COMPARATIVE ASSESSMENT OF ACADEMIC PERFORMANCE OF GRADUATES ADMITTED THROUGH UTME ONLY AND THOSE ADMITTED THROUGH UTME/POST-UTME

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Abstract
Periodic assessment is key to any educational programmes to ensure that the long term goals that necessitated its introduction are actually met. UTME and Post UTME modes of entry and admission into Nigerian universities is no exception. In the quest to ascertain the entry mode that has yielded better academic performance of graduates, a study on comparative assessment of academic performance of graduates admitted through UTME only and those admitted through UTME/Post UTME in Nnamdi Azikiwe University, Awka became imminent. The study were guided by three research questions and three null hypotheses. It was a descriptive research design of ex-post facto type. The study covered eight academic sessions, four years before the introduction of Post-UTME from 2001 – 2005 and four years after the introduction of Post-UTME from 2005–2009. The population of this research study was 35,308. The sample was 3,741 drawn from the departments following the admission and registration lists of those who were admitted through UTME only and those admitted UTME/Post-UTME respectively. Two instruments were used for data collection, which included: Admission list and student's academic records. Mean statistics was used to analyze the research question and while the null hypothesis was tested using z-test at 0.05 level of significance. The finding revealed that the academic performance of graduates admitted through UTME/Post-UTME from 2005 and 2009 was higher than graduates admitted through UTME only from 2001 and 2005. Based on the finding, the authors recommended, among others, that Federal Government of Nigeria in alliance with the NUC should endeavour to mandate every University in Nigeria to conduct Post-UTME screening exercises for its obvious reason of producing graduates with better academic performance.

Keywords: *Academic Performance, Assessment, Comparative Assessment, Education FCGPA, Gender, Post-UTME, UTME.*

Introduction

Education is an important change and development agent. The knowledge students gather and skills they develop that stem from the educational system allow them to be independent both technologically, economically, socially and even culturally. Education gives one the opportunity to become a self-reliant and productive member of both immediate and civilized society. In formal educational institutions success could be measured by assessing the academic performance of students which implies how well a student met standards set out by local government and institutions of study. Assessment in educational institution is a recent phenomenon. The term assessment only began to be

spoken about in education after the Second World War and since that time views, strategies and concerns over assessment have proliferated the educational system (Nelson & Dawson, 2014). Assessment of pupil and students in other to ascertain their strength and weaknesses is one of the topical issues in the educational system today. Assessment may be central to the practice of education because it provides the ways to measure individual and institutional success and as such, it may have a profound influence on system they were designed to serve. Hence, no meaningful teaching and learning can take place in the absence of proper assessment of students before during and after instructional delivery (Ukwuije, 2012). It is a task that must be done; a sine qua non. Therefore, the authors of the study defined assessment as every means, tools, strategies and activities which the teacher employed in course of instructional process which help to determine the strength and weaknesses of learner and which ultimately led to introduction of likely solution to the individual learner need. Assessment for the purpose of this study was viewed and examined in comparative perspective.

Comparative assessment can be defined as a detailed process of collecting data different organisms, object, features or collecting data under different condition like times of year, locations, programme and students' academic performance for the purposes of comparison. In this context students' academic performance were comparatively assessed with students' modes of entry in Nigerian university education, namely the: UME which is now known as Unified Tertiary Matriculation Examination (UTME) and the Post-UTME in order to compare and contrast which admission procedure produces better academic performance of the university graduates. Academic performance has been the basis upon which the acquisition of knowledge is checked. Student academic performance can be defined as a standard in which existing programme can be assessed to determine the efficacy of the programme to individual learner (Hong, Shan, Yuanzhi & Chunhua, 2024). In essence, academic performance may actually be viewed as a standard, a parameter for ascertaining the capabilities of a student from which their potential could be informed. It is inevitable in any formal educational institution. Students' academic performance also serves as an eye opener to the instructor or the teacher. Academic performance is usually measured in examination or through continuous assessment tests and could be used to determine student' CGPA/FCGPA depending on assessor's reasons (Onihunwa, et al., 2018). Therefore, the authors of this study defined academic performance as evidence of one's level of internalization of input taught in form of concept, models, ideas, theories and principles which to a greater extent reflects in the quality of one's output.

