

**ADMISSION CRITERIA AS PREDICTORS OF
ACADEMIC PERFORMANCE OF LAW STUDENTS AT
UGANDA CHRISTIAN UNIVERSITY**

BY

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DECLARATION

I, James Turyatamba, hereby declare that this dissertation is my original piece of work and has not been submitted to any Higher Education Institution (University, College or Institute) for the award of a Master’s degree in Management Studies or any other academic qualification.

Signed.....

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Date.....

APPROVAL

We acknowledge that this Dissertation was undertaken under our careful supervision and has been submitted for the award of a Master's Degree in Management Studies (Higher Education Leadership and Management) with our approval.

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DEDICATION

This piece of work is dedicated to my father, Yoweeri Kahiriita (RIP), and the two strong ladies whose inspiration tremendously transformed my life: my mother, Edith Nkabigumira Kahiriita (RIP), and my dear loving wife, Irene Joy Kiconco Turyatemba. It is also dedicated to my children: Martin Agaba, Joan Abaasa, Joel Felix Alinda and Jasper Stuart Abaho who bore the brunt of a tight shoe string family budget when we were vying for the same resource envelope during the period of this study.

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LIST OF ACRONYMS

ACT American College Testing Programme

CAT	College Admission Test
CGPA	Cumulative Grade Point Average
CE	Continuing Education
DFoL	Dean, Faculty of Law
DV (AA)	Deputy Vice-Chancellor, Academic Affairs
DV	Dependent Variable
EVT	Expectancy-Value Theory
FGPA	Freshman Grade Point Average
FYCGPA	Fourth Year Cumulative Grade Point Average
GCE	General Certificate of Education
GMAT	Graduate Management Admissions Test
GRE	Graduate Record Examinations
GPA	Grade Point Averages
GGPA	Graduate Grade Point Average
HEIs	Higher Educational Institutions
HSGPA	High school Grade Point Average
IELTS	International English Language Testing System
IV	Independent Variable
IUIU	Islamic University in Uganda
JAMB	Joint Admissions and Matriculation Board
LDC	Law Development Centre
LLB	Bachelor of Laws
MBA	Masters of Business Administration
MCAT	Medical College Admission Test
MIFLS	Manager, Institute of Faith, Learning and Service
MoESTS	Ministry of Education, Science, Technology and Sports
NAT	Nursing Aptitude Test
NBCE/NTCE	National Business and Technical Certificate Examination
NCDC	National Curriculum Development Centre
NCE	National Certificate of Education
NCHE	National Council for Higher Education

PuLEE	Pre-university Law Entry Examination
QA	Quality Assurance
SAC	Students' Admissions Counsellor
SAT	Standardised Admissions Tests
SSCE	Senior School Certificate Examination
TOEFL	Test of English as a Foreign Language
UC	University of California
UCE	Uganda Certificate of Education
UACE	Uganda Advanced Certificate of Education
UCU	Uganda Christian University
UGPA	Undergraduate Grade Point Average
UME	University Matriculation Examination
UMI	Uganda Management Institute
UNEB	Uganda National Examinations Board
WASSCE	West African Senior School Certificate Examination

ABSTRACT

This study investigated the predictive validity of admission criteria to the final academic performance of Bachelor of Laws students in Uganda Christian University (UCU). Its objectives were to: examine the relationship between students' performance in Uganda Advanced Certificate of Education (UACE) examinations and their academic performance for award of the Bachelor of Laws degree at UCU; determine the relationship between the students' performance in the pre-university Law entry examinations (PuLEE) and their academic performance for award of the Bachelor of Laws degree at UCU and establish the difference in the academic performance of males and females in the fourth year Law course examinations as predicted by their achievement in the UACE examinations and pre-university Law entrance examinations at UCU. A cross-sectional research design was used in the study. A response rate of 77.4% was achieved while using questionnaires and interviews. A documentary review checklist was also used. Purposive and random sampling techniques were employed. Thematic analysis of quantitative and qualitative data was done. Inferential correlation statistics was used to establish the extent to which admission criteria predict students' academic performance in the Law course. A low and positive correlation of 0.048 ($p=0.321$), though not statistically significant at 0.5% level was established between UACE points and Year Four CGPA. A positive and significant but weak correlation of 0.331 ($p= 0.000$) was established between PuLEE results and academic performance of Year Four Bachelor of Laws students. There was no statistically significant difference in the performance of males and females in the Bachelor of Laws course. The combined effect of UACE and PuLEE predicted up to 10.3% of the dependent variable. Based on these findings, the UACE achievement examinations may not be suitable for selection and placement of students to HEIs. Universities need to supplement UACE achievement examinations with tailor-made pre-university entry aptitude examinations in the admission of undergraduates. Such examinations should measure students' analytical thinking, deductive reasoning, problem solving and other psycho-motor skills needed by students to perform better in their undergraduate studies. There is, however, need for a study to evaluate the content and criterion validity of pre-university entry examinations to establish their effectiveness as an admission criterion in Uganda's HEIs.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

There is agreement among researchers that admission criteria have an influence on the future academic performance of students (Geiser and Santelices, 2007). This study was about the predictive validity of admission criteria for students to the Bachelor of Laws (LLB) course in the Uganda Christian University (UCU), one of the private higher education institutions (HEIs) in Uganda. The focus on LLB was stimulated by the current debate on the declining quality of law graduates in the country. According to Kasozi (2009) everyone from Law Development Centre to judges was complaining about falling standards of products from the Bachelor of Laws course. Interventions to reverse this trend had been undertaken by some HEIs in Uganda by introducing pre-university entry examinations as an additional admission criterion. There was thus a need to investigate the extent to which this innovation has gone to ameliorate this problem.

Admission criteria was the independent variable (IV) and students' academic performance was the dependent variable (DV) of the study. The Uganda Advanced Certificate of Education (UACE) and the pre-university Law entry examination (PuLEE) constituted the predictor variables and the fourth year students' academic performance was the criterion variable.

This Chapter comprises the background to the study; the historical, theoretical, conceptual and contextual perspectives of the study. It also addresses the purpose, objectives, questions, hypotheses, significance, justification and scope of the study as well as the operational definition of terms used in the study.

1.2 Background to the Study

1.2.1 Historical Background

The main objective of an admission system is to determine candidates who would likely do well in the university (Oladokun, Adebajo and Charles-Owaba, 2008). Worldwide, universities are not satisfied with the methods used for admitting undergraduates (Mellamby, 1956). Universities have continued to invest resources to undertake studies on admission criteria in an attempt to enhance their selection and placement processes and guidance of students towards academic success (Steunkel, 2006). Students' academic performance in prior high school courses, college preparatory courses, and general education courses taken prior to university are used as predictors of future academic performance to influence admission decisions (Yoho, Young, Adamson, & Britt, 2007).

In the United States of America, there were two distinct approaches to admission of undergraduate students to HEIs. The formula approach considered the students' high school GPA and test scores. The judgmental or holistic approach appraised the entire applicant's file, considering both the students' academic performance and additional personal information (Rigol, 2003).

The other criterion of determining who should be admitted to a HEI is by defining what the institution considers "success" by taking into account its desired vision and mission as well as the expected outcomes for its students. HEIs endeavour to admit students who will be successful, though this is often difficult to achieve because of the diverse interpretation of what constitutes success (College Board, 2002).

In Nigeria, universities used to admit undergraduates basing on their academic performance in School Certificate and its equivalent qualifications such as the London General Certificate of Education (GCE) and the West African General Certificate of Education, the Advanced Level General Certificate of Education and the Higher School Certificate before the introduction of the national policy on admission of students into universities in 1977 (Ogbebor, 2012). Currently, there are two modes of admission to HEIs; the nationwide Joint Admissions and Matriculation Board (JAMB) and the entrance examination by individual universities also referred to as Continuing Education (CE).

