

The Use of Entry Grade to Predict Bayelsa State Students Academic Success at College of Health Technology Ogbia

Memory Queensoap Ph.D, & Nathaniel I. Arogo

Department of Science Foundation,
School of Science Foundation,
Bayelsa State College of Health Technology,
Otuogidi, Ogbia-Town, P.M.B 131,
Yenagoa.

mqueensoap@gmail.com

Dogitimiye Memory, Williams D. Ogbari, & Maxwell D. James

Department of Health Information Management Technology,
School of Allied Medical Sciences,
Bayelsa State College of Health Technology,
Ogbia.

Abstract

This study determined the use of entry grades (WAEC, entrance scores & probation scores) to predict academic success at Bayelsa state College of Health Technology, Ogbia. The design adopted was an expos facto/ correlation research design. From available records in the College Registry, 150 and 100 students admitted for Health Information Management Technician program in 2011/2012 and 2010/2011 academic sessions are used. The sampling technique adopted was a cluster random sampling technique. Four instruments are used- probation score list, entrance score list, WAEC (English language grade) and their cumulative grade point average (CGPA) Records. Research questions were raised and answered as well as hypothesis was drawn and tested at .05 alpha-level of significance. All data are analyzed with descriptive statistics, Pearson Product Moment Correlation and Multiple Regressions using the Statistical Package for Social Sciences (SPSS) version 20. Results showed that WAEC has a mean and standard deviation of 5.6 and 0.96 respectively, probation has 37.28 and 9.35 mean and standard deviation while entrance has a mean of 55.09 and 8.56, standard deviation and also the mean values of the CGPA for the two sets are 2.67 and 2.87. Correlation between CGPA and WAEC was -0.083, CGPA and entrance was -0.144 while CGPA and probation was 0.496. The major finding of this study was a positive correlation between probation scores and CGPA as well as its ability to predict significantly (24.6%). WAEC and entrance were found not predicting students success. It is therefore concluded that probation can predict students' success, and thus it is recommended that probation scores should continue as part of the process of admission into College of Health Technology.

Keywords: *Entry Grade, Academic success, Probation Scores, Entrance Scores & Cumulative Grade Point Average.*

1. INTRODUCTION

The Nigeria's National Policy on Education (2004) distinctly specified the levels of education the Nigerian child is expected to pass through; depending on performance and interest. The education policy document gave provision for early Childhood/Pre-primary Education which consist of crèche, the nursery and the kindergarten, Basic Education that

shall be of 9-year duration comprising 6 years of Primary Education and 3 years of Junior Secondary Education; Secondary Education which is an education children receive after primary education and before the tertiary stage.

The policy document provided continuing education option through vocational and technical school. Moreso, those that are willing to proceed with their academic pursuit are provided with the tertiary sector which, according to the National Policy on Education (NPE)(2004), consisted of a university sector and non-university sector. The latter is made up of polytechnics, monotechnics and colleges of education. However, Colleges of Health Technology were not explicitly enshrined alongside this category. For qualitative and effective Primary Health Care Delivery System, the National Policy on Health empowered various state governments to establish College of health technology in their respective states. These colleges were set up to train middle level manpower for the grass root implementation of Primary Health Care Delivery System. The middle manpower expected to be trained at this level are to be professionals on successful graduation in areas of Medical Laboratory Sciences, Community Health Sciences, Environmental Health Sciences, Pharmaceutical Technician Studies, Health Information Management Technology and Dental Health Sciences as required by individual states.