Final cumulative grade point average (FCGPA) has been one of several major factors used by colleges, universities and employers to assess students' overall academic performance. At Nnamdi Azikiwe University, Awka for instance, the FCGPA is graded as follows first class (1st class) 4.5 and above second class upper division (two-one) 3.5 – 4.49, second class lower division (two-two) 2.40 – 3.49, third class (3rd class) 1.50 – 2.39, pass 1.0 – 1.49 and fail below 1.0. It is obtained by adding all the grade point average (GPA) obtained by the student from the first year to the final year. The GPA could be a better measurement because it provides a greater insight into the relative level of performance of students which determines the quality of graduates in an institution of learning. The quality of graduates from Nigerian universities in recent times has become a major source of concern for stakeholders in the Nigerian education sector. For instance, most of these graduates who possesses poor academic status are unemployed thereby contributing to the economic challenges of the nation (Otekunrin, Okon & Otekunrin, 2017). They attributed poor academic quality to many factors which included poor infrastructural facilities, incessant strikes by labour unions in universities, poor funding of the educational sector, lack of dedicated and qualified academic staff, examination malpractice among others. Similarly, other educationists however have argued that the incompetence of many university students is precipitated by the selection modes (AI Tamimi, AI Mashrafi & Thottoli 2023). Submitting on a similar situation, Ibanga (2015) suggests that in order to understand why graduates from Nigerian universities are dropping in academic quality, one need to look at the various entry modes of the entrants and distinguish which of them has been able to produce the best of graduates.

Basically, Nigerian educational system runs three major modes of entry through which a student may gain an admission into Regular Bachelor Degree programme as specified by the National University

Commission (NUC). These include admission through direct entry, admission through the UTME /Post-UTME and admission through other preliminary programmes (Igho, Kpolovie, Eke, & Iderima 2014). Before now there were neither Universities Matriculation Examinations (UME) now Unified Tertiary Matriculation Examination (UTME) conducted by Joint Admission Matriculation Board (JAMB) nor any aforesaid modes. Before the inception of JAMB, individual university in Nigeria conducted their own entrance examination, but this system created a lot of challenges among which were the issues of multiple applications, general untidiness or uncoordinated system of university admission, and high cost implication for the candidates (Imasuen & Ebuwa 2020). In response to these problems, the Federal Government of Nigeria established JAMB in 1977 as a centralized examination today saddled with the responsibility of conducting placement examination into Nigerian higher institutions of learning. According to Oshodi, Yekini and Adesanya (2021), few years after the introduction of JAMB, individuals, corporate bodies and different levels of government have accused JAMB of massive corrupt practices. They further added that JAMB was claimed to be associated with all sorts of examination malpractices like hiring of mercenaries creating special centres, alteration of scores by JAMB computer operators to mention but these few.

Corroborating the above, Olasupo, Afolabi and Onifade (2020) asserted that JAMB has come under heavy criticisms over the years by Nigerians for its inability to organize a credible examination for entry into tertiary institutions in the country. However, due to the universities loss of confidence in the UTME conducted by JAMB evidenced in the lack of correction between candidates UTME scores and their performance in university examination, many universities started to conduct additional screaming exercise which led to the introduction of Post-Unified Tertiary Matriculation Examination (Post-UTME) (Olayemi and Oyelekan, 2009). However, Amateareotubo (2006) described how the Federal Government of Nigeria introduced the policy of Post-UTME screening by universities in 2005 through the then Minister of Education, Mrs Chinwe Nora Obaji. She assured that though there was need to screen potential students before admission and insisted that the exercise should only be to confirm the originality of candidates and it should be at no cost to the candidates. According to Odede and Akoso (2012) opined that contrary to the initial plan, University of Lagos was the pacesetter not only in conduct of Post-UTME but also the first to charge fees for the exercise. Furthermore, Odede and Akoso (2012) posted that it might be the financial returns from the exercise that the responsible for the stiff defense it enjoyed among the perpetrators rather than the perceived inadequacies of JAMB. They concluded by bemoaning the unfortune situation that all the perceived inadequacies of JAMB were beginning in threaten and manifest in Post-UTME tests as all manner of cheating and other unethical practices were being reported which included examination leakages and favouritism.

