

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Admission Patterns and Students' Academic Performance in Public Universities in Akwa Ibom State, Nigeria

Dr. Bolapeju Mary Agboola

Full-time Employee, Department of Curriculum Studies, Educational Management and Planning, University of Uyo, Uyo, Akwa-Ibom State, Nigeria

Ifeoma Unyime Okoette

Ph.D. Student, Department of Curriculum Studies, Educational Management and Planning, University of Uyo, Uyo, Akwa-Ibom State, Nigeria

Abstract:

The study investigated the Influence of Admission Patterns on Students' Academic Performance in a federal University in Akwa Ibom State. The study employed ex-post facto design. Four research questions and three hypotheses guided the study. The population of the study comprised all 4,383 undergraduate students admitted through UTME and Direct entry in 2015/2016, 2016/2017 sessions with the sample size of 2203 undergraduate students drawn using multistage sampling technique. Data were collected on UTME/Direct Admissions and Cumulative Grade Point Averages (CGPAs) from the University Examinations and Records using structured checklists. Independent t-test and analysis of variance (ANOVA) were used to analyze data and test the hypotheses at level of significance of 0.05. The findings revealed that significant difference exist in students' academic performance based on mode of entry and academic discipline but no significant difference based on faculty. It was concluded that admission patterns influence students' academic performance. The study therefore recommends among others that Joint Admission and Matriculation Board (JAMB) in collaboration with the University Management should review its policy on examinations and admissions process towards the improvement of the candidates' performance.

Keywords: Admission pattern/policy, academic performance, CGPA, UTME/direct entry, JAMB/NUC

1. Introduction

The concept of academic performance is fundamental in an educational system in that it indicates an individual's learning achievement at the end of any academic programme or course of study at any period of time. It portrays an individual's potential relating to academic work. Academic performance is used generally to measure cognitive, affective and psychomotor abilities of an individual. It is all about outcome of what was learned by having the ability of retaining or recalling back what was taught in the course of study. Academic performance can be inter-changeably used as academic achievement and attainment since it is geared towards the extent to which a student, teacher or institution has achieved educational goals whether in short- or long-term range.

Academic performance according to the Cambridge University Reporter (2003) in Spatrock (2006) is defined as what the student has learned or what skills the student has acquired and is usually measured through assessments like standardized tests, performance assessments and portfolio assessment. It is a way in which an individual student reacts to the teaching-learning process by being able to assimilate, recall or retain and transmit what was learnt and putting it in action and response.

Kpolovie, Osonwa and Iderima (2014) affirmed that students' academic performance is usually measured in examinations or continuous assessment tests and it could also be expressed in various ways depending on what purpose the scores are to be used for. Many factors such as anxiety test, environment and motivation were found to affect the quality of performance of students and academic success (Waters & Marzano, 2006; Friedman & Mandel, 2011).

At the university level, cumulative grade point average (CGPA) denotes the overall grade point average (GPA), which is obtained by dividing the number of quality points earned in all course's student attempted by the assigned total credit hours in all those courses. The GPA is calculated per semester from the time a student is admitted until his/her final year in the University, irrespective of the year a student spent to graduate. The CGPA of 5.0 is the maximum obtainable quality point from any University and its counts as the overall best result for a student academic achievement. Student admission is critical in the establishment and evaluation of the university education the world over. Thus, countries including Nigeria developed various criteria or pattern of admitting the best candidates into the university system. In Nigeria, the Joint Admissions & Matriculation Board (JAMB) as examination body set up the admission patterns or modes called University Matriculation Examination (UME) later modified to University Tertiary Matriculation Examination (UTME) or Direct Entry and regulated by National Universities Commission (NUC) on the requirements for admission into the higher institution of learning in Nigeria. The admission pattern is geared towards effectively streamlining the intake of

students based on their score in the examination into Nigerian Universities; and also, to avoid duplication of admissions of candidates to the detriment of other qualified students. In addition to the admission pattern, all the eligible candidates must have had the five credit passes in West African Senior School Certificate (WASSC) or National Examination Council Senior School Certificate (NECO) in not more than two sittings and meet the JAMB and University cut-off points requirements of between 180 marks and 400 marks to be admitted into University of their choice. Although, JAMB could fix the general admission cut-off point, but different Universities are permitted to raise their cut-off points in line with the agreement reached at the Combined Policy Meeting on Admissions into Tertiary Institutions in Nigeria (JAMB, 2018).

