

Efficacy of Unified Tertiary Matriculation Examination as a Predictor of First Year Social Science Students' Achievement in University of Jos, Nigeria

Mr. Jan, Nagwe Cajetan; Prof. Emaikwu, Sunday Oche & Dr. Agi, Christiana Ikponya

Departments of Educational Foundations and General Studies, Joseph Sarwuan Tarka University, Makurdi, Benue State, Nigeria

Abstract: This study investigated the efficacy of Unified Tertiary Matriculation Examination (UTME) as a predictor of first year Social Science students' achievement in University of Jos, Nigeria. Four research objectives with corresponding research questions were raised to guide the study while four hypotheses were formulated and tested at 0.05 level of significance. The research design used in the study was ex-post facto. The population of the study comprises 1,774 students in department of Economics, Political Science, Psychology and Sociology. The sample size for the study was 326 students which were drawn through the use of Taro-Yamane formula for sample size determination and multi stage sampling procedure was employed to arrive at the sample. The study required the collection and analysis of existing data from official records. The instrument for data collection was a pro-forma which was validated by two experts. Data for the study were collected with the help of a research assistant who was a staff in the registry department, University of Jos. Data collected were analyzed using regression to answer the research questions and to test the null hypotheses. The findings of the study revealed that students UTME scores predicts their CGPA in the four departments (Economics, Political Science, Psychology and Sociology) in University of Jos for 2015/2016 session. Based on the findings of the study, the study concludes that students in the University of Jos in the department of Economics, Political Science, Psychology and Sociology were admitted based on their scores in UTME since there is correlation between their UTME scores and their achievements. The study recommended that admission to prospective students in University of Jos into all departments should be given strictly based on students' scores in Unified Tertiary Matriculation Examination (UTME).

Key Words: Efficacy, Examination, Achievement and Unified Tertiary Matriculation Examinations

I. INTRODUCTION

The rationale for using tests for selection is that there are specific skills and abilities needed for success in the expected field and the spaces are fewer than the number of candidates applying at a particular time. It is also presumed that not all the candidates have the same aptitude and ability to succeed in a particular field. Thus, selection tests for university admission are conducted in order to select the right candidates in various departments who will be capable of performing well in university education (Okeke, 2016).

Since the inception of university education, the government of Nigeria has been trying her best to ensure that academic standard is maintained in the university system. The increasing complexity of the Nigerian society as a result of social changes has had adverse effects on the curriculum implementation at all levels of education. In a bid to contend with some pressures in the education sector in Nigeria, the Federal Government established some agencies such as the Joint Admissions and Matriculation Board (JAMB), National Business and Technical Examination Board (NABTEB) and the National Examinations Council (NECO) among others.

JAMB is an agency charged with a dual responsibility of testing and placement of suitably qualified candidates into the nation's tertiary institutions. It was established as a response to the problems of multiple applications, multiple admissions as well as the absence of standardization in addition to lack of uniformity in admission guidelines which hitherto beset tertiary institutions (Emaikwu, 2015). The entrance examination conducted by JAMB is tagged Unified Tertiary Matriculation Examination (UTME). The candidates who participate in the UTME are either done with other external examinations conducted by the West African Examination Council (WAEC) or National Examination Council (NECO) or are about to take such examinations. Before the introduction of JAMB, every existing university conducted her own examination and admitted her own students. But this system was said to have serious limitations and quite often leads to wastage of resources. But with the introduction of JAMB, for a candidate to be qualified for admission into first year of a chosen course in any of the institutions, he/she must obtain an acceptable level of performance in the Unified Tertiary Matriculation Examination (UTME) in the subjects relevant to the proposed course of study.

