

Credit in Mathematics in Senior Secondary Certificate Examinations as a Predictor of Success in Educational Management in Universities in Ekiti and Ondo States, Nigeria

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Abstract: This research investigated the predictive ability of credit grades in Mathematics in senior secondary certificate (SSC) examinations in predicting the success of students in Educational Management in universities in Ekiti and Ondo States, Nigeria. As a descriptive research, the study population comprised all the 3 universities in the two states. Since Educational Management is being taught in only 2 of the universities, only 2 universities were purposively selected for the study, data were collected through an inventory and analyzed with the use of t-test, correlation analysis, analysis of variance and linear regression. The finding revealed that there was a significant relationship between the entry grade point of credit in Mathematics and the performance of Educational Management students measured by the Cumulative Grade Point Average (CGPA) in universities in the two States. It was also found that the entry credit grades obtained by Educational Management students in Mathematics in senior secondary certificate examinations on the findings of the study, it is recommended that more emphasis should be given to the teaching of mathematics in secondary schools in the two states to enable better performance of students in the universities.

Key words: Certificate, examination, university, relationship, success, prediction

INTRODUCTION

University education in Nigeria has witnessed tremendous development since the country's independence in 1960. This is recognition of the fact that the National Policy of Education stipulates that university education in Nigeria shall make optimum contribution to national development by intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation (FGN, 2004). In pursuance of this objective, university education in Ekiti and Ondo States, Nigeria has been geared towards the production of high-level manpower within the context of the needs of the nation (FGN, 2004). In pursuance of this objective, university education in Ekiti and Ondo States, Nigeria has been geared towards the production of high-level manpower. In doing this, examinations have been the main criterion of quality of the educational system (Fafunwa, 1974; Salami, 1992).

The 1887 Education Ordinance made provision for public examinations in schools that have attained the requisite percentage of proficiency (Adesina, 1977). As such, all secondary schools in the country have geared their programmes to meet the requirements of examinations being conducted for the Senior Secondary School Certificate. The pattern of grading candidates' scores in the examinations was such that the distinction grade was represented by A1 to B3. The credit grade was represented by C4 to C6. The ordinary pass grade was presented by D7 and E8 while the failure grade was

represented by F9 (WAEC, 2002). The distinction and credit grades referred to in this study are the only requisite qualifications for admission into Universities in Nigeria and candidates must have at least credit (C6) in five subjects including English Language in order to qualify for university admission (JAMB, 2002).

In the university setting, performance is being assessed through the grade point average obtained by students in all the courses registered for by students. As such a student is considered to have performed well if the grade point average is high. To this end, the grade point average is on a cumulative basis from 100 level to the final year level (University of Ado-Ekiti, 2003; Adekunle Ajasin University, 2004). Hence, the cumulative grade point average would determine the performance level of a university student from one semester to another. The nomenclature of the cumulative grade point average is such that 4.50 and above is first class, 3.50 to 4.50 is second class upper division, 2.50 to 3.49 is second class lower division, 1.50 to 2.49 is third class division, 1.00 to 1.49 is ordinary pass degree while below 1.00 is (Adekunle Ajasin University, 2004).

Considering the pattern of grading performance in the university system, researchers (Alonge, 1983, Bandle, 1985) have argued that credit in Mathematics is a good requisite qualification for better performance in degree examinations. Their argument has been based perhaps on the fact that a high credit grade in Mathematics would enhance better performance in certain courses including Educational Management. As such, a credit grade in

Mathematics has been a requirement for admission into courses in Educational Management in many Nigerian universities (Adekunle Ajasin University, 2004), some researchers have also argued that credit in Mathematics may not necessarily enhance better performance in certain courses in the universities (Aghenta, 1981). Their arguments were based perhaps on the fact that many courses especially in education may not necessary require a credit in Mathematics.

The term academic performance has been described as the scholastic standing of a student at a given moment. It refers to how an individual is able to demonstrate his or her intellectual abilities. This scholastic standing could be explained as the grades obtained in a course or groups of courses; and the way in which a student has attained the grades including the time he or she passed examination two after passing examination one (Daniels and Schouten, 1970; Owoyemi, 2000). Daniels and Schouten (1970) therefore argued that a prediction of a future examination result could be made with reasonable success on the basis of the result of an earlier examination and that grades may serve as prediction measures and as criterion measures.