In Uganda, students are selected to HEIs basing on their academic performance at the end of their high school education. Summative high school grades are often the most commonly considered academic qualifications because of their predicted or actual attainment in higher education. For this reason, all HEIs are required to admit students who meet the minimum entry requirements stipulated by the National Council for Higher Education (NCHE, 2008). The NCHE calls for an open and transparent university admission process that does not discriminate applicants on basis of ethnicity, race, gender or religious doctrine. NCHE has juxtaposed the following basic entry requirements for accessing university education (Statutory Instrument No. 63 of 2007, NCHE, 2008): There are those admitted through direct entry from schools - Uganda Certificate of Education (UCE) with at least 5 passes and at least two principal passes at UACE obtained at the same sitting or its equivalent. Others are admitted through the mature age - aged 25 years and above and have passed the mature age entry examinations accredited by the NCHE with at least a 50% mark. Also considered are those with a diploma obtained at credit/distinction level in the relevant field from a recognised institution. There is a bridging course accredited by the NCHE for students who have done their secondary education outside Uganda. Having a

minimum of two principal passes in high school summative examinations, conducted by UNEB, known as UACE, is the basic requirement for direct students' admission into the university or college, regardless of whether the institution is public or private.

At UCU, admissions are made basing on the above stipulated NCHE guidelines. In addition, there has been a modification of the admission criteria by further subjecting prospective LLB students to pre-university entry examinations. This study was, therefore meant to establish the extent to which the inclusion of pre-university entry examinations has enhanced LLB students' academic performance at UCU.

1.2.2 Theoretical Background

Researchers investigating students' academic performance in HEIs have adopted a number of theories. Tolman developed the theories of latent learning, behavior and motivation. He theorized that a motive drives a person to behave in a certain way until some intrinsic need is met. Vroom improved on Tolman's work with the Expectancy theory (VanderZwaag, 1998). Jacquelynn Eccles used the Expectancy-Value theory to explain gender differences in mathematics engagement and achievement in schoolchildren (Eccles et al., 1983).

The Expectancy-Value Theory (EVT) of achievement motivation was later used to explain how expectancies and values directly and indirectly influence achievement choices, performance, effort, and persistence across a wide range of academic and physical domains and age groups (Wigfield & Eccles, 2000; Wigfield & Cambria, 2010). According to EVT, students' academic performance and achievement related choices are principally determined by two factors: expectancies for success and subjective task values. Expectancies refer to the level of confidence exhibited by individuals in their attempt to succeed in particular tasks in the short-run or long-

run. Task values refer to how much time and effort are required (cost), how important (attainment value), useful (utility value), or enjoyable (intrinsic value) the individuals perceive the tasks (Wigfield, 1994). Attainment value refers to the importance placed on doing well at that task. Utility value refers to how useful the task is to a person's future (such as undertaking a Bachelor of Laws course in order to become a Lawyer). Interest or intrinsic value refers to the enjoyment one gains from engaging in the task. Relative cost, on the other hand refers to assessments of how much effort is needed to accomplish the task and the cost of that in terms of other activities such as forfeiting time for leisure (Wigfield, 1994).

In this theoretical model, expectancies for success and subjective task values are reciprocally related to each other and directly related to achievement-related choices and performance (Wigfield & Cambria, 2010). Expectancies focus on future success and, as such, are distinct from, although related to, ability beliefs, which focus on present ability (Wigfield & Eccles, 2002). Subjective task values refer to the "quality of the task that contributes to the increasing or decreasing probability that an individual will select it" (Eccles, 2005, p. 109). Tasks that are perceived as valuable are more likely to be associated with a wide range of motivational outcomes, including better achievement (Shechter, Durik, Miyamoto, & Harackiewicz, 2011).

1.2.3 Conceptual Background

This research study used admission criteria and academic performance as the basic concepts.

Admission criteria constituted the IV and entailed the assessment of students for admission to HEIs basing on critical measures. It involved the systematic validation and preparation of students using effective selection processes based on the essential criteria of academic quality.

This constitutes an academic quality management perspective of HEIs that places greater

emphasis on the relationship between student selection and their long-term success on academic tasks (Mulu, 2012). The selection criteria adopted assumes that the quality of students invariably affects the quality of graduates of the education institutions. In this study, admission criteria involves all the selection and placement processes and procedures adopted to allocate the scarce places at university to students using a variety of schemes that have standardised tests and assessment tools embedded in them. Whereas there are different criteria used as a basis for admission to undergraduate programmes in Uganda's HEIs, only high school and pre-university entry examinations were considered in this study.

Students' academic performance constituted the DV of this study. The concept of academic performance has become a source of concern to contemporary researchers, especially given that the academic performance of the undergraduates is deteriorating (Ebenuwa-Okoh, 2010). A wide range of views have been advanced on the concept of students' academic performance in HEIs. Some authors have conceptualised academic performance to connote the quality of knowledge, generic skills, abilities, values and attitudes attained by students. This is viewed in terms of fulfillment with the quality of their experience as well as the quality of courses and skills the learners have attained (Chalmers, 2008). Other researchers such as Broh (2002), Darling (2005), Amy (2006) and Galiher (2006) have conceptualised students' academic performance in terms of examination grades expressed as Grade Point Averages (GPAs) scored at the end of a particular semester or programme. According to Tho (1994), Hijazi and Nagzi (2006) and Hake (1995), academic performance can also be measured by results scored from tests. According to Ali, Jusoff, Ali, Mokhtar and Syafena (2000), academic performance refers to the extent to which students accomplish tasks and studies before them. This is reflected by results obtained from the administered tests which are expressed in form of GPA and Cumulative Grade Point Average

(CGPA). It could also be seen as the level of performance in a particular field of study. Higher scores indicate better academic performance (Egbule 2004).

In this study, indicators of students' academic performance included the overall students' scholastic attainment in terms of grades and/or scores obtained in the UACE examinations and pre-university Law entry examination and the fourth year Law examination CGPAs obtained in UCU. Other indicators of students' academic performance were the number of retakes, the repetition and drop-out rates as well as differences in the performance of males and females. The extent to which the admission criteria predicted final year LLB students' academic performance was to be investigated.

1.2.4 Contextual Background

UCU is a private, chartered and fully accredited co-educational religious based university established in 1999 to meet the ever increasing demand for higher education in Uganda (National Council for Higher Education, 2007; 2008). It was born out of former Bishop Tucker Theological College, established in Uganda in 1913. The university, like any other HEI in Uganda, is grappling with the challenge of maintaining academic standards amidst massification of higher education. UCU has put matters of Quality Assurance (QA) and maintenance of standards at the forefront in its attempt to achieve its vision of being "A Centre of Excellence in the Heart of Africa."

The mismatch between the quality of high school certificates awarded and the achievement of undergraduate and graduate students paints a grim and undesirable picture for HEIs. Since 2009, the Uganda Christian University Law Faculty introduced the pre-university Law entry examination as an additional admission criterion in an attempt to reverse this trend. The Law

Faculty had not graduated a First Class student since 2007, yet the university was increasingly seen by many as having had the best Bachelor of Laws programme in the country Kasozi (2009). This achievement trend continued to decline as LLB students registered for LDC. There was growing concern over the increasing number of half-baked lawyers in the country. Kasozi (2009) observes that everyone from LDC to judges was complaining about falling standards of products from the Bachelor of Laws course. There was thus need to introduce the pre-university Law entrance examinations with an intention of tightening the sieve to raise standards [(UCU's Undergraduate Academic Regulations, 2008/9, Article 2.2 (II)].

1.3 Statement of the Problem

Universities have for long used students' high school grades to make admission decisions based on the belief that these grades predict students' future academic performance in HEIs (American College Testing Programme-ACT, 1998; Allen, Robbins, Casillas, & Oh, 2007). There has however, been a noticeable mismatch in the scores obtained from these examinations and final students' academic performance in universities.

