

**RELATIONSHIP BETWEEN STUDENTS’  
PERFORMANCE IN UNIFIED TERTIARY  
MATRICULATION EXAMINATIONS AND  
CUMULATIVE GRADE POINTS AVERAGE AT YUSUF  
BALA USMAN COLLEGE DAURA, NIGERIA**

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**Abstract:** *The study was carried out to assess relationship between students’ performance in Unified Tertiary Matriculation Examinations and Cumulative grade point average at Yusuf Bala Usman College of Education Daura, Katsina State. The study adopted ex-post facto research design. The population of the study consisted of two thousand, six hundred and twenty-eight (2,628) while the sample for the study consisted of one thousand, three hundred and fourteen (1,314) students drawn from five (5) departments through purposive sampling technique. A proforma designed by the researchers was used for data collection. Pearson Product Moment Correlation was used to analyses the data collected. Findings of the study showed that there is significant relationship between students’ performance in UTME and their final CGPA in Yusuf Bala Usman College of Education Daura. based on these findings, it was recommended that screening exercise for admission as a post-UTME should be commenced in the institution to help the management to select candidates who are adequately prepared for successful pursuance of courses of study in the institution.*

**Keywords:** *students' performance; unified tertiary matriculation examinations; cumulative grade points average; college of education.*

### **Introduction**

The importance of education cannot be overemphasized because it is the process through which the cultural values of a people, knowledge, understanding skills and abilities are transmitted among its populace in order to prepare them for further membership and participation in the maintenance, growth and development of the society. Education remains the veritable instrument of positive change for sustainable human development. It is a sacred ingredient of development and a potent means of an enduring life. Education is the bedrock of economic development of any nation. Hence, no worthwhile development and progress can take place in any society unless the citizens are well educated and are fully equipped to use their education as a tool for solving the diverse and complex problems facing that society, thereby bringing about meaningful change and positive progress in that society (Eze, 2014).

Academic performance plays a vital role in producing competent graduates that are well equipped with knowledge and skills. Students' academic performance is measured by the Cumulative Grade Point Average (CGPA). CGPA calculates the overall average of students' academic performance for all examinations' grade for all semesters during the tenure years in the college (Broh, 2012; Stephens & Schaben, 2012).

The system of academic at Yusuf Bala Usman College of Education was established without hindrance. Candidates are admitted into the college NCE regular programmes through the Joint Admission and Matriculation Board (JAMB) examinations. This is because this body of examination (JAMB) was established by the Federal Government of Nigeria through Act 2 of 1978 to regularize the intake of students into the universities and later which other tertiary institutions are included in order to solve the multiple admissions problem given to some candidates at the expense of others.

The Joint Admission and Matriculation Board was set up in 1978 under decree (Act) 2 of 1978 amended by Decree (Act) 33 of 1989 with the fundamental Mandates: to conduct Matriculation Examination for entry into Tertiary Institutions in Nigeria including Universities, Polytechnics, Monotechnics and Colleges of Education, and to place suitable qualified candidates in the available places in the institution (Akoso, 2012). The Board was established to streamline and co-ordinate admission practice in Nigeria. the first examination of the Board which was conducted in May 1978 was without hitches.

Examination in Nigeria schools is dated back to the arrival of formal education. Therefore, in the tertiary institutional setting, success in and examination is being assessed through the cumulative grade point average (CGPA) by students in all courses registered from year one to the final year. As such, a student is deemed to have performed very well to the level of second class upper division if the CGPA is between 3.50 and 4.49, or first class if CGPA is 4.50 and above on a 5-point scale. Hence the cumulative grade point average in Yusuf Bala Usman College of Education determines the success level of a student from one semester to another. The grading of the CGPA is such that 4.50 and above is distinction, 3.50 – 4.49 is credit, 2.50 to 3.49 is merit, 1.50 to 2.49 is pass while grade 1.00 – 1.49 is minimum pass.

### **Statement of the Problem**

There has been a sharp difference between the students' academic performance at entry point and their final CGPAs. At a certain level during the course of study students admitted into the College, there comes a variation in grades. To sort out the level at which this variation started and to identify whether there exists a relationship between the entry point scores (JAMB scores) and the final CGPA is the most concern of this research. The researchers are therefore interested in only those that graduated in 2017, 2018 and 2019 academic session.

### **Objectives of the Study**

The main objective of this study is to find out the relationship between students' performance in UTME and final cumulative grade points average (CGPA) at Yusufu Bala Usman College Daura, Katsina State, Nigeria.