Despite these public examinations that Nigerian undergraduates do go through, academic achievement among university students are far below expectations most especially in the last one and half decades. Many students hardly pass all their first year courses, majority of those who successfully do so have poor grades. Greater percentage of university graduates in Nigeria today fall below Second Class Upper division; the number of spillover students in various

departments are on the increase. The situation is now worse as those who even manage to graduate are not productive in the labour market because they fail to meet the expectation of the employers (Ajaja, 2010). Ebiri (2010) observed that using UTME alone as a yardstick for admission of students into Nigerian universities has led to intake of poor caliber of candidates who are characterized by high failure rate, increase in examination malpractice, high spillovers and the production of poor quality output that are neither self-reliant nor able to contribute effectively in the world of work.

The high rate of this poor academic achievement among undergraduate is not unconnected with the channel through which they found themselves into the university system (Emaikwu, 2015). Since the inception and until the present times, JAMB examinations have remained about the most turbulent examination in Nigeria. Turbulent in the sense that it is coming at a point in time when the young adolescence is trying to plunge into life headlong thereby entering into all kinds of deals to meet up with their seemingly perched thinking of life. The members of this turbulence are continually being fired by societal influence. Parents see fulfillments in what their wards will be and not in what they are, thereby aiding and abating this dangerous cankerworm called examination malpractice (Umo & Ezeudu as cited in Hundu, 2010).

In some JAMB examination centres, one would observe that there is always high rate of infiltration in school compound including swift vehicular movements through which malpractice is aided and abated. Some staff quarters are used as “safe haven” for perpetrating the act of examination malpractices. Some examiners are bribed into allowing unauthorized materials into the hall. Some of them are even used as organs of dissemination of worked answers. In this scenario, the school environment which is supposed to be characterized with calmness is infested with noise, rowdiness, disturbances and misdemeanor (Umo & Ezeudu as cited in Hundu, 2010). By the beginning of 21st century, JAMB criticism became a national issue as students who score as high as 180 and above in JAMB examinations for university admission were not and are still not able to read and write properly (Gbore, 2006). As a result of this, the Computer-Based Test (CBT) was introduced by the Joint Admissions and Matriculation Board (JAMB) for the conduct of the Unified Tertiary Matriculation Examination (UTME).

The idea or concept of Computer-Based Test (CBT), which was presented in Nigeria in the year 2012, was first tried in 2013 with only 4,000 registered candidates in 77 centres across the country. But in 2015 JAMB CBT examination, 1.4 million candidates registered, the examination centres were increased to 400 throughout the country. According to Ossai (2017), the then Registrar and Chief Executive Officer of JAMB, Prof. Dibu-Ojerinde, said the reason behind the introduction of CBT by the Board was to transform the Nigeria educational system starting from the conduct of public examinations. The Registrar added that the system was thought out as the only option for now that can address the

challenges of examination malpractice, such as impersonation and other ills associated with the conduct of public examinations and also to restore the lost glory of tertiary education in the country. In enumerating the advantages of the CBT, the Board Registrar listed reduction of incidences of breaches of examination security, making Nigeria to operate global best practices; lower long term cost and guaranteed instant feedback to candidates about their results as well as reliability in the system by eliminating the concept of partiality in the entire process.

The most common type of CBT is the linear CBT which is a fixed-length computerized assessment that presents the same number of items to each examinee in a specified order and the score usually depends on the number of items answered correctly. Evidently, linear CBT imitates a Paper-and-Pencil Test that is presented in a digital format and pays little or no attention to the ability of individual examinee. CBT has long been regarded as a potentially powerful asset for providing assessment. Ever since computers were first introduced and adapted to the field of assessment, they have been a valuable aid for scoring, data processing and even interpretation of test results (Butcher, Perry & Hahn, 2004). Computer and technology today offer myriad ways to enrich test in education both in the classroom and in large scale testing situations. The face of examinations in Nigeria is gradually getting a new look due to the introduction of the CBT system.

