores for those who can afford it or substituting names after admissions has been completed.

Studies have been conducted by previous researchers on some predictive studies on pre-entry and post-entry examinations. Nwana (1981), sought to investigate the extent to which JME scores predict score of first year students across faculties in some Nigerian Universities. He discovered that the relationship in performance in JME and first –year Grade point Average (FGPA) varies across the faculties and that the prediction of the first and second semester year university year grade is very low for JME. Similar studies include Onwu (1985), Oyesola (1991) and Akujobi (1999). It is quite unfortunate that the low correlation as revealed in various studies is not unconnected with corruption of examination malpractice of different forms and shades. However, with the various checks put in by JAMB, there is hope. For example, in 2001, JAMB introduced variation in the numeration of questions for candidates sitting for the same matriculation examination. Presently also, there is the introduction of Biometric Data Capturing Machine to verify authenticity of candidates, thus, only right candidates are allowed to sit for the examination, it is relevant that JAMB has not relented in effort to curb this menace as presently, the examination is being written through computer whereby each candidate is forced to mind his own business.

Many academics have delved into studies of students' performance in UTME and post UTME examinations in relation to their performance in undergraduate studies. Umo and Ezeudu (2014) correlated UTME and PUTME scores for the 2006/2007-admission exercise of the University of Nigeria, Nsukka in nine (9) programmes in the science, social science, and engineering faculties. Akinola (2013) used four admission periods of 2007/2008-2010/2011

but limited his studies to the Department of Computer Science, University of Ibadan. Eze, (2014) studied the relative strength of UTME and PUTME as academic performance predictor. Patrick (2010) studied the performance of only 214 students admitted into science education through PUTME screening through 2005/2006 to their 300-level year, 2007/2008, in four departments -Biology, Chemistry, Mathematics and Physics in Delta State University, Abraka, and observed no significant correlations in the CGPA scores of students admitted through the two sets of criteria. Similarly, Joe, Kpolovie, Osonwa, and Iderima (2014). (2014) analyzed academic performance of graduates admitted through UTME/PUTME and the Preliminary programmes Certificate, Basic Studies and School of Science Laboratory Technology, University of Port Harcourt and his study revealed that graduates who were admitted through the preliminary programmes performed significantly better than their counterparts admitted through the UTME/PUTME in all the faculties except in Agricultural Science and Engineering. Olayemi and Oyelekan (2009) analyzed JAMB's UTME and PUTME scores of Biological science students of Federal University of Technology, Minna, and recorded a very weak and insignificant relationship between the two. Busayo (2010) tried to compare the scores of UME and post UME students of the University of Education (TUNEDIK) Ikere Ekiti and reported that 56.5 % of people who passed UME later failed post UME. Chika, Ifedili, and Ifedili, (2010), conducted the assessment of UME and post UME at the University of Benin, his major findings showed the supremacy of post UME over UME. On the other hand, Ajaja (2010), examined the influence of post-UME on the achievement of science education students in Delta State University, his findings showed that no significance difference in the CGPA was found between UME and post-UME scores of the sampled students. There was a decline in the performance of students admitted with post-UME screening. Similar results were obtained from the research of Ajala (2010), using three years of Post UME Screening on Science Education Students in Delta State University, Abraka. The reports by Osakude (2011), Ukwuije and Asuk (2011) and Uhunmwuango and Ogunbadeni (2014) all confirm the inability of post UTME scores in validating students' performance in the undergraduate programmes in different Nigerian Universities.

### **Methodology**

The research is a descriptive survey. The survey was carried out in the federal university of Lafia, Nasarawa state Nigeria. The population of the study 1500 based on the total number of students that matriculated but purposive random sampling technique was deployed to draw 360 samples from only three faculties namely, faculty of arts, faculty of science and faculty of social sciences. Data was collected from a self-developed proforma invoice, student's Unified Tertiary Matriculation Examination (UTME) scores, and academic performance at first year (CGPA) and gender comprised of the variables.