Nevertheless, entry requirement into the first degree program of Nigerian institution of higher learning is based on possession of required credit passes in subjects relevant to students proposed course of study in the Secondary School Certificate Examination (SSCE) or its equivalent conducted by West African Examination Council (WAEC) or National Examination Council (NECO); the Unified Tertiary Matriculation Examination (UTME) and attainment of the minimum age of 16 years (Olawaiye&Oluwaseun, 2014). These admission criteria into higher institution in Nigeria, according to Olawaiye and Oluwaseun, are stipulated by the National Universities Commission (NUC). The minimum marks required on the UTME for admission to universities is 200 (out of 400) while 150 and above for colleges of education, polytechnics and monotechnics. However, each institution has cut of marks for various programs, so minimum of 200 marks does not guarantee admission (Onyukwu, 2011). Onyukwu posited that universities also conduct additional screening before final admission decision is made. Screening exercises, understandably, are done to ensure quality of products.

There is no gainsaying that health education and institution have an ethical obligation to ensure admission criteria and academic standard that are reasonable and fair, yet effective indicators of student success (Ali, 2008). Ali identified that when an educational institution ushers a diploma or certificate as the case may be to any of its students, it is in effect certifying the society that student possesses all the knowledge and skills that are required in his/ her chosen discipline. Therefore, to remain competitive and accountable, it is instructive for Colleges of Health Technology to have reasonable admission criteria for their programs.

Unlike the circular universities and colleges in Nigeria, Bayelsa State College of Health Technology bases her admission of students in three facets namely WAEC/NECO (SSCE), Entrance Examination and Probation Examination which all students must meet up to the standard set up. To be explicit, the SSCE certificate is obtained at the secondary level and individual program require specific order of credit passes on specified subjects which students must possess before entering for the Entrance Examination. The entrance examination is conducted by the registry. This examination usually takes 30 minutes or more (depending on the number items that will make up the test) with very easy question items consisting of English language, mathematics, current affairs and at times human biology. At the end, the College Academic Board determines the cut-off point based on performance and all candidates who scored equal to or above the cut off mark are to be admitted. The admitted candidates will run 10 weeks probation program which will expose the student into 8

foundational courses, namely, Use of English, Mathematics, Biology, Citizenship Education, Chemistry, Physics, Introduction to Psychology and Philosophy of Science and Technology for 8 weeks and the remaining 2 weeks for revision and written examination. At the end of the program, successful candidates are admitted into the College. All these are geared toward maintaining a standard. Platt, Turocy and Mcglumphy (2001) stated that selection criteria for entrance into Allied Health Schools vary greatly among institutions however, maintaining a standard remains consistent. The paper asserted that schools evaluate past academic performance as possible predictors of future performance and success in Allied Health Education programs. Can one ask that the selection criteria of WAEC/NECO, entrance and probation examination in Bayelsa state college of health technology are good predictors of students' academic success?

Consequently Momoh-Olle (1992) in his paper defined that some criteria used for admission into the college did not serve the predictive purpose for which they were intended, hence academic predictability is perhaps severally situational. Many research studies have been conducted. Findings from such researches proved that there are various academic and non-academic factors such as students' factors (attitude, individual differences etc.), teachers/ instructional/curricular factors; home/ cultural/parental factors and additional factors (Ali, 2008; Momoh-olle, 1992; Alias & Zain, 2006; Onyeukwu, 2011, Ajaja, 2010). Though some similar work have been conducted in various professional programs in developed countries but few studies in Nigeria limit their works within WAEC/NECO/UME and PUME entry grade to predict academic success. Nevertheless, the issue of College of Health Technology selection criteria is different and no study, in the literatures that are at the disposal of the researcher, has been carried out to use probation examination to predict academic success alongside with other entry grades. The purpose of this current study is to determine the use of entry grade to predict academic success at Bayelsa state college of health technology, Ogbia.

To guide this study, the following research questions were raised and as well as the following hypotheses were posed and tested at 0.05 level of significance.

- What is the relationship between the entry grade and the students' academic achievement?
- To what extent do probation, WAEC (English language subject), entrance predict academic success.
- There is no significant relationship between student entry grades (WAEC, probation and entrance) and students overall academic achievement in health information management program.