The student admission denotes how many students that were enrolled in an institution over a period of time. It also specifies the total number of students the institution is able to cater for in terms of provision of adequate facilities, instructional materials and qualified personnel to actualize the purpose of teaching-learning process which is the vital point of students being admitted. According to Kyoshiba in Amel & Sulima (2016) admission entry of students is based on result of previous academic performance and the institution an individual student attends which are likely to affect the students' future academic success. Agboola, Adeyemi & Ogbodo, (2014) described admission process into university as being critical and that it could be used to predict academic success by institution, which when evaluated can help to identify student who may be at risk of low academic performance and meliorate the factors that may predict quality. In the contrary, other researchers reported that entrance examinations of the Universities were of varying quality and level of difficulty which implies that the control and harmonizing the admission of students to any University is weak. Furthermore, all students admitted into university irrespective of the mode of entry should be able to cope with the academic rigours, however, some students may drop out on the way without graduating from the University (Olajide, Okewale & Agboola 2015; Kpolovie, Olulube & Ekwebelem, 2011) affirmed that the autonomy of Universities gave rise to some privileged students gaining multiple admissions at the detriment of the less affluent ones who could not afford it. They also asserted that

1.1. Statement of the Problem

In recent times, some lapses and irregularities have been observed in the process of admission of students into Nigerian universities through old modes, UME and PUME admission process, which necessitated the call for alternative methods like Unified Tertiary Matriculation Examination (UMTE) and the Post Unified Tertiary Matriculation Examination (PUTME) in 2009 to standardize the aptitude test that could predict an individual's ability to study in a particular career (Kpolovie, 2014). The issue of candidates with high score in JAMB examination, but could not be admitted into University or not able to perform creditably well academically upon being admitted have become a major concern to all stakeholders in education. Furthermore, the stakeholders in university education have alleged that with the yearly increasing number of candidates applying for admission through JAMB, some of the students that got admission were not achieving the expected level of academic performance and many students admitted through UMTE and/or Direct Entry by JAMB with high score, sometimes end up with low CGPA of below 1.5 and some students who could not cope were asked to withdraw while some dropout of the institutions. Their observed variations in the academic performances of the students could be attributed to product of factors natural in the students which could have been sorted out at the time of admission process and/or faulty admission processes such as leaked JAMB examination questions, impersonation, score racketeering, porous institution administration admission policy etc. Consequently, it is worrisome that despite the rigorous screening exercises put in place by admission institutions and some universities, some students still graduate with low grades and some drop out without completing their university education.

Year	Number of Applicants	Number Admitted	Percentage Admitted	Number Denied	Percentage Denied
2013	1,644,110	513,207	31.2%	1,130,903	68.8%
2014	1,015,504	467,074	46.0%	548,430	54.0%
2015	1,475,600	522,856	35.4%	952,744	64.6%
2016	1,592,905	560,925	35.2%	1,031,980	64.8%
2017	1,722,236	566,641	32.9%	1,155,595	67.1%
Total	7,450,353	2,630,703	36.63%	4,819,652	63.37%

Table 1: Candidates Who Wrote UTME/UME From 2013 – 2017 and Number Admitted and Those Denied Admissions into Tertiary Institutions In Nigeria
Source: JAMB, 2019

The data in Table 1 revealed that the mean of those candidates that passed UTME and were admitted over a period of five years (2013 to 2017) was 36.63% while the mean for the candidates denied admission was 63.37%. The candidates included in the 63.37% that are deprived of admission into higher institutions of learning, what provision does Nigeria educational system has for them? Consequent on this, the researcher raised four questions:

1.1. Research Questions

- What is the total number of Students admitted through UTME and Direct entry in University of Uyo in 2015/16 and 2016/17?
- What is the difference in academic performance of students admitted through UTME and Direct Entry?

- How does the academic performance of students admitted through UMTE and Direct Entry differ based on their Faculty?
- What difference exists between the academic performance of students admitted through UTME and Direct entry based on their discipline?

1.3. Research Hypotheses

Research question one was answered directly while the null hypotheses formulated for questions two to four were tested at level of significance of 0.05.

- Ho 1. There is no significant difference between the academic performance of students admitted through UTME and Direct Entry.
- Ho 2. There is no significant difference between the academic performance of students admitted through UMTE and Direct Entry differ based on their Faculty.
- Ho 3. There is no significant difference between the academic performance of students admitted through UTME and Direct entry based on their discipline.

2. Literature Review

This study is premised on the psychological theories by John Bean (1980) and achievement motivation by John William Atkinson (1964).

Psychological theory propounded by John Bean in 1980 stated that student intention to persist or dropout from an institution depends on the level of integration into the school system. This theory on student persistent asserted that the background characteristics of students must be taken into consideration in order to understand their integration into a new university environment. The theorist also affirmed that the intentions of the students to persist are influenced by their attitudes and behaviours which might affect the degree to which the student is satisfied with the institution and consequently their academic performance. The theorist further identified the problems like family background prior to schooling, pre-college experience, faculty interaction, institution policies and student attributes affecting student academic performance could directly or indirectly have link with the academic and social integration of students in the university.