To adhere to ethical issues permission was sought for from the university to consult student's records. From the records, the required pieces of information were collected from the academic records. A correlation and regression analysis were used to determine the linear relationship and the cause and effect between the UTME scores the CGPA in Federal University of Lafia. The CGPA was the criterion variable and UTME assessment scores was the predictor variable. The correlation coefficients between UTME assessment and the CGPA

were used to determine the relationships. The SPSS (Statistical Package for Social Sciences) software version 25.0 (2018) was used to analyse the data through Regression analysis and Pearson Product moment correlations.

### Hypothesis

- Ho There is a significant relationship between UTME assessment and CGPA in Federal University of Lafia
- Hi There is no significant relationship between UTME assessment and CGPA in Federal University of Lafia.
- Ho Gender affects the performance at UTME and CGPA of the students in the first year in federal university of Lafia
- Hi Gender does not affect the performance at UTME and CGPA of the students in the first year in the federal university of Lafia

### Results and Discussion

**Table 1: Regression Model Summary of the Students' Performance in different Departments**

Male Students in Political Science Department				
Model Summary	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.608 <sup>a</sup>	.369	.350	.43180
Female Students in Political Science Department				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.830 <sup>a</sup>	.688	.649	.63649
Male Students in Economics Department				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.812 <sup>a</sup>	.659	.642	.59458
Female Students in Economics Department				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.433 <sup>a</sup>	.188	.140	.63498
Male Students in Microbiology Department				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.639 <sup>a</sup>	.408	.377	.67923
Female Students in Microbiology Department				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.728 <sup>a</sup>	.530	.506	.41026
Male Students in Physics Department				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.169 <sup>a</sup>	.029	-.005	.60228
Female Students in Physics Department				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.142 <sup>a</sup>	.020	-.176	.77866
Male Students in Visual and Creative Arts Department				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.274 <sup>a</sup>	.075	.035	.78559
Female Students in Visual and Creative Arts Department				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.496 <sup>a</sup>	.246	.202	.75811
Male Students in English and Modern Languages Department				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.605 <sup>a</sup>	.366	.302	.67057
Female Students in English and Modern Languages Department				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.014 <sup>a</sup>	.000	-.012	.85117

<sup>a</sup>Dependent Variable: CGPA  
<sup>b</sup>Predictors: (Constant), UTME

The results in Table 1 show the relationship between the UTME and CGPA performances of students in different programmes in three Faculties. The results are consistent with Dogo, Ezeamaka, Adepetu, Joel, Ibrahim, Abdulkadir, Samuel, Gimba, Daful, Bahago, Dogo, Yerima and Isah. (2019) Compared the UTME and Post UTME of Students' Academic Performance in Kaduna State University. For the male students in Political Science Department, the value of UTME scores holds some credibility going by the regression value of 0.608. However, the results confirm certainty of some high UTME scores recording low CGPAs in the undergraduate examinations. For the female students in the Department of Political Science, the relationship between the UTME and CGPA performances of these students hold higher credibility than the males with a of 0.830 suggesting that only a few high UTME scores recorded low CGPAs in the undergraduate examinations. The results confirm the assertion of Omirin (2007), on the gender issues in the performance of students admitted through UME where female students performed better than male students in credibility of undergraduate performance.

For the male students in Economics Department, the value of UTME scores holds some credibility going by the regression value of 0.812 and considering that UTME and CGPA scores rose concomitantly in ascending order. However, a few with high CGPA scores had lower UTME scores. The regression of 0.433 for first-year female students in the Department of Economics is an obvious display of less credibility suggesting that the highest and lowest UTME scores had low CGPA scores.

The 0.639 regression for the first-year male students in the Department of Microbiology shows that the relationship between the UTME and CGPA performances of these students is positive with a credibility of UTME and CGPA scores falling in a near orderly ascending order curve. The first-year female students in the Department of Microbiology with a regression 0.738 displayed more credibility in the relationship between the UTME and CGPA performances of these students. The raw scores however revealed that a student within the UTME score range of 191-195 earned a CGPA of 3.36 whereas a student with the highest UTME score of 211-215 range had a CGPA of 2.11.