2. ADMISSION POLICY IN NIGERIA

Ajaja (2010) asserted that the history of university education in Nigeria can be traced back to the setting up of the Elliot commission by the then British colonial government in 1943. The commission recommended among others the establishment of a university college in Nigeria. This results in the founding of university college, Ibadan in 1948. This was the beginning of the establishment of university education in Nigeria. It is important to note that after the establishment of earlier universities no thought was given to the possibilities of cooperative action in the matter of admission of students into universities. As a result of this position, every one of the existing universities conducted its own entrance examination and admitted its own students, Ajaja (2010).

Salim (2006) observed that serious limitations and waste of resources were noted in the process of administering the entrance examination after sometime. One of the major limitations identified was the issue of multiple applications and multiple admissions inherent in the system (Olawaiye & Oluwaseun, 2014; Ajaja, 2010).

To resolve these crises of one person having multiple admission and colossal waste of

resources, the establishment of Joint Admission and Matriculation Board (JAMB) was eminent and ensured in 1978 by the then Federal Military Government. According to Ajaja (2010), one of the responsibilities of the board as specified by Law was to conduct entrance examination and coordination of admission into various universities in such manner that an applicant would not deprive some other qualified candidates of places in the universities by being offered admission into two or more institutions. The issues of conducting entrance since then have been the responsibilities of JAMB.

Recently, due to some attendant problems emanating from JAMB such as examination malpractices, alteration of scores JAMB, computer operators, bringing worked answers into examination hall etc. (Oluyeba&Daramila, 1992; Alutu&Aluede, 2006), universities were granted the power to conduct post UME screening test (Ajaja, 2010). After two years of experimentation, the new screening policy was flooded with several criticism and argument in all answers including the National Assembly. Universities have been observed using the process to make money by exploiting the citizenry. Nevertheless, the policy has come to stay because up till this point no student is admitted into any university without taking the Post-UME, popularly called University Aptitude Test.

In another development, Onyukwu (2011) added also that entry into colleges of education, polytechnics and monotechnics is based on JAMB and their own selection criteria. For the Colleges of Health Technology such unified provision has not been established to select qualified candidates to run the professional programs. Individual colleges, except those that have been accredited by the National Board for Technical Education (NBTE), develop their mode of selection. And among colleges of health technology, the use of the SSCE, entrance and probation is key and common. Do these methods actually predict academic success? The admission policy in Nigeria, in essence, is flexible nevertheless all screening methods are geared towards students performing well and minimizing the wastage of human and material resources that occur due to student failure and attrition (Ali, 2008).

3. ENTRY GRADE AND STUDENT ACADEMIC PERFORMANCE.

Academic success is no doubt the main focus of all academic activities. Academic is concerned with studying especially at college or university level (Mayor, 2009). Mayor defined success as when one achieves what he/she wants or intends. This implies to the study that academic success denotes achievement in the course or at the end of a study at a college or university level by a student. The National Policy on Education (2004) presented academic success as performance or achievement. That is to say academic achievement refers to grade in report cards used at the end of a period indicating to student their performance in various academic subjects.

ToWard, Sticker and Murray-Ward (1996), academic achievement is the outcome of education-the extent to which a student, teacher or institution has achieved their educational goal. Similarly, Bell, (n.d) defined academic performance in educational institutions as a success measured by how well a student meets standards set out by the institution. This definition points to the student being awarded in character and in learning at the end of the program of study.

Ward, Sticker and Murray-Ward (1996) argued that there is no general agreement on how academic achievement is best tested or which aspects are most important, that is, procedural knowledge (skill) or declarative knowledge (facts). This opinion can be interpreted that there is no fast and hard rule about measurement of students' academic achievement or success. A student can be measured by either examination or continuous assessment or both. The performance of student is translated as Cumulative Grade Point Average (CGPA) or Simple Average depending on the type of program and institution of study. Nevertheless, entry grade such as SSCE (WAEC/NECO), UME, PUME, Entrance, etc.