The achievement motivation theory propounded by John William Atkinson in 1964 postulated the most important variables that are used for many organisations today including school organization. In relation to studying academic achievement motivation; Atkinson's theory linked personality with the degree of competitiveness shown by an individual student and also recognized educational institutions as having needs and wants which relates to helping the classroom teacher and/or students in general. How motivated are the students to succeed? Is achievement motivation linked with nature or nurture? The theorist further stated that motivation is generated through a combination of personality and situational factors which include: probability of success; the likelihood of success when a task is easy or done before. Incentive value of success; the intrinsic value experienced after success. If the task is harder, the greater incentive value on why? The incentive value will be high when the chance of success is evenly balanced.

These theories are relevant to the study because insight is given on why students' psychological needs should be incorporated into the admission processes with support from parents, peers and the institution administrators as this could affect students in their academic performance. The theory is also relevant to this study because students in universities could be affected by the institution environment in which they learned and studied.

2.1. Conceptual and Empirical Review

The authors' opinions, reports and studies relevant to some concepts and variables in this study were reviewed. Eliot (1901) defined faculty as a division within a university or college comprising one subject area or a group of related subject areas, possibly also delimited by level (e.g. Undergraduates). It is a division within the university system defining subject areas where knowledge is disseminated and basic information is imparted while academic discipline viewed discipline as based on perceptions and characteristics, or attributes and denotes the different study areas of specialisation or field of study where an individual is trained by instruction and exercise, drilled and are well vested in the field of academic endeavour (Smits, 2003). During admission process, students are sometimes forcefully admitted to a particular discipline of study that they do not have the flare for, thus learning is impeded and the academic performance affected.

Oloyede (2018) opined that institutions should employ multi-level assessments in choosing their students and not depend on the UTME process alone. This according to the author is to analyze cases of students who ended up as valedictorians with the highest cumulative grade point average (CGPA) yet had to write the UTME many times. Similarly, Ifedili and Ifedili (2010) affirmed that some candidates who did not do well in UTME, were found to perform outstandingly well in their University first year results. Consequently, Mgbake (2006) opined that the students' academic success is largely a function of the amount of efforts put into study and not necessarily as a result of modes of entry into the University. Okpilike (2011) findings revealed that academic performance of undergraduates who gained admission through JUPEB (direct entry) programme achieved predominantly, excellently and distinctively better than their counterparts who were admitted through UTME in all general courses. Similarly, Kpolovie and Olulube (2011) found that different patterns of admission have significant effects and could be adopted to determine students' academic performance in the universities or other higher institutions of learning. However, Igwe (2012) affirmed that UTME conducted by JAMB is relatively very poor and has no relationship with students' academic achievement in the University. Nwanze (2008) reported that 4,422 out of 34, 892 candidates who scored 200 and above out of a total of 400 marks in

UME conducted by JAMB passed the post-UME tests at University of Benin. Furthermore, 1,181 candidates whose names were on the JAMB merit list sent to the University passed the post UME. Nwanze concluded that JAMB result is unreliable for testing students' real academic ability. Busayo (2010) in comparing the scores of UME and Post-UME students at the University of Education, Ikere, Ekiti State asserted that 56.5 percent who failed the post-UME screening would have been admitted automatically were it not for the post-UME screening that exposed their lapses.

Emaikwu (2012) study assessed the impact of students' mode of admission into university and their academic achievement in Nigeria. The ex-post facto research design and the sample for the study comprised 253 students randomly selected from two universities in Benue State using multistage sampling technique. The four research questions were answered using mean and standard deviation while four hypotheses were tested using analysis of variance and t-test statistics. The results indicated that there was no statistical significant difference in the mean academic achievement of students who were admitted into the university through UTME, remedial programme and direct entry admissions. There was statistical significant difference in the mean academic achievement of male and female students and that the academic achievement of male students was higher than their female counterparts based on the three modes of admission.

Agboola, Adeyemi & Ogbodo (2014) determined the relationship between academic performance of students admitted through criteria policy and their retention in Nigerian federal universities. The study adopted a descriptive survey research with population of 66,441 and sample of 42,288 first-year undergraduate students enrolled in all the five federal universities in South-West, Nigeria. Data collected were analysed with mean, standard deviation and regression statistics. The findings revealed that significant relationship existed between academic performances of students admitted through criteria policy and retention. They suggested that admission policy should be better aligning with institutional strategies that can improve student academic performance.