Specifically, the study sought information on:

1. Relationship between students' performance in UTME and their final CGPA scores in Yusufu Bala Usman College Daura in 2017 graduation year.
2. Relationship between students' performance in UTME and their final CGPA scores in  
Yusufu Bala Usman College Daura in 2018 graduation year.
3. Relationship between students' performance in UTME and their final CGPA scores in  
Yusufu Bala Usman College Daura in 2019 graduation year.

### **Research Hypotheses**

In this study, three (3) null hypotheses were formulated and tested at 0.05 alpha level of significance.

1. There is no significant relationship between students' performance in UTME and their final CGPA in Yusufu Bala Usman College (YBU COE) Daura in 2017.
2. There is no significant relationship between students' performance in UTME and their final CGPA in Yusufu Bala Usman College Daura in 2018.
3. There is no significant relationship between students' performance in UTME and their final CGPA in Yusufu Bala Usman College Daura in 2019.

### **Methodology**

The researchers adopted ex-post facto research design for the study. Ex-post facto design was used for this study, because the phenomena under investigation (UTME and Students' final CGPA) had already been taken, and it is possible to compare group differences in terms of some independent variables on a given dependent variable (Fraenkel & Wallen, 2013).

The population of this study comprised all the graduated students at Yusufu Bala Usman College (YBU COE) Daura, Katsina State, Nigeria in 2017, 2018, and 2019 academic years. The actual number of graduated students in 2017, 2018, and 2019 academic years into the three schools were put at eight hundred and fifty-six (856) in 2017, eight hundred and twenty-five (825) in 2018, and nine hundred and forty-seven (947) in 2019 which make the total population to be two thousand, six hundred and twenty-eight (2,628) (Source: Office of the Academic Secretary of Yusufu Bala Usman College Daura, 2020).

Simple random sampling technique was employed to select three schools from the total number of four (4) schools in the College. Also, the researchers purposively selected a total of one thousand, three hundred and fourteen (1,314) graduated students in 2017, 2018, and 2019 academic years comprising both male and female across the three schools of the College.

A proforma developed by the researchers was used for data collection. The proforma consists of seven (7) items namely; serial number, name of school, department, registration number, gender, UTME and CGPA scores. The relevant data were collected from the departments of each eligible students' file using the proforma. Pearson Product Moment Correlation (PPMC) was

used to analyse hypotheses One (1), Two (2), and Three (3). The hypotheses were tested at 0.05 alpha level of significance.

## Results

To test the three hypotheses, PPMC) statistical tool was used to analyse the data collected for this study and the results is presented below:

**Hypothesis One:** There is no significant relationship between students' performance in UTME and their final CGPA in Yusufu Bala Usman College of Education Daura in 2017.

**Table 4.4.1: PPMC Showing the Relationship between Students' performance in UTME**

**and their CGPA in 2017.**

Variable		UTME 2017	CGPA 2017
UTME 2017	Pearson	1	.142**
	Correlation		.003
	Sig. (2-tailed)	426	429
	N		
CGPA 2017	Pearson	.142**	1
	Correlation	.003	
	Sig. (2-tailed)	426	426

Note: \*\* means Significant at 0.01

Table 4.4.1 reveals r - value of .142\*\*, which is significant at 0.01 alpha levels, ( $r = .142^{**}$ ;  $P < 0.01$ ). Therefore, the null hypotheses of no significant relationship between students' performance in UTME and their final CGPA scores in Yusufu Bala Usman College of Education Daura (YBUCEO) in 2017 is rejected. This means that there is significant relationship between students UTME and their final CGPA scores in Yusufu Bala Usman College of Education Daura in 2017 graduation year. Thus, students' performance in UTME is a good predictor of their final CGPA performance in YBUCEO.

**Hypothesis Two:** There is no significant relationship between students' performance in UTME and their final CGPA in Yusufu Bala Usman College of Education Daura in 2018.

**Table 4.4.2: PPMC showing the relationship between students' performance in UTME and their final CGPA scores in 2018.**

Variable		UTME 2018	CGPA 2018
UTME 2018	Pearson	1	.487**
	Correlation		.000

	Sig. (2-tailed)	413	413
	N		
<b>CGPA 2018</b>	Pearson Correlation	.487**	1
	Sig. (2-tailed)	413	413
	N		

Note: \*\* mean significant at 0.01,  $p < 0.01$

Table 4.4.2 reveals an r - value of .487\*\*, which is significant at 0.01 alpha levels, ( $r = .487^{***}$ ;  $P < 0.01$ ). Therefore, the null hypotheses of no significant relationship between students' performance UTME and their final CGPA scores in Yusufu Bala Usman College of Education Daura (YBUCOE) in 2018 is rejected. This means that there is significant relationship between students UTME Scores and their final CGPA in Yusufu Bala Usman College of Education Daura in 2018. Thus, students' performance in UTME is a good predictor of their final CGPA performance in YBUCOE.