are used as preadmission criteria in the higher institution. For the Colleges of Health technology, SSCE, Entrance and Probation are used. Do these entry grades predict the student's success? Many varied findings on the relationship of the various entry qualifications in higher institutions have been advocated by various researchers. Kolawole et al in Olawaiye and Oluwaseun (2014) reported very low significant relationship between the University and Tertiary Matriculation Examination (UTME) scores and CGPA value at all levels. For Olawaiye and Oluwaseun, SSCE as an entry grade showed much reliability to predict academic success than UTME. Similarly, Ajogbeje and Brisade (2013) reported a positive but a low relationship between CGPA and other admission qualifications such as SSCE and UTME. Alias and Zain (2006) identified that relationship between entry grade and graduate performance has not been consistent depending on the specific indicators used for success in graduate or under graduate education as well as type of program. They further stated that in cases where statistical significant correlation is found, the correlation is a weak one, that is, between 0.24 – 0.38. Gbore (2013) reported a low correlation coefficient (0.1751) between CGPA and UME results, moderate correlation (0.6740) between CGPA and National Certificate in Education (NCE) results and also moderate correlation (0.4120) between CGPA and SSCE. This later finding between SSCE and CGPA was in line with finding of WAEC which identified a positive and significant relationship between candidates' performance in the SSCE and academic performance in the university undergraduate level, however, Gbore further cited Okwilagwe finding as at variance with this finding. Okwilagwe in Gbore (2013) argued that there is a very low correlation between SSCE and academic performance of university undergraduates. This is a clear indication that works on relationship between entry qualification and academic performance is revealing seemingly insoluble findings. Nevertheless Gbore, based on his findings recommended that, there is need to make, NCE, National Diploma (ND) and their equivalents the basic qualification for admission of candidates into undergraduates programs in Nigerian to complement the admission of candidates with good and genuine SSCE and UME results. Adopting this recommendation may improve the quality of academic performance of students in Nigerian higher institutions, remarked Gbore (2013).

Ali (2008) stated that entry qualifications, previous academic performance and gender could predict academic performance of the students in the nursing diploma program. He further concludes that the academic factors considered in the admission criteria could predict the subsequent academic performance of the nursing students in the general nursing diploma program.

Another study, according to Ali (2008), examines the predictive ability of the performance of medical students during the first trimester from their admission scores. Findings showed a significant relationship between admission test scores and subject test scores in MBBS Part 1 examination. This implies that there is a relationship between entry grades and academic performances. In a similar vein, Geiser and Santelices (2007) established that High-School Grade Point Average (HSGPA) is consistently the best predictor not only of freshman grades in college, the outcome indicate most system employed in predictive validity studies, but of four-year outcome as well. Hoffman and Lowitzki (2005) stated that several studies have found that high school grades are more accurately predicting academic achievement than any other factor. Similarly, it has been observed that secondary grades served as good predictors for academic performance. Secondary school grades proved to be an important selection criterion, although different views have been presented about their relationship in other literatures (Luuk&Luuk, n.d). Plat, Turocy and McGlumphy (2001) asserted that High School Grade Point Average predicted academic success (CGPA) of the Allied health group as a whole and should be used as part of the process of admission in higher education until such time that more predictive criteria are determined. There exist,

therefore, a connection between entry grade, whatever case it may be called, with students performance in their educational endeavor. For Momoh-Olle (1992), there was no statistically significant relation between student entry grade and their academic achievement at the college, except in education theory, language and vocational studies. He asserted that some criteria used for admission into the college did not serve the predictive purpose for which they were intended hence concludes that academic predictability is perhaps generally situational. He added that Educational research literature is replete with findings which indicate that academic achievement is apparently difficult to predict due to too many factors operating upon the learner. Olawaiye and Oluwaseun (2014) highlighted that there are extraneous factors that are responsible for the difficulty to predict academic success with entry grades. Such factor they presented as method of teaching, lecture hours, academic and residential environments. For Mlambo (2011), learning preference, age, gender and entry qualification are some factors that affect academic performance of students in higher institution however, Mlambo concluded that more determinants of academic performance need to be investigated. Yet he asserted that students who are admitted based on a diploma may need a remedial course so as to use it as a corrective measure to ensure that they are well equipped to handle the demands of the course or program of study. In a similar vein, Oladokun, Adebajo and Charles-Owaba (2008) presented various factors that may likely influence the performance of a student:

- Ordinary level subjects' scores and subjects' combination.
- Matriculation examination scores.
- Age on admission.
- Parental background.
- Types and location of secondary school attended.
- Gender etc.

In the light of the above, this study is in exhaustive since the main variable anchored were SSCE, Entrance Scores and Probation Scores which are peculiar to the College of Health Technology set up. It is interesting at this point to state that 90% of the reviewed literatures are works conducted in the universities while 20% are works related to health. This was an obvious gap in knowledge to fill because the main objective of admission system is to determine candidates who would likely do well in the higher institutions (Oladokun et al., 2008). Thus, there is every need to investigate the admission criteria of Colleges of Health Technology in order to ascertain quality graduates into the health sector. This study was to determine whether entry grades used in Bayelsa State College of Health Technology could predict academic success.

4. METHOD

The design adopted for this study was expos factor/correlation research design which seems suitable because past records of students are used and to be related. The study population consisted of the students running Health Information Management Technician program. A total of 250 graduates from 2011/2012 and 2010/2011 sets were selected in the ratio of 100:150 respectively. The study was conducted at the College of Health Technology. All data were obtained directly from the exams and records unit of the college Registry. Using the Statistical Package for Social Sciences (SPSS) version 20, data analysis was done in three stages, descriptive, Pearson-correlation and multiple Regression analyses.

5. RESULT

Table 1: Presents the Summary of the Results of Descriptive Statistics for 2010/2011 and 2011/2012 Sets.

S/No	Variables	Mean X	Standard	Academic
Deviation	N	Session		
1	CGPA	2.66	0.73	100
2	WAEC	5.66	0.96	100
3	Probation	37.28	9.35	100
4	CGPA	2.87	0.62	150
5	WAEC	4.95	1.13	150
6	ENTRANCE	55.09	8.55	150

According to the findings in table 1 above, the students mean CGPA (2.66) was at lower credit, WAEC (5.60), was at credit level and Probation (37.28) was below average for the 2011/2012 academic session while mean values of 2.87 (CGPA), 4.95 (WAEC) and 55.09 (Entrance test score) indicates a lower credit of students, credit level and above average for the 2010/2011 sets. Table 2 shows summary of correlation results for 2010/2011 and 2011/2012 sets.

Table 2: Summary of Correlation for 2010/2011 and 2011/2012 Academic Session

ACADEMIC SESSION	VARIABLES			
	NCGPA	WAEC	PROBATION	ENTRANCE
2011/2012	1.000	0.083	0.496	-
2010/2011	150	1.000	-0.165	-0.144

Results above shows that CGPA had a positive correlation (0.083 and 0.496) with WAEC and Probation respectively for the 2011/2012 sets of students while had a negative correlations (-0.165 and -0.144) with WAEC and Entrance grade respectively for the 2010/2011 sets of student. To what extent do these entry grades predict the CGPA of the students?

Table 3: Coefficient of Multiple Determinations

Predictor variables	Correlation	R. Square	Percentage
Probation	0.496	0.246	24.6%
WAEC (2010/2011)	-0.165	0.0272	2.27%
WAEC (2011/2012)	0.083	0.006889	0.69%
Entrance	-0.144	0.020736	2.07%

The table 3 shows that probation grades predict better than other entry grades because the probation grade has a 24.6% prediction level while others like WAEC and Entrance grades have less than 2.27% of prediction which was not statistically significant. Result from the Multiple Regression shown in Table 4 and 5 indicates that probation and entry grade significantly predict academic success while WAEC and Entrance entry grades was not significant.