With massification of higher education, standards of HEIs and the quality of university graduates have persistently declined (Chevaillier, 2000; Mwiria & Ng'ethe, 2002; Obanya, 2004), as reflected by low CGPAs, low completion rates, high repetition and drop-out rates. There have also been observed differences in students' academic performance arising from their sex (Else-Quest, Hyde, & Linn, 2010) and the HEI environment in which they learn (Vandiver, 2011, Mulu, 2012).

Records at UCU indicate that there was no single First Class student in the Bachelor of Laws course between 2007 and 2009 (UCU Admissions & Students Records Office, 2007, 2008, and

2009). In fact, the Law students from UCU who enrolled for LDC entry examinations performed dismally (Kasozi, 2009). Such mediocre performance was not in tandem with UCU's Vision of being a centre of excellence in the heart of Africa.

To enhance students' academic performance, some HEIs have supplemented high school results with pre-university entry examinations as an additional admission criterion. UCU introduced pre-university entry examinations in the Bachelor of Laws course in 2009. Nevertheless, these examinations exposed students to more rigours of assessment, corroding UCU's meagre time, human and financial resources which might further adversely affect the students' academic performance.

If this trend continues unabated, there is a likelihood that UCU's teaching, research and "Third Mission" functions will be undermined, thereby crippling its reputation in a competitive and globalised higher education environment.

Despite the use of different admission criteria, their predictive validity to final students' academic performance in universities has never been established, hence the need for this study.

1.4 The Purpose of the Study

The overall purpose of this study was to establish the relationship between the admission criteria of Bachelor of Laws students and their final academic performance at Uganda Christian University.

1.5 Objectives of the Study

This study aimed at achieving the following objectives:

1. To examine the relationship between students' performance in UACE examinations and their academic performance for award of the Bachelor of Laws degree at UCU.
2. To determine the relationship between the students' performance in the pre-university Law entry examinations and their academic performance for award of the Bachelor of Laws degree at UCU.
3. To establish the difference in the academic performance of males and females in the fourth year Law course examinations as predicted by their achievement in the UACE examinations and pre-university Law entrance examinations at UCU.

1.6 Research Questions

This study was guided by the following research questions:

1. What is the relationship between students' performance in UACE examinations and their academic performance for award of the Bachelor of Laws degree at UCU?
2. What is the relationship between the students' performance in the pre-university Law entry examinations and their academic performance for award of the Bachelor of Laws degree at UCU?
3. How different is the academic performance of males and females in the fourth year Law course examinations as predicted by their academic performance in the UACE examinations and pre-university Law entrance examinations at UCU?

1.7 Hypotheses of the Study

This study tested the following hypotheses:

1. There is a significant positive relationship between students' performance in UACE examinations and their academic performance for award of the Bachelor of Laws degree at university.
2. There is a significant positive relationship between the students' performance in the pre-university Law entry examinations and their academic performance for award of the Bachelor of Laws degree at university.
3. There is no significant difference in the academic performance of males and females in the fourth year Law course examinations at university as predicted by their

academic achievement in the UACE examinations and pre-university Law entrance examinations.

1.8 Conceptual Framework

The conceptual framework of this study rotated around the independent and dependent variables shown below:

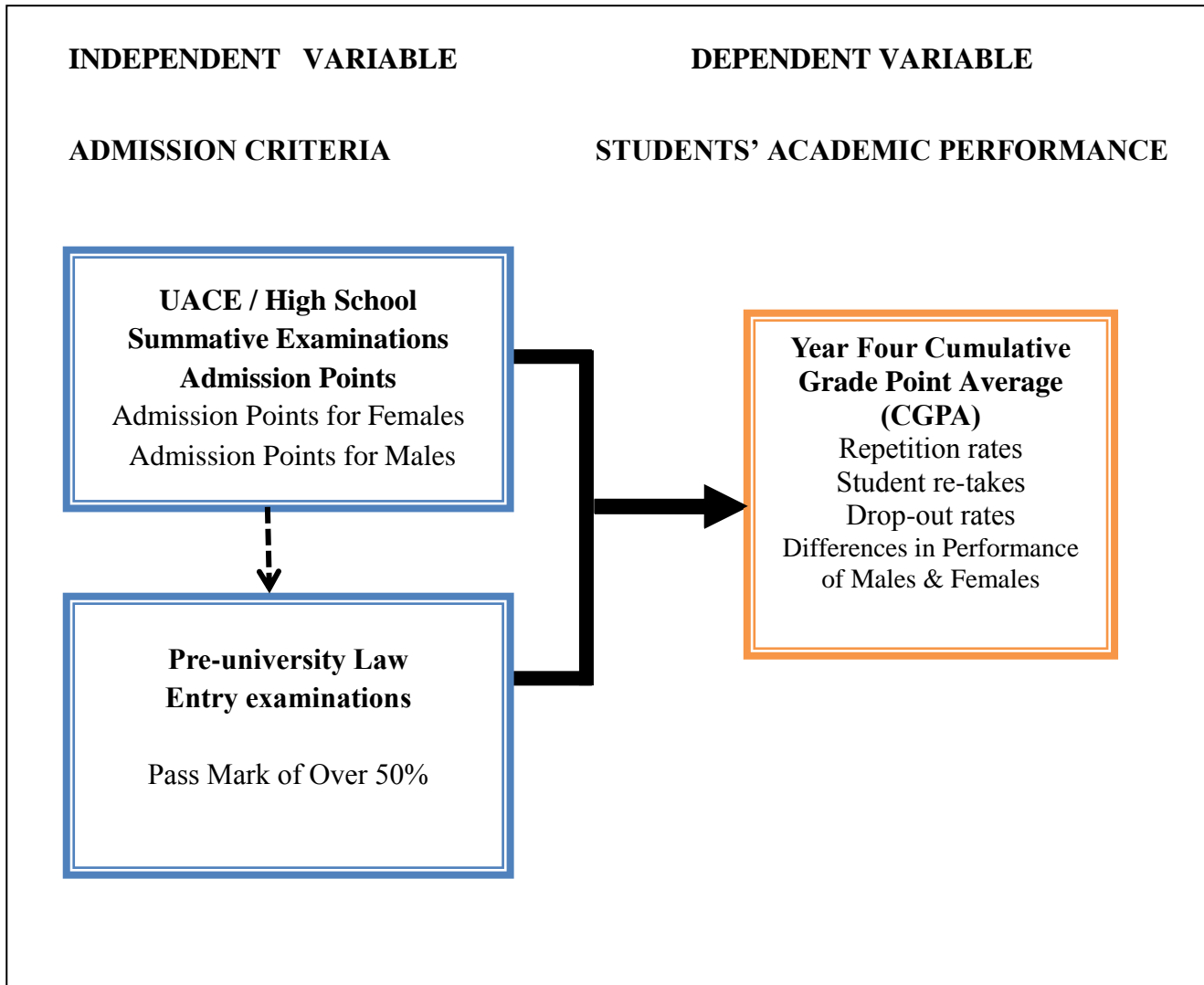


Fig.1. The Conceptual Framework of the Study

Source: Adopted and modified from Koontz and Weihrich (1988); Kaplan (2003).

From the above conceptual framework, it should be noted that students who have passed the UACE examinations are the ones subjected to the PuLE examinations. They are considered for university admission after scoring at least 50% and above. The students admitted under these conditions are then transformed by the HEI process that involves teaching, learning and research. The dependent variable of the study was academic performance. It was looked at under the following dimensions: Cumulative Grade Point Averages, student re-takes, repetition and drop-out rates as well as differences in the performance of males and females. Attempts were made during this study to establish the relationship between admission criteria (IV) and students' academic performance (DV).

1.9 Significance of the Study

This study is expected to be useful in a number of ways to a spectrum of stakeholders. The Ministry of Education, Science, Technology and Sports (MoESTS) may find it useful when amending policies pertaining to the certification, selection and admission of students to HEIs.

Public and private colleges and universities shall use this study as a point of reference when making appropriate admission decisions for students into HEIs.

The recommendations made in this study will provide empirically grounded and professionally defensible evidence to justify the emerging trend of using pre-university entry examinations for admission into the various courses.

