Impact of Post UTME on Student Academic Performance in Tai Solarin University of Education

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ABSTRACT

The study adopted descriptive survey research design. A total study population that consisted all the students of Tai Solarin University of Education, Ogun state, Nigeria. A purpose sampling technique was used to draw a sample of two colleges out of four colleges in Tai Solarin University of Education, Ogun state, Nigeria. A simple random sampling was used to select three out of six departments in each two colleges. Three hypotheses were developed and tested using Pearson Moment Correlation Coefficient (PPMC) and t-test of difference at 0.05 level of significance. The findings of the study indicated that significant relationship existed between students' results in post UTME screening test and student academic performance with ($r=.245; p<0.05$); there is significant difference between students' UME scores and their post UTME screening test scores ($r=2.724$, $t=1.965; p<0.05$), also the study shows that there is a statistically significant difference between the academic performance of male and female of Tai Solarin University of Education students admitted through post UTME screening test ($t= -14.671$; $p=.000$). based on the finding, the study recommended the following that; post UTME has helped exposed the inadequacies of some candidates, hence, should not be discarded but should be strengthened. Merit should be the sole criterion for university admission in Nigeria, not minding the influence of parents or guidance; this will motivate young people seeking university admission to work harder. Finally, the law governing examination malpractices should be enforced and culprits should be 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.

Keywords: UTME, Academic Performance

1.1 INTRODUCTION
1.1   Background to the Study
Concerns about the declining standard of education in Nigeria continue to rise, with critics highlighting the gap between graduates' skills and employers' expectations. A study sponsored by the National Universities Commission and Education Tax Fund (NUC, 2004) found a lack of fit between university graduates and the needs of employers across various disciplines. Onah (2012) and Emaikwu (2012) affirm this decline in academic performance, noting that the poor achievement of students at all levels of education has been widely reported and acknowledged in Nigeria. To provide evidence of this decline, Agbo (2012) highlighted the significant fall in the standard of performance in Nigerian education:

The ridiculous reduction in cut-off point 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).

Adekunle (2012) highlighted the deplorable state of Nigerian university education, with none ranking among the top 30 in Africa or the top 1000 globally. The declining academic performance of students is attributed to the poor quality of the admission process through the University Matriculation Examination (UME) (Ajaja, 2010).

In response, universities introduced the Post-UTME screening test, believed to improve admission quality, student commitment, and reduce malpractice and "sex for marks." However, concerns arose over financial motivations behind the test, including non-uniform fees, lowering of cut-off marks, and unfair treatment of candidates (Emaikwu, 2012). Critics worry the corruption associated with UTME admissions may have shifted to universities (Ifedi & Ifedilik, 2010). Furthermore, Umo (2005, 2006) reported widespread cheating and malpractice during UTME exams, despite efforts by JAMB to curb these issues. Against this backdrop, the study aims to assess the academic achievement of students admitted through the Post-UTME at Tai Solarin University of Education.

1.2   Statement of the Problem:
Despite the Nigerian government's efforts to maintain educational standards, poor academic achievement among university undergraduates is linked to flaws in the JAMB admission process, prompting the introduction of Post-JAMB, which this study examines in relation to students' academic performance at Tai Solarin University of Education (Ebiri, 2006).

1.3   Purpose of the Study
In a broad term, the research intends to assess the impact of student results in Post- JAMB examination on their academic performance with specific reference to Tai Solarin University of Education, Ijebu-Ode. However. in a more specific term, the study intends to:
   i.   Ascertain the trend in the performance of students admitted since the inception of Post UTME screening.

   ii.   Find out the pattern of performance of students admitted through Post UTME test.

   iii.   Determine whether there is any difference in academic performance between students admitted through Post UTME screening test and those admitted through UTME score.

   iv.   Determine whether there is any significant difference in academic performance between male and female students admitted through Post UTME screening.

1.4   Research Questions
To guide this study, the following research question will be raised:
1.   What is the trend of performance of educational Management students admitted through Post UTME test?

2.   Will there be any difference in academic achievement between students admitted into Educational Management Department through Post UTME screening test and those admitted through UTME scores?

3.   Will there be any difference in academic performance between male and female of Educational Management students admitted through Post UTME screening?

1.5   Research Hypotheses
The following research hypotheses will be formulated and tested.
Ho1:   There is no significant relationship between Educational Management Department students' results in Post UTME screening test and their academic performance.
Ho2:   There is no significant difference between students UTME score and their Post UTME screening test.
Ho3:   There is no significant difference in academic performance between male and female Educational Management students admitted through Post UTME screening.

1.6   Significance of the Study
The selection of suitable candidates for university education in Nigeria is critical for ensuring the development of highly skilled human resources, which are essential for national growth and economic productivity. By admitting only well-prepared students into universities, institutions can focus on cultivating the talents of individuals who are both academically capable and goal-oriented, ultimately leading to better learning outcomes and the achievement of educational objectives. This study explores how the introduction of Post-JAMB by the Federal Government has aimed to address the decline in the quality of graduates by sanitizing the university admission process and ensuring that only deserving candidates gain entry. Furthermore, the findings from this study will provide researched evidence on the effectiveness of Post-JAMB as a strategy to improve the academic system and produce graduates who are better equipped for the workforce.

