



EVALUATION OF THE POST-UNIFIED TERTIARY MATRICULATION EXAMINATION PROGRAMME ON ACADEMIC PERFORMANCE IN TERTIARY INSTITUTIONS IN NIGERIA: CASE STUDY OF THE UNIVERSITY OF BENIN

Jackson Joseph Nkeki (PhD)

Department of Educational Evaluation and Counselling Psychology

Faculty of Education, University of Benin, Benin City

07031638612, 08158733358.

jacksonnkeki2@gmail.com

Abstract

The study aimed at evaluating post-unified tertiary matriculation examination programme. To achieve the objectives of this study, three research questions were raised and three hypotheses were tested. The descriptive survey research design was adopted. Multistage random sampling procedure was used to select the sample for the study. The population of the study comprised all 100 level students from University of Benin who were admitted through Post-UTME 2023/2024 academic session. The sample size for the study was one hundred and twenty 100 level students of the University of Benin. The research instrument used for the study was self-structured questionnaire, titled, Post-UTME evaluation questionnaire (PUTMEEQ). Hypothesis 1 was tested using Pearson Product Moment Correlation (PPMC) while hypotheses 2 and 3 were tested using Fishers` Z statistics. All hypotheses were tested at 0.05 level of significance. The finding revealed that there is a relationship between study habit and 100 level students` academic performance of the University of Benin admitted through Post-UTME. It also revealed that there is a difference in the relationship between study habit and academic performance of the University of Benin 100 level students admitted through Post-UTME by parental socio-economic status and also revealed that there is no difference in the relationship between study habit and academic performance of the University of Benin 100 level students admitted through Post-UTME by school ownership. Based on the findings, it was recommended that students should develop effective study habits skills and self-help studying time table when preparing for examinations, school counselling unit should enlighten students on the advantages of study habits and also, School heads and the Ministry of Education should work hand in hand to provide an enabling environment that improved study habits among students.

Keywords: Evaluation, Post-UTME, Academic Performance and Tertiary Institutions

Introduction

As earlier as 1978, the Nigerian tertiary institutions were absolutely responsible for conducting entrance examinations for their candidates, and each of these institutions had the full potentials to admit its own students according to the policies of the institution. Osakuade (2011) stated that numerous complaints marred this individual admission process among which were multiple applications and admissions of students and

the pattern of enrolment in the universities which clearly showed that majority of the universities drew the bulk of their students from their immediate geographical neighborhood (catchment areas). In 1974, the committee of Vice-Chancellors initiated the idea of a unified modus operandi for admission process as a response to these challenges. Subsequently, the Nigerian government constituted a National Committee on University Entrance



Examination headed by Mr. M.S. Angulu. This committee recommended setting up of JAMB as a centralized examination body for prospective aspirants of tertiary institutions. In 1978, the Joint Admissions and Matriculation Board (JAMB) was established under Decree No. 2 of 1978, subsequently amended in 1989. By the virtue of this Act, the Board is empowered to conduct matriculation examinations in all Universities, Monotechnics, polytechnics and Colleges of Education. In 1979, Jamb conducted the first matriculation examination (UME) for entry into all degree-awarding institutions in Nigeria, Polytechnics and Colleges of Education in 1991 and Monotechnics in 1998. Unified Tertiary Matriculation Examination (UTME) was introduced to replace University Matriculation Examination (UME) and Monotechnics, Polytechnics, and Colleges of Education Matriculation Examination (MPCME) and to serve as the common entrance examination into all tertiary educational institutions in Nigeria (Edukugho, 2012). The major focus of JAMB UTME was to assist all those higher institutions with a single examination. Prior the introduction of the then Post-UME by Nigerian universities, JAMB was solely and constitutionally given the responsibility of conducting examination and admitting students into Nigerian educational institutions, among other functions as it was established by law in 1978, amended in 1989 and 1993 respectively Ikoghode (2010). This was unlike the Post-UME that emerged from policy decision of the federal government of Nigerian without legal backing. Which was opined by Amatareotubo (2006).

The credibility and competence of JAMB as a sole statutory body assigned to conduct admission examinations into tertiary institutions became a national dialogue in the early 2000s. Most tertiary institutions and academic intellectuals and scholars claimed

that the board has degenerated both in standard and integrity while some defended JAMB academic strength. Due to the severe criticism imposed against JAMB, the Federal Government of Nigeria through Mrs. Chinwe Obaji, the Minister of Education empowered and mandated all tertiary institutions to conduct internal screening for their aspirants in 2005. This decision was justified by Chief Olusegun Obasanjo, the former Nigerian president in one of his lectures titled "University is not for all" in 2006. This internal screening is tagged Post UTME.