The study will contribute to the improvement of policies and strategies to be adopted by the UCU directorates of Teaching & Learning and Admissions & Students Records in an attempt to enhance the quality of students' academic performance.

The recommendations of this study will also be useful to Uganda National Examinations Board (UNEB) in reforming its assessment system with a view of enhancing the predictive validity of summative assessment to match future student academic performance in HEIs.

School administrators will use these research results to determine in advance the likely impact of the current students' academic performance on their future success in tertiary institutions and the world of work.

These research findings will be a source of motivation for students to work hard in their UACE examinations if their academic performance at this level has a bearing on their subsequent achievement in tertiary institutions.

This research will be an invaluable stepping stone for future researchers who may wish to investigate the impact of other variables that have not been handled in this study.

Finally, this study shall also be useful to the researcher by way of attaining an additional academic qualification in management science.

1.10 Justification of the Study

Although a number of predictive validity research studies have been undertaken, there is no concrete evidence that has been established in Uganda on the use of high school grades as predictors of students' future academic performance in HEIs. Questions have arisen as to whether it is justifiable to use "A" level, leave alone pre-university entrance examinations results, for selection and admission of students to institutions of higher learning.

Information available indicates that some students who have passed the UNEB summative examinations fail the pre-university Law entry examination. Records from the UCU Central

Academic Office (UCU, 2014) indicate that in 2009, six hundred (600) students sat for PuLEE but 18.3 % (110) passed; in 2010, eight hundred fifty two (852) students sat for PuLEE but 17.6 % (150) passed; in 2011, five hundred thirty six (536) students sat for PuLEE but 30.0 % (161) passed and in 2012, eight hundred eighteen (818) students sat for PuLEE but 42.4 % (347) passed.

Conversely, there are cases of candidates that have scored low points in UACE and yet they emerge the best in PuLE examinations. There are also surprises for those who have scored the highest points at UACE and yet they fail the PuLE examinations. This leads to immense trauma and stress of the latter category arising not only from the tyranny of continued testing but also from the failure to benefit from the competitive government sponsorship scheme in HEIs.

This study was thus prompted by the limitations of the current admission criteria for students to different courses in Uganda's HEIs. It was undertaken to establish whether the current practice of duplicating effort, time and financial resources by public and private educational institutions in the process of administering PuLE examinations is worthwhile. It seeks to establish the degree of predictive validity of the UNEB summative examinations and PuLE examinations to students' academic performance in the final year Bachelor of Laws course at UCU, a private HEI in Uganda.

1.11 Scope of the Study

1.11.1 Content Scope

This study endeavoured to establish the relationship between admission criteria as the independent variable and final students' academic performance as the dependent variable. The dimensions that were considered under the independent variable included the scores obtained in the UACE and pre-university Law entry examinations. The dependent variable dimensions included students' fourth year Cumulative Grade Point Average, students' re-takes, repetition

and drop-out rates as well as differences in the performance of fourth year LLB male and female students.

1.11.2 Geographical Scope

This research was conducted in Uganda, one of the East African countries located at latitude $0^{\circ} 00' S$ and longitude $32^{\circ} 00' E$ (coordinates $1.0667^{\circ} N$; $31.8833^{\circ} E$). The study was done at Uganda Christian University (UCU) main campus, a private HEI found in Central Uganda ($0^{\circ} 21' N$; $32^{\circ} 45' E$). UCU is located in Mukono district, approximately 26 kilometres East of Kampala city, along the Kampala-Jinja highway. The Faculty of Law at UCU was considered as the basic unit of analysis.

1.11.3 Time Scope

The academic performance of a cohort of students who sat for the UACE and pre-entry Law examinations was studied from high school to their fourth year in university for the years 2009/10 up to 2013/2014. This was because this was the period that these students had been exposed to the pre-entry Law examinations at Uganda Christian University and were accessible since they were in their final year of completion.

1.12 Operational Definitions

The key concepts that have been addressed in this research study include:

1.12.1 Admission Criteria

This shall refer to the basic requirements for one to be selected for a course or programme at university. Whereas the Universities and Other Tertiary Institutions Act (2001) recognises three main entry schemes to higher education institutions in Uganda, namely: the direct entry (using high school results), the mature age entry and diploma entry arrangements, this study will

consider high school and pre-university entry schemes, the latter being a new criteria set by HEIs.

1.12.2 Academic Performance

Students' academic performance shall be viewed in terms of the scores and Cumulative Point Grade Averages attained in examinations. This will be reflected by the number of retakes, the repetition and drop-out rates as well as differences in the performance of males and females in the LLB course at UCU.

1.12.3 High School Summative Examinations

Public summative examinations are viewed as external school examinations open to the general public and conducted by examination bodies using tests that have appropriate psychometric properties (Obioma and Salau, 2007). In this study, it refers to UACE examinations conducted by UNEB at the end of Senior Six. These are norm-referenced examinations designed to highlight academic performance differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers (Stiggins, 1994). They depict the learners' achievements compared with the achievements of other learners sitting for the same test. Female and male students that had obtained over 14 and 15 points respectively were considered. These are eligible to sit for the pre-university Law entry examination.

1.12.4 Pre-university Law Entry Examinations

These are examinations that are administered to students who have scored above 14 and 15 points for females and males respectively at UACE and are interested in pursuing the LLB course at university. The pass mark for one to be admitted for the Law course is usually above 50%, but this may vary from year to year, depending on the prospective students' pre-university entry examination performance.

1.12.5 Higher Education Institution

This means a post-secondary or tertiary institution. For purposes of this study, it refers to a university or college.

1.12.6 The University's "Third Mission"

This refers to all those external/outreach programmes that are undertaken by the university in an attempt to improve the socio-economic welfare of the surrounding communities. The UCU LLB students have extended legal services and awareness programmes to the surrounding communities such as Bugujju and Kauga Prisons.

1.12.7 Predictor Variable

In this study, the UACE examinations were taken as the primary independent variable. It was the main predictor variable upon which achievement in the final Fourth Year Cumulative Grade Point Average (FYCGPA) was based. The pre-university Law entry examination constituted the secondary predictor variable.

1.12.8 Criterion Variable

Academic performance was considered as the criterion (dependent) variable in this study viewed in terms of the CGPAs obtained, retakes and dropout rates. Inferences on the dependent variable were based on the Uganda Advanced Certificate of Education and pre-university Law entry examination results.

1.12.9 Validity

Validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. Validity is an integrated evaluative judgment of the degree to which

empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment (Messick, 1980; 1981; 1989). Kane (1992) further contends that validity is associated with the interpretation assigned to test scores rather than with the scores or the test. According to Messick (1989), validity is viewed as a unitary concept that has three categories: criterion-related evidence of validity, construct-related evidence of validity and content-related evidence of validity. The inferences regarding specific uses of a test are validated, not the test itself (Messick, 1985). This study addressed the criterion-related evidence of validity in an attempt to establish the extent to which the independent (predictor) variable predicts the criterion variable under investigation. It attempted to establish the extent to which examination results can be relied upon to predict the students' future academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter was to critically review studies conducted by previous researchers and scholars pertaining to admission criteria and academic performance in HEIs. This review exposed some knowledge gaps in these works upon which this research study built. The literature was reviewed under three major themes according to the stipulated objectives and conceptual framework of the study. These included prediction of academic performance using high school grades, prediction of academic performance using pre-entry university examinations and students' sex and academic performance in HEIs. These themes were integrated into the related literature to answer the research questions and the hypotheses of this study. The sources of literature reviewed comprised books, abstracts, journals, periodicals, newspapers, brochures and internet articles.

2.2 Theoretical Review

This study was guided by the Expectancy-Value Theory of achievement motivation as advanced by John William Atkinson in 1957 and later modified by Vroom in 1964 and Jacquelyne Eccles in 1983. This theory is built upon the idea that motivation comes from a person believing they will get what they want in the form of performance or rewards. It states that individuals have different sets of goals and can be motivated if they believe that there is a positive correlation between efforts and performance. Such satisfactory performance should result in a desirable reward which should in turn satisfy an important need. The desire to satisfy the need is strong enough to make the effort worthwhile (Lawler, Porter. L., Vroom, 2009).