CBT system has been used by a number of Nigerian universities to conduct their post-UTME (Unified Tertiary Matriculation Examination) for prospective students. It all started with the University of Ilorin and Covenant University some years ago. Computer-based test is expected to heal the setback been faced by the traditional Paper-and-Pencil system which has been long associated with inconsistency, fraud, poor delivery, malpractice, insecurity, improper scoring of candidates and so on. Students are also privileged to access their results after examination. This has made the CBT system more efficient in Nigerian universities (Ipayeas cited in Olugbamila 2010). The implication of this is that since CBT can heal the setback being faced by the traditional Paper-and-Pencil system associated with inconsistency, fraud, poor delivery, malpractice, insecurity and improper scoring of candidates, it may better predict students' Cumulative Grade Point Average (CGPA) in Universities and other tertiary institutions in Nigeria.

The suspicion that students' First Year Cumulative Grade Point Average does not justify their UTME scores also contributed to the birth of Computer-Based UTME. Apart from the strong opinion expressed by elites in academia, leaders, and the pressure mounted on the Ministry of Education for a policy shift, there have been systematic investigations to inform decision-making in this respect regarding the efficacy of UTME in predicting students Cumulative Grade Point Average (CGPA).

Efficacy is the (often measurable) ability to avoid wasting materials, energy, efforts, money and time in doing something

or in producing a desired result. In a more general sense, it is the ability to do things well, successfully and without waste. Similarly, efficacy signifies a level of performance that describes a process that uses the lowest amounts of inputs to create the greatest amount of outputs. Efficacy relates to the use of all inputs in producing any given output, including personal time and energy. Efficacy is a measurable concept that can be ascertained by determining the ratio of useful output to total input. It minimizes the waste of resources such as physical materials, energy and time while successfully achieving the desired output. Therefore, efficacy of a particular system, in this case, UTME helps in predicting future achievements. To predict is usually to foretell with precision of calculation, knowledge or shrewd inference from facts or experience. It may, however, be used without the implication of underlying knowledge or expertise (www.dictionary.com/browse/prediction).

The researchers have however observed several inconsistencies regarding students' scores in UTME and achievement in the university with regards to their CGPA. It is the observation of the researcher that, most of the students in the Faculty of Social Sciences in University of Jos with high scores in the UTME ended up with poor grades in their first year in the university and sometimes those with low scores in the UTME ended up with high grades in their first year in the university. From available literature, several studies have been carried out on predictive validity of UTME scores on the students' academic achievements in different universities in Nigeria. (Adeyemo, 2008; Omodara, 2010; Ukwuije & Asuk, 2011 & Osakude, 2011) among others. These studies have also reported inconsistent findings.

From the reports of researchers regarding UTME and students CGPA and particularly the researcher's observation, one is tempted to question the efficacy of UTME in predicting first year Social Sciences students' achievement in University of Jos, Nigeria. Hence, the problem is that, can the UTME predict the achievement of first year social sciences students' in University of Jos, Nigeria?

In this study, two theories were used, the Classical Test Theory (CTT) and the Regression Theory.

Research Questions

The following research questions were raised to guide the study:

1. How do UTME scores predict the first year Cumulative Grade Point Average of Economics students in University of Jos, Nigeria?
2. How do UTME scores predict the first year Cumulative Grade Point Average of Political Science students in University of Jos, Nigeria?
3. How do UTME scores predict the first year Cumulative Grade Point Average of Psychology students in University of Jos, Nigeria?

4. How do UTME scores predict the first year Cumulative Grade Point Average of Sociology students in University of Jos, Nigeria?

Statement of Hypotheses

The following null hypotheses were raised and were tested at 0.05 level of significance.

1. Students' UTME scores do not significantly predict their first year Cumulative Grade Point Average in Economics Department in University of Jos, Nigeria.
2. Students' UTME scores do not significantly predict their first year Cumulative Grade Point Average in Political Science Department in University of Jos, Nigeria
3. Students' UTME scores do not significantly predict their first year Cumulative Grade Point Average in Psychology Department in University of Jos, Nigeria.
4. Students' UTME scores do not significantly predict their first year Cumulative Grade Point Average in Sociology Department in University of Jos, Nigeria.