Post-UTME (Post Unified Tertiary Matriculation Examination) is a screening process done by some Nigerian universities to assess candidates' suitability for admission. It usually takes place after the UTME (Unified Tertiary Matriculation Examination), which is the standard entrance examination for Nigerian universities. The Post-UTME examination is done by the school at which the student wants to be admitted. The Post-UTME examination is not done by all schools, but some universities require it as a major admission requirement. This internal screening began to receive public condemnation due to highly exorbitant fee that trailed the collection of the form. Most tertiary institutions turned the screening exercise to make money as they imposed huge financial burden on those seeking for admission. On June 2, 2016, the Ministry of Education proscribed the Post-UTME exercise, alleging the exercise as an avenue to squeeze money from admission seekers. Thereafter, the Minister of Education, Prof. Adamu Adamu disprove the barring claim. He posited that the only amendment on the admission process was the stipulation of #2000 for Post-UTME fee in all Nigerian tertiary institutions. It was not quite long that a fresh controversy erupted. The Legal Defence and Assistance Project (LEDAP) had filed a suit against JAMB, the Minister of Education and the National



Universities Commission (NUC) praying for barring of Post-UTME. In the judgment delivered by a Federal High Court, Abuja, the test was declared illegal and unlawful on constitutional grounds and it was disallowed. It was alleged that the defendants (JAMB and NUC) who were dissatisfied with this injunction have filed a suit at the Court of Appeal.

Students' academic performance in UTME has been a requirement for writing Post-UTME which is a prerequisite for admission into any Nigerian universities. While the exponents of Post-UTME feels that Post-UTME screening is to ensure standard in Nigerian tertiary institutions while JAMB is of the opinion that the introduction of PUTME will bring financial burden on the students and their parents or guardians and also bring opportunity for special admission list like Vice Chancellor list, Politician list, traditional rulers list, lecturers and other top university staff list as against the merit list. Edukugho (2012) is of the opinion that the exorbitant charges of Post-UTME forms are on the high side and is unnecessary since most institutions carry it out for pecuniary gains. He equally made specific comments on Post-UTME. Edukugbo went further to state that JAMB make N7 billion as examination fees from some helpless Nigerians. The matter became worsened by the introduction of Post-UTME screening by tertiary institutions, some charged between N2, 000 to N5, 000 for the test. The Post-UTME screening has no legal back up as it was neither established by any Act or statute. Post-UTME owed its existence to the concept of "quality assurance" and to test the academic performance of those seeking admission into the Nigeria higher institutions propagated during the regime of former President Olusegun Obasanjo, that most University students are of poor academic background and so likely to drop out before completing the degree programme.

In the same vein, in the study conducted by Olayemi & Oyelekan (2009) on 'analysis of matriculation and post-matriculation examination scores of biological science students of federal university of technology, Minna, Nigeria', their findings among others, revealed that both the then UME and Post-UME should be retained in screening candidates into Nigerian universities. It could be stated however, that Olayemi and Oyelekan study was carried out when the then JAMB UME was not electronic testing but paper and pencil testing. Even in Nigeria Universities today most of the best graduating students are from the pre-degree programme compared to those who come through Joint Admissions Matriculation Board (JAMB) because in JAMB, we don't know their background and strength and they will come with fantastic scores, such as 270, 280 and 300, but those who come through pre degree programme mostly do better at the end of the day (Olayemi & Oyelekan 2009). They also opined that since the advent of Post-UTME, Universities have started recording high academic performance of students from 100 level to final year.

Comparing the two examinations Post-UTME and present UTME as at today, while the former is conducted independently by tertiary educational institutions, the latter is organized by JAMB. Both are annual entrance or matriculation examination taken by candidates seeking admissions into Nigeria tertiary educational institutions. They are both standardized achievement examination which measures the learning performance of individual candidates based on a specified syllabus, thus, determining their readiness and suitability for tertiary education. At the moment, while Post-UTME stands to be the second and final entrance matriculation examination in most of the institutions, the UTME is taken first by the candidates. Only those candidates who got the official cut-off marks in UTME are



required to take Post-UTME before being considered for admission. While UTME is a multiple-choice examination in which each candidate takes four subject tests namely, Use of English and any other three subjects in area of interest, Post-UTME screening adopts different methods including aptitude tests, essay writing, oral interviews as well as multiple-choice subject test. The Use of English in UTME has 100 questions while every test has 50 questions, such that every candidate is given a total of 250 questions to answer.