According to Vroom, one of the predictions derived from expectancy theory is that the incentive to exert effort will be stronger, the stronger the perceived relationship between effort and performance. The Vroom Expectancy-Value theory is hinged on three basic elements as shown below:

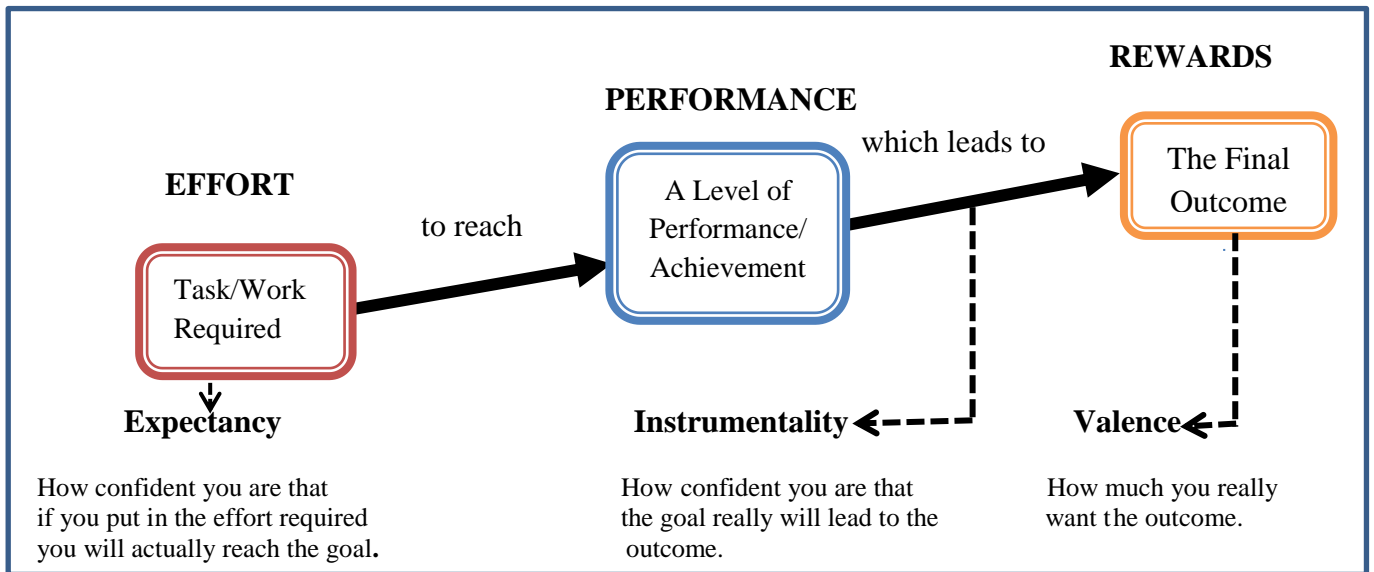


Fig. 2. The Expectancy-Value Theoretical Model

Source: Adopted and modified from Vroom & Yago (1978).

Expectancy can be described as the belief that higher or increased effort will yield better performance. This can be explained by the thinking of "If I work harder, I will make something better". Porter and Lawler developed a theoretical model suggesting that the expenditure or an individual's energy or efforts will be determined by the level of expectations that a specific outcome may be obtained and the degree to which that outcome is valued by someone (Pinder, 1984).

The Expectancy-Value Theory of achievement motivation stipulates that achievement behavior can be predicted by the expectancy for future success or achievement and value attached to a

specific assignment. When an individual has a low expectancy of future success or achievement and perceives little future value in a specific course, one may not be motivated to put in more effort in that course (Steinmayr & Spinath, 2008). Academic performance is, therefore, a product of many variables. It can be enhanced by personal determination, cognitive development and motivation as well as several other positive correlates (Emina, 1986; Adeyemo & Ochinko, 1999). Basing on this perspective, the Expectancy-Value Theory of motivation is relevant to this study because it explains not only what affects the amount of time and effort that students invest in their university courses but also how much commitment lecturers devote to specific tasks such as research, teaching, guiding and counselling students.

Instrumentality can be described as the thought that if an individual performs well, then a valued outcome will explicitly come to that individual. What are the expectations of students who study LLB at UCU? Do they put in a lot of effort to attain a high level of performance so as to derive individual benefits?

Valence on the other hand connotes "value" and refers to beliefs about outcome desirability (Redmond, 2010). There are individual differences in the level of value attached to any definite outcome. What beliefs do students have when undertaking the LLB course at UCU?

This theory was used to explain the differences in the academic performance of LLB male and female students. Do these students have the same expectations when pursuing the LLB course? How does this influence their effort and subsequently, their academic performance? How does expectation lead to desirable outcomes that accompany success such as better quality degree, good job and increased self-esteem? This study endeavoured to establish the extent to which the

EVT could be used to explain the differences in the LLB students' academic performance at UCU.

2.3 Literature Review

2.3.1 Relationship Between High School Grades and Academic Performance

This study attempts to establish the predictive validity of high school summative high-stakes examinations and pre-university Law entry examinations to fourth year LLB students' academic performance in the university. In a number of countries in the world, it is not a recent phenomenon to use academic criteria as a major component of selection and admission to universities and other tertiary institutions. As long as students are screened into undergraduate and graduate courses through the admission tests, studying the influences of these tests on the future achievement of these students is of utmost importance (Mojtaba, 2009). Many studies have been conducted to establish the relative contribution of high school summative grades and Standardised Admission Tests in predicting students' long-term achievement in colleges and universities. The relative emphasis on grades vs. tests as admissions criteria has become increasingly visible as a policy issue at selective colleges and universities (Geiser and Santelices, 2007).

In the United Kingdom, selection for admission to medical school has been traditionally based on predicted or actual school-end examination results, such as A-levels. In their longitudinal study comparing entry qualifications with subsequent students' performance in their medical career, McManus, Smithers, Partridge and Keeling (2003) established that A-levels were significant predictors for a range of outcomes, with an overall effect size of about 0.3. There have been ongoing debates about social exclusivity of the selection processes into the medical

school because of the weight attached to such school examination results (Cleland, Dowell, McLachlan, Nicholson, and Patterson, 2012).

Conversely, in the United States of America and Canada, students can only access medical school through the graduate entry scheme. The academic grades such as Grade Point Average continue to be the major criterion used for selection and admission of the postgraduate students although they are supplemented by other predictors, such as the Medical College Admission Test (MCAT). Some authors have shown that academic criteria such as A-level grades correlate with dropout rates, career progression and success at postgraduate membership and fellowship exams. However, this effect typically shows correlations of about 0.3 to 0.37, where correlations above 0.5 are usually described as strong, and generally seems stronger with performance as a medical student, decreasing across the years of the programme (Cleland, Dowell, McLachlan, Nicholson, and Patterson, 2012). These findings validate those of Huw, Reddy and Talcott (2006) who disagree with the view that future academic performance is determined by prior academic performance. In their study on the relationship between previous academic performance and subsequent success at university, they found that subjects studied at A' level and grades obtained did not predict academic performance at university. The MCAT studies were conducted on medical students in the United Kingdom, the United States of America and Canada, hence the need to conduct this cross-sectional research in the Faculty of Law, in the Ugandan context.

Bekhradnia and Thompson (2002) have contended in their study that “A” levels are central to the higher education admissions process and the ability of “A” level grades to predict degree outcomes has been demonstrated using a large data set. Other studies have, however, questioned the strength of the relationship between “A” level attainment and degree outcomes and suggested that this can vary according to the type of higher education institution and the area of study

(Peers & Johnston, 1994). It was thus imperative to undertake this study given that there was no sufficient evidence adduced regarding the predictive validity of “A” level grades to final academic attainment in private HEIs in Uganda.