As a measure of prediction, Dockery (1986) investigated the effects of intelligence quotient on academic achievement and found that achievement scores increased as the intelligence quotient increased. Eysenck (1995) agreed with this finding and remarked intelligence quotient testing has been extremely successful on the practical level predicting academic success from early childhood to universities degree. Findings made by Al-Shorayye (1995) and Adeyemi (1998) led credence to this point. Findings made Peer and Johnston (1994) confirmed the validity of the number and grades of passes in the Scottish Certificate of Education in predicting first year and final year universities performance. Findings made by Gay (1996) in the USA also confirmed the fact that high school grades could be used to predict college grades.

On the same vein, Wankowski (1973) found high correlations in the number of passes in GCSE examinations with overall performance in first and final year at university while values ranging from 0.14 to 0.73 depending on subject and faculty have been reported. Entwistle and Wilson (1977) too, found that students with three 'A' level passes did better than students with two in the university. Likewise, Hunter (1984) found the American College Test (ACT) scores as a good predictor of academic performance. These findings were contrary to O'Rourke *et al.* (1989) findings that the Scholastic Aptitude Test (SAT) is unable to predict examination performance as effectively as the Leaving Certificate Examination (LCE) point scores. They however, reported that the SAT is a significant predictor of third level academic performance as demonstrated in the applicant-group analyses. Al-Shorayye (1995) too, conducted a study on the effect of the admission policy, socio-economic factors, demographic and personal considerations on students' performance in Kuwait. He conducted a pilot study with a group of 100 students to

whom he gave questionnaires. Although he utilized the chi square test, correlation coefficient and multiple linear regressions to analyse his data, he found that a students' grades in an examination depends on the cumulative grade point average.

Ubokobong (1993) and Itsuokor (1994) have also found that the GCE and secondary certificate examination results have provided the best predictor of university performance. In a study on "predicting educational performance at tertiary level on the basis of secondary level performance in Nigeria", he found that the good and solid background of the students boosted their performance at the tertiary level of education. In other developing countries, the index of academic performance varied from one country to another. In Kenya, Othun and Kishor (1994) found that the Certificate of primary Education (CPE) scores had a moderate positive linear relationship with the Certificate of Secondary Education (CSE) grades with a correlation of 0.56 between them.

Researchers have made divergent findings on the predictive validity of some examinations (Alonge, 1998). While some researchers found that performance in a lower level examination to be significantly related to the performance in a higher level examination (Adeyemo, 2001). Other researchers have found no significant relationship between the performance in lower level examinations and performance in higher institutions (Omonijo, 2001).

In view of the divergent findings made by previous researchers on the predictive validity of examinations, this study intended to examine the predictive strength of credit grades in mathematics in predicting success in Educational Management in Universities in Ekiti and Ondo State, Nigeria.

Statement of the problem: Despite the unique position of examinations in the educational system of Ekiti and Ondo States, Nigeria, there have been conflicting findings on the predictive strength of credit grades in Mathematics in senior secondary certificate (SSC) examinations at predicting performance in Educational Management in the universities (Asaolu, 2002). Some researchers have argued that a credit in Mathematics would produce better university performance (Oluwatayo, 2003). Others were of the opinion that a credit in Mathematics would not give a better performance in Educational Management in the University (Aghenta, 1981). The problem of this study therefore was to determine how significantly credit in Mathematics could predict performance of students in Educational Management in universities in Ekiti and Ondo States, Nigeria. In addressing this problem, the following research questions were raised.

MATERIALS AND METHODS

Research questions:

- What is the level of credit performance of Educational Management students in Mathematics in

the senior secondary certificate (SSC) examinations and their performance in Educational Management in Universities in Ekiti and Ondo States, Nigeria?

- Is there any significant relationship between the credit performance of Educational Management students in Mathematics in the senior secondary certificate (SSC) examinations and their performance in Educational Management in Universities in Ekiti and Ondo States, Nigeria?
- Is there any significant difference in the entry grade point of credit in Mathematics for Educational Management students between the universities in Ekiti and Ondo States, Nigeria?
- Is there any significant difference in the performance of students (CGPA) in Educational Management between the universities in Ekiti and Ondo States, Nigeria?
- Could the entry credit grades obtained by Educational Management students in Mathematics in senior secondary certificate examinations predict significantly the performance of final year 400 level students in Educational Management in universities in Ekiti and Ondo States, Nigeria?

Method: This study employed the correlational and ex-post facto research design. Anderson (1998) described correlational research as one way of describing in quantitative terms the degree to which variables are related. He argued that correlation studies investigate a number of variables believed to be related to an important variable such as academic performance. Gay (1996) described an ex-post facto research as an after fact study which does not involve the manipulation of variables.