The term academic performance refers to the term that indicates a student's achievement after completing a course or subject from an institution. It measures students' learning across various academic subjects, which is assessed by formative and summative assessments. It refers to the outcome of students' efforts to attain some educational goals. Okpala, (2011) defined students' academic performance as "indicators of students' performance in curricular- driven tasks as a result of exposure to the curricula experiences". Imasuen (2020) sees academic performance as success or failure in a school curricula-based examinations or tests. Academic performance refers to the measurement of the learning level achieved by students and is considered a key indicator of the effectiveness of educational institutions. It is influenced by various factors including social, psychological, educational, economic, family, personal, and institutional factors. Research has shown that students' strategic approaches to studying and positive affect in studying are positively associated with academic performance, while surface approaches to studying and negative affect in studying are negatively associated with academic performance. Additionally, personality has been identified as a variable that can influence academic performance. Overall, academic performance is a complex construct that encompasses the development

of students' knowledge, attitudes, habits, skills, capacities, concerns, motivation, and expectations, and is influenced by a range of factors.

Educational evaluation is the evaluation process of characterizing and appraising some aspects of an educational process. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavoring to facilitate. Ukwuije (2012) defined educational evaluation as a process of documenting, usually in measurable terms, knowledge, skills, attitudes, beliefs, practices or generally what behaviour a learner does or does not have, acquire or develop before, during, and at the end of instruction, or a course of study. It can be on-going (formative) or at the end of a course of study i.e. terminal or summative evaluation. Educational evaluation is indispensable in the teaching or learning process. The process of academic evaluation involves several interrelated activities such as: stating the objectives for the activity, generating needed information by the use of testing and non-testing techniques, then analyzing the data and finally making judgment or decision. The testing techniques are the use of examinations or tests. This examinations or tests is needed by examination bodies like JAMB UTME and PUTME by tertiary institutions to place students in various level or class.

The study is hinged on the theoretical framework of cognitive constructivist theory of learning. Learning is the process that individuals construct their cognitive structures. "Construction" is a kind of initiative, conscious, and self-organized recognition way. It is the "interaction" between the subject and the object. The learning process is the construction of



knowledge. Learning is an initiative construction and the generation of meanings. This process is completed by the interaction of learners' old and new knowledge. In other words, pure external stimulation is meaningless. Only when learners' code, process, and construct their unique understandings based on their previous experiences, which can be a real learning. Students enter classrooms with their rich previous experiences. They hold their opinions toward daily life and even universal issues. Even though they do not know some issues and have no experiences, they may form special explanations and assumptions based on previous experiences and cognitive abilities as some issues appear. That is not illogical guess but logical assumption based on previous experiences. Therefore, teaching should take students' previous knowledge and experience as the growth point of new knowledge, and introduce students to generate new knowledge from the former. (Qiong, 2010)

Cognitive constructivist theory of learning therefore refers to the method of learning that allows learners to "construct" their knowledge and skills through meaningful interactions and empowers them through their own self-directed learning. This educational theory leans in to the idea that each individual learner develops their own understanding through experience and reflection. Rather than memorizing facts from a teacher or external source, learners actively construct meaning for themselves. At the core of constructivism is discovery a crucial aspect of the learning process. Learners take new information and internalize it, integrating it with their prior knowledge and experiences. The constructivist theory of learning emphasizes the importance of social interaction in the learning process, as learners absorb information in two ways such as Assimilation which learners take in information from their

environment and integrate it into what they already know. Again, Accommodation which learners adjust their existing understanding to incorporate new knowledge or experiences. These two methods of learning are used either interchangeably or simultaneously by all learners to better comprehend their environment and those in it. This theory implies that students who gained admission into tertiary institutions with high UTME score believe that they already know and this affect their academic performance in the tertiary institutions. Therefore, with the advent of Post UTME, students see the need to study harder to accommodate new knowledge into the previously existing one.