Obioma and Salau (2007) conducted a study in 22 Nigerian universities to determine the extent to which scores obtained in examinations conducted by West African Examination Council (WASSCE), National Examinations Council (SSCE), and National Business and Technical Council (NBCE/NTCE in conjunction with the Joint Admissions and Matriculation Board University Matriculation Examination (UME) predict future academic performance of students in university degree examinations. They established that there were low but positive relationships at 0.01 significance level ($0.118 \leq r \leq 0.298$) between each of the predictor variables under investigation. They concluded that whereas generally, public examinations poorly predicted students’ university academic performance, when compared individually with other predictors, WASSCE was the best single predictor of the students’ CGPA. Geiser and Studley (2003) established that High School Grade Point Average (HSGPA) in college-preparatory courses was the best predictor of freshman grades for a sample of about 80,000 students admitted to the University of California. These findings corroborated those previously advanced by Kowarsky, Clatfelter and Widaman (1998). Whereas the sample used was ample and representative, and despite the revelation that freshman grades offer a short-term perspective of college achievement, the study failed to offer a long-term insight into academic performance.

In their follow up predictive validity study conducted in California, Geiser and Santelices (2007) found that HSGPA is consistently the best predictor not only of freshman grades in college, the outcome indicator predominantly employed in such studies, but of four-year college outcomes as well. The sample used in this study was, however, so small that these findings may not be very

useful for practical educational purposes. This study attempted to establish whether there was a discernible predictive validity of high school grades for the final students' achievement in Uganda.

2.3.2 Relationship Between Pre-university Entry Examinations and Academic Performance

A study was conducted by Sireci and Talento-Miller (2006) to establish the predictive value of Graduate Management Admission Test (GMAT) and GPA data from 11 graduate management schools. The predictive value of GMAT analytical writing scores was found relatively low, accounting for about 1% of the variation in graduate GPA, after accounting for undergraduate GPA and GMAT scores.

Working with a sample of 158 MBA students at a private, Midwestern University, Truitt (2002) established that overall, the general regression on the entire sample supports the expectation that GMAT scores have a statistically significant impact on MBA academic success. GMAT scores were found to be a robust predictor of MBA academic performance. However, the results do not support the hypothesised predictability of undergraduate GPA. The ecological validity and use of Truitt's results obtained from Midwestern University MBA students for generalisation needs to be further investigated in the Ugandan context, hence the need for this study.

In their investigation of the correlations between SAT II Subject Tests and freshmen GPA, Ramist, Lewis, and McCauley-Jenkins (2002) found out that there was a correlation between composition section and freshmen GPA. This corroborated the results obtained from a study by Kuncel, Hezlett, and Ones (2001) which revealed that the Graduate Record Examinations (GRE) and Undergraduate Grade Point Average (UGPA) are valid and consistent predictors of graduate grade point average. These findings are also in tandem with those of Marvin and Simner (1999)

who concluded that Test of English as a Foreign Language (TOEFL) scores just correlated with the first year performance in university English courses. However, this correlation, as they found out, may not continue beyond first year. This study was conducted at the end of the LLB course to establish whether the findings of Marvin and Simner are applicable in the Ugandan situation, more so, at the end of the fourth year at university.

Dooley (1999), in an attempt to investigate the predictive validity of International English Language Testing System (IELTS) test as an indicator of future academic success, failed to come up with definite evidence about the validity of IELTS as a predictor of academic success. This study sought to fill this gap by investigating the predictive validity of the pre-university entrance examinations into the Law course at UCU.

Karakaya & Tavşancıl (2008), in their study on the predictive validity of the university student selection examination in Turkey, observed that freshman grade point average (FGPA) in higher education was predicted by raw scores, standard scores, and placement scores (YEP). They established that the significant predictors of students' FGPA is YEP which is used for the placement of agricultural engineering, civil engineering, and social studies education programme students, Y-OSS SAY scores which is not used for the placement of business administration program students and three YEP's which are used for the placement of Law programme students. Whereas this correlational descriptive study had a representative sample of 2,103 students spread across six programmes, this study focused on one Law programme in Uganda.

Adeneyi and Mangwat (2000) conducted a study in Nigeria on entry qualifications as determinants of final achievement to find out the effect of entry requirements on achievement in the National Certificate of Education (NCE) programme of the Federal College of Education,

Pankshin. They established that there were no significant differences between the mean scores of students admitted through the Pre- NCE programme of the college and that of the Joint Admission and Matriculation Board counterparts. The need to establish the relevance of this study in the Ugandan context makes this research imperative.

A study conducted at the University of Northern Philippines from 2006 to 2009 using students' College Admission Test (CAT) and Nursing Aptitude Test (NAT) shows that these examinations were good predictors of academic performance among graduates at the University (Navarro, Vitamog, Tierra & Gonzalez, 2011). The students who excelled in their CAT and NAT tests in the university also performed well in their final Nursing Board occupational and training achievement tasks.

These results are in agreement with those of Wamala, Kizito & Kakumba (2012). In a study conducted to investigate whether the outcomes of the GMAT predict the academic performance of 516 Masters of Business Administration (MBA) enrollees at the College of Business and Management Science, Makerere University in Uganda, in 2011 and 2012, they established that there was a high correlation between the GMAT score and the level of academic performance among the graduate students. The CGPA obtained after the first year of study in the MBA programme was found to be a good measure of academic performance of the enrollees and their final CGPA score after the two-year stipulated period of candidature was found not to have changed significantly.

In Uganda, there is little documented evidence on the predictive validity of examinations especially in the Law discipline. The paucity of information is attributed to the fact that pre-university entry Law examinations in Ugandan universities are a recent phenomenon, having been introduced in UCU in 2009. Consequently the question of whether there is a relationship

between high school and pre-university Law entry examinations and academic performance remains unanswered, hence the need for this study.

2.3.3 Sex Differences and Academic Performance at University Level

Although gender and sex are used interchangeably by different authors, the term “sex” will be used for this study because gender specifically relates to the difference in sex (that is, either male or female) and how this quality affects their dispositions and perception toward life and academic activities (Ebenuwa-Okoh, 2007).

The popular but contentious area of sex differences and intellectual achievement has been at the epicenter of a number of researches (Halpern, 2012). The need to establish whether there is any significant difference between the academic performance of male and female undergraduates has been prompted by the fact that previous studies on this subject have been inconclusive (Buadi, 2000).

A number of researchers have agreed that sex differences exist in academic performance in some disciplines at the university level. While referring to the psychic and social differences between sexes, Morris (1959) contends that the education outcomes of males and females will, at least in part, be different at the collegiate and graduate level. Other researchers indicate that there is a female advantage in academic performance (McCornack & McLeod, 1988), some contend that there is no gender difference in academic performance (Sulaiman & Mohezar, 2006), while others have observed a male advantage in academic performance (Beaudin, Horvath, & Wright, 1992). Hyde, Fennema, and Lamon (1990); Else-Quest, Hyde, & Linn (2010) observed that gender differences in mathematics achievement were typically in favour of males. A male advantage was equally observed in science achievement tests (Hedges & Nowell, 1995; Linver, Davis-Kean & Eccles, 2002). On the other hand, a female advantage has been found in reading comprehension (Hedges & Nowell, 1995; Lynn & Mikk, 2009; Nowell & Hedges, 1998). These findings have formed the basis for the existing stereotypical views of men and women (Lindberg, Hyde, Petersen & Linn, 2010; Nosek, Smyth, Sriram, Lindner, Devos, Ayala, Greenwald, 2009).

In a study conducted in Nigeria on the influence of gender on academic performance among undergraduates, Ebenuwa-Okoh (2010) concluded that there is no significant difference between

the academic performance of males and females. The calculated t-value (0.902) was less than the critical t-value (1.96) at 0.05 level of significance and degree of freedom of 173. These findings agree with those of Ugoji (2008) who also established no significant difference in academic performance based on gender.