Additionally, this research will serve as valuable feedback for policymakers, helping the Federal Government to assess whether Post-JAMB is the most appropriate method to curb the challenges facing the higher education system. It will also act as a motivating factor for prospective university students, emphasizing the importance of hard work and preparation to earn a place in Nigeria's competitive university system. Ultimately, the study aims to highlight the broader implications of an effective admissions process on national development and resource management, ensuring that students are placed in educational paths where they can truly excel, whether in university or technical education programs.

1.7   Scope of the Study

For the purpose of making this research work have a specific focus; it will be delimited to impact of student results in Post-JAMB examination on their academic performance using Tai Solarin University of Education as case study.

2.1. REVIEW OF RELATED LITERATURE
Introduction and Conceptual Framework
2.2. Post-UTME Screening Exercise in Nigeria

The Joint Admission and Matriculation Board (JAMB) was established by Decree No 2 of 1978 and amended by Section 5 of Decree 33 of 1989, to oversee university admissions in Nigeria. Prior to JAMB, Nigerian universities conducted their own entrance examinations, which were often uncoordinated and inefficient, especially with the increasing number of institutions and candidates (Jekayinfa, 2008). JAMB was tasked with controlling the matriculation examination process for universities, polytechnics, and colleges of education. Its responsibilities included appointing examiners and invigilators, conducting the Universities Matriculation Examination (UME), and sending results to universities for further selection and recommendation (Jekayinfa, 2008).

In 2005, the Federal Government of Nigeria approved the introduction of Post-UTME exams to further screen candidates who had already passed the UTME. This move aimed to address criticisms of JAMB, including concerns over the authenticity of UTME scores and allegations of examination fraud. The Post-UTME was intended to resolve disputes between universities and JAMB, curb fraudulent admissions, and enhance academic standards (Jekayinfa, 2008). Despite facing initial opposition and being deemed illegal by some, the Post-UTME system was legalized by the National Assembly in February 2012.

However, Post-UTME has encountered similar issues as JAMB, including allegations of exam leakages, favoritism, and high fees for screening and result checks. The deregulation of the university education sector, encompassing federal, state, missionary, and private institutions, has sparked debates on whether a more decentralized admission process should be adopted. Some argue that allowing each university to set its own admission standards could restore the pre-JAMB system, which was seen as more flexible but less standardized (Jekayinfa, 2008). Despite these challenges, the Post-UTME remains a key mechanism for quality assurance in the Nigerian admission process.

2.3. Public Perceptions of the Post Universities Matriculation Examination (P-UTME)

The introduction of Post-UTME screening in Nigerian universities, mandated in 2005, has generated significant debate among stakeholders. This measure was intended to address perceived issues with the Joint Admission and Matriculation Board (JAMB) examinations and to improve the quality of admitted students. Amatareotubo (2006) argues that Post-UTME allows university administrators more control over admissions and can help identify students who may have cheated on JAMB exams. Similarly, Makinde (2009) supports the screening, asserting that it helps differentiate between genuinely capable students and those who might have inflated their JAMB scores through dishonesty.

However, this approach has faced substantial criticism. Onyekakeyah (2008) highlights concerns about the financial burden imposed on students and their families, noting that Post-UTME often results in additional charges and repeated examinations, which do not guarantee admission. Oyeleye (2008) and Sobechi (2008) both suggest that the primary motivation for Post-UTME is financial gain for universities rather than improving academic standards. Furthermore, Osunmakinde (2009) argues that Post-UTME has become a platform for corruption, promoting favoritism and exploitation by university staff.

Despite these criticisms, some defenders argue for the necessity of Post-UTME. Baridam (2010) contends that the screening is legally supported and crucial for maintaining high admission standards, emphasizing that it helps universities filter out less qualified candidates. Busavo (2010) also supports the screening, recommending that it

should include both objective and essay questions to assess a broader range of student competencies. However, studies by Ifedili & Ifedili (2010) and Nwanze (2006) reveal that a significant percentage of students who performed well on JAMB still fail Post-UTME, indicating potential shortcomings in the screening process. This evidence underscores the ongoing debate over the efficacy and fairness of Post-UTME in Nigerian higher education.

2.4.   Causes of Poor Quality of Graduates from Nigerian Universities

The quality of graduates from Nigerian tertiary institutions has been a growing concern, with debates intensifying each year. A former federal education minister claimed that 80% of Nigerian graduates are unemployable, and President Goodluck Jonathan has highlighted how poor graduate quality exacerbates youth unemployment. Key issues contributing to this problem include:

(i) **The Raw Materials:** The quality of Nigerian graduates is closely linked to the declining standards of secondary school graduates, with pass rates in senior secondary school certificate exams ranging from less than 2% to about 25%, often impacted by examination malpractice. Despite the introduction of the Post-UTME screening exercise to complement the Unified Tertiary Matriculation Examination (UTME) and reduce the effects of malpractice, issues persist, including the practice of concessional admissions where poorly performing candidates gain entry ahead of better ones due to political or social influence. To improve graduate quality, it is essential to enhance the quality of secondary school graduates through better training, supervision, and remuneration of teachers, particularly in specialized subjects like science and mathematics, and to provide incentives for those teaching in rural areas.