Several demographic variables or attributes have been carried out to determine evaluation of Post-UTME programme. These variables are sex, study habit, socio-economic background, age, school location and school ownership. The researcher's focus variables for the study are study habit, parental socioeconomic status and school ownership. A common noticeable academic problem among students generally is lack of effective study habits. Consequently, observable differences in the academic performance among students are comparable to the variation in their ability to organise their studies. Study habits mean the behaviour exhibited by students during the process of learning. Kay and Liesel (2009) sees study habit as the degree to which student engages in reviewing learning materials.

Consequently, students can achieve good study habits through the application of the following techniques like budgeting one's time, which implies that each student must arrange and plan his or her time. The students must have a study scheme such as private reading time-table, determine the number of hours of study for each, plan time for extra-curricular activities. Improving one's reading



through development of faster reading skills. Such skills include; close comprehension skills which acquire concentration and training in linguistic skills, skimming through to recognise and remember the points leaving behind other less important information, identifying the “topic sentence” in each paragraph and scanning through for a particular information and detecting the author’s biases. Unfortunately, many university students have not personally discovered the best way to study, rather they only read to pass examination forgetting that good performance could be easily achieved if the focus is on the passion to learn the subject and not to just pass an examination or obtain grades (Essuman, Nyarko-Sampson, & Quist, 2006).

Socio-economic status (SES) encompasses not only income but also educational attainment, occupational prestige, and subjective perceptions of social status and social class. SES reflects quality-of-life attributes and opportunities afforded to people within society and is a consistent predictor of a vast array of psychological outcomes. It is often measured as a combination of education, income, and occupation. Muola, (2010) opined that parental socioeconomic background is a collective term made up of social cadre, economic status, family size and structure, parental educational level, occupation and other factors which have to do with family life. In the context of this study, parental social economic background is conceptualized as the duty of parents’ occupation and level of education in relation to academic success or failure of university students. Studies have shown the usefulness of parental socioeconomic background on either high or low academic performance of students majorly in secondary schools; however, studies on parental socioeconomic background relationship with academic

success or failure of higher institution students are few. For example, a study carried out by Kraft and Dougherty (2013) among secondary school students, discovered that children’s academic attainment depends on inputs of time and financial support provided by the parents. Students from higher socio-economic backgrounds potentially exhibiting better study habits and higher academic performance due to access to resources and support systems; however, this relationship can vary depending on individual student factors and needs further investigation.

School ownership factor in achievement is one of the concerns of the study because of the prevalence of privately owned schools in Nigeria recently. Clement (2019). Reported that there was appreciable difference in academic performance in favour of private schools test takers. At every level of educational system, privately owned schools are almost at advantage over government owned schools. In Nigeria education system, there are pre-primary, primary, secondary and tertiary levels of education. Private owned schools are in operation in all these levels. In a study by Anigbo (2006) on effect of school ownership on pupil’s educational performance in the primary school level mathematics in Enugu State, pupils from privately owned primary schools was reported to be at an advantage (in terms of mean score) than that of the examinees in the public ownership of schools. The public owned schools are found to have highly qualified teachers than the privately owned schools but examinees of the privately owned schools are found to have a higher grade in external examinations like UTME and Post-UTME. This is because the teachers in privately owned schools are strictly supervised by the school owners to make a good name which might not be found in the public owned schools (Nkeki & Orheruata, 2023).



Statement of the Problem

JAMB came into existence because of agitation from the north that the admission process at that time was not favourable to the region, a keen observer of the nation's educational development recalled. Even if JAMB was established by law, the Post-UTME screening has no legal basis as it was neither established by any Act or statute. Post-UTME owed its existence to the concept of "quality assurance" propagated during the regime of former President Olusegun Obasanjo that most University students are of poor academic background and so likely to drop out before completing the degree programme. They will come in with exceedingly high JAMB scores of between 280 and 300, but cannot write or speak simple correct English after graduation. Yet things have not changed for better. Corruption, fraud, bribery, favouritism, nepotism, sectionalism, examination malpractice has combined to make mockery of both JAMB and Post-UTME. PUTME is believed to be money-spinning ventures for tertiary institutions. Because of scarcity of admission spaces, placements in universities had become "a cash-and-carry exercise", for the highest bidders. The number of people who scaled through JAMB but could not pass PUTME cannot get admission keeps increasing every year, building a group of frustrated, hopeless youths easily lured into criminality and anti-social behaviour.