II. METHODOLOGY

The study adopted an ex-post facto design also known as causal comparative design. The study was carried out in the University of Jos. The population of the study consist of all the one thousand, seven hundred and seventy four (1,774) students in the four (4) Departments of the Faculty of Social Sciences (comprising: Sociology: 506; Economics: 418; Political Science: 546; and Psychology: 304), who were admitted in first year in the 2015/2016 academic session. The 2015/2016 academic session was used because the Computer-Based UTME became compulsory for all candidates from that year.

They were admitted primarily into the faculty of Social Sciences on the basis of their UTME scores. The sample size for the study was 326 students. The sample for the study was drawn using Taro-Yamane for sample size determination. To arrive at the sample size, a multi-stage sampling procedure. At the first stage, Proportionate Stratified Random Sampling was used to randomly select the required number of students in each of the sampled departments. The researcher divided the population into different strata, (that is, Political Science, Sociology, Economics and Psychology Departments) and then randomly selected the final subjects proportionally from the different strata. The samples for each stratum were as follows: Political Science: 100; Sociology: 93; Economics: 77 and Psychology: 56. Furthermore, simple random sampling technique was used to select students from the respective course options available. The instrument for data collection was a pro-forma showing 2015/2016 academic session, Economics Department, Political Science Department, Psychology Department, Sociology Department, UTME scores and their 100 level Cumulative Grade Point Average (CGPA) (that is, their achievement) in faculty of social sciences which was gotten from the academic unit of the

university. The year the students were admitted was written in the section for admission session, their various departments in the various courses, (that is, Economics, Political Science, Psychology and Sociology), the scores each of the students got in the UTME was written in the UTME Scores section and their first year results (that is, their achievement) was in the 100 level CGPA section. The instrument (Pro-forma) was face validated by two experts in Measurement and Evaluation, from the Department of Educational Foundations and General Studies, Joseph Sarwuan Tarka University, Makurdi. With the support of research assistant relevant data (UTME scores) were collected from each eligible student’s file using the pro-forma. Data collected for the study were analyzed using linear regression to answer both the research questions and to test the hypotheses at 0.05 level of significance. For the test of hypotheses, the decision was based on P-values and Alpha values. Whenever $P \leq .05$, the test statistically was considered “Significant” and the hypothesis is rejected while whenever $P \geq .05$, the test statistically was considered “Not Significant” and the corresponding hypothesis is not rejected.

III. RESULTS

Research Question One: How do UTME scores predict the first year Cumulative Grade Point Average of Economics students in University of Jos, Nigeria?

To answer research question 1, the raw score of students in both examinations were transformed to t-score and subjected to linear regression as presented in Table 1.

Table 1: Regression Analysis of UTME Scores predicting first year Cumulative Grade Point Average of Economics Students in University of Jos, Nigeria

Model	Unstandardized	Coefficient	Standardized Coefficients	R ²	Adjusted R ²	Standard Error of the Estimate
	B	Std. Error	Beta			
1 Constant	127.859	21.974				
UTME	.520	.089	.559	.312	.303	33.573

$R^2 =$ coefficient of determination, $Y^1 = 127.859 + 0.520(x)$

Table 1 shows the regression analysis of UTME Scores in predicting first year CGPA of Economics Students in University of Jos, Nigeria. The Table shows Beta value (standardized coefficients) between CGPA and UTME is 0.559 while the R² (coefficient of Determination) is 0.312 (31.2%). This means that 31.2% of the total variance in CGPA of Economics students is accounted for by the UTME scores.

4.1.2 Research Question Two: How do UTME scores predict the first year Cumulative Grade Point Average of Political Science students in University of Jos, Nigeria?