Agboola & Adeyemi (2014) studied admission policy, student's quality and institutional characteristics as determinant of student retention in Nigerian universities; they adopted descriptive research design for the study with the population made up of the first-year undergraduate students in all the five federal universities in South West Nigeria in 2007/2008 academic session. The sample comprised of the new entrants from 2003/04 to 2007/08 academic sessions. Data used for the study were gathered through checklists, while questionnaire was used to obtain information on the factors that could influence student retention. Descriptive and parametric statistics and econometric formula were used to analyse the data for answering the research questions. The result of the analysis showed that admission policy, institutional and student attributes have combined influence on student retention.

2.2. Research Method

The area of the study was Akwa Ibom State with two public universities (University of Uyo-Federal and Akwa Ibom State University-State) and the study adopted ex-post facto as the research design; the population of the study comprised all 4383 undergraduate students admitted into degree programme through UTME and Direct entry for the 2015/16 and 2016/17 academic sessions in 12 faculties in University of Uyo, the only one federal university in Akwa Ibom State. The choice of federal university is based on the fact that policy of admissions by National Universities Commission (NUC) and Joint Admissions and Matriculation Board (JAMB) is to be strictly comply with. The sample size consisted of 2203 undergraduate students drawn randomly from four selected faculties using multi-stage sampling of clustering, stratification and simple random techniques. Data were collected with two sets of instruments viz: 'UTME/Direct Entry Admission List' and 'Cumulative Grade Point Averages' (CGPAs) from the University Examination and Records Unit using the Results Profile Form. The data on academic performance collected were analysed based on 2016/17 academic session when all sampled students were at the same 200 level. To answer the research questions, mean and standard deviation were used. The hypotheses were tested using the data obtained on 200 level results GPA of randomly selected students admitted through the various modes at the end of the session across the sampled faculties. The grade points scores were transformed into percentages and was analyzed. Analysis of variance (ANOVA) statistic was used to test the null hypotheses at 0.05 level of significance. The results obtained are presented as follows.

3. Results and Discussion of Findings

- Research Question One: What is the total number of students admitted through UMTE and Direct Entry in University of Uyo in 2015/16 and 2016/17?

Faculty	2015/16			2016/17		
	UTME	DIRECT ENTRY	TOTAL	UTME	DIRECT ENTRY	TOTAL
Agriculture	240 (89.9%)	27 (10.1%)	267	211 (80.2%)	52 (19.8%)	263
Arts	787 (90.7%)	81 (9.3%)	868	716 (93.7%)	46 (6.3%)	762
Education	691 (87.7%)	97 (12.3%)	788	543 (79.5%)	140 (20.5%)	683
Science	272 (74.1%)	95 (25.9%)	367	335 (87.01%)	50 (12.99%)	385

Table 2: Result of Number of Students Admitted Through UMTE and Direct Entry in University of Uyo in 2015/2016 and 2016/2017 Sessions

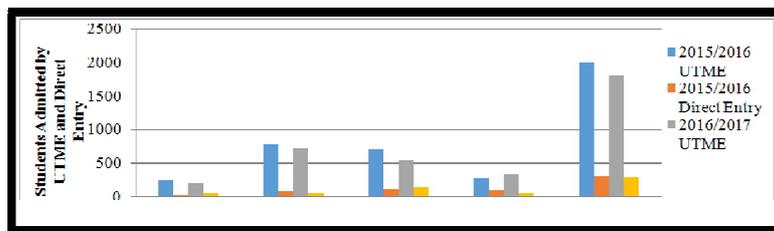


Figure 1

The Table 4:1 result show that mean value of those that entered with UMTE/PUTME in 2015/16 and 2016/17 was higher than those that entered through Direct entry. Faculty of Agriculture has the least admission with 211(80.2%), followed by Faculty of Science with 335(87.01%). Faculty of Arts had the highest admission of 716(93.7%), followed by the Faculty of Education with 543(79.5%). In the other hand, students admitted with Direct entry had the least candidate of 46(6.3%) in the Faculty of Arts, followed by Faculty of Science with 50(12.99%). Faculty of Education had the highest admission of 140(20.5%), followed by the Faculty of Agriculture with 50(19.8%).

- Research Question 2: What is the difference in academic performance of students admitted through UMTE and Direct entry?
- Hypothesis 1: There is no significant difference in the academic performance of students admitted through UMTE and Direct entry in the University of Uyo.