**Hypothesis Three:** There is no significant relationship between students' performance in UTME scores and their final CGPA in Yusufu Bala Usman College of Education Daura in 2019.

**Table 4.4.3: PPMC showing the relationship between students' performance in UTME**

**and their final CGPA scores in 2019.**

Variable		UTME 2019	CGPA 2019
<b>UTME 2019</b>	Pearson Correlation	1	.549**
	Sig. (2-tailed).		.000
	N	475	475
<b>CGPA 2019</b>	Pearson Correlation	.549**	1
	Sig. (2-tailed)	.000	
	N	475	475

Note: \*\* mean significant at 0.01,  $p < 0.01$

Table 4.4.3 reveals an r - value of 0.549\*\*, which is significant at 0.01 alpha levels, ( $r = .549^{***}$ ;  $P < 0.01$ ). Therefore, the null hypotheses of no significant relationship between students' performance in UTME and their final CGPA scores in Yusufu Bala Usman College of Education Daura (YBUCOE) in 2019 is rejected. This means that there is significant relationship between students UTME and their final CGPA scores in Yusufu Bala Usman College of Education Daura in 2019. Thus, students' performance in UTME is a good predictor of their final CGPA performance in YBUCOE.

### **Discussion of Findings**

From the results of the analyse, hypotheses one (1), two (2) and three (3) indicated that there were significant positive relationships between students' performance in UTME and their final CGPA in Yusufu Bala Usman College Daura in 2017, 2018, and 2019 graduation years. This simply means that in all these three years of graduation, it was found that students' UTME scores had a significant relationship with their academic performance in CGPA in 2017 ( $r = .142^{***}$ ;  $P < 0.01$ ) graduation year, partially weak significant relationship in 2018 ( $r = .487^{***}$ ;  $P < 0.01$ ) graduation year and strong significant relationship in 2019 ( $r = .549^{***}$ ;  $P < 0.01$ ) graduation year. Therefore, it can be deduced that students' performance in UTME is a good predictor of their final CGPA performance in Yusufu Bala Usman College (YBU COE) Daura, Katsina State, Nigeria.

This finding agreed with that of other researchers like Afolabi, Mabayole, Togun, Oyadeyi, and Raji (2007) and Adeyemi (2009) in Ladoke Akintola University of Technology, Ogbomoso, Oyo-State, Nigeria, also discovered that students' UTME scores correlate positively with their final CGPA scores. Also, this finding contradicts that of Ukwuije and Asuk (2011) in selected faculties in the University of Port Harcourt. Descriptive research design was used in which 2,732 students were purposively selected in the colleges. They found that no significant relationship exists between UTME scores and students' academic performance as measured by CGPA scores. This implies that, UTME is not a good predictor of academic performance as measured by CGPA scores, and that might be the best possible reason for the introduction of Post UTME in many tertiary institutions, especially universities. Post UTME is an Examination after UTME where individual Universities screen students in order to authenticate the scores they got from UTME and it is the final matriculation examination taken by candidates seeking admission into tertiary schools in Nigeria. The essence is to maintain standard and ensure sanity in the admission process, so that qualified candidates are admitted for suitable courses or programs.

### **Conclusion**

The results of the analyses from the data collected indicated positive and significant relationship between students' performance in UTME and their final CGPA in Yusufu Bala Usman College Daura in 2017, 2018, and 2019 graduation years. Thus, it can be concluded that students' performance in UTME is a good predictor of their final CGPA performance in Yusufu Bala Usman College (YBU COE) Daura, Katsina State, Nigeria.

### **Recommendations**

Based on the findings and conclusion drawn in this study, the following recommendations are made to relevant stakeholders in education.

1. The screening exercise for admission as a Post-UTME admission process should be continued by the tertiary institutions who are currently doing so. It is also recommended that the tertiary institutions which have not yet commenced the Post-UTME screening exercise like Yusufu Bala Usman College Daura should start doing so in order to serve as a revalidation of the students' UTME scores.
2. JAMB should take measures to improve the conduct of the Unified Tertiary Matriculation Examinations (UTME) so as to help tertiary institutions to select candidates who are adequately prepared for successful pursuance of courses of study in the institutions.
3. Since, students' performance in UTME is a good predictor of their final CGPA performance in Yusufu Bala Usman College (YBUCEO) Daura, Katsina State, Nigeria, candidates with high UTME scores should be admitted into the College in order to have students with good CGPA performance.

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