(ii) **Duration of Instruction**: Nigeria's academic calendar follows a two-semester system, officially running from September to May or June, with each semester intended to last 17 to 18 weeks, including 15 weeks of teaching. However, many universities fall short of this duration due to strikes, public holidays, and other disruptions, resulting in actual teaching periods as short as 8 to 10 weeks. Part-time programs exacerbate this issue, with some offering lectures only on weekends, leading to even shorter contact times and consequently lower quality of education. Addressing these challenges requires enforcing a minimum semester duration to ensure consistency and improve educational standards.

(iii) **Quality and Dedication of Instructors:** The quality of Nigerian university graduates has become a major concern due to the decline in the caliber of academic staff and the integrity of the educational process. Historically, Nigerian academics were renowned for their excellence and were often educated in prestigious international institutions. However, the current generation of lecturers frequently acquires their qualifications through questionable means, such as purchasing degrees or engaging in unethical practices. At lower educational levels, widespread cheating undermines the system, with individuals being paid to take exams on behalf of students. This unethical behavior extends to higher education, where some supervisors and academic staff may complete research projects or theses for students in exchange for payment, further degrading academic standards.

The rise of part-time and weekend university programs, intended to accommodate working students, has exacerbated these issues by allowing individuals to obtain degrees with minimal effort and attendance. This has resulted in a cohort of graduates who, despite holding degrees, often lack the necessary skills and knowledge for professional success. The prevalence of academic fraud and the lax standards in these programs reflect broader systemic problems within Nigeria's education sector. Immediate reforms are needed to address these issues and restore the credibility and quality of higher education in the country.

(iv) **Tinkering with Admission Requirements for Higher Degrees:**The quality of university lecturers in Nigeria has been compromised by administrators who have lowered the academic qualifications required for admission into postgraduate programs. Historically, a minimum of a 3.0 CGPA on a 5-point scale was needed for entry into a master's degree program, but many institutions have recently reduced this requirement to 2.5. This shift allows candidates with subpar academic records, including those who barely pass or fail courses, to progress through postgraduate studies. Additionally, requirements for doctoral programs have been similarly relaxed from a 4.0 CGPA to 3.5, despite these candidates being expected to become future lecturers. This degradation of entry standards reflects a broader issue of examination malpractice and academic dishonesty, which has led to a generation of inadequately qualified educators.

The lowering of academic standards in higher education not only undermines the quality of teaching but also has detrimental effects on the overall educational system. As a result, many graduates who proceed to academic or

administrative roles are often found lacking in both knowledge and competence. This situation is exacerbated by systemic issues of academic fraud, which enables students to achieve inflated grades without genuine effort, further eroding the credibility of Nigerian universities. Consequently, the quality of education and the professionalism of future lecturers are compromised, leading to a cycle of mediocrity and diminishing the prospects for educational reform and improvement.

(v) **Hiring Unqualified Lecturers:** Administrative misconduct in Nigerian universities includes hiring and promoting unqualified staff based on tribal, religious, or personal connections, rather than merit. This practice, driven by god-fatherism and nepotism, often results in individuals with inadequate qualifications being placed in advanced academic positions, undermining the quality of education. Despite the availability of qualified professionals, many opt for industry roles due to better pay, leaving academia with diminished expertise. Addressing these issues requires revising admission standards for postgraduate programs, enhancing the training environment, enforcing strict anti-fraud measures, and improving hiring practices and lecturer remuneration to attract and retain qualified educators and reduce brain drain.

(vi) **Dedication to duty:** Dedication to duty among lecturers is crucial for the quality of education in Nigerian universities, as it influences how effectively they prepare and deliver lectures, conduct tutorials, and supervise practical classes. Unfortunately, many lecturers are divided between their academic responsibilities and other pursuits, such as consultancies, personal businesses, or even classroom trading. These distractions often lead to neglect in preparing and delivering lectures, with some even profiting from selling substandard textbooks that students are pressured to buy. Moreover, the absence of rigorous academic oversight means that many lecturers, especially at the professorial level, delegate their responsibilities to junior staff or graduate students, further compromising the quality of education.

This lack of commitment extends beyond individual lecturers to administrative processes within universities. Admissions, issuance of matriculation numbers, and student identification cards often suffer from delays and inefficiencies due to non-dedicated administrators. As a result, students frequently face chaotic conditions during exams, including inadequate invigilation and a lack of proper examination materials, which fosters an environment ripe for examination malpractice. To address these issues, it is essential to reintroduce anonymous student evaluations of lecturers, establish special awards for outstanding teaching, and implement strict administrative and academic oversight to ensure accountability and improve overall educational standards.