To answer research question 2, the raw score of students in both examinations were transformed to T-score and subjected to linear regression as presented in Table 2.

Table 2: Regression Analysis on how UTME scores predict the first year Cumulative Grade Point Average of Political Science students in University of Jos, Nigeria

Model	Unstandardized	Coefficient	Standardized Coefficients	R ²	Adjusted R ²	Standard Error of the Estimate
	B	Std. Error	Beta			
1 Constant	112.040	15.212				
UTME	.534	.059	.676	.457	.452	23.797

$R^2 =$ coefficient of determination, $Y^1 = 112.040 + 0.534(x)$

Table 2 shows the regression analysis of how UTME Scores predict first year CGPA of Political Science students in University of Jos, Nigeria. The Table shows Beta value (standardized coefficients) between CGPA and UTME is 0.676 while the R² (coefficient of Determination) is 0.457 (45.7%). This means that 45.7% of the total variance in CGPA of Political Science students is accounted for by the UTME scores.

4.1.3 Research Question Three: How do UTME scores predict the first year Cumulative Grade Point Average of Psychology students in University of Jos, Nigeria?

To answer research question 3, the raw score of students in both examinations were transformed to T-score and subjected to linear regression as presented in Table 3.

Table 3: Regression Analysis of how UTME scores predict the first year Cumulative Grade Point Average of Psychology students in University of Jos, Nigeria

Model	Unstandardized	Coefficient	Standardized Coefficients	R ²	Adjusted R ²	Standard Error of the Estimate
	B	Std. Error	Beta			
1 Constant	105.481	22.827				
UTME	.583	.090	.660	.436	.425	27.268

$R^2 =$ coefficient of determination, $Y^1 = 105.481 + 0.583(x)$

Table 3 shows the regression analysis on how UTME Scores predict first year CGPA of Psychology students in University of Jos, Nigeria. The Table shows Beta value (standardized coefficients) between CGPA and UTME is 0.660 while the R² (coefficient of Determination) is 0.436 (43.6%). This means

that 43.6% of the total variance in CGPA of Psychology students is accounted for by the UTME scores.

4.1.4 Research Question Four: How do UTME scores predict the first year Cumulative Grade Point Average of Sociology students in University of Jos, Nigeria?

To answer research question 4, the raw score of students in both examinations were transformed to T-score and subjected to linear regression as presented in Table 4.

Table 4: Regression Analysis of how UTME scores predict the first year Cumulative Grade Point Average of Sociology students in University of Jos, Nigeria

Model	Unstandardized	Coefficient	Standardized Coefficients	R ²	Adjusted R ²	Standard Error of the Estimate
	B	Std. Error	Beta			
1 Constant	100.234	17.052				
UTME	.593	.067	.683	.466	.460	26.687

$R^2 =$ coefficient of determination, $Y_i = 100.234 + 0.593(x)$

Table 4 shows the regression analysis on how UTME Scores predict first year CGPA of Sociology students' in University of Jos, Nigeria. As shown, Beta value (standardized coefficients) between CGPA and UTME is 0.683 while the R² (coefficient of Determination) is 0.466 (46.6%). This means that 46.6% of the total variance in CGPA of Sociology students is accounted for by the UTME scores.

4.1.5 Test of Hypothesis 1: Students' UTME scores do not significantly predict their first year Cumulative Grade Point Average in Economics Department in University of Jos, Nigeria.

The result of this analysis is presented in Table 5

Table 5: Linear Regression Table of how UTME predict CGPA of First Year Economics Students of University of Jos, Nigeria

Model	Sum of squares	df	Mean square	F	Alpha level	Sig.
Regression	38422.116	1	38422.116	34.089	0.05	0.000
Residual	84533.962	75	1127.119			
Total	122956.078	76				

Linear Regression Analysis at 0.05level of Significance

Table 5 as presented shows the linear regression Table of how UTME scores predict CGPA of Economics students of University of Jos. The result in Table 5 shows that F-value =34.089,df =76, P-value =0.000 and Alpha Value =0.05. Since 0.000 (P-value) is < .05 (Alpha value), the result is significant; the null hypothesis is therefore rejected. This

implies that UTME significantly predict students' CGPA scores in Economics in University of Jos.