Table 4: Summary of Multiple Regressions Analysis for Himt 2010/11 Set.

Variable	Un-Standardized Coefficient		Standardized Coefficients Beta	t	Sig	95% Confidence Interval for β	
	B	Std. Error				Lower	Upper
	Constant	4.0361	1.503			2.629	6.433
WAEC	-0.1010	0.123	-0.186	-0.826	0.419	-0.358	0.155
Entrance	-0.012	0.016	-0.166	-0.741	0.046	-0.046	0.022

The SPSS print out shows the entire pair wise correlation coefficients and indicates the actual significance level for each correlation. That is, CGPA and WAEC has r of -0.165 (not significant, $p > 0.05$) while CGPA and Entrance has r of -0.144 (not significant, $p > 0.05$) for one tailed test.

The model summary shows multiple regression, (R) of 0.234, regression square (R^2) of 0.055, Adjusted R^2 of -0.045, the standard error of estimate is 0.63180. Change statistics in the model summary showed R^2 change of 0.055 which implies that all the predictors account for 5.5% of the variance in CGPA and this was statistically not significant ($p > 0.05$). Meanwhile table 4 shows the unstandardized multiple regression of -0.101 for WAEC and -0.012 for Entrance. Most importantly, it is the standardized coefficients (Beta or β) that are actually used to test for significance. The Beta for WAEC is -0.186 (not significant, $p > 0.05$) and -0.166 for Entrance (not significant, $p > 0.05$). The table 4 has also shown 95% confidence interval (Lower and upper) for the contribution of each variable into the prediction. WAEC has -0.358 to 0.155 while entrance has -0.046 to 0.022 which indicates that their contribution to the prediction of CGPA was not significant because all confidence intervals cut across zero. Thus, WAEC and entrance entry grades could not predict academic success of the 2010/2011 set of Health Information Management Technician Students.

Table 5: Summary of Multiple Regression Analysis for Himt 2011/12 Set.

Variable	Un-Standardized Coefficient		Standardized Coefficients Beta	t	Sig	95% Confidence Interval for β	
	B	Std. Error				Lower	Upper
	Constant	1.238	0.896			1.382	0.181
WAEC	-0.003	0.143	-0.004	-0.023	0.982	-0.300	0.293
Probation	0.039	0.015	0.497	2.642	0.015	0.008	0.069

SPSS analysis in this set of students presents correlation for CGPA and WAEC as 0.083 (not significant, $p > 0.05$) while CGPA and probation is 0.496 (significant, $p < 0.05$). The model summary table shows that probation scores actually contributed significantly on the prediction accounted for 24.6% of the variance in CGPA and this was statistically significant ($p < 0.05$).

Meanwhile, the unstandardized multiple regressions for WAEC and probation are -0.003 and 0.039 respectively. The Beta for WAEC is -0.004 (not significant $p > 0.05$) and Beta for probation has 0.497 (significance $p < 0.05$, H_0 rejected). Table 5 also shows the 95% confidence intervals (lower and upper bounds) for the contribution of each variable into the prediction. It is observed that WAEC has confidence intervals of -0.300 to 0.293 while that of

probation is 0.008 to 0.069. This means that the contribution of CGPA is not statistically significant while that of probation is statistically significant. Thus, probation scores used as entry grade predict academic success of the 2011/2012 set of HIMT students.

