

## **UTME and Post-UTME Scores as Predictors of First Year Undergraduate Education Students Performance in Adekunle Ajasin University, Akungba-Akoko**

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### **Abstract**

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The study investigated the extent to which UTME and Post-UTME scores predicts first year undergraduate Education students performance in Adekunle Ajasin University, Akungba-Akoko (AAUA). A sample of 240 (120 from 2018/2019, 120 from 2019/2020 academic session) education undergraduates were drawn through simple and purposive sampling from Guidance and Counselling Department in the faculty of Education, AAUA. The instrument used for data collection was a proforma which was validated by two experts in Test and Measurement, Department of Guidance and Counselling, AAUA. The result showed that Post-UTME and UTME are predictors of first year CGPA. Also, Post-UTME is a better predictor of first year grade point average of Education Undergraduates. Based on the findings; it was recommended that the Post-UTME should be employed as the basis for admission into all departments in AAUA.

**Keywords:** *UTME, Post-UTME, prediction, Academic performance*

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### **Background to the Study**

It is observed that Nigeria educational system especially the admission policy and poor academic performance of undergraduate students in Nigeria Universities is a concern to stakeholders. Several people have argued that the falling standard in education in Nigeria Universities are due to selection and placement process of Joint Admissions Matriculation Board (JAMB) which according to Adeyemi cited in Orubu (2013) fails to control the number and quality of candidates being admitted to universities per year. The JAMB in Nigeria has been given sole responsibility to conduct placement examinations for candidates seeking for admissions into our various tertiary institutions. UTME is the examination being conducted by JAMB while Post-UTME is a screening test conducted by individual universities to place students to various course of study. According to Ilogho (2019), a graduate from the Eastern Part who was engaged in her compulsory National Youth Service Corps (NYSC) scheme was observed to perform below standard, she could not even speak a correct English talk less of teaching students she was assigned to. Another worrisome observation is that a very large number of students who had high scores in University Matriculation Examination (UTME) had lower scores in the Post-UTME screening exercise organized by various universities. Hence, the retaining of Post-UTME screening tests is a heel care process in the improvement of quality graduates (Umo and Ezeudu, Ifedili and Ifedili 2010, Orubu 2013). In AAUA, the Post-UTME screening test was done last in 2018/2019 admission year, while 2019/2020, 2020/2021 was all admitted through UTME alone. Most of these students admitted through UTME alone are observed to record a large number of carry-over courses at the end of their first year. This was equally observed by Afemiku (2009) that many universities students admitted through the UTME scores had many carry-over courses at the end of first session. Again, Odehji (2012) opinioned in his study that Post-UTME screening tests are a better predictor of academic performance of southern universities undergraduates. Another opinion of researchers, Dogo and Abdulladir (2018), that UTME and PUTME are better predictors of student academic performance. Akinjide (2017) observed a contrary opinion that students with High UTME scores made it through examination malpractice. Again, other observed that male students perform better in JAMB than female students and also in their first-year grade. Hence, this study attempts to investigate the predictive capacity of UTME and Post-UTME on the academic performance of Education undergraduate students admitted through UTME and Post-UTME into Adekunle Ajasin University, Akungba-Akoko.

Academic Performance in Education is assessed through scores obtained by students. It could be affected by the sex of a student. Sex affects academic performance of students as observed in Ilogho (2019). Iyeke and Egbule 2000 and Buadi 2000), it is also a factor in placement of candidates into department of study as observed by Odediji (2012). Akinjide (2017) observed that Academic Performance is used in determining the abilities of a student from which his potentials could be informed. Academic Performance is knowledge or skills attained through test-scores assigned through an examination.

Meanwhile, in Adekunle Ajasin University, academic performance of students is measured through grades obtained after semester examination using the Cumulative Grade Point Average (CGPA) which has been grouped into First Class (4.50-5.00) or A 5 points, B (Second Class Upper) 4 points, C (2.50-3.49) Second Class Lower or 3 points 1.50-2.49) D – 2 points 1.00-1.49) pass E, 1 Points. A student seeking for admission into any field of study in AAUA must have at least 180 score in their UTME through JAMB and at least 50% in their Post-UTME screening test. However, AAUA has stopped the Post-UTME screening test since 2018/2019 academic session, the forms are sold but no examination is being conducted to admit the students into various studies, hence, it is pertinent to investigate the predictive capabilities of these placement examinations on the first year students' academic performance. This study examines the predictive ability of UTME and Post-UTME scores on first year academic performance of undergraduate students of Education in AAUA.

### **Research Questions**

1. What are the mean scores of students admitted through UME (2019/2020) and Post-UTME (2018/2019) academic sessions?

### **Research Hypotheses**

1. There is no significant difference in the academic performance of students admitted in 2018/2019 (UTME) and 2019/2020 (Post UTME) in the first year.
2. There is no significant difference in the academic performance of male and female Education undergraduate students admitted into AAUA during 2018/2019 and 2019/2020 academic session.