4.1.6 Test of Hypothesis 2: Students' UTME scores do not significantly predict their first year Cumulative Grade Point Average in Political Science Department in University of Jos, Nigeria.

The result of this analysis is presented in Table 6

Table 6: Linear Regression Table of UTME predict CGPA of First Year Political Science Students of University of Jos, Nigeria

Model	Sum Of Squares	df	Mean Square	F	Alpha Level	Sig.
Regression	46788.247	1	46788.247	82.624	0.05	0.000
Residual	55495.543	98	566.281			
Total	102283.790	99				

Linear Regression Analysis at 0.05level of Significance

Table 6 as presented shows the linear regression Table of how UTME scores predict CGPA of Political Science students of University of Jos. The result in Table 6 shows that F-value =82.624, df =99, P-Value =0.000and Alpha Value =0.05. Since 0.000 (P-value) is < .05 (Alpha value), the result is significant. The null hypothesis is therefore rejected. This implies that UTME significantly predict students' CGPA scores in Political Science in University of Jos.

4.1.7 Test of Hypothesis 3: Students' UTME scores do not significantly predict their first year Cumulative Grade Point Average in Psychology Department in University of Jos, Nigeria.

The result of this analysis is presented in Table 7 below:

Table 7: Linear Regression Analysis Table of how UTME predict CGPA of First Year Psychology Students of University of Jos, Nigeria

Model	Sum of Squares	Df	Mean Square	F	Alpha level	Sig.
Regression	31030.282	1	31030.282	41.732	0.05	0.000
Residual	40152.557	54	743.566			
Total	71182.839	55				

Linear Regression Analysis at 0.05level of Significance

Table 7 as presented shows the linear regression Table of how UTME scores predict CGPA of Psychology students of University of Jos. The result in Table 7 shows that F-value= 41.732, df =55, P-Value =0.000 and Alpha Value =0.05. Since 0.000 (P-value) is < .05 (Alpha value), the result is significant. Based on this, the null hypothesis is therefore rejected. This implies that UTME significantly predict students' CGPA scores in Psychology in University of Jos.

4.1.8 Test of Hypothesis Four: Students' UTME scores do not significantly predict their first year Cumulative Grade Point Average in Sociology Department in University of Jos, Nigeria.

The result of this analysis is presented in Table 8

Table 8: Linear Regression Table of how UTME predict CGPA of First Year Sociology Students of University of Jos, Nigeria

Model	Sum of Squares	df	Mean Square	F	Alpha level	Sig.
Regression	56538.515	1	56538.515	79.384	0.05	0.000
Residual	64811.378	91	712.213			
Total	121349.892	92				

Linear Regression Analysis at 0.05 level of Significance

Table 8 as presented shows the linear regression Table of predictive validity of UTME scores and CGPA of Sociology students of University of Jos. The result in Table 8 shows that F-value =79.384, df =92, P-Value =0.000 and Alpha Value =0.05. Since 0.000 (P-value) is < .05 (Alpha value), the result is significant. Based on this, the null hypothesis is therefore rejected. This implies that UTME significantly predict students' CGPA scores in Sociology in University of Jos.