More so, the controversies surrounding the introduction and sustenance of Post-UTME by Nigerian Universities though well-intentioned is giving a lot concern to stakeholders, parents / guardians, candidates and general public as it makes the process of securing admission into universities cumbersome and expensive (Olayemi and Oyelekan, 2009). For them, the need to ensure that competent candidates are admitted into universities cannot be compromised. They went further to explain that admission of low caliber candidates has led to high failure rates increased examination malpractice, high drop-out rate and general production of graduates with poor academic excellence; as witnessed prior to the introduction of Post-UTME. Obviously, academic performance as it relates to modes of admission has attracted the attention of many researchers. Olajide, Okewole and Agboola (2015) reported that contrary to expectation that students admitted into the university irrespective of the mode of entry would be able to cope with the academic rigors though some students change their courses while others spend extra years before graduating, and more often some students ends up third class or adversely with low Cumulative Grade Point Average (CGPA) from many universities in Nigeria thereby compounding their chances of gainful employment. According to them, their belief of people over which mode of entry is better in terms of university academic achievement of students is different from one author to another. Hence there have been conflicting findings on the predictive strength of modes of entry in forecasting students' academic performance in university examinations.

In support of the above submission, research findings such as Babatunde (2017); Ifedili and

Ifedili (2010); Nwanze (2006); revealed Post-UTME as a predictor of academic excellence over UTME as a predictor of academic excellence over UTME. In another vein, some studies revealed that students admitted through remedial programmes perform better than students admitted either through UTME or Post-UTME (Adeyemi, 2009; Irtwange and Agbe 2010; Okpilike, 2011). Taking a contrary stand, Ojo (2005) on academic performance and three modes of entry, found that direct entry students performed better than UTME students and other remedial students. Similarly, research findings of Afu and Ukofia (2017); Ajaja (2010) in their separate studies revealed that there was no significant relationship between modes of entry into the university and students' academic performance, while the study by Ogbebor (2012) revealed that undergraduates admitted through UTME performed better than students admitted through remedial programmes. Thus research reports on students' academic performance in relation to modes of entry are seen to be inconsistent, vary or are even controversial. The above scenario indicated a conflicting report about academic performance and modes of entry. It also indicated that most of the researches were focusing on undergraduates' academic performance with less emphasis on the graduate (a finished product). Also studies within the researcher's disposal were basically on relationships and also on students through other remedial programmes. There are studies on Post-UTME as a predictor of academic performance with few studies on academic performance in relation to UTME and Post-UTME as modes of entry. However, the study by Hanson (2000) indicated that student's academic performance can also be determined by different conditions other than modes of entry such as learning abilities, race, academic environment, choice of disciplines and gender among others.

Gender issue as it relates to academic performance has become the talk of today's education forum. Arthur, Sam, Osei and Kattah (2019), opined that gender has been found to influence the academic performance of male and female students and has in turn called the attention of institutions of higher learning, governments and individuals in recent times, to investigate the extent to which gender determines academic performance. Gender according to Lahey (2003) is a psychological experience of being male or female. It is one of such factor that has considerable effects on student's academic performance. Calsmith (2007) explains that the influence of gender and its difference in academic performance is a complex task, thus many studies appear to be contradictory. It is however, interesting that empirical results on this issue have not been consistent in relation to gender, modes of entry and students' academic performance in their chosen disciplines. The decision in this discourse are inconclusive as some research has shown that academic performance is relation to gender and mode of entry significantly affecting level of performance while some research revealed no relationship between gender and academic performance. Some empirical studies such as Mankumari and Ajay (2017); Nnamani and Oyibe (2016) revealed that female students outperform their male counterparts in the chosen discipline. Ochonogor (2011) study revealed significant different in academic performance of male and female undergraduates. The results showed that the female students are more in biology discipline as a course and also performed significantly better than the males.

More so, research findings of Aguele and Agwugah,(2008); Kolawole as cited in Dike, Anyanwu, Bitrus, Hadiza and Folashade (2018) found in their separate studies that male students achieved significantly better than female students in different science disciplines. While research findings of Arthur, et al. (2019) and Dike, et al. (2018) in their own individual studies revealed that there were no significant difference in academic performance between male and female students in their various disciplines courses. Furthermore, modes of admission in relation to gender academic performance is an interest to this study. Research studies such as Abiodun and Adeyemi (2015) and Otekunrin et al. (2017) in their separate studies revealed that gender and mode of admission significantly affect the level of performance, with male students performing better than female counterpart in their chosen disciplines. Taken this cue, the researchers and authors are curious to establish their own finding based on the issue on discourse. The researchers were also motivated by the assertion made by proponent of post-UTME exercise which was evident in Ajaja (2010) "that the exercise will only ensure quality and when the students are admitted the results will also be enhanced and reflected in the quality of graduates produced by Nigerian universities" (p. 31).