6. DISCUSSION:

The purpose of this study was to determine the use of entry grade (WAEC, entrance score and probation) to predict the academic success (CGPA) at the College of Health Technology, Ogbia. In our findings, we observed that probation scores have a positive correlation ($r=0.496$), which is significant statistically with CGPA of students in the college. Meanwhile, WAEC and entrance grade showed weaker correlation ($r=0.083$, $r=-0.165$ and -0.144) with CGPA. It was observed also that WAEC and entrance could predict 5.5% of variances in CGPA and this was not significant. This implies that other factors could account for 94.5%. For the probation scores, we observed a significant value of 24.6% accounted for the prediction. This finding is in agreement with that of Platt, Turocy and McGlumphy (2001) who established that the variances in ability to predict academic success noted in past studies ranged from 20% to 46%. They noted that preadmission GPA was a significant predictor of academic success in professional programs. The study findings also corroborates the report of Gbore (2013) and Mlambo (2011) who in their different studies reported that NCE, ND and remedial scores have significant effect on academic performance of students in higher learning. Probation in the college of health technology is more or less like remedial program in universities. Students are subjected into an intensive lecture periods for a designated weeks or months as the case may be before setting an examination to screen successful candidates for admission into respective programs of study. Meanwhile Ali (2008) in his study confirmed that entry qualification and previous academic performance was found significantly related to the academic performance of the student in basic nursing diploma program. However, this study reveals that entrance score and WAEC (English language) grade have no significant relationship with student academic success. Moreover, this study is consistent with that of Momoh-Olle (1992) and Okwilagwe in Gbore (2013). Momoh-Olle observed that entry grades of students could, generally, not predict his academic achievement at the college. Apparently, he added, student academic achievement at the college depends on the experience which influences his learning at the college. This assertion justifies the predictive ability of the probation scores because students in college who are screened with entrance examination and WAEC qualification are meant to pass through an intensive probation program for 8 weeks which prepares student for the probation examination. Such students in no doubt have been well taught and only successful candidates are admitted. Hoffman and Lowitzki (2005) presented that a significant body of literature shows that both high school grade point average (GPA) and scores in standardized tests are generally strong predictors of students of all races. Alias and Zain (2006), Wardlow (1989) and GMAC (2005) in their studies also found relationship between standardized test and academic achievement. Nevertheless, Geiser and Santelices (2007), and Hoffman and lowitzki (2005) presented similar findings that high school grades more consistently and accurately predict academic achievement than any other factor. It is true to say that WAEC and entrance used as entry grade for the admission of students into the college do not serve the purpose of predicting academic success. Though, probation score significantly predict academic success but the percentage variance (24.6%) call for further research to identify the factors responsible for the remaining 75.6% of variance in the academic success of students.

7. CONCLUSION

The study findings enable us to conclude that

- a) WAEC grades (SSCE) could not predict academic success of student as an

entry grade.

b) Entrance examination conducted by the college as a screening criterion, for admission could not significantly contribute to the student academic success.

c) Probation grade was able to predict academic success of the students significantly.

d) A large amount of variance (75.6%) of the students' academic success is responsible by other factors either academic or non-academic which are yet to be given explanation.

8. RECOMMENDATION

Based on the findings of this study we recommend that:

➤ The probation scores predicted academic success and should continue to be used as part of the process of admission into college of health technology

➤ Since the probation scores predicted only 24.6% of the variance in academic success, possible admission criteria like use of standardized test, personal interviews, motivation etc. should be investigated for their ability to predict academic success in health program.

➤ WAEC and entrance examination should not be relied upon solely as the only criteria for admission.

➤ Examination bodies like WAEC, NECO, JAMB should construct standardized test with high predictive ability to use for admission into higher institution of learning.