IV. DISCUSSION OF FINDINGS

Based on the result of the study, the following discussions were made:

The findings of the study on how UTME scores predict the first year Cumulative Grade Point Average of Economics students in University of Jos as presented on Table 1 shows there is a correlation between UTME scores and CGPA of first year Economics students. The test of hypothesis on Table 5 further shows that students UTME scores predicted their CGPA in Economics for 2015/2016 in University of Jos. The findings of this study as witnessed means that there is a correlation between the two scores (UTME and CGPA) of students who applied to study Economics in University of Jos. The result of this study is in agreement with that of Obioma and Salau (2007) who reported a low but positive relationship between scores obtained in public examinations like WAEC, NECO and UTME and students achievement in university degree examinations. The study also agrees with that which was conducted by Afolabi *et al.*, (2007) who reported a strong positive correlation between O-level aggregate with 100 level and 200 level Physiology students' scores. However, the findings of the study is in disagreement with that of Okeke (2016) whose study reported that UTME scores do not significantly predict students' CGPA in 100 level while PUTME scores significantly predict students' CGPA in 100 level. Similarly, the finding also disagrees with that of Osakuade (2011) who reported a low relationship between students' score in UME and Post-UME, more so, Post-UME was more effective than the UME. The differences in the findings of these previous studies and the finding of this present study may be due to the locations in which these were conducted as well as the methodologies used in both studies.

The findings of the study on how UTME scores predict the first year Cumulative Grade Point Average of Political Science students in University of Jos as presented on Table 2 shows there is a correlation between UTME scores and CGPA of first year Political Science students. The test of hypothesis

on Table 6 further shows that students UTME scores predict their CGPA scores in Political Science Department in University of Jos. The findings of this study as witnessed also mean that there is a relationship between the scores of students in both examinations (UTME and CGPA). The result of this study agrees with Eze (2014) whose study reported a significant relationship between the UME scores and the FCGPA among students of the Medical Radiography and Radiological Sciences Department and that there was a significant relationship ($p < 0.05$) between the UME scores and the FCGPA of the male students. Similarly, the finding also agrees with that of Obioma and Salau (2007) who in their study to reported that there was low but positive relationship ranging between 0.118 and 0.298 between each of the predictor variables under study.

The findings of the study on how UTME scores predict the first year Cumulative Grade Point Average of Psychology students in University of Jos as presented on Table 3 also shows there is a correlation between UTME scores and CGPA of first year Psychology students. The test of hypothesis on Table 7 further shows that students UTME scores predict their CGPA scores in Psychology Department in University of Jos. The findings of this study as witnessed could also mean that UTME and CGPA correlate academic achievement of students in the department of Psychology in university of Jos. The result of this study disagrees with Akanwa and Nkwocha (2015) whose study reported that both JAMB-UTME and Post UME did not predict performance as measured by cumulative grade point averages in the years under study. However, Afolabi, *et al.*, (2007) found that, pre-degree examination result showed a strong positive correlation with O-level aggregate, 100 level CGPA and 200 level physiology scores. The variations in the findings of these previous studies and the finding of this present study may be attributed to the locations in which these were conducted as well as the methodologies used in both studies.

The findings of the study on how UTME scores predict the first year Cumulative Grade Point Average of Sociology students in University of Jos as presented on Table 4 shows there is a correlation between UTME scores and CGPA of first year Sociology students. The test of hypothesis on Table 8 further shows that students UTME scores predict their CGPA scores in Sociology Department in University of Jos. The findings of this study as witnessed could also mean that students UTME correlate students CGPA scores in the department of Sociology in University of Jos. The result of this study disagrees with that of Eze (2014) who found that UME score was a poor predictor of students' final grades 3% in the Faculty of Health Sciences and Technology. The study however agrees with that which was conducted by Longe (2013) who found that age of the students both young and old students influence the prediction of UTME scores, PUTME scores and jointly UTME and PUTME scores on first year GPA.

V. CONCLUSION

Based on the analysis and results using UTME scores and CGPA scores for each sampled department, it is evident that, students UTME scores predict their CGPA score in the Faculty of Social Science in University of Jos, Nigeria. Based on the findings of this study, the researcher concludes that students in the University of Jos in the department (Economics, Political Science, Psychology and Sociology) were admitted based on their scores in UTME since there is correlation between their achievements.