Despite the federal government concern to promote high educational standards, poor academic achievement among university undergraduates is a major weakness in the JAMB admission process. This quickened the initiation of the Post UTME, which this study seeks to investigate the evaluation of the Post-unified tertiary matriculation examinations programme on academic performance in tertiary institutions in Nigeria.

Research Questions

The research questions were formulated to guide the study

1. Is there a difference in the relationship between study habit and 100 level students' academic performance of the University of Benin admitted through Post-UTME?
2. Is there a difference in the relationship between study habit and 100 level students' academic performance of the University of Benin admitted through Post-UTME by socio-economic status?
3. Is there a difference in the relationship between study habit and 100 level students' academic performance of the University of Benin admitted through Post-UTME by school ownership?

Hypotheses

All the research questions were hypothesized

1. There will be no difference in the relationship between study habit and academic performance of the University of Benin 100 level students admitted through Post-UTME.
2. There will be no difference in the relationship between study habit and academic performance of the University of Benin 100 level students admitted through Post-UTME by parental socio-economic status
3. There will be no difference in the relationship between study habit and academic performance of the University of Benin 100 level students admitted through Post-UTME by school ownership.

Methodology

The descriptive survey research design was adopted in the study. The population of this study comprised of all 100 level students from University of Benin, Benin City who



were admitted through Post-UTME in the 2023/2024 academic session.

The sample size for this study was 120 100 level students selected using multistage simple random sampling technique. At stage one, 6 faculties were randomly selected out of 13 faculties in the university. At stage two, 20 100 level students were randomly selected from each of the 6 faculties in the university using balloting making the total of 120 students for the study. The instrument used for study is self-structured questionnaire, titled, Post-UTME evaluation questionnaire (PUTMEEQ). The questionnaire was divided into two sections- Section A comprised the personal data of the respondent which include; sex, department, parental socioeconomic status and secondary school attended while Section B comprised 20 items rated on a 4 point likert scale in the order of SA=Strongly Agree, A= Agree, D= Disagree and SD= Strongly Disagree with each of the

points assigned a value as follows: SA =4, A=3, D=2, SD=1.

The instrument was validated by experts in the field of Measurement and Evaluation. The reliability of the instrument was determined using Cronbach Alpha and the reliability co-efficient of 0.68 was obtained. The instrument was administered to the students by the researcher and personally collected on the spot.

Hypothesis 1 was tested using Pearson Product Moment Correlation (PPMC) while hypotheses 2 and 3 were tested using Fishers` Z statistics. All hypotheses were tested at 0.05 level of significance

Findings

Hypothesis 1: There will be no difference in the relationship between study habit and academic performance of the University of Benin 100 level students admitted through Post-UTME.

Table 1: Pearson Product Moment Correlation (PPMC) showing relationship between study habit and 100 level students' academic performance of the University of Benin admitted through Post-UTME

Variables	N	r	Sig(2 tailed)
Study habit	120	0.764	0.000
Academic Performance	120		
P > 0.05			

The results in Table I revealed a positive relationship between students' study habits and their academic performance. The statistical analysis shows a correlation coefficient of 0.764, with a p-value of 0.000, therefore revealing the presence of a statistically significant relationship. Thus, the null hypothesis of no significant relationship is rejected. This implies that there is a significant relationship between study habit

and 100 level students' academic performance of the University of Benin admitted through Post-UTME

Hypothesis 2: There will be no difference in the relationship between study habit and academic performance of the University of Benin 100 level students admitted through Post-UTME by parental socio-economic status.



Table 2: Presentation of Fisher's Z on differences in the relationship between study habit and academic performance of the University of Benin 100 level students admitted through Post-UTME by parental socio-economic status by SES

for χ^2 test by parental socio-economic status by SES							
SES	No. of Students	r	Zr	df	Z-crit	Z-cal	Decision
High SES	83	0.76	2.1138	18	1.96	2.09	Rejected
Low SES	37	0.27	0.2332				
0.05 level of significance							

The results in Table 2 revealed a calculated value of 2.09 was found to be greater than the critical value of 1.96 (2 tailed) at the .05 level of significance and 18 degree of freedom. The null hypothesis of no significant difference in the relationship is rejected. This is because the calculated value (2.09) is greater than the critical value (1.96). This implies that there is a significant difference in the relationship between study habit and

academic performance of the University of Benin 100 level students admitted through Post-UTME by parental socio-economic status.