Statement of the problem

One of the major gifts from a nation to the masses is to ensure that the major developmental instrument (Education), is given the necessary attention. In Nigeria, the attention was made evident with the emergence of UTME conducted by JAMB and subsequent introduction of post-UTME all in bid to salvage the Nigerian educational system. The selection of right candidates for university education can never be overemphasized because it will bring about the production of right human resources who are knowledgeable and productive in the world of work. Research findings revealed that modes of entry to a greater extent can be a determining factor to student's academic performance. Thus, a need to assess various academic entrants to determine among them the mode that has produced graduates with better academic quality. Literatures revealed gender to be one of such factor that can have considerable effects on student's academic performance. Hence, the comparative study, using student's FCGPA as a parameter of assessment.

Purpose of the Study

The central purpose of this study was to comparatively assess the academic performance of graduates admitted with UTME only and those admitted with UTME / Post-UTME in Nnamdi Azikiwe University, Awka. Specifically, the study sought to find out:

1. Academic Performance of graduates admitted through UTME from 2001 – 2005 and those admitted through UTM Post-UTME from 2005 – 2009 respectively as depicted in their FCGPA.
2. Academic performance of male graduates admitted through UTME only from 2001-2005 and those admitted through UTME/post-UTME from 2005-2009 respectively as depicted in their FCGPA.
3. Academic performance of female graduates admitted through UTME only from 2001- 2005 and those admitted through UTME/post-UTME from 2005-2009 respectively as depicted in their FCGPA.

Research Questions

The following research questions guided the study.

Research Question 1: What are the differences in the academic performance of graduates admitted through UTME from 2001–2005 and those admitted through UTME/Post-UTME from 2005–2009 as depicted in their FCGPA?

Research Question 2: What are the differences in the academic performance of male graduates admitted through UTME only from 2001-2005 and those admitted through UTME/post-UTME from 2005-2009 respectively as depicted in their FCGPA?

Research Question 3: What are the differences in the academic performance of female graduates admitted through UTME only from 2001-2005 and those admitted through UTME/post-UTME from 2005-2009 respectively as depicted in their FCGPA?

Research Hypotheses

The following null hypotheses were tested at 05 alpha level of significance.

Research Hypothesis 1: There is no significant difference in academic performance of graduates admitted through UTME from 2001 – 2005 and those admitted through UTME / Post –UTME from 2005 – 2009 respectively.

Research Hypothesis 2: There is no significant difference in academic performance of male graduates admitted through UTME only from 2001-2005 and those admitted through UTME/post-UTME from 2005-2009 respectively.

Research Hypothesis 3: There is no significant difference in academic performance of female graduates admitted through UTME only from 2001-2005 and those admitted through UTME only from 2005-2009 respectively.

Methods

Research Design

The study adopted survey design an ex-post facto type.

Research Participants

The population of this study was 35,308. The population consists of all the students admitted and registered in regular programmes from 2001 to 2005 academic sessions through UTME only which amounted to 20,004 and those admitted and registered in regular programmes from 2005 to 2009 academic sessions respectively through UTME/Post-UTME which amounted to 15,304 in Nnamdi Azikiwe University, Awka campus. The study covered eight academic sessions. Four years before introduction of Post-UTME and four after the introduction of Post-UTME.

Sample and Sampling Procedure

The sample of the study comprised of 3,741. A purposive (judgmental) sampling was employed for the study. Two instruments were employed for the purpose of data collection in this study. The instruments are students head count record collected from the office of the Directorate of Academic Planning and Students Academic Record from the (Registry) Examination Unit Nnamdi Azikiwe University, Awka.

Validity and Reliability of Research Instrument

No validation of any instrument was carried out. This was because the two instruments used for data collection were original record and all information collected from them are from original sources and thus adjudge to be correct, authentic and reliable (Borich, 2004). Considering the number of years involved in the study, the researcher solicited the approval of the Registrar, Director of Academic Planning for the list of Students admitted based on their modes of entry and academic sessions and Deputy Registrar Examination with the staff, the unit for academic status of the students (CGPA) admitted through UTME only and those admitted through UTME/Post-UTME respectively. The data collected were analyzed using mean to answer research question. The null hypotheses were tested using z-test at 0.05 level of significance.