(vii) **Inadequate Laboratory Facilities:** The quality of graduates in disciplines requiring laboratory facilities, such as the Sciences, Engineering, and Medical Sciences, is significantly impacted by deficiencies in these facilities. Adequate laboratory space, equipment, and consumables are crucial for effective training, but Nigerian tertiary institutions often fall short in all three areas. Laboratory space is frequently inadequate due to short-sighted planning, leading to overcrowded and poorly equipped labs. The procurement and maintenance of laboratory equipment pose additional challenges; low-quality or malfunctioning equipment, often purchased through corrupt practices or cost-cutting measures, undermines the effectiveness of practical training. Power failures further exacerbate these issues, disrupting practical classes and forcing theoretical teaching in place of hands-on experience. This systemic neglect of laboratory needs severely hampers the ability of students to gain the practical skills required for their fields, ultimately contributing to the production of poorly prepared graduates.

(viii) **Power Supply and Practical Classes:** Erratic power supply is a major obstacle to Nigeria's technological advancement, affecting both the economy and the educational sector. This issue severely impacts equipment functionality in teaching and production facilities, with power shortages exacerbating the decline in power generation over the past decade. Despite significant investments and efforts during fifteen years of civilian rule, corruption has squandered resources intended for power improvements. Consequently, many practical classes in educational institutions are either canceled or ineffective, leaving students without essential hands-on experience. The Students' Industrial Work Experience Scheme (SIWES), intended to bridge the gap between theory and practice, has also fallen short due to mismanagement and corruption. As a result, students often return with impressive but superficial reports and struggle with practical projects, highlighting the ineffectiveness of their training and the broader impact of unreliable power supply on educational quality.

(ix) **Examination Malpractice:** The examination process in many Nigerian universities is plagued by chaos and inefficiency, primarily due to administrative lapses. Delays in issuing matriculation numbers and student identification cards lead to examinations being conducted without proper identification, making it difficult to track and manage students effectively. Additionally, course registration often extends beyond the semester,

leading to confusion and unpreparedness for exams. This administrative dysfunction creates an environment ripe for examination malpractice. Students exploit the lack of accurate registration records by bringing in mercenaries or engaging in other forms of cheating, such as using hidden notes or electronic devices. The situation is exacerbated by ineffective invigilation and the presence of moles who facilitate fraudulent activities, further undermining the credibility of the examination process and contributing to the poor quality of graduates.

The chaos extends beyond the examination halls, where systemic failures and corruption lead to widespread malpractice. The lack of proper oversight allows students to engage in various deceitful practices, including using moles to replace genuine exam scripts with fraudulent ones. This not only tarnishes the integrity of the examination system but also reflects the broader issues of corruption and inefficiency within the educational administration. The result is a compromised academic environment where genuine merit is often overshadowed by fraudulent means, severely impacting the quality of graduates produced by Nigerian universities.

(x)   Buying and Selling of Grades: TOutside the examination hall, students often resort to grade buying, a corrupt practice facilitated by lecturers who set difficult exams and then offer to sell grades through intermediaries, with substantial profits made from desperate students, particularly those repeating years.

(xi)   Malpractice at Degree Result Computation Level: At the result computation stage, the opportunity for upgrading failed courses becomes a major issue, as high-level malpractice often occurs here. This stage involves significant financial transactions, often amounting to hundreds of thousands of Naira, as students seek to alter their degree classifications. Falsification of grades during this process is a key factor in discrepancies between the degree classification at graduation and later transcripts, highlighting the need for integrity in those responsible for computing degree results.

(xii)   Administrative Misdemeanors: Another significant issue contributing to the poor quality of graduates from Nigerian universities is the manipulation of graduation requirements. One common practice is the introduction of "waivers," which allow students with failed courses to graduate after the standard minimum of four years. This practice, though intended to provide flexibility, often leads to academic fraud as it permits students to graduate without passing all core courses essential for their field of study. Additionally, some universities hide failed grades during the computation of degree results. A student who fails several attempts at a course but eventually passes with a high grade might have only the successful attempt counted, inflating their cumulative grade point average (CGPA) and resulting in a higher degree classification than they actually deserve. This manipulation not only undermines the integrity of the academic system but also creates disparities between students who genuinely meet the graduation requirements and those who benefit from administrative leniency.

Furthermore, more severe manipulations involve adjusting graduation criteria to favor certain students. For instance, some universities may use only the best 120 credit units out of the required 148 for a four-year program to compute degree results, allowing students to graduate with a better classification than their performance warrants. Such practices are often pushed through by a few influential individuals and may even be applied retrospectively, benefiting students who had previously failed out of the system. This results in a discrepancy where students admitted in the same year might graduate under different conditions, compromising the overall standard of education and the credibility of the degrees awarded. These manipulations reflect a broader issue of corruption and administrative inefficiency, ultimately affecting the quality and reputation of Nigerian higher education.

2.3   Theoretical Framework

Group theory serves as an effective framework for analyzing the issues in this study, offering a lens through which to view society and politics as a network of interacting groups vying for power and influence. This theory posits that politics is best understood through the dynamics of various groups, rather than focusing solely on individuals or institutions. Initially articulated by A.F. Bentley in his 1908 work *The Process of Government*, and later expanded by David Truman in *Governmental Process* (1951), group theory emphasizes the role of groups as the central unit of political analysis. Bentley's concept of a group as an active mass rather than a mere collection of individuals, along with contributions from scholars like Robert Dahl and John Stuart Mill, highlights the perpetual struggle for dominance among different groups. This framework is particularly relevant to understanding the continuous competition and power struggles between major ethnic groups within the political context under study.