In trying to establish the relationship between admission points, parents' social economic status, former school background and academic performance of undergraduate students at Uganda Christian University, Kyoshaba (2009) found that there was no difference between academic performance of male and female students. The t-value of 0.956 and its calculated level of significance of 0.439 was greater than alpha at 0.05. These findings support those of Wheater, Morrison, Durbin & Pomati (2010), who in their attempt to evaluate the potential value of using an aptitude test (the SAT Reasoning Test) as an additional tool in the selection of candidates for admission to higher education, established that sex was not a significant predictor of degree outcome. Male students were neither more likely nor less likely to do better at university than their female counterparts with the same prior attainment.

In Uganda, Wamala, Kizito & Kakumba (2012) also found that there was no observed significant variation in the academic performance of students with respect to their gender differences. This study investigated whether the higher education admission criteria that has been adopted in the Law Faculty predicts students' academic performance in the same manner for males and females alike.

On the other hand, while investigating academic performance at pre-collegiate level, Lao (1980) found female students having obtained higher CGPA compared to their male counterparts. In an effort to establish the validity of selection criteria in predicting MBA success using GMAT as

the dependent variable, Truitt (2002) also found out that the gender variable was positive and statistically significant, an indication that male students obtained relatively higher than their female counterparts. However, when undergraduate GPA was used as the dependent variable; the gender variable was negative and statistically significant. This was an indication that female students obtained higher undergraduate GPAs than their male colleagues. This finding agrees with that of Wainer and Steinberg (1992) who contend that on average, females have generally been found to attain higher grades than males because they attend lectures more frequently and work harder.

According to Truitt, (2002), male students tend to perform better than their female counterparts on the GMAT and females tend to perform better than their male counterparts on undergraduate GPAs, but there is no observed difference between the two sexes in graduate academic performance. This study established that whereas sex was not a factor in graduate academic performance, males and females do not perform equally on the predictors of graduate academic performance.

The debate on sex differences in academic performance remains unresolved. Most of the researchers have examined the relationship between sex and academic performance of university students in the Western World. They seem to agree that sex differences exist, however slight, with verbal and numeric tasks favouring females and males respectively. These differences have been observed to be more divergent as students advance both in age and level of education. It was therefore, necessary to conduct further research on the influence of sex on academic performance of LLB students in Uganda Christian University.

2.4 Summary of Literature Review

It can be inferred from the literature reviewed that the use of summative assessments for selection and admission of students is not a recent development. Whereas extensive predictive research studies have been conducted on admission criteria and academic performance, attention has been more on countries outside the African continent. Most studies have been conducted at “Advanced” level of education and earlier years of undergraduate courses. These studies have not only concentrated on other disciplines other than Law, but have also over-emphasized the use of summative achievement scores both as predictor and criterion variables. Attention has been put mainly on public than on private HEIs.

It is common practice among educationists to evaluate examinations used for selection in terms of their predictive validity. The specific concern of this study was to establish the extent to which a teacher’s priori judgment of a student’s achievement in the UACE examinations corresponded to the student’s actual academic performance in the pre-university Law entry and end of Year Four LLB examinations. This study examined the predictive validity of summative assessments in HEIs, with specific reference to the Faculty of Law at UCU. The contentious debate on the relationship between students’ sex and academic performance was investigated.

This study, however, only considered two forms of admission criteria as predictors of students’ academic performance and did not explore a number of other factors that impact on academic performance such as leadership styles and pedagogical methods in HEIs, students’ characteristics, discipline and socio-economic background. These are recommended areas for further research.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the researcher presents the research design, study population, sample size, sampling techniques, data collection methods and instruments and the procedure that were employed in the analysis.

3.2 Research Design

The cross-sectional research design was used in this study to investigate the relationship that exists between students' academic performance in high school and pre-university entry examinations (predictor variables) and their final academic performance (criterion variable) in the LLB course at UCU. This design is preferred because it relies on a representative sample, taken to make inferences on a larger population studied at a particular time. This design yields data required for concurrent description of respondents' opinions, views, beliefs and perceptions at a single point in time (Gay, 1996). It is also ideal when both the predictor and the criterion variables have taken place before data collection (Obioma & Salau, 2007). The data for the study was used as collected from the different institutions without any form of amendment.

3.3 Study Population

The entire population of the study (N=265) included UCU top administrators, academic staff and Bachelor of Laws students as shown in Table 1 below. All the UCU Bachelor of Laws students who were in the fourth year in the academic year 2011 (September intake) and 2012 (January intake) were considered (N=222). The targeted population included all the Law students who

passed their UACE Examinations in the year 2010, were admitted after passing their 2011/2012 pre-university Law entry examinations and were in their fourth year at the Faculty of Law.

UCU was selected because it is one of the oldest private HEIs in Uganda that pioneered the administration of pre-university Law entry examinations. The top administrators of the university (n=4) were purposively selected because they are knowledgeable on academic and non-academic aspects of the university since they are part of the policy formulating body that is responsible for the successful implementation of admission policies at UCU. Faculty of Law academic staff (n=39) and Law students were included because of their central role in the study given that they are direct objects and subjects of the teaching, learning and research processes in the university.

3.4 Sample Size and Sample Selection Strategies

The sample was determined using Selection Tables provided by Krejcie and Morgan (1970) as indicated below:

Table 1: Sample Size and Sample Selection Strategies

Category	Population	Sample	Sampling Technique
Administrators	04	04	Purposive
Faculty of Law Lecturers	39	23	Simple Random
Year Four Male Law Students	117	67	Simple Random
Year Four Female Law Students	105	61	Simple Random
Total	265	155	

Source: Modified from the UCU Admissions & Students' Records Office, 2014

As shown in Table 1, the study used a sample of 155 randomly selected respondents from UCU. There were 117 male students who were in their fourth year at the Law Faculty from which a sample of 67 was selected. From 105 female Law students, a sample of 61 students was selected. Fourth year students were included in the study because of their central role, given that they were direct objects and subjects of the admission processes in the university. They had covered ample ground in terms of content studied and the level of their academic performance was advanced since only one semester was remaining for them to finish their course.

3.5 Sampling Techniques and Procedure

Purposive and simple random sampling techniques were used during this study. Students' data was categorised into male/female strata. Amin (2005) contends that randomisation is the most appropriate way of creating equivalent representative groups that apply similarly to all relevant variables under investigation and this approach was adopted by the researcher.

Purposive sampling was used to select university top administrators because they had vital and relevant information for this study (Kathuri & Pals, 1993). These included the Deputy Vice Chancellor, Academic Affairs [DVC (AA)]; Manager, Institute of Faith, Learning and Service (MIFLS); the Dean, Faculty of Law (DFoL) and the Students' Admissions Counsellor (SAC). These professionals were selected basing on the length of their working experience to tap into their deep insight on pertinent UCU policy issues, admission criteria and academic performance.

Simple random sampling was used to select lecturers and students in the Faculty of Law so as to avoid bias and to give each lecturer and Bachelor of Laws student an equal chance of being selected. Participants were randomly selected from undergraduate Bachelor of Laws male and female students.

3.6 Data Collection Methods

In research, the choice of data collection methods is usually dictated by the nature of the subject under investigation, the unit of inquiry and the scale of the survey (Moser & Kalton, 1979).

3.6.1 Secondary Data

3.6.1.1 Documentary Review

A documentary review method of data collection involves the critical analysis of existing secondary data. This method was used in the study because the subjects under investigation have already completed the greatest part of their undergraduate course on which adequate information is available and can be studied in-depth (Sarantakos, 2005).

Relevant information on students' academic performance was obtained from the UCU Strategic Plans and Annual Reports, policy documents on admissions and academic performance, reference books and dissertations, journals, newspapers and internet websites. Whereas information obtained from these sources was authentic, it was scattered and thus consumed more time to critically analyse. Some data retrieved was out of date, limited in scope and at times general in nature, not specifically related to the Faculty of Law, which was the unit of analysis. The documents reviewed were very useful in cross validating the findings obtained using questionnaires and interviews.