Result

Answering Research Questions

The result of the analyses of the data obtained for research questions.

Research Question 1: What are the differences in the academic performance of graduates admitted through UTME from 2001–2005 and those admitted through UTME/Post-UTME from 2005–2009 as depicted in their FCGPA?

Table 1: z-Test: Two sample for means.

	UTME only	UTME / Post-UTME	Mean Difference
Mean	2.59	2.95	0.36
Known Variance	0.56	0.66	
Observations	2042	790	

The analysis from table shows that the mean CGPA for 2042 graduates admitted through UTME only is 2.59 and that of 790 graduates admitted through UTME/Post-UTME is 2.95. Therefore, the mean difference in the academic performance of the two modes of entry is 0.36. The analysis reveal that the mean scores of graduates admitted through UTME/Post-UTME is higher than the graduates admitted through UTME only.

Research Question 2: What are the differences in the academic performance of male graduates admitted through UTME only from 2001-2005 and those admitted through UTME/post-UTME from 2005-2009 respectively as depicted in their FCGPA?

Table 2: z-Test: Two Sample for Means.

	UTME only	UTME / Post-UTME	Mean Difference
Mean	2.59	2.99	0.41
Known Variance	0.56	0.61	
Observations	1035	419	

The analysis from table 2 shows that the mean CGPA for 1035 graduates admitted through UTME only is 2.59 and that of 419 graduates admitted through UTME/Post-UTME is 2.99. Therefore, the mean difference in academic performance of the two modes of entry is 0.41. The analysis reveal that the mean score of male graduates admitted through UTME/Post-UTME is higher than the male graduates admitted through UTME only.

Research Question 3: What are the differences in the academic performance of female graduates admitted through UTME only from 2001-2005 and those admitted through UTME/post-UTME from 2005-2009 respectively as depicted in their FCGPA?

Table 3: z-Test: Two Sample for Means.

	Female UTME/Post-UTME	Female UTME only	Mean Difference
Mean	2.96	2.59	0.36
Known Variance	0.69	0.55	
Observations	463	1007	

Table 3 shows that the mean CGPA for 463 female graduates admitted through UTME/Post-UTME is 2.96 and that of 1007 female graduates admitted through UTME only is 2.59. Therefore, the mean difference in academic performance of the two modes of entry is 0.36. The analysis reveal that the mean score of female graduates admitted through UTME/Post-UTME is higher than the female graduates admitted through UTME only.

Testing Research Hypotheses

Research Hypothesis 1: There is no significant difference in academic performance of graduates admitted through UTME from 2001 – 2005 and those admitted through UTME / Post –UTME from 2005 – 2009 respectively.

Table 4: z-Test: Two sample for mean.

	UTME only	UTME / Post-UTME
Mean	2.59	2.95
Known Variance	0.56	0.66
Observations	2042	790
Hypothesized mean alterance	0	
Z	-10.71372676	
P(z<=z) one – tail	0	

Z critical one – tail	1.644853627
P(z<=z) two – tail	0
Z critical two tail	1.959963985

The analysis on table reveal significant difference given that z calculated is – 10.71372673 while Z critical is 1.959963985 at 0.05 level of significance. Therefore, the null hypothesis is rejected thus; there are significant difference in academic performance of graduates admitted through UTME/Post-UTME and those admitted through UTME only. From the analysis it could be deduced that graduates admitted through UTME/Post-UTME performed better than graduates admitted through UTME only.

Research Hypothesis 2: There is no significant difference in academic performance of male graduates admitted through UTME only from 2001-2005 and those admitted through UTME/post-UTME from 2005-2009 respectively.

Table 5: z-Test: Two Sample for Means (Male 2001 to 2004 against Male 2005 to 2008).