Hypothesis 3: There will be no difference in the relationship between study habit and academic performance of the University of Benin 100 level students admitted through Post-UTME by school ownership.

Table 3: Presentation of Fisher's Z on differences in the relationship between study habit and academic performance of the University of Benin 100 level students admitted through Post-UTME by school ownership.

Table 3.11: By School Ownership:							
School Ownership	No. of Students	r	Zr	df	Z-crit	Z-cal	Decision
Public School	30	0.43	0.2301	18	1.96	1.12	Accepted
Private School	90	0.92	4.4571				
0.05 level of significance							

The results in Table 3 revealed a calculated value of 1.12 was found to be lesser than the critical value of 1.96 (2-tailed) with 18 degree of freedom at the .05 level of significance. The null hypothesis of no significant difference in the relationship is accepted. This is because the critical value (1.96) is greater than the calculated value (1.12). This implies that there is no significant difference in the relationship between study habit and academic performance of the University of Benin 100

level students admitted through Post-UTME by school ownership.

Discussion of Findings

The finding from hypothesis one revealed that there is a significant relationship between study habit and 100 level students' academic performance of the University of Benin admitted through Post-Utme. The finding of this study is in line with the finding of Kehinde (2020) who in his study revealed that study habits related positively and



significantly with academic performance of year one students admitted through post-UTME. The finding of this study is also in agreement with the findings of Bashir and Mattoo (2012); Khurshid, Tanveer, and Qasmi (2012); Anwar (2013) who in their findings revealed that there is significant relationship between study habit and academic performance of students

The finding from hypothesis two revealed that there is a significant difference in the relationship between study habit and academic performance of the University of Benin 100 level students admitted through Post-UTME by parental socio-economic status. This means that there is a significant difference in the relationship between the study habit of students from high socio-economic status and those from low socio-economic status academic performance of the University of Benin 100 level students admitted through Post-UTME. The finding of this study agreed with the finding of Kehinde (2020) who in his study revealed that family socio-economic status had significant relationship with academic performance of students. The finding of this study also agreed with the finding of Okesina (2018) who found that family socio-economic background has direct relationship with academic performance. The finding of this study disagreed with the finding of Dimkpa et al. (2013) who in his study shows that family socio-economic status of the participants did not relate significantly with their academic performance. That is, academic performance of students is not significantly influenced by their family background.

The finding from hypothesis three revealed that there is no significant difference in the relationship between study habit and academic performance of the University of Benin 100 level students admitted through Post-UTME by school ownership. This

means that there is no significant difference in the relationship between the study habit of students from private schools and those from public school's academic performance of the University of Benin 100 level students admitted through Post-UTME. The finding of this study contradicted the finding of Ogbankwa (2001) who in his study shows that there is a significant relationship between the type of secondary school a student attended (public vs. private) and the performance in post-UTME examinations, with students from private schools often showing higher scores, indicating a potential link between school type and academic performance in higher education institutions after the post-UTME screening process; however, other factors like individual study habits and socio-economic background also play a role. The finding of this study also disagreed with the finding of Nwachukwu (2006) who in her finding observed that private school students tend to perform significantly better in Post-UTME examinations compared to public school students, often attributed to factors like smaller class sizes, more individualized attention, a more rigorous curriculum, and better access to learning resources within private schools, leading to higher overall academic preparedness for university entrance exams like Post-UTME.

Conclusion

The findings of this study has revealed that study habits pattern exhibited by Post-UTME students has significant influence on their academic performance. This finding has implications to all undergraduate students most especially the 100 level students. Students who make out time studying effective towards external examination such as Post-UTME perform better academically in their first year as compared to those who do not make out time studying effectively in their Post-UTME but depend on examination malpractices. Therefore, the result of this



study implies that there is a significant relationship between study habit and 100 level students' academic performance of the University of Benin admitted through Post-UTME. Again, there is a significant difference in the relationship between study habit pattern and academic performance of the University of Benin 100 level students admitted through Post-UTME by parental socio-economic status and also, there is no significant difference in the relationship between study habit pattern and academic performance of the University of Benin 100 level students admitted through Post-UTME by school ownership.

Recommendations

It was therefore recommended based on the findings that;

1. Students should develop effective study habits skills and self-help studying time table when preparing for examinations
2. School counselling unit should enlighten students on the advantages of study habits.
3. School heads and the Ministry of Education should work hand in hand to provide an enabling environment that improved study habits among students.

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