From the first-year male students in the Department of Physics, the regression of 0.169 confirms a relationship between the UTME and CGPA performances of these students having a credibility crisis. From the raw data, a student within the UTME range of 196-200 had a CGPA of 0.68 while a student within the UTME range of 186-190 had a CGPA of 2.93. More disturbing is the observation that about 11 students who are within the high UTME score range of 211-215 are struggling within the CGPA range of 1.0-2.3. The scenario for the relationship between the UTME and CGPA performances of first-year female students in the Department of Physics with a regression of 0.142 is far from credible. The highest UTME score ranged between 246-250 but the student within that range recorded an abysmal CGPA of 1.24 whereas the two students within the UTME score of 196-200 who earned a CGPA of 2.41. A female student who passed UTME within 201-205 had a CGPA score of 3.09 which was the highest for this female category.

The first-year male students in the Department of Visual and Creative Arts, with a regression of 0.274 confirmed the low credibility of the UTME scores and the performance in the Department and a regression of 0.496 for the first-year female students in the Visual and Creative Arts Department manifested a better credibility of the relationship between the UTME and CGPA performances of these students as compared to their male counterparts.

The regression for first-year male students in the Department of English and Modern Languages was 0.605 and that of the females was 0.14. The relationship between the UTME and CGPA performances of male students has credibility issues given that students within the lowest UTME range of 196-200 had CGPA score range of 1.63-2.37 which is almost the same CGPA score of 2.73 which was earned by the student who had the highest UTME score in the range of 256-260. Furthermore, another observation was that the second lowest UTME score range of 206-210 had the second best CGPA as the student secured 3.05 to come after the student with the best CGPA that garnered 4.10 score. However, the first-year female students in the Department of English and Modern Languages revealed that all the students passed UTME with scores above the 180 benchmarks. The relationship between the UTME and CGPA performances of these students manifests credibility except that serial numbers 2, 3, 5 and 7 show that students within the middle UTME score range have better performances in the CGPA scores than those with higher UTME score ranges. Consider the situation where the student with the highest UTME score range of 246-250 earned a CGPA score in the range of 3.66 while the student with the highest CGPA score of 4.29 is located within UTME score range of 196-200.



**Table 2:** ANOVA Table showing fitness of regression model in determining effect of UTME on CGPA

<b>Male Students in Political Science Department</b>					
Model	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	3.603	1	3.603	19.322	.000 <sup>b</sup>
Residual	6.153	33	.186		
Total	9.755	34			
<b>Female Students in Political Science Department</b>					
Model	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	7.158	1	7.158	17.670	.003 <sup>b</sup>
Residual	3.241	8	.405		
Total	10.399	9			
<b>Male Students in Economics Department</b>					
Model	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	14.328	1	14.328	40.530	.000 <sup>b</sup>
Residual	7.424	21	.354		
Total	21.752	22			
<b>Female Students in Economics Department</b>					
Model	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	1.584	1	1.584	3.929	.064 <sup>b</sup>
Residual	6.854	17	.403		
Total	8.439	18			
<b>Male Students in Microbiology Department</b>					
Model	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	6.053	1	6.053	13.121	.002 <sup>b</sup>
Residual	8.766	19	.461		
Total	14.819	20			
<b>Female Students in Microbiology Department</b>					
Model	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	3.789	1	3.789	22.515	.000 <sup>b</sup>
Residual	3.366	20	.168		
Total	7.156	21			
<b>Male Students in Physics Department</b>					
Model	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	.310	1	.310	.855	.363 <sup>b</sup>
Residual	10.520	29	.363		
Total	10.830	30			
<b>Female Students in Physics Department</b>					
Model	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	.310	1	.310	.855	.363 <sup>b</sup>
Residual	10.520	29	.363		
Total	10.830	30			
<b>Male Students in Visual and Creative Arts Department</b>					
Model	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	1.152	1	1.152	1.867	.185 <sup>b</sup>
Residual	14.195	23	.617		
Total	15.347	24			
<b>Female Students in Visual and Creative Arts Department</b>					
Model	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	.319	1	.319	2.946	.185 <sup>b</sup>
Residual	.325	3	.108		
Total	.644	4			
<b>Male Students in English and Modern Languages Department</b>					
Model	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	2.591	1	2.591	5.762	.037 <sup>b</sup>
Residual	4.497	10	.450		
Total	7.088	11			
<b>Female Students in English and Modern Languages Department</b>					
Model	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	3.195	1	3.195	5.559	.031 <sup>b</sup>
Residual	9.770	17	.575		
Total	12.965	18			