2.4 Empirical Review
2.4.Relationship between Mode of Entry and Undergraduate Academic Performance
Contrary to the expectation that all students admitted into universities, irrespective of their mode of entry, will be able to cope with the academic rigors, many students face challenges that lead to dropping out, changing courses, spending extra years before graduating, or ultimately obtaining lower degrees such as third class or pass degrees, which adversely affects their chances of gainful employment. Research on the predictive strength of entry modes in forecasting university performance has yielded conflicting results. Mgbake (2006) posits that academic success is largely a function of the amount of effort invested in study rather than the mode of entry into the university. Adeniyi (2003) reports that students who enter universities through the Unified Tertiary Matriculation Examination (UTME) often perform poorly in their university examinations, attributing this to their younger age and insufficient preparation for a more advanced curriculum. This poor performance may also stem from a lack of connection between secondary school education and university-level instruction.

Conversely, Ipaye (2004) finds that direct entry students generally outperform preliminary students in arts subjects, while remedial students show better performance in science and technical subjects. Ezema (2006) compares the performance of direct entry, UTME, and remedial students over five academic sessions and reports no significant differences in their cumulative grade point averages prior to degree examinations. Long (2005) similarly finds no significant difference in mean performance based on the mode of entry. Agada (2008) emphasizes that academic achievement is influenced by study techniques and the effort invested by students, advocating for greater diligence in academic activities to enhance learning outcomes. Ogedengbe (2000) observes that students admitted through UTME with high scores, such as 260 or 270, often face academic difficulties leading to withdrawal, a trend also noted by Adeniyi et al. (2010), who found that students with lower UTME scores performed better in their first year of medical school compared to those with higher scores. Ojo (2005) reports that direct entry students generally outperform their remedial and UTME counterparts, particularly in degree completion rates, indicating less wastage among direct entry students. This finding is supported by Angulu (2007), who notes that students entering the university with higher qualifications perform better in subsequent years compared to those admitted through preliminary programs, though he also advocates for the continuation of remedial programs to address admission quotas and educational imbalances.

Another study involving medical students admitted to the Lagos State University College of Medicine in the 1998/99 session observed a non-significant correlation between UTME scores and student performance at 100 1level and pre-clinical sciences (Salahdeen and Murtala, 2005). However, a study, much larger in scope than the one above, involving 9,062 candidates admitted into six Nigerian universities between 1998 and 2000, concluded that there was a positive and significant correlation between performance in First Year University Education (First year GPA) and UTME scores, though, the level of correlation was quite low ($r=0.168$) (Ojerinde and Kolo, 2009).

While comparing the academic performance of first year students of 2004/2005 who were admitted by JAMB and 2005/2006 students who were admitted by the first Post-IAMB test, Ifefili & Ifedili (2010), using two-way multivariate analysis of variance, also 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 performs much better than those admitted with JAMB Scores. According to Amatareotubo (2006), candidates who scored significantly higher marks in UTME 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.

2.5. Gender Difference in Undergraduate Students Academic Achievement
Research on gender differences in academic performance shows varied results. Studies indicate that female students often outperform males in certain fields like medicine and agriculture (Deepak et al., 2011; Hedjazi & Omidi, 2008), suggesting that females are capable of excelling in traditionally male-dominated areas. However, male dominance persists in career advancement (Bolton & Muzio, 2008; Berry, 2007), though Powell (1990) predicts eventual gender parity in management.

Conversely, evidence suggests that males tend to have better academic performance in schools (Aiken, 2007), and there is a notable gender gap in the U.S. education system, especially among top achievers (Glenn & Ashley, 2009). Guiso et al. (2008) find that gender gaps in test scores are smaller in countries with higher gender equity, a condition not fully met in Nigeria. Teacher biases and expectations may also influence performance, with teachers often interacting more with male students (De Marrias, 1991; Ansalone, 2009). While female students are generally more conscientious and achieve better grades (Woodfield & Earl-Novell, 2006; Barrow et al., 2009), Emaikwu (2012) notes that male students often have higher mean academic achievements overall.

3.0 METHODOLOGY
3.1. Research Design
This study used descriptive survey design to carry out the study. This design was (be used to obtain data from the sample of the population and to establish the relationship that exists between post UTME result and student academic performance.

3.2. Population of the Study
The population of the study consisted of all the students of Tai Solarin University of Education Ijagun, Ijebu ode, Ogun state.

3.3. Sample and Sampling Technique
A purposive sampling technique was used to select two colleges, College of Applied Education and Vocational Technology (COAEVOT) and College of Social and Management Science (COSMAS), out of four at Tai Solarin University of Education, Ijebu Ode, and a simple random sampling selected three out of six departments from each college, totaling six departments from the 2008/2009 to 2012/2013 academic sessions, which included Economics, Political Science, Geography and Environmental Studies, Educational Management, Educational Foundations and Institutional Technology, and Counseling and Technical Education.