The population for this study comprised all the 3 universities in Ekiti and Ondo States, Nigeria made up of one Federal University and two state universities. Since only two of the university offer Educational Management while the third does not, the sample for the study comprised the 2 universities that offer Educational management, one in Ekiti State and the other in Ondo State. The method of selection was by the purposive sampling technique. A total of 102 respondents made up of 13 deans, 76 heads of departments and 13 faculty officers from the 2 universities was used for the study. These deans, heads of departments and the faculty officers constituted the respondents of the study. The study was delimited to only the second year (200 level) students in two universities for the 2005/2006 academic year.

The instrument used for collecting data for the study was an inventory titled 'University educational students' inventory.' The instrument consisted of three sections. Section 1 was demographic. It requested for information about the university, its location, year of establishment and type of university whether conventional or specialized. Data on number of students registered in the Faculty of Education in each of the universities, the number of second year (200 level) students who

registered for educational management in each university for the 2005/2006 academic year. It also consisted of data on the credit grades obtained by these students in Mathematics in the senior secondary certificate (SSC) examinations before the entry date. Data on the grade point average and the cumulative grade point average obtained by these second year (200 level) educational management students of the two universities in the 2007/2008 academic year.

The content validity of the instrument was determined by experts in tests and Measurements who matched all the items of the inventory with the research questions to ascertain whether or not the instrument actually measured what it was supposed to measure. Their comments were used to review the items of the instrument before administering them to the respondents. The data collected were analyzed using descriptive statistics such as the mean and the standard deviation as well as inferential statistics such as correlation analysis, one-way analysis of variance (ANOVA) and multiple regression. The hypotheses were for significance at 0.05 alpha level.

Data analysis:

Question 1: What is the level of credit performance of Educational Management students in Mathematics in the senior secondary certificate (SSC) examinations and their performance in Educational Management in Universities in Ekiti and Ondo States, Nigeria?

In answering this question, data on the number of educational management students who obtained different categories of credit grades A1 to C6 in Mathematics in the senior secondary certificate examinations were collected from the respondents using the inventory. Data on the cumulative grade point average (CGPA) of Educational Management students were also collected. Table 1 shows the findings.

In Table 1, the grades obtained by final year 400 level education students in the two universities at entry point in Mathematics and the CGPA obtained in the final year degree examination in educational management revealed that students in universities in Ekiti State outperformed the universities in Ondo State. The findings also revealed that the higher the credit grade point obtained by Educational Management students in Mathematics the higher the cumulative grade point average obtained by these students in the university. The graph depicting the credit level entry grade point of Educational Management students in Mathematics and their cumulative grade point Average (CGPA) in the two universities is shown in Fig. 1.

The graphical representation of the data on the credit Level Entry Grade Point in Mathematics and CGPA of Students in Educational Management in the two universities is shown in Fig. 1.

As indicated in Fig. 1, the graph slopes down from the highest CGPA to the lowest CGPA in line with the highest entry credit grade point in Mathematics to the

lowest credit grade point. This shows that Educational Management students in the two universities for students who had the highest CGPA in Educational management also had the highest credit grade point A_1 while students who had the lowest CGPA in Educational Management equally had the lowest credit grade point of C_6 in Mathematics. Although the cumulative grade point averages slopes down from the highest grade point average to the lowest, the cumulative grade point average for educational Management students at the university in Ekiti State was higher than that of the university in Ondo State. This implies that more the number of Educational Management Students who obtained grades between A_1 to B_3 in Mathematics in the senior secondary certificate examinations the more the number of them who obtained higher cumulative grade point average of between 4.0 and 4.50 in educational Management. The graph further shows that Educational Management students who scored high credit grades A_1 to B_3 in Mathematics also scored high cumulative grade point average in Educational Management in the two universities while those who scored lower credit grades in Mathematics also scored lower cumulative grade point average in Educational management in the Universities. This suggests that a higher credit grade in Mathematics is a function of better performance in Educational Management in the University.

Question 2: Is there any significant relationship between the credit performance of Educational Management students in Mathematics in the senior secondary certificate (SSC) examinations and their performance in Educational Management in Universities in Ekiti and Ondo States, Nigeria?

In answering this question, the following hypothesis was raised.

H_0 : There is no significant relationship between the credit performance of Educational Management students in Mathematics in the senior secondary certificate (SSC) examinations and their performance in Educational Management in Universities in Ekiti and Ondo States, Nigeria.

