"THE EFFECT OF STUDENTS' PRE-ADMISSION PERFORMANCEON POST-ADMISSION PERFORMANCE"

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ABSTRACT

This study uses canonical correlation analysis to investigate the effect of pre-admission performance (performance in SSCE/GCE and JAMB) on the post-admission performance (performance in 100level to 400 level). The study population comprised of a set of students that were admitted in the same year in the department of computer science, University of Ibadan, Nigeria. The students' SSCE/GCE, JAMB, 100 Level to 400 level results were studied. The result shows that students' pre-admission performance are highly correlated with their 100 level to 300 level, but uncorrelated with 400 level result. This may due to: complexity of the course as they are moving higher, effect of the project work, strike, riot, lack of relevant textbooks, social activities, etc. Th is study then recommends that the University should introduce or assign level advisers to advice the students; they should ensure that they provide relevant textbooks to the library for the students.
Keywords: Canonical correlation, population, performance, pre and post admission, level adviser.

INTRODUCTION

In all things in life, foundation is very essential. If a good foundation is laid, all other things will be added. The same thing happen to the educational achievement, if the educational background of the students is good, it will contribute meaningfully to their performance in the University. Parent financial status has a lot of impacts on students' educational achievements, for the fact that if there is no money, there is no way for the students to have a very sound education. Awoniyi (1985) affirms that poor parental background contribute to poor performances by their children and this may constitute a barrier to their ability to perform well in the University. The peer group has a great impact on sudents' educational background which will affect their performances in the University. Onasanya (1991) has asserted that peer groups have the power to bring about the success or failure of their group members because the groups often have the power to punish by open shame and reward by applauses. Students from restrictive parents always perform well in SSCE and JAMB and those from broken homes and unstable marriage relations perform poorly in their SSCE and JAMB. All these will also have impact on their performances in the University. Bojuwaye and Eniola (1992) have agreed that the marital relationship of the parents, socio-economic status of the family, authority pattern in the home all have their effect on the social learning and psychological experience of the child at home and at school. All students that prepared well for GCE and JAMB by reading so many relevant textbooks passed and this habit will still help them in the University. Both Stephen (1985) and Odunuga (1992) agreed that textbooks contribute immensely to the academic performance of students. Pa rental motivation has to do with students' performances. If the parents can afford to buy textbooks and other relevant materials for the students, it will make it possible for the students to have chance of being passing the Examination. Akinwumiju and Orimoloye (1987), Fabunmi 1997 and 1999. Hadyn (1994), Idienumah (1987), Marks 1993 and Ojoowo (1989).

STATEMENT OF THE PROBLEM

The performance of students in the University is hinged on their educational background. This study inquires into the influence of students pre-admission performance on the post-admission performance.

RESEARCH METHODOLOGY

The inferential survey research design was adopted for this study.

POPULATION

The population for the study consisted of students in the University of Ibadan.

SAMPLE AND SAMPLING TECHNIQUE
Students of University of Ibadan were divided based on their various departments and a department was picked randomly (Computer Science Department). The results (O Level, 100 Level – 400 Level results) of the students in the department were collected and O Level grades were ranked and the average were used. Also JAMB results were collected from students' file.

ANALYSIS
Five hypothesis were tested for significance at the probability level of 0.05 i.e. 5%.

HYPOTHESIS 1: There is no significant relationship between GCE, JAMB and 100 Level performance.
Table A:
* Significant at $0.05 < P = 0.19151$

HYPOTHESIS II:
There is no significant relationship between GCE/SSCE and 200 Level performance.
Table B:
* Significant at $0.05 < P = 0.05715$

HYPOTHESIS III:
There is no significant relationship between SSCE/JAMB and 300 Level result performance.
Table C:
* Significance at $0.05 < P = 0.32098$

HYPOTHESIS IV:
There is no significant relationship between SSCE/GCE, JAMB and 400 level result performance.
Table D:
* Not significance at $0.05 > P = 0.03320$

HYPOTHESIS V:
There is no significant relationship between SSCE/GCE, JAMB and 100 level – 400 level results all combined together.

Table E:
* Not significance at $0.05 > 0.00293$

DISCUSSION
The results show that there is a significant relationship between students' performance before they got admission and 100 level performance. $P = 0.19151$ as seen in table A. This is in agreement with Makanjuola (1996) who agreed that students' attitude often have a very grate impact in their educational performance. The results show that there is a significant relationship between GCE/SSCE, JAMB and 200 level performance, also there is a relationship between GCE/SSCE, JAMB and 300 level results. In case of 400 level result, there is no relationship. This may due to so many factors such as peer groups, bad attitude, project work, strike, lack of relevant textbooks etc. This study recommends that parents should ensure that they improve on their home background, so as to encourage their children in their studies. Students should study the types of peers they keep so that their academic work will not be negatively affected by the advice they receive from their friends. Relevant textbooks should be made available in the University library.

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APPENDIX

TABLE A:

STAT. CANONICAL ANALYSIS	Canonical Analysis Summary (Olayiw. Sta) Canonical R: .76400 Chi^2 (12) = 15.995 p=.19151		
N = 21	Left Set	Right Set	
No. of variables variance extracted Total redundancy	2 100.000% 44.8584%	6 38.7291% 15.4230%	
Variables: 1 2 3 4 5 6	GCE_SSCE JAMB	CSC101C GES101C GES102C GES103C PHY118E MAT121E	

TABLE B:

STAT. CANONICAL ANALYSIS	Canonical Analysis Summary (Olayiw. Sta) Canonical R: .87134 Chi^2 (14) = 23.200 p=.05715		
N = 21	Left Set	Right Set	
No. of variables variance extracted Total redundancy	2 100.000% 40.0013%	7 51.6634% 30.4300%	
Variables: 1 2 3 4 5 6 7	GCE_SSCE JAMB	CSC221C CSC231C CSC234C CSC292C CSC241E CSC291E CSC232E	

TABLE C

STAT. CANONICAL ANALYSIS	Canonical Analysis Summary (Olayiw. Sta) Canonical R: .77890 Chi² (14) = 15.877 p=.32098		
N = 21	Left Set	Right Set	
No. of variables variance extracted Total redundancy	2 100.000% 40.4239	7 56.3677% 30.9888%	
Variables: 1 2 3 4 5 6 7	GCE_SSCE JAMB	CSC311C CSC321C CSC332C CSC333C CSC334C CSC391C CSC392E	

TABLE D:

STAT. CANONICAL ANALYSIS	Canonical Analysis Summary (Olayiw. Sta) Canonical R: .66187 Chi² (4) = 10.473 p=.03320		
N = 21	Left Set	Right Set	
No. of variables variance extracted Total redundancy	2 100.000% 19.9354%	2 100.000% 28.1783%	
Variables: 1 2	GCE_SSCE JAMB	CSC495C CSC412E	

TABLE E:

STAT. CANONICAL ANALYSIS	Canonical Analysis Summary (Olayiw. Sta) Canonical R: .98454 Chi² (30) = 55.763 p=.00293		
N = 21	Left Set	Right Set	
No. of variables variance extracted Total redundancy	2 100.000% 40.0013%	15 32.6557% 30.1946%	
Variables: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	GCE_SSCE JAMB	CSC101C GES101C GES102C GES103C CSC221C CSC231C CSC234C CSC292C CSC311C CSC321C CSC332C CSC333C CSC334C CSC391C CSC495C	