3.4. Research Instrument
Since the study made use of secondary data, a data collection format was structured collect available data on student's enrolment, UTME test scores, post UTME screening test, and the students' results from 2008/2009 session-2012/2013 session. The students' result and their final year results, which were cumulative from their 100 level to final year, were used to assess their academic performance.

3.5. Method of Data Collection
The researcher visited the university under study personally with the structure collection format to collect all the data needed for the study. The examination and records unit of the academic affairs and the admission office of the university supplied all the data demanded by the researcher.

3.6. Method of Data Analysis
The data collected were arranged and analysed with the use of statistical package social science (spss). The data were analysed using inferential statistics of Pearson product moment correlation co-efficient (r) and t-test. The null hypotheses developed for the study were tested at 0.05 level of significance.

4.0 RESULTS AND DISCUSSION
This section presents the findings of the data analyzed and the consequent interpretation of results. The results presentation starts with the analysis of the demographic characteristics of respondents. The results of research questions raised are presented using descriptive statistics of frequency counts and percentages. For the formulated hypotheses, which were tested at 0.05 level of significance, the results are presented using Pearson correlation and t-test of difference.

Table 1: Distribution by JAMB score of the respondents

JAMB scores	Frequency	Percent
180-199	1219	44.6
200-250	1016	37.2
251-300	339	12.4
301-350	158	5.8
Total	**27132**	**100**

Table 1 shows the distribution by JAMB scores of the respondents. The results indicated that 1219 (44.6) of the respondents had scores within 180-199; 1016(37.2) of the respondents had Scores within 200-250: 339(12.4) of the respondents scored between 251 -300. While 158 (5.8) of the respondents scored 301 and above.

Table 2: Distribution by Post-JAMB score of the respondents

JAMB scores	Frequency	Percent
70-100	298	10.9
60-69	521	19.1
50-58	1558	57
40-49	356	13

Table 2 shows the distribution by Post-JAMB Scores of the respondents. The results indicated that 298(10.9) of the respondents had scores between 70 -100; 521(19.1) of the respondents had scores between 60-69; 1558(57) of the respondents scored between 50 -59, while 356(13) of the respondents scored between 40-49.

Table 3: Academic performance of the respondents

Academic Performance	Frequency	Percent
First class	24	0.9
Second class Upper	1476	54
Second Class Lower	854	31.3
Third class	378	13.8
Total	**2732**	**100**

Table 3 shows the academic performance of the respondents. The table indicated that 24(0.9) of the respondents had First Class: 1476(54) of the respondents had Second Class Upper: 854(31.3) of the respondents had Second Class Lower, while 378(13.8) of the respondents finished with a Third Class.

Table 4: Distribution by sex of the respondents

Sex	Frequency	Percent
Male	915	33.5
Female	1817	66.5
Total	**2732**	**100**

Table 4 shows the gender distribution of the respondents. The distribution showed that 915(33.5) of the respondents are male while the remaining 1817(66.5) are female.

Test of Hypotheses

Three hypotheses were formulated and tested at 0.05 level of significance.

HO$_1$: There is no significant relationship between Educational Management Department and Economics Department students' results in Post UTME screening test and their academic Performance.

Table 5a: Correlation between students' results in Post UTME screening test and student academic performance 2008/2009 session

	X	St. D	Post-UTME Result	Academic Performance
Pearson correlation Post UTME sig (2-tailed) N	2.55	0.740	1 500	.245 .000 500
Pearson correlation student academic Sig (2-tailed N)	2.72	0.823	.245* .000 500	1 500

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

Decision: Significant
The findings showed a Pearson Correlation Coefficient r =,245 (P<0.05) calculated, which revealed a significant relationship between Educational Management Department students' results in Post UTME screening test and their academic performance. So the hypothesis which states that there is no significant relationship between Educational Management Department 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 5b: Correlation between students' results in Post UTME sereening test and student academic performance 2009/20 10 session

	X	St.D	Post-UTME Result	Academic Performance
Pearson correlation Post UTME sig(2-tailed)N	2.12	0.710	1 525	.213* .000 525
Pearson correlation student academic Performance Sig(2-tailedN)	2.32	0.782	.213* .000 525	1 525

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

The findings showed a Pearson Correlation Coefficient r=.213 (P< 0.05) calculated, which revealed a significant relationship between Educational Management Department students results in 2009/10 Post UTME screening test and their academic performance. So the hypothesis which states that there is no significant relationship between Educational Management Department 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 5c: Correlation between students' results in POST-UTME Screening test and student academic performance 2010/2011 session

	X	St. D	Post-UTME Result	Academic Performance
Pearson correlation Post UTME sig(2-tailed)N	2.08	0.687	1 492	.213* .000 492
Pearson correlation student academic Performance Sig(2-tailedN)	2.32	0.722	.213* .000 492	1 492

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

The findings showed a Pearson Correlation Coefficient r = 233 (P < 0.05) calculated, which revealed a significant relationship between Educational Management Department students results in 2010/11 Post UTME screening test and their academic performance. So the hypothesis which states that there is no significant relationship between Educational Management Department students' results in Post ÜME 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 5d: Correlation between students? Results in Post UTME screening test and student Academic performance 2011/2012 session

	X	St. D	Post-UTME Result	Academic Performance
Pearson correlation Post UTME sig(2-tailed)N	2.48	0.747	1 695	.252* .000 695
Pearson correlation student academic Performance Sig(2-tailedN)	2.41	0.732	.252* .000 695	1 695

** Correlation is significant at 0.051evel (2-tailed)

Decision: Significant

The findings showed a Pearson Correlation Coefficient r =.252 (P<0.05) calculated. Which revealed a significant relationship between Educational Management Department students' results in 2011/12 Post UTME screening test and their academic performance. So the hypothesis which states that there is no significant relationship between Educational Management Department 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 for the 2011/2012 academic session.