Admission Pattern	N	X	SD
UMTE	1859	55.8450	0.37091
Direct entry	344	52.9773	0.86987
Total	2203	55.3972	0.34184

Source of Variation	Sum of Square	df	Mean Square	f-cal	f-crit	Remark
Admission Pattern	2387.119	1	2387.119	9.3083.87		* Sig. Ho: Rejected.
Academic Performance	564479.464	2201	256.46			

Table 3: Result of One-Way ANOVA of Academic Performance of Students Admitted Through UMTE and Direct Entry Significant at $P \leq 0.05$

Results in Table 4:2, revealed that students admitted with direct entry have the low academic performance with mean of 52.9773, while students admitted through UMTE had the highest mean of 55.8450 with academic performance of students of those admitted with Direct entry more dispersed than those admitted with UTME. Furthermore, the hypothesis one showed that the calculated F-value of 9.308 is greater than the critical F-value of 3.87 at level of significance of 0.05. Thus, the null hypothesis of there is no significance difference between the academic performance of students admitted through UMTE and direct entry was rejected.

- Research Question 3: How does academic performance of students admitted through UMTE and Direct entry differ based on their Faculty?
- Hypothesis 2: There is no significance difference between academic performance of students admitted through UMTE and Direct entry based on their Faculty

Faculty	Student Mode of Admission	Mean	Std. Deviation	N
Agriculture	Direct Entry	45.7676	16.36660	37
	Utme/Putme	51.2031	17.03481	255
	Total	50.5144	17.02079	292
Arts	Direct Entry	52.4074	12.93744	81
	Utme/Putme	57.2314	15.20264	681
	Total	56.7186	15.04424	762
Education	Direct Entry	55.8155	15.76331	155
	Utme/Putme	59.0778	15.44705	609
	Total	58.4160	15.55681	764
Science	Direct Entry	51.1887	18.73023	71
	Utme/Putme	50.3376	15.63975	314
	Total	50.4945	16.23074	385
Total	Direct Entry	52.9773	16.13377	344
	Utme/Putme	55.8450	15.99241	1859
	Total	55.3972	16.04471	2203

Dependent Variable: Students' Academic Performance

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	28504.780 ^a	7	4072.111	16.603	.000
Intercept	2551903.208	1	2551903.208	10404.578	.000
Faculty	12223.011	3	4074.337	16.612	.000
Entry_Mode	2289.446	1	2289.446	9.334	.002
Faculty * Entry_Mode	1298.435	3	432.812	1.765	.152
Error	538361.803	2195	245.267		
Total	7327539.120	2203			
Corrected Total	566866.583	2202			

Table 4: Result of Analysis of Variance (ANOVA) of Academic Performance of Students Admitted through UMTE and Direct Entry Based on Their Faculty
A. R Squared = .050 (Adjusted R Squared = .047)

From Table 4.3, the least mean value of academic performance for the faculties were; Faculty of Science (50.49-least), Faculty of Agriculture (50.51), Faculty of Arts (56.72) and Faculty of Education (58.42-highest). However, intercept between Faculty and Admission Pattern is 10404.578 while Faculty * Entry Mode F-value of 1.765 is not significant at the probability level of 0.05. Thus, the null hypothesis of no significant difference between academic performance the students admitted through UMTE and Direct entry based on their Faculty was upheld.

- Research Question 4: What difference exists between academic performance of students admitted through UMTE and Direct entry based on their discipline?
- Hypothesis 3: There is no significance difference between academic performance of students admitted through UMTE and Direct entry based on their discipline.

Academic Discipline	Student Mode of Admission					
	Utme/Putme			Direct Entry		
	Mean	SD	N	Mean	SD	N
Agricultural Economics	57.9564	15.73987	369	54.8783	13.44933	46
Animal Science	56.3887	14.90186	282	57.6585	16.03267	41
Food Technology	56.9541	13.67716	265	52.6623	16.75675	61
Communication Art	57.2869	13.96754	238	51.1382	15.60245	46
Linguistics	56.4208	13.61445	154	58.4167	15.95504	12
Religious and Cultural Studies	52.8225	17.23375	220	57.9684	14.65994	57
Education Foundation, G&C	56.8517	14.69894	151	53.8341	14.26555	41
Curriculum Studies	52.487	16.97279	23	50.4615	15.37474	13
Science Education	57.3828	15.06534	58	66.7714	13.67598	7
Botany and Ecological Studies	50.9429	16.08518	35	52.9	16.67273	6
Computer Science	55.9903	16.92523	62	57.5714	9.85022	14
Mathematics	55.3583	15.94586	48	54.9778	15.193	344
Total	56.3914	15.2089	1859	54.9778	15.193	344
a. Dependent Variable: Students' Academic Performance						
Tests of Between-Subjects Effects						
Dependent Variable: VAR00004						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	9857.844 ^a	22	448.084	1.955	0.005	
Intercept	1875253.241	1	1875253.241	8181.483	0	
Entry_Mode	23.538	1	23.538	0.103	0.749	
Academic_Discipline	2096.456	11	190.587	0.832	0.608	
Entry_Mode * Academic_Discipline	5734.62	10	573.462	2.502	0.005	
Error	499671.301	2180	229.207			
Total	7460309.452	2203				
Corrected Total	509529.146	2202				
a. R Squared = .019 (Adjusted R Squared = .009)						
Student Mode of Admission						
Dependent Variable: Academic						
Student Mode of Admission	Mean	Std. Error		95% Confidence Interval		
		Lower Bound	Upper Bound			
Direct Entry	55.842 ^a	1.124	53.637	58.047		
UTME/PUTME	55.607	0.502	54.622	56.592		
a. Based on modified population marginal mean.						