<sup>a</sup>Dependent Variable: CGPA

<sup>b</sup>Predictors: (Constant), UTME

The ANOVA table in Table 2 revealed the fitness of regression model in determining effect of UTME on CGPA. There was no significant difference in regression fitness determining the effect of UTME on CGPA performance among first year entrants into FULafia for the male and female students in the Department of Political Science, male students in Economics Department and the male and female students in Microbiology Department. This is in agreement with report of Ayuba (2015). However, all female students of the Department of Economics, male and female students of Physics Department, male and female students of Visual and Creative Arts and male and female students of English and Modern Languages Departments ll showed a significant difference in the regression fitness determining the effect of UTME on CGPA performance among first year entrants into FULafia.

**Table 3:** Correlations showing the effect of the independent variables on the dependent variables

<b>Male Students in Political Science Department</b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-.858	.786		-1.092	.283
UTME	.015	.003	.608	4.396	.000
<b>Female Students in Political Science Department</b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-6.836	2.217		-3.084	.015
UTME	.042	.010	.830	4.204	.003
<b>Male Students in Economics Department</b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-4.804	1.131		-4.247	.000
UTME	.033	.005	.812	6.366	.000
<b>Female Students in Economics Department</b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.520	.294		8.560	.000
UTME	-.002	.001	-.433	-1.982	.064
<b>Male Students in Microbiology Department</b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-7.754	1.884		-4.115	.001
UTME	.046	.010	.728	4.745	.000
<b>Female Students in Microbiology Department</b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-7.754	1.884		-4.115	.001
UTME	.046	.010	.728	4.745	.000
<b>Male Students in Physics Department</b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.833	2.242		1.264	.216
UTME	-.010	.011	-.169	-.925	.363
<b>Female Students in Physics Department</b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.637	3.472		.759	.482
UTME	-.005	.016	-.142	-.321	.761
<b>Male Students in Visual and Creative Arts Department</b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-1.641	2.265		-.724	.476
UTME	.015	.011	.274	1.366	.185
<b>Female Students in Visual and Creative Arts Department</b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-3.904	3.262		-1.196	.317
UTME	.028	.016	.704	1.716	.185
<b>Male Students in English and Modern Languages Department</b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-3.463	2.308		-1.500	.164
UTME	.025	.010	.605	2.400	.037
<b>Female Students in English and Modern Languages Department</b>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-2.641	1.995		-1.324	.203
UTME	.023	.010	.496	2.358	.031

\*Dependent Variable: CGPA  
 \*Predictors: (Constant), UTME

The coefficient results in Table 3 above revealed the kind and degree of effect of the independent variable on the dependent variable in this study. The results show that there is a positive and significant effect of UTME on CGPA in the study area with a coefficient of 0.015 and a significance of 0.000 which is less than the 0.005 significance level. The overall result implies that a unit increase in UTME score will lead to a corresponding significant increase in CGPA of the students.

### **Conclusion and the Way forward**

This study has revealed that students' UTME scores do not essentially signify their genuine scores or intellectual aptitude. This was confirmed by the weak relationships revealed by students' scores in UTME and the corresponding CGPA at the end of the first year. The research results indicate that UTME performance of students differ from their corresponding CGPAs in the first year of study, this implies that there are still ways in which candidates manipulates the process in order to score high and meet up with the cut off points of JAMB and fail to perform in the assessments in the university as indicated by the performances or that the students just relax on their studies once the admissions are given to the students in the Federal University of Lafia.

The study also revealed gender disparity in performances in some departments as the female students were showed to have performed more than the male students.

Conclusively the study validates the positions of several other scholars that have demonstrated lack of correlation in the UTME performance and first year Cumulative grade points of students in their first year. The study recommends the following:

1. That students should be well counseled during the first-year university wide; faculty and departmental orientations not relax on the high level of performance achieved in UTME, but rather strive to perform better in their studies in order to sustain the prior high levels of performance.
2. The current Post-UTME process in the university needs to be strengthened to effectively select qualified candidates for admission.
3. The federal government should intentionally support JAMB to monitor more effectively the examination management process to safeguard any form of manipulations of results given the fact that the computer-based process can also be hacked by desperate parents and candidates, this will enhance the credibility of the examination.

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