In testing this hypothesis, the Pearson r Product Moment Correlation Analysis was used. The data were tested at 0.05 alpha level. The results are presented in Table 2.

In Table 2, the calculated r (0.697) was greater than the table r (.1946). Hence, the null hypothesis was rejected. This shows that there was a significant relationship between the entry grade point average of credit in Mathematics of Educational Management students and their performance measured by the Cumulative grade Point Average (CGPA) in Educational Management in the universities in Ekiti and Ondo States, Nigeria. The r-value of 0.697 implies a strong relationship

Table 1: The average CGPA obtained by students in educational management with their credit level entry grade point in mathematics in the two universities

Entry grade point credit level in Mathematics	N	A_1	B_2	B_3	C_4	C_5	C_6
Average CGPA obtained in University in Ekiti State	70	4.26	3.50	3.49	3.51	2.90	2.22
Average CGPA obtained in University in Ondo State	51	3.75	3.20	3.35	3.50	3.90	2.21

Table 2: Correlation between credit in mathematics and cumulative grade point average in educational management

Variables	N	Mean	SD	df	r-cal	r-table
University in Ekiti State	70	4.94	1.27	119	0.697	0.1946
University in Ondo State	51	2.88	8.62			

$p < 0.05$

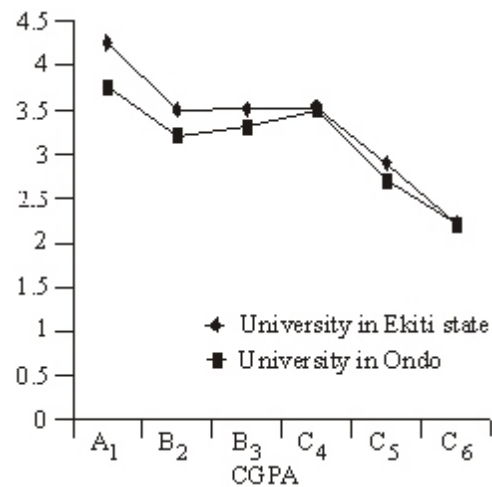


Fig. 1: Credit level entry grade point in mathematics and CGPA of students in educational management in the two universities

between the two variables, entry grade point at credit level and Cumulative Grade Point Average (CGPA) in Educational Management.

Question 3: Is there any significant difference in the entry grade point of credit in Mathematics for Educational Management students between the universities in Ekiti and Ondo States, Nigeria?

In addressing this problem, the question was transformed to the following hypothesis.

H_0 : There is no significant difference in the entry grade point of credit in Mathematics for Educational Management students between the universities in Ekiti and Ondo States, Nigeria.

In testing the hypothesis, the t-test static was utilized. Data on the number of the different categories of credit grades obtained by Educational Management students in universities in the respondents using the inventory. He data were processed and subjected to statistical analysis. The findings are presented in Table 3.

In Table 3, the t-calculated (0.874) was less than the t-table (1.67). Hence, the null-hypothesis was accepted. This indicates that there was no significant difference in the entry grades point of credit in Mathematics for Educational Management students in universities in the two States. The finding was substantiated by the mean value of 5.03 for Educational Management students at the university in Ekiti State and 4.82 for educational management students in the university in Ondo State. This implies that the credit entry grade points for Educational Management students in Mathematics in universities in the two States were almost the same.

Question 4: Is there any significant difference in the performance of students (CGPA) in Educational Management between the universities in Ekiti and Ondo States, Nigeria?

In addressing this problem, the question was transformed to the following hypothesis.

H_0 : There is no significant difference in the performance of students (CGPA) in Educational Management between the universities in Ekiti and Ondo States, Nigeria.

Testing this hypothesis, the t-test statistic was used. Data on the performance of Educational Management students measured by the Cumulative Grade Point Average (CGPA) in Educational Management in the two universities were collected from the respondents using the inventory. The data were processed and subjected to statistical analysis. The findings are presented in Table 4.

In Table 4, the t-calculated (0.127) was less than the t-table (1.67). Hence, the hypothesis was accepted. This shows that there was no significant difference in the performance of students in Educational Management measured by the Cumulative Grade Point Average (CGPA) between the universities in Ekiti and Ondo States, Nigeria. This implies that the performance of students in Educational Management in the two universities was almost at the same level.