Table 5: Result of Analysis of Variance of Academic Performance of Students Admitted Through UMTE and Direct Entry Based on Their Academic Discipline

The results by academic discipline revealed the UTME mean scores ranging between and 66.77, the Department of Curriculum Studies had the lowest mean score of 50.46 and Department of Science had the highest mean score of 66.77 both in Faculty of Education. Furthermore, the academic performance of students based on their Admission Pattern and Discipline revealed that calculated F-value of 2.502 is significant at probability level of 0.05. Therefore, the null hypothesis of no significance difference between academic performance of students admitted through UTME and direct entry based on their discipline is thus rejected.

4. Discussion of Findings

The findings revealed that there is a significant difference between admission pattern and students' academic performance. This finding may be attributed to the fact that the pattern through which students are admitted into the university could influence their performance in the school. The result also revealed that there is no significant difference between students' faculty and their academic performance. This result could be attributed to the fact that when the faculty a student admitted into is accompanied with the mindset and/or in agreement with such student, he or she can easily excel in that faculty and the course of study offered therein. The study, in contrary revealed no significant difference between academic discipline and students' academic performance. This is seen to be true because the discipline that the students were admitted into university matters a lot in their academic achievement. These findings were supported by other authors that supported that the pattern in which an individual was admitted can influence their academic performance (Prewitt, 2001; Okereke, Achumba & Opara, 2016; Andy, 2014; Agboola, B.M, Adeyemi, J.K & Ogbodo, C.M., 2014).

5. Conclusion

The findings of the study revealed that students' academic performance of students differs based on admission patterns. However, there is no significant difference between academic performance of students admitted through UTME and Direct entry based on their faculty. It was therefore concluded based on the findings that admission pattern influence students' academic performance in public universities.

6. Recommendations

The following recommendations were made based on the findings and conclusion of the study.

- JAMB and NUC should put in place an effective and efficiency processes in its conduct of examinations and monitor the placement of the best candidates in the universities of their choice.
- Administrators should admit candidates into their courses of interest without substitution and put in place student academic progress monitoring strategies. This could enhance their academic performance.
- The admission policies of University should be reviewed to give more opportunities to candidates in the faculties of education, agriculture, arts and science for admission of pre-degree/Diploma candidates.
- Government should streamline some certain percentage of the total candidates to be admitted in an academic session and give attention to expanding infrastructures and instructional facilities to boost career of the students and reduce failure rate.

7. References

- i. Adam Bryant (2018). How to build a successful team - Business Guides - The New York Times. <https://www.nytimes.com/guides/man>
- ii. Adedeji, O. B. (2001). 'A study of the relationship between student UME results and their undergraduate performance'. Department of industrial and production engineering, University of Ibadan, unpublished B.SC project.
- iii. Adeniyi, O. S; Araoye, M. A; Amadi, E. O; Eru, E. U; Ojabo, C. O; and Alao, O. O. (2010). Effect of using combination of O' level result with JAMB score on students' performance in the first two years of medical school in Benue State University, Makurdi. *African journal of biomedical research* 13 (1) 183-188.
- iv. Agada, O. A. (2008). The relationship between selected antecedent variables and academic performance of students. *African journal of education* 20 (3) 21-34
- v. Agbo, N. (2012, June 4). Joint admissions matriculation Board reduces university admission to 180 marks. *The Nation*, p.10. retrieved from <http://www.thenationonline.ng.net/>
- vi. Agboola, B. M. & Adeyemi, J.K. (2014). 'Admission policy, students' quality and institution characteristics as determinants of student retention in Nigerian universities. *African Journal of Studies in Education, University of Benin*. 2(1) 291-302.
- vii. Agboola, B.M, Adeyemi, J.K and Ogbodo, C.M., (2014) Academic achievement and admission policy as correlate of student retention in Nigerian Federal Universities. *International journal of business and social science* 5(2) 101-108. Retrieved on 28/09/2019 at www.ijssnet.com
- viii. Amasnomo, J. O. M. (2014). Academic performance of students admitted with different entry certificates to the Nigerian certificate in education programme at the federal college of education (technical), Omokuo. *Journal of technology and science education (JOTSE)* 4(1), 39-47. Retrieved from <http://dx.doi.org/10.3926/jotse.107>
- ix. Amel, A.S and Sulima, A.Y., (2017) Factors affecting academic performance of undergraduate students at Najran preparatory year for girls - Najran university 2015-2016. *International Journal of Asian social science* 7(1) 1-18. Retrieved on 27/09/2019 at URL. www.aessweb.com