	GCPA 2001 to 2004(UTME only)	GCPA 2005 to 2008 (UTME/Post-UTME)
Mean	2.59	2.99
Known Variance	0.56	0.61
Observations	1035	419
Hypothesized Mean Difference	0	
Z	-9.084226189	
P(Z<=z) one-tail	0	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0	
z Critical two-tail	1.959963985	

The analysis on the table reveal significant difference, given that Z calculated is -9.084226189 while Z critical is 1.959963985 at 0.05 level of significance. Therefore, the null hypothesis is rejected thus, there are significant difference in academic performance of male graduates admitted through UTME/Post-UTME and those admitted through UTME only. From the analysis it could be deduced that male graduates admitted through UTME/Post-UTME performed better than male graduates admitted through UTME only.

Research Question 3: What are the differences in the academic performance of female graduates admitted through UTME only from 2001-2005 and those admitted through UTME/post-UTME from 2005-2009 respectively as depicted in their FCGPA?

Table 6: z-Test: Two Sample for Means (Female 2001 to 2004 against Female 2005 to 2008)

	Female 2001 to 2004	*Female 2005 to 2008*
Mean	2.96	2.59
Known Variance	0.69	0.55
Observations	463	1007
Hypothesized Mean Difference	0	
Z	7.971585	

P(Z<=z) one-tail	7.77E-16
z Critical one-tail	1.644854
P(Z<=z) two-tail	1.55E-15
z Critical two-tail	1.959964

The analysis on table reveal significant difference, given that Z calculated is 7.971585 while Z critical is 1.959964 at 0.05 level of significance. Therefore, the null hypothesis was rejected thus, there are significant difference in academic performance of female graduates admitted through UTME/Post-UTME and those admitted through UTME only. From the analysis it could be deduced that the female graduates admitted through UTME/Post-UTME performed better than the female graduates admitted through UTME only.

Discussion

The finding from research question 1 shows that the mean score of graduates admitted through UTME/Post-UTME was higher than those of the graduates admitted through UTME only. Therefore, there existed a significant difference in the academic performance of graduates admitted before the introduction of Post-UTME in NAU. Also in the course of research the researchers observed among others, that since the introduction of Post-UTME screening examination the admission intake from departments had drastically reduced compared to the higher number of admission intake common during UTME only era. Hence, the situation could be that the potential admission seeker could not defend their UTME scores by passing the screening examination posed to them by their chosen universities. This automatically made them not eligible to be admitted that year.

More so, finding from research question 2 shows that there was a significant difference in the academic performance of male graduates admitted through UTME/post-UTME and those admitted through UTME only. Finding revealed that the mean scores of male graduates admitted through UTME/post-UTME performed higher than the male admitted through UTME only. Also, finding from research question 3 shows that there was a significant difference in the academic performance of female graduates admitted through UTME/post-UTME and those admitted through UTME only. Finding revealed that the mean scores of female graduates admitted through UTME/post-UTME performed higher than the female admitted through UTME only.

Therefore, the findings of this study corroborates with the assertion made by proponent of Post-UTME screening exercise which was evident in (Ajaja, 2010 p.31) "that the exercise will only ensure quality and when the best students are admitted, the result will also have enhanced and reflects in the quality of graduates produced by Nigerian universities." In consonance were research studies such as Babatude (2017); Ifedili and Ifedili (2010); as well as Nwanze (2006) in their separate work revealed Post-UTME as a predictor of academic excellence over UTME. Thus finding of this study was in discordant with the major finding of Ajaja (2010) which revealed consistent decline in the number of students admitted for science education programme since the introduction of Post-UTME. Ajaja's finding was actually in total disagreement with the assertion made in his work by proponents of Post-UTME in favour of screening exercise.

Conclusion

It is crystal clear from the research findings that the emerges of Post-UTME in Nigerian educational system has proven to produce graduates with better academic performance over graduates admitted with UTME only. Also male and female graduates admitted through UTME/post-UTME from 2005-2009 performed better than male and female graduates admitted through UTME only from 2001-2004 respectively.

Recommendation

The following recommendations were made:

1. The Federal Government of Nigeria should endeavour to reinstate post-UTME back to Nigeria universities and make it a functional screening exercise and not a ghost exercise to make internal generated revenue (IGR) but for its obvious reason of producing graduates with better academic performance.
2. The Federal Government of Nigeria in collaboration with the NUC should endeavour to mandate every Nigerian university to conduct Post-UTME screening exercise for its obvious reasons of producing graduates with better academic performance.
3. The JAMB should endeavour to continue to conduct external examination for all Nigerian universities while individual universities should be legally allowed to administer internal (Post-UTME) examination for their potential candidates.

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