Question 5: Could the entry credit grades obtained by Educational Management students in Mathematics in senior secondary certificate examinations predict significantly the performance of final year 400 level students in Educational Management in universities in Ekiti and Ondo States, Nigeria?

In addressing this problem, the question was transformed into the following hypothesis.

H_0 : The entry credit grades obtained by Educational Management students in Mathematics in senior secondary certificate examinations could not significantly predict their performance in Educational Management in universities in Ekiti and Ondo States, Nigeria.

Table 3: Entry credit grade point in mathematics for educational management students in universities in Ekiti and Ondo State, Nigeria

Variables	N	Mean	SD	df	t-cal	t-table
University in Ondo State	70	5.03	1.15	119	0.874	1.67
University in Ekiti State	51	4.82	1.42			

p>0.05

Table 4: CGPA in educational management in universities in Ekiti and Ondo States, Nigeria

Variables	N	Mean	SD	df	t-cal	t-table
University in Ekiti State	70	2.891	0.879	119	0.879	1.67
University in Ondo State	51	2.871	0.847			

p>0.05

In testing this hypothesis, data on the number of Educational Management students in the two universities who scored credit and above grades in Mathematics in the senior secondary certificate examinations were collected from the respondents using the inventory. Data on the Cumulative Grade Point Average (CGPA) of Educational Management students in the universities were also collected. Correlation analysis was computed while a correlation matrix was derived showing correlation coefficients for the pair of variables. The findings are indicated in Table 5.

In Table 5, the probability was less than 0.05. This shows that there was a significant relationship between the credit grade point in Mathematics obtained by Educational management students and the Cumulative Grade Point Average (CGPA) in Educational Management in the universities. The correlation matrix shows the correlation coefficients between the pair of variables.

Since the larger the value of 'r', the stronger the association between the two variables (Berenson and Levine 1979), therefore, the large correlation coefficients between the pair of variable shows a strong association between the variables. In order to determine the inter-correlation among variables, linear regression analysis was conducted. The predictor variable was the entry credit grade point in mathematics while the criterion variable Cumulative Grade Point Average (CGPA) in Educational Management in the universities. The findings of the linear regression indicating the summary of the regression model are shown in Table 6.

In Table 5 and 2, the R Square varied from one university to another. The R square for the university in Ekiti was 0.604 while the R square for the university in Ondo State was 0.387. The overall R Square for the two universities was 0.488. Table 7 shows the output of the linear regression.

In Table 5 and 3, the regression equation derivable for the university in Ekiti State is:

Table 5: Correlation matrix of predictor variable and criterion variable

Variables	Variables	N	Entry level	Grade	Point at credit	Cumulative grade point average in educational management
University in Ekiti State	Entry Grade Point at Credit level	70	1.00			-0.78
	Cumulative Grade Point Average in Educational Management	70		-0.78		1.00
University in Ondo State	Entry Grade Point at Credit level	51	1.00			-0.622
	Cumulative Grade Point Average in Educational Management	51		-0.622		1.00
University in Ekiti and Ondo States	Entry Grade Point at Credit level	121	1.00			-0.697
	Cumulative Grade point Average in Educational Management	121		-0.697		1.00

p<0.05

Table 7: Linear regression analysis of predictor variable with the criterion variable Cumulative Grade Point Average (CGPA) in educational management in Ekiti State

	Predictor variables	B	SE B	Beta	t	Significant test
University in Ekiti State	Entry Grade Point at Credit Level in Mathematics	-0.592	0.058	-0.78	-10.194	0.000
	(Constant)	5.867	0.299		19.593	0.000
University in Ondo State	Entry Grade Point at Credit Level in Mathematics	-0.370	0.067	-0.622	-5.559	0.000
	(Constant)	4.655	0.355		13.916	0.000
University in Ekiti and Ondo States	Entry Grade Point at Credit Level in Mathematics	-0.472	0.045	-0.697	-10.601	0.000
	(constant)	5.214	0.227		22.961	0.000

Table 6: Summary of regression model

	R	R ²	Adjusted R ²	F	Significant test
University in Ekiti State	0.78	0.604	0.599	103.909	0.000
University in Ondo State	0.622	0.387	0.374	30.899	0.000
Universities in Ekiti and Ondo States	0.697	0.488	0.481	112.383	0.000

$Y = 5.867 + -0.592$ (Entry grade point at credit level in mathematics):

The regression equation derivable for the university in Ondo State is:

$Y = 4.655 + -0.370$ (Entry grade point at credit level).