- x. Andy, I. J; Kpolovie, P. J; Osonwa, K. E and Iderima, C. E. (2014). Modes of admission and academic performance in Nigerian Universities. Merit research journal of education and review 2 (9) 203 – 230. Retrieved from <https://www.meritresearchjournals.org/er/index.htm>.
- xi. Arul L. A. S (2012). School environment and academic achievement of standard six students. Journal of educational instructional studies in the world 2 (3) 210-215. Retrieved from <https://www.researchgate.net/publication>.
- xii. Atkinson, J. W. (1964). Theory of achievement of motivation. First step toward a theory of academic motivation. Journal of American educational research association DOI: 10.2307/11694901 – 84 (4), p. 19. Retrieved on 23/10/2013 from <https://www.jstor.org>stable/1169490>,
- xiii. Bean, J. P. (1980). Dropouts and turnover: the synthesis and test of a casual method of student attrition: research in higher education 12 (20) 155 -187. Retrieved from www.researchgate.net/publication.
- xiv. Crosone, R; Johnson, M. K; Elder, G. H. (2004). School size and the inter-personal side of education: an examination of race/ethnicity and organizational context. Social science quarterly, 85(5), 1259 -1274.
- xv. Ejinkonye, J. (2004). Scrap JAMB, NECO and save Nigeria education. Lagos forum on express yourself responsibility.
- xvi. Federal Ministry of Education (2014). National policy on education, 6th edition, NERDC press.
- xvii. Federal Republic of Nigeria (2005). National universities commissions guidelines for operation of non-degree programmes in Nigerian universities, Nigeria: NUC.
- xviii. Friedman, B. A. and Mandel, R. G. (2011). 'Motivation predictor of college student academic performance and retention'. Journal of college student retention, research, theory & practice 13 (1) 1-15, doi: 10.1086/504455
- xix. Gani, M. Y. and Muhammed, A. M. (2013). An analysis of factors that can influence students' academic performance. Journal of educational research and essay 1 (1) 5-8.
- xx. Ifedili, G. J. A and Ifedili, J. C. (2010). An assessment of post university matriculation examination: a case study of university of Benin. Journal of social science 22 (2) 45-67.
- xxi. Igwue, D.O. and Adikwu, O. (2012). Measurement of intellectual functioning of Nigerian Youth: the predictive validity of JAMB/UME in relation to student's performance in University. International Research journals. 3(8) 639-644. Retrieved from <http://www.interestjournals.org/ER>.
- xxii. JAMB (1998) JAMB Brochure, Abuja. Joint Admissions and Matriculation Examination, p.2
- xxiii. JAMB Admission (2018). Retrieved from <http://uniuyoupdates.com/jamb-criteria-admission-2016/2017;> updated 24th May, 2017.
- xxiv. JAMB (2018). Universities 2018 Admission pattern/how Universities will conduct Admission. The Nation. 4th July. Retrieved from <https://www.thenation.com>
- xxv. Joint Admissions & Matriculation Board (JAMB), 2005. <http://www.jambng.com/history>
- xxvi. Joint Admission and Matriculation Board, (JAMB) 2019.4 Decades of enhancing academic excellence: Admission Statistics. Retrieved from <https://ww.jamb.gov.ng/statistics.aspx>.
- xxvii. Kpolovie, Ololube N. P. & Ekwebelem, A. B. I. (2011). Appraising the performance of secondary school students on the WAEC and NECO SSCE from 2004 to 2006. International Joint Science Research Education (IJSRE) 4 (2), 105 - 114.
- xxviii. Kpolovie, P. J. (2014). Test, measurement and evaluation in education. Second edition, Owerri, springfield publishers limited.
- xxix. Lydiah. W. And Adenike., E. (2013) Relationship between entry qualification and academic performance in undergraduate science courses at the university of Nairobi, Kenya. Research of Journal Finance and accounting international knowledge sharing platform, University of Nairobi. (2008) information booklet: Nairobi. UON.
- xxx. Martinez, M. D. (2003). Missing in action: reconstructing hope and possibility among latino students placed at risk: journal of Latinos and education 2 (1): 13 – 21.
- xxxi. Meriam – Webster Dictionary – What is Admission. www.meriamwebster.com/dictionary/admission
- xxxii. Mgbake, S. O. (2006). Leading the self-managing school, London: Flamer press.
- xxxiii. Nigerian University Scholarship (2016). Unified tertiary matriculation examination. Wikipedia. Retrieved august, 2019 from <https://en.m.wikipedia.org/wiki/unified-tertiarymatriculationexamination>.
- xxxiv. Nwanze, E. (2005) '11, 422 out of 34, 892 candidates pass post UME test in UNIBEN'. The Nigerian Tribune, 28th November, 2005.
- xxxv. Ogbekor, G.G (2012). Mode of admission and undergraduate's academic performance. A comparative study in Delta state university. Journal of Educational social research 2(3) 195-205. Retrieved on 31/11/2018 at www.moser.org/images/.../JESRJOURNAL/Jesr...../godwin%20ogbebor.pdf.
- xxxvi. Ogedengbe, (2012). JAMB – A growing natural headache, Guardian, Thursday, 9th November.
- xxxvii. Ogonor, B. O. & Olubor, R. O. (2012). Matriculation examination as a predictor of undergraduates overall grading in a Nigerian University. Journal of the commonwealth council of educational administration and management 30(3).
- xxxviii. Okereke, E. A; Achumba, I. E. and Opara, F. K. (2016). Assessment of the admission criteria that predict students' academic performance in undergraduate years in a Nigerian University in Invention journal of research technology in engineering and management (IJRTEM) 1 (2) 01-05.
- xxxix. Okpilike, M.E.F (2011). Mode of admission of education undergraduates and their academic performance in a Nigerian university. Pakistan journal of social science 8(3) 108-110. Retrieved on 28/11/2018 <http://www.medwelljournals.com/abstract/?doi=ppsci.2011.108-110>.