Table 5e: Correlation between students' results in Post UTME screening test and student Academic performance 2012/2013 session

	X	St. D	Post-UTME Result	Academic Performance
Pearson correlation Post UTME sig(2-tailed)N	2.76	0.769	1 520	.266* .000 520
Pearson correlation student academic Performance Sig(2-tailedN)	2.65	0.743	.266* .000 520	1 520

**Correlation is significant at 0.051evel (2-tailed)

Decision: Significant

The findings showed a Pearson Correlation Coefficient r =.266 (P<0.05) calculated, which revealed a significant relationship between Educational Management Department students' results in 2012/13 Post UTME screening test and their academic performance. So the hypothesis which states that there is no significant relationship between Educational Management Department 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 for 2012/13 academic session.

HO$_2$: There is no significant difference between students' UTME scores and their Post ÚTME screening test:

Table 6a: T-test comparing UTME scores and their Post UTME screening test scores 2008/2009

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

Table 6a shows that the calculated t-value 2.724 is greater than the t-critical value of 1.965 at 0.05 alpha levels. The calculated value is greater than the critical value. The null hypothesis which states that, there is no significant difference between students' UTME scores and their Post UTME screening test scores is rejected. Hence, there is significant difference between students UTME scores and their Post UTME screening test scores for the 2008/09 academic.

Table 6b: T-test comparing UTME scores and their Post UTME screening test scores 2009/2010

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

Table 6b show that the calculated t-value 2,912 is greater than the t-critical value of 1.964 at 0.05 alpha levels. The calculated value is greater than the critical value. The null hypothesis which states that, there is no significant difference between students' UTME scores and their Post UTME screening test s cores is rejected. Hence, there is significant difference between students' UTME scores and their Post UTME screening test scores for the 2009/10 academic session.

Table 6c: T-test comparing UTME scores and their Post UTME screening test scores 2010/2011

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

Table 6c shows that the calculated t-value 2,610 is greater than the t-critical value of 1.966 at 0.05 alpha levels. The calculated value is greater than the critical value. The null hypothesis which states that, there is no significant difference between students' UTME scores and their Post UTME screening test scores is rejected. Hence, there is significant difference between students' UTME scores and their Post UTME screening test scores for the 2010/11 academic session.

Table 6d: T-test comparing UTME scores and their Post UTME screening test scores

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

Table 6d shows that the calculated t-value 2.104 is greater than the t-critical value of 1.962 at 0.05 alpha levels. The calculated value is greater than the critical value. The null hypothesis which states that, there is no significant difference between students' UTME scores and their Post UTME screening test scores is rejected. Hence, there is significant difference between students' UTME scores and their Post UTME screening test scores for the 2011/12 academic session.

Table 6e: T-test comparing UTME Scores and their Post UTME screening test scores 2012/2013

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

Table 6e shows that the calculated t-value 2.101 is greater than the t-critical value of 1.964 at 0.05 alpha levels. The calculated value is greater than the critical value. The null hypothesis which states that, there is no

significant difference between students' UTME scores and their Post UTME screening test scores is rejected. Hence, there is significant difference between students' UTME scores and their Post UTME screening test scores for the 2012/13 academic.

HO3: There is no significant difference in academic performance between male and female students ad mitted through post UTME screening.
Table 7: T-test comparing academic performance based on gender

SEX	N		MEAN	STD.DEV	STD.ERROR
Academic	Male.	915	1.93	.250	.020
Performance	Female.	1817	2.83	.721	.039

Table 7 shows comparison academic performance based on gender and it was shown that there is a significant difference between performances of female to male. The t-val is 2.83 is greater than
t-critical value off 1.93 at 0.05 alpha level.

Independent samples Test

	Levene's test for Quality 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 difference	Lower	Upper
AP Equal variance assumed Equal variance not assumed	188.225	.000	-14.671 -20.316	498 483.264	.000 .000	-.887 -.887	.060 .044	-1.005 -.972	-.768 -.801

The standard deviations for the two groups are similar (.250 and.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 educational management students admitted through post UTME screening. (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 student admitted through post UTME screening is rejected.

DISCUSSION OF FINDINGS
Table 4.1 and 4.2 shows the difference in JAMB and post UTME score of students of Tai Solarin University of Education, Ogun state, Nigeria There is an indication which shows how students performed wonderfully well in JAMB only to perform woefully in post UTME. The percentage of students that scored 180-199 in JAMB is 44.6% while students that scored 70-100 in post UTME is 10.9%.