VI. RECOMMENDATION

Based on the findings of this study, the following recommendation was made:

1. Admission of students who applied to study Economics in University of Jos should be based on their score is UTME.
2. Admission of students who applied to study Political Science in University of Jos should be based on their score is UTME.
3. Admission of students who applied to study Psychology in University of Jos should be based on their score is UTME.
4. Admission of students who applied to study Sociology in University of Jos should be based on their score is UTME.

REFERENCES

- [1] Adeyemo, E.O. (2008). A meta-analysis of empirical studies on the validity of UME in Nigeria. Ph.D thesis, Faculty of Education, Obafemi Awolowo University, Ile-Ife.
- [2] Afolabi, A. O., Mabayoje, V.O., Togun, V.A., Oyadeji, A.S. & Raji, Y. (2007). The effect of mode of entry into medical school on performance in the first two years. *Journal of Medical Sciences*. 7, 1021-1026.
- [3] Ajaja, P.O. (2010). Three years of post UME screening: influence on science education students' achievement in Delta State University, Abraka. *International Journal of Educational Science*, 2(1), 29-40.
- [4] Akanwa, U. N. & Nkwocha, P. C. (2015). Prediction of south-eastern Nigerian students' undergraduates scores with their UME and post-UME scores. *Journal of Research and Method in Education*. 5(1), 36-39.
- [5] Ebiri, K. (2010). Obasanjo says PUTME should be the basis for admission in universities. *Guardian*, April 13, p.49.
- [6] Emaikwu, S.O. (2015). Predictive validity of unified tertiary matriculation examination (UTME) on post unified tertiary matriculation examination scores in Nigeria. *Asia Pacific Journal of Research*, 1(26), 54-64.
- [7] Eze, E.C (2014) University matriculation examination as a predictor of students' final grades in the faculty of health sciences and technology of University of Nigeria, Nsukka. Unpublished M.Sc dissertation.
- [8] Gbore, L.O. (2006). Cognitive entry characteristics, study habits and self-concept as predictors of academic performance of university undergraduates in South-West of Nigeria, Doctoral dissertation, University of Ado-Ekiti, Nigeria.
- [9] Hundu, W.T. (2010). Effect of post-joint admission and matriculation board screening test on academic performance of undergraduate students in Nigerian universities. An undergraduate project of the Federal University of Technology Yola, Adamawa State.
- [10] Longe, B.O. (2013). UTME, PUTME and socio-demographic variables as predictors of year one students' performance in public universities in Edo State. Unpublished Doctoral Dissertation, University of Benin, Nigeria.
- [11] Obioma, G. & Salau, M. (2007). The predictive validity of public examinations: A case study of Nigeria. *A paper presented at the 33rd Annual Conference of International Association for Educational Assessment (IAEA) held in Baku, Azerbaijan, 16-21 September 2007.*
- [12] Okeke, O.A (2016). Students' age and institutional ownership as moderators of the predictive validity of Unified Tertiary Matriculation Examination (UTME) and Post-Unified Tertiary Matriculation Examination (PUTME). Unpublished Ph.D Thesis of University of Nigeria Nsukka.
- [13] Olugbamila, A. (2010). Campus violence on the rise. *The Nations newspaper of 24 Feb. P.21.*
- [14] Omodara, M.F. (2004). "A comparative assessment of UME and pre-degree scores as measures of academic performance among university undergraduates" *Ikere Journal of Education*, 6(1), 76-83.
- [15] Osakuade, J. O. (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), 59-66.
- [16] Ossai, S. (2017). Evaluating 2015 JAMB's Computer-Based Test (CBT), The Pointer, August 2.
- [17] Ukwuije, R.P.I. (2012) "Educational assessment: A sine qua non for quality education" 83rd edition of the inaugural lecture series at University of Port Harcourt. www.dictionary.com/browse/prediction