- xl. Olajide, S. O; Okewole, J. O. & Agboola, O. S. (2018). Comparative study of academic performance of a group of undergraduate students in the institute of education, Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria. *International journal of humanities, social sciences and education (IJHSSE)* 2(2) 1-13. Retrieved on 24/11/2018 at www.arijournals.org
- xli. Oloyede, I. (2018). Matters arising - The Nation Nigerian, retrieved on 19/11/2018 at thenationonlineng.net/utme-2018-19-m
- xlii. Osakuade, J. (2011). Effectiveness of university matriculation examination and post university matriculation examination on the academic performance of Nigerian undergraduate students. *Journal of education and practice* 2 (4). Retrieved on 19/11/2018 at www.iiste.org
- xliii. Salim & Falayajo (2003). The development of a prototype item bank for Nigeria JAMB test items.
- xliv. Singh, K. (2011). Study of achievement motivation in relation to academic achievement of students. *International journal of educational planning and administration. Research India publications* 1 (2), 161 -171. Retrieved on 21/10/2018 at <http://www.ripublication.com/ijepa.htm>.
- xlv. Smits, N. (2003) Academic specialization choices and academic achievement prediction and incomplete data. Retrieved on 27/09/2019 at <https://uba.uva.nl/en/contact>.
- xlvi. Uhunmwuango, S. O. & Ogunbadeni, O. (2014). The university matriculation examination as a predictor of performance in post-university matriculation examination: a model for educational development in the 21st century. *An international multi-disciplinary journal, Ethiopia* 8(1) 99-111. Retrieved from DOI: <http://doi.org/10.4314/afrev.vsil.8>
- xlvii. University and college admission - Wikipedia. Retrieved from <https://en.wikipedia.org/wiki/university>. www.thoughtco.com
- xlviii. Waters, T. J; & Marzano, R. J. (2006). School districts leadership that works: the effect of superintendent leadership on student achievement. *Mid-continent research from educational and learning*. Retrieved from ERIC (ED494270).
- xlix. Wikipedia (2013). The Free Encyclopaedia. Available at <http://en.wikipedia.org/wiki/academicachievement>. Retrieved November 2018.
- l. Wikipedia (2016) Unified tertiary matriculation examination. Retrieved from <https://en.m.wikipedia.org/wiki/unified-tertiary-matriculation-examination>.
- li. Zimbardo, P.G. & Leippe, M.R. (1991). *The psychology of attitude change and social influence*. New York: McGraw-Hill.