Table 4.1 succinctly showed performance of students in JAMB to be great; they perform excellently than they did in post UTME. Causes of this may not be farfetched. First, 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.

While comparing the academic performance of first year students of 2004/2005 who were admitted by JAMB and 2005/2006 students who were admitted by the first Post-JAMB test, Ifefili & Ifedili (2010), using two-way multivariate analysis of variance, also observed that in 2004/2005 academic session examination in the University off 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 performs much better than those admitted with JAMB scores. According to Amatareotubo (2006), candidates who scored significantly higher marks in UTME 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 UTME scores displayed in table... is an indication that not all the candidates that obtained high marks in the post UTME also obtained the same corresponding high marks in the post UTME. This finding was supported by the early findings of Umo and Ezeudu (2010) who noticed low correlation between UTME and post UTME scores at UNN and also Busayo (2010) who reported that 56.5 percent of the students who scored above 200 failed the post UTME screening at UniBen.

This shows that candidates admitted with post UTME are now performing well in their academics than the students admitted with only UTME. This supported the earlier findings of Afemikhe (2007); Chika, Ifedili and Ifedili (2010) which reported that students admitted with post UTME also performed better in their first year examination than their counterparts admitted with the only UTME. This finding was also at variance with the finding of Ajaja (2010) who reported no significance difference in the achievement of UTME and post UTME scores of candidates.

TStudies have shown varying academic performance trends based on gender. Deepak et al. (2011) found that female medical students outperformed their male counterparts in overall assessments, despite male dominance in enrollment, a trend also seen in agricultural science (Hedjazi and Omidi, 2008). These findings suggest females are not intellectually inferior and may encourage more female participation in traditionally male-dominated fields. However, male dominance in professional progression remains evident (Bolton & Muzio, 2008; Berry, 2007). Aiken (2007) and Glenn and Ashley (2009) reported that male students generally outperform female students in academic achievement, though the gender gap varies, with the highest-achieving girls concentrated in elite schools. Guiso et al. (2008) linked smaller gender gaps to greater gender equity. Additionally, research shows that teachers' biases and expectations can influence academic performance, with males often receiving more attention (De Marrias, 1991; Ansalone, 2009). While some studies (Woodfield & Earl-Novell, 2006; Richardson, 1994) show females outperforming males due to conscientiousness, Barrow et al. (2009) noted a female advantage in higher academic honors. In contrast, Emaikwu (2012) found males to have higher academic achievement across different modes of admission into universities.

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

This research work was designed to examine the impact of post UTME on students' academic performance in Tai Solarin University of Education, Ogun state, Nigeria. The study generated three hypotheses while some related literatures were reviewed with the aim of establishing its relevance to the present study and the state of research.

However, descriptive survey was employed to obtain the research work, since the study made use of secondary data, a data collection format was structured and the data were analyzed with the use of Pearson Correlation.

The findings of the study showed that there is positive correlation and significant relationship between students' results in post UTME screening test and student academic performance.

Conclusion

The study found that the introduction of post-UTME, particularly the essay component, has helped expose the inadequacies of many candidates, revealing their lack of basic writing skills, even among those who scored well in JAMB. Prior to post-UTME, candidates with scores of 200 and above were almost guaranteed admission, but the screening process now highlights their deficiencies. There is a significant, inverse relationship between students' scores in post-UTME and UTME, indicating that post-UTME is a more efficient tool for selecting candidates. While UTME remains necessary, it is no longer sufficient for ensuring competent admissions. The study recommends that merit should be the sole criterion for university admission, with stricter enforcement of laws against examination malpractice to enhance the credibility of the system.

Recommendation

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. A pass mark of 35% in post-UTME should be considered alongside UTME scores for university admissions.

2. JAMB should not be scrapped but continue conducting pre-qualification exams, with universities handling post-UTME screenings.

3. Post-UTME tests should include essay writing and oral interviews in addition to objective questions to assess coherence in English.

4. A UTME cut-off of 200 is inadequate; students scoring below 200 often outperform those with higher scores in post-UTME, so a cut-off of 160 is recommended.

5. Candidates with 180+ in JAMB performed well in post-UTME, thus, the cut-off for eligibility should be 180+.

6. Candidates should be properly screened and supervised during post-UTME exams to prevent cheating.

7. University admissions should prioritize post-UTME performance, as it positively influences students' final CGPA.

Suggestions for further studies

Research studies on impact of post UTME on student academic performance should be carried out in other universities of the federation to shed more light on the impact of student academic performance.

Apart from using post UTME, WAEC, GCE or NECO should also be carried out in universities in Nigeria.

Limitation of the study

In carrying out this study, few challenges were faced as there is no success without challenges.

1. It is important to mention here that the study has some limitations due to time and financial constraints. The study should have expanded its scope to all universities in Nigeria but was unable to because of time limits.

2. The attitude of people in exams and records where data were obtained from was not encouraging. It took consistent persuading before I could have access to the data.

3. The researcher purposely chooses Tai Solarin University of Education, Ogun state, Nigeria as my case study because it is a specialist university and because it trained teachers.

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