The regression equation derivable for the two universities in Ekiti and Ondo States is:

$Y = 5.214 + -.472$ (Entry grade point at credit level).

In Tables 5 and 3, the variable entry grade point at credit level in Mathematics entered the regression equation at 0.05 level of significance indicating that the variable, entry credit grade point in Mathematics, significantly predicted the performance of students in Educational Management in the universities. It contributed 59.2% of the variance to the criterion variable in respect of the university in Ekiti State and 37% of the

variance to the criterion variable in respect of the university in Ondo State. It also contributed 47.2% of the variance to the criterion variable in respect of the universities in the two states put together. This shows that the entry credit grade point in Mathematics is a good predictor of performance of students in Educational Management in the universities in the two States.

DISCUSSION

The foregoing has shown the analysis of data for this study. The predictive strength of credit grades in Mathematics in the Senior Secondary Certificate (SSC) examinations in predicting performance in Educational Management in universities in Ekiti and Ondo States, Nigeria was examined. The finding of the study revealed that there was a significant relationship between the entry grade point average of credit in Mathematics of Educational Management students and their performance measured by the Cumulative Grade Point Average (CGPA) in Educational Management in the universities in Ekiti and Ondo States, Nigeria. This shows that the higher the credit grade point obtained by Educational Management students in Mathematics the higher the cumulative grade point average obtained by these students in the University. The high CGPA obtained by Educational Management students who obtained the highest credit grade points of A₁ and B₃ agreed with the

findings made by Ubokobong (1993) that students with high number of credits in Nigerian secondary school examinations performed well in higher institutions. The findings also agreed with those of other researchers Ojerinde (1974), Alonge (1883), Othuon and Kishor (1994) and Afolabi (2002). This finding suggests that the higher the credit grade point obtained by students in Mathematics, the higher the cumulative grade point average in Educational management.

The finding of no significant difference in the entry grade point of credit in Mathematics for Educational Management students in universities in the two States implies that the entry grade points for Educational Management students in Mathematics in the two universities were almost the same. This finding was consistent with the findings made by other researcher Asaolu (2003) and Oluwatayo (2003).

The findings indicating no significant difference in the performance of students in Educational Management as measured by the Cumulative Grade Point Average (CGPA) between the universities in Ekiti, and Ondo States, Nigeria implies that the performance of students in Educational Management in the two universities was almost at the same level. This finding suggests that the high entry credit grade point in Mathematics might have perhaps influenced better performance of the students in both universities in Educational Management. This finding agreed with the findings made by previous researchers (Adeyemo, 2001; Adelugba, 2003).

The correlation matrix on the relationship between the credit grade point in Mathematics obtained by Educational management students and the cumulative grade point average (CGPA) in Educational Management in the universities tend to buttress earlier findings. It shows large correlation coefficient between the pair of variables indicating a strong relationship between the two variables. This finding was consistent with the findings made by other researchers (Adeyemi, 1998; Oderinde, 2003).

The finding indicating that entry credit grades obtained by Educational Management students in Mathematics in senior secondary certificate examinations was a significant predictor of success in Educational Management in the two universities was in consonance with those of previous researchers (Itsuokor 1994; Peers and Johnston, 1994; Al-Sharayye, 1995; Owoyemi, 2000). The high contribution of the predictor variable, entry credit grade point in Mathematics to significantly predicted their performance in Educational Management in the universities. This finding was in consonance with the findings made by previous researcher (Durotoluwa, 2000; Omonijo, 2001). The findings were however at variance with the findings made by other researchers (O'Rourke *et al.*, 1989; Afolabi and Adewolu, 1998). This suggests that the further research in this area of study.

CONCLUSION

Considering the findings of this study, it is concluded that the entry credit grades obtained by Educational Management students in Mathematics in senior secondary certificate examinations was a significant predictor of success in Educational Management in universities in Ekiti and Ondo States, Nigeria. Evidences from the findings also led the researcher to conclude that credit in Mathematics is a critical variable in terms of better performance in Educational Management in the universities.

RECOMMENDATIONS

Based on the findings of the study, it is recommended that more emphasis should be given to the teaching of Mathematics in secondary schools in the two states should endeavour to recruit more specialist teachers in Mathematics into schools. The Ministry of Education in each of the two states should intensify more efforts in conducting regular inspection of schools to ensure that effective teaching mathematics and other subjects in schools' curriculum in a bid to achieve the objectives of the National Policy on Education (FGN, 2004) which include the preparation of students for higher education.

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