### **Methodology**

This research employed the exPost facto design. Adekunle Ajasin University, Akungba-Akoko (AAUA) was used for the study. The population of the study consists of all Faculty of Education students in AAUA. Guidance and Counselling Department in the faculty of education was purposively used. 240 sample size was drawn through simple random sampling technique with 140 females and 100 males who were admitted in first year in the 2018/2019 and 2019/2020 academic sessions. A proforma was used to collect records of students for the two sessions. Results were analysed using frequency, mean and standard deviation while the hypotheses were analysed using t-test of difference at 0.05 level of significant.

### **Results**

**Research Question 1:** What are the mean scores of students admitted through Post-UTME (2018/2019) and UTME (2019/2020) academic sessions?

In answering this question, the students CGPA of all the students admitted in 2019/2020 were extracted from their first year processed results got from the Departments. The mean score and standard deviation of the CGPA were computed and the results are presented on table below:

**Table 1:** Average Academic Performance of students in 2018/2019 and 2019/2020 sessions.

Group	N	Means	SD
UTME 2019/2020	120	23.176	4.479
Post UTME 2018/2019	120	42.311	8.952
<b>Total</b>	<b>240</b>		

Table 1 show the mean academic performance of students admitted through UTME only and Post UTME and UTME is 2018/2019 and 2019/2020 session in department of Guidance and Counseling, Arts Education and Social science education of Adekunle Ajasin University, Akungba-Akoko. As revealed in the table the mean academic performance for students in 2019/2020 (UTME only) is 23.176 while the standard deviation is 4.479. The mean academic performance for students in 2018/2019 academic session (Post UTME) is 42.31 with a standard deviation of 8.952. This implies students admitted through Post UTME screening test performed better in their first year.

**Hypothesis One:** There is no significant difference in the academic performance of students admitted in 2018/2019 (UTME) and 2019/2020 (Post UTME) in the first year. In testing the hypothesis, the CGPA of the undergraduate students under the study were subjected to t-test analysis of difference and the result is presented in table 2

**Table 2:** Test of significant difference in the Academic Performance of students admitted in 2018/2019 and 2019/2020 sessions.

Groups	N	Mean	SD	Df	t-cal	t-tab	Result
2018/2019	120	43.3111	8.952	358	27.592	1.96	Significant
2019/2020	120	23.176	4.479				

From table 2, the t-test calculated is 27.592 which is greater than the table value of 1.96. therefore, the null hypothesis was rejected which implies that there is significant difference in the academic performance of students admitted through UTME only and Post UTME screening tests.

**Hypothesis Two:** There is no significant difference in the academic performance of male and female Education undergraduate students admitted into AAUA during 2018/2019 and 2019/2020 academic session.

**Table 3:** summary of t-test showing difference between male and female academic performance of students admitted into AAUA in 2018/2019 and 2019/2020 academic session.

Sex	N	Mean	SD	Df	T	Sig	Remark
Male	100	40.54	7.14	358	2.475	0.01	Significant
Female	140	37.88	9.62				

Table 3 shows the academic performance of male and female Education undergraduate's students admitted into 2018/2019 and 2019/2020 academic sessions.

The table showed that mean score for male is 40.54 while that of female is 37.88. The difference in the mean score calls for test of difference. From the table the t calculated of 2.475 is greater than the table value of t (1.96). This means the null hypothesis is rejected. The implication is that there is significant difference in the academic performance of male and female students admitted in 2018/2019 and 2019/2020 academic sessions in the departments under study in AAUA.

### **Discussion**

The findings in research question one revealed that undergraduate student's academic performance of students admitted through Post UTME (2018/2019) screening test is better than those admitted with UTME (2019/2020) in AAUA. The possible reason for this could be as a result of the fact that, Post UTME predicts academic performance of students better than UTME. Also, some argue that UTME is maimed with a lot of malpractices compared to Post UTME which individual universities monitor properly by their selves.

The findings of the study corroborate the findings of Odehji (2012) who claimed that Post-UTME is a better predictor of academic performance of southern universities students in their first year CGPA. The study also revealed that there is a significant difference between the academic performance of male and female undergraduate students of Education students of AAUA. This finding agrees with Ilogho (2019), who find out gender differences in the academic performances of students. The finding also disagrees with the findings of Akinjide (2017) who claims that a gender difference is not significant in the performance of students.

### **Conclusions**

The following conclusion was drawn based on the findings:

1. Those admitted through Post-UTME (2018/2019) had a better performance in their first year than students' who were admitted through UTME (2019/2020) academic sessions in Faculty of Education, AAUA.
2. There is significant difference between the performance of undergraduate students admitted through Post-UTME (2018/2019) and those admitted through UTME (2019/2020) academic sessions.
3. There is significant difference in the academic performance of students based on gender in undergraduate education students of AAUA.
4. UTME and Post-UTME scores are good predictors of academic performance of first year CGPA of undergraduate Education students of AAUA.

### **Recommendations**

The following recommendations were made based on the findings of the study:

1. Undergraduate students of education should always be admitted based on their scores in the Post-UTME.

2. AAUA management should reconsider writing the Post-UTME screening test to select students into the various courses in the university.
3. Examination bodies such as JAMB should put more effort in combating examination malpractice among candidates writing JAMB for more establishment of integrity in the exam.

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