REFERENCES

- Ajaja, O.P.(2010).Three years of post UME Screening: influence on science education students academic achievement in Delta State University, Abraka. *International Journal of Education Science*, 2(1),29-40.
- Ajogbeje,O.J. &Borisade, F. T. (2013). Cognitive entry characteristics and semester examination scores as correlates of college students' achievement in mathematics. *British Journal of education, society &Behavioural science* 3(4):478-489.*Sciencedomain international*.
- Ali, P.A. (2008). Admission criteria and subsequent academic performance of general nursing diploma students.*Journal of Pakistan Medical Association*.
- Alias, M., &Zain, A.F.M.(2006). Relationship between entry qualifications and performances in graduate education.*International Education Journal*, 7 (3), 371-378.
- Alutu, A.N.G. &Aluede, O.(2006). Secondary school students' perception of examination malpractices and examination ethics.*JHUM ECOL*, 20(4), 295-300
- Bell, M.J.(n.d).Define academic performance retrieved on May6, 2013 from; [www. Ehow.com](http://www.Ehow.com)>eHow> Education.
- Gbore, L. O. (2013). Relationship between cognitive entry characteristics and the academic performance of university undergraduates in South West, Nigeria.*Journal of Educational and Social Research*, 3(1), 19-24, doi:10.5901/jesr.2013.v3n1p19
- Graduate Management Admission Council (2005).Fact sheet.GMAT validity.Retrieved on May 6, 2013 from:[http://www.gmac/gmac/newscenter/ resources](http://www.gmac/gmac/newscenter/resources).
- Geiser, S. &Santelices, M.V. (2007). Validity of high-school grades in predicting student success beyond the freshman year: high school record vs standardized test as indicators of four-year college outcomes. Center for studies in higher education. Research and occasional paper series: CSHE.6.07. Retrieved on 31th October 2013, from: [http://cshe. Berkeley.edu/](http://cshe.Berkeley.edu/)
- Hoffman, J.L. &Lowitzki, K.E. (2005).Predicting college success with high school grades and test scores; limitations for monitoring students.*The Review of Higher Education*

- 28(4),455-474.
- Luuk, A. &Luuk, K. (n.d). Predicting students' academic performance in aviation college from their admission test results.
- Mayor, M. (Ed.).(2009). *Longman dictionary of contemporary English (5thed.)*. Pearson education.
- Mlambo, V. (2011). An analysis of some factors affecting student academic performance in an introductory biochemistry course at the University of West Indies. *Caribbean Teaching Scholar,1(2),79-92*.
- Momoh-Olle, J.Y. (1992). The relationship between students' entry grades and academic achievement at the kwara state college of education, Ilorin.Retrieved on 31th October, 2013 from.
<http://www.unilorin.edu.ng/journals/education/ije/dec 1992/>.
- National Policy on Education (2004).*Federal ministry of education (4thed)*. Nigeria.
- Oladokun, V. O., Adebajo, A. T. & Charles-Owaba, O. E. (2008).Predicting students' academic performance using artificial neural network: A case study of an engineering course.*The Pacific Journal of Science and Technology,9(1),72-79*.<http://www.akamaiuniversity.us/PJST.htm>
- Olawaiye, L.Y.&Oluwaseun,A.S.(2014). Evaluation of the admission characteristics that predict students' final year academic performance: Abuad experience. *Journal of Educational and Social Research,4(1),221-229*.doi:10.5901/jesr.2014.v4n1p221
- Oluyeba, N.F. &Daramola, S.O. (1992).*Incidences and detection of examination malpractice in Nigeria public examinations*. Paper presented on behalf of WAEC on examination malpractices, university of Benin, Benin city.
- Onyukwu, J. (2011). The educational system of Nigeria.*World education news and Reviews. 24(6), 20-30*.
- Platt, L.S., Turocy, S., &McGlumphy, B.E. (2001). Preadmission criteria as predictors of academic success in entry-level athletic training and other allied health educational programs. *Journals of athletic training.36(2), April-June, 2001*. Retrieved on 31th October, 2013, form: <http://www.ncbi.nlm.gov/pmc/articles/pmc155524/>.
- Salim, B.A. (2006). *A case study for common and unified entrance examination in to Nigerian universities*. A paper presented at 6th NAPEUAP leadership forum in Calabar, Nigeria.
- Ward, A., Stoker, W.H., & Murray-Ward, M. (1996). Achievement and ability test-definition of domain, educational measurement 2, University press of America pp. 2-5.
- Wardlow, G. (1989). International students of agriculture in U.S.Institutions.Precursors to academic success.*Journal of agriculture education, spring, 17-22*.