3.6.2 Primary Data

3.6.2.1 Self-administered Questionnaires

Self-administered questionnaires were used to obtain non-directly observable primary data from the students and lecturers (Appendices C and D). This method was suitable because students

were literate and could freely express themselves, it was cheap and a lot of information was collected in a short time. The questionnaire was preferred because it is easy to administer (Gay, 1996). Questionnaires have been found to be useful when qualitative and quantitative methods are concurrently used (triangulation) in research (Sekaran, 2003; Amin, 2005). They have been found to be less expensive to administer to a relatively large population that can read and write and they yield a lot of information.

3.6.2.2 Interview

The interview method was used to obtain information from the respondents on non-directly observable information. The interview was meant to obtain additional detailed information on respondents' opinions, beliefs and perceptions. Interviews allowed the researcher to seek clarification on some items by repeating and rephrasing questions that seemed not clear to respondents (Kothari, 2004).

3.7 Data Collection Instruments

3.7.1 Documentary Review Checklist

Students' scores were obtained from the office of the UCU Director of Admissions and Students Records in the 2011/2012 pre-university Law entry and fourth year Examinations in 2014/15. The students' corresponding achievement scores in the 2010 UACE examinations were obtained from UNEB.

The UACE points, pre-university Law entry examination scores and fourth year Cumulative Grade Point Average were compiled for the same students at these levels using a well-designed documentary review checklist (Appendix E). From the UCU Data Centre and the Faculty of

Law, information was collected on students' re-takes, Cumulative Grade Point Average, repetition and drop-out rates.

3.7.2 Questionnaires

Questionnaires were used to obtain data from the final year students and the Faculty of Law lecturers (Appendices C and D). This instrument was used because the population was literate and the researcher had limited time for data collection. In order to obtain accurate quantitative data, the questionnaires contained both precise closed and open ended questions which encouraged respondents to think and offer considered answers and honest opinions (Sedgley, 2007). The respondents were provided with a set of closed ended questions, most of which were based on a five-point Likert scale. These are relatively easy to fill, take less time and restrict the responses to a specific aspect. Questions on admission criteria-UACE and PuLEE (2.0), on sex and academic performance (3.0) and on the dependent variable (DV4 - academic performance) in Appendix C (4.0) were of the category of "Strongly Disagree, Disagree, Not Sure, Agree and Strongly Agree". This was the case with Appendix D section 2.0 on admission criteria (UACE and PuLEE), section 5.0 on sex and academic performance and section 6.1 on students' academic performance. Some questions in section 6.2 were based on a four point Likert scale of "Not sure, Low, Medium and High". Others in Appendix C section 2.3 and Appendix D section 3.0 on pre-university entry examinations were based on a two-point scale of "No and Yes".

3.7.3 Interview Guide

An interview guide (Appendix B) was used to obtain data from the university top administrators on academic and non-academic aspects of the institution that were not easy to capture using questionnaires. It had fifteen pre-designed free response questions addressing specific aspects of

admission criteria and academic performance. The interviews yielded information on the quality of teaching and learning as well as the quality of research and university instructional inputs that have a direct bearing on learning.

3.8 Validity and Reliability of Instruments

The validity and reliability of the research instruments to be used were tested to ensure high quality of the data collected and for enhancing the authenticity of the findings of this study. The researcher designed a form and questionnaires for collection of data on students' academic performance exhibited by their respective grades in the Faculty of Law at UCU. Information was also collected on students' academic records from UNEB in the UACE subjects offered with their corresponding grades. These instruments were peer reviewed by UMI MMS 032 workshop participants. They were also subjected to expert opinion of my Supervisors. The use of experts to establish the validity and reliability of the research instruments was suggested by Gay (1996).

The formula used for determining the content validity index was: $CVI = \frac{n}{N}$ where n is the number of items indicated as relevant and N is the total number of items in the questionnaire. Of the 32 questions in the students' questionnaire, 25 were rated as relevant, giving a content validity index of 0.781 (78.1%). Of the 50 questions in the lecturers' questionnaire, 36 were rated as relevant, giving a content validity index of 0.72 (72%). The calculated content validity index was above the 0.5 (50%) recommended by Kakooza (2000) and the 0.7 (70%) recommended by Amin (2005).

The refined questionnaires were then piloted in the School of Law at Makerere University whose lecturers and students had similar characteristics but were not taking part in this study. The

Cronbach Alpha coefficient was used to determine the reliability of the research instruments. The results are shown in the Table 2 below:

Table 2: Reliability Statistics - Cronbach Alpha Coefficients for Test Instruments

Description	Students' Questionnaire		Lecturers' Questionnaire	
	Cronbach's Alpha	Number of Items	Cronbach's Alpha	Number of Items
IV1 UACE	.51	4	.54	4
IV2 PuLEE	.83	5	.72	7
IV3 Students' Sex	.68	5	.65	6
DV 4 Academic Performance	.61	3	.78	4
Students' Completion Rate	-	-	.74	7
Total	2.63	17	3.43	28
Average	0.66	-	0.86	-

Source: Primary data

The Cronbach Alpha coefficient for the students' questionnaire was 0.66 and that for the lecturers' questionnaire was 0.86, giving a reliability of 66.0% and 86.0% respectively.

This was intended to establish the extent to which the instrument would yield consistent results when it was used on different samples with similar characteristics and background (Donald, 2002). The pretested items were corrected before re-administration to the study respondents of UCU.

3.9 Procedure of Data Collection

A letter of introduction was obtained from the School of Management Studies, Uganda Management Institute (UMI), to conduct research at UCU. Permission to conduct research in UCU was sought from the Deputy Vice Chancellor (Academic Affairs) as well as the Dean, Faculty of Law. Permission was also sought from the Executive Secretary, UNEB, before data was accessed. A documentary analysis of information from the UCU Data Centre and Faculty of Law containing past students' records on pre-university Law course admissions as well as the

final Law students' academic performance was done. The randomly selected students and lecturers were subjected to self-administered questionnaires on the appointed dates. The researcher took the data collected from UCU for the years 2011/12 and 2013/14 to UNEB in order to establish the corresponding 2010 UACE grades.

3.10 Data Analysis

During this study, quantitative and qualitative paradigms were triangulated to yield more reliable research results. Such a mixed method approach has been found by many researchers as a way of enhancing the validity of inferences (Mertens, 2005, Teddlie and Tashakkori, 2002; Green, Benjamin, and Goodyear, 2001).

3.10.1 Analysis of Quantitative Data

Inferential correlation statistics were used to establish the extent to which high school summative and pre-university entry examinations accurately predicted future students' academic performance in the Law course at UCU. This enabled the researcher to establish the relationship between these variables (Orodho & Kombo, 2002). An aggregation of points scored at the Uganda Advanced Certificate Education (UACE) level, those obtained at pre-university entry and the final year Cumulative Grade Point Average were considered. Their predictive validity to achievement in the fourth year Law examinations was established. Descriptive statistics such as means and standard deviations of the data collected were computed. The Spearman's rank correlation coefficients (ρ) were calculated to determine the degree of relationships between the independent and dependent variables. The value for the predictor and criterion variables was calculated separately. Multiple regression analysis was used to establish which of the two examinations, UACE or PULEE, was a better predictor of fourth year Law students'

achievement at university. It was from these statistical analyses that conclusions were deduced and recommendations made. An independent sample t-test value was computed to establish the differences in the relationship of the CGPAs for male and female students in the study.

3.10.2 Analysis of Qualitative Data

Qualitative methods were used to explore the students' perceptions/beliefs, opinions, and behavioural traits that could not be quantified in numerical terms. The qualitative data was analysed using content analysis. The respondents' views, beliefs, opinions and characteristics were categorised in themes for better description after data collection. Results from the triangulation were then merged to give an overall picture.

3.11 Measurement of Variables

Admission criteria was the independent variable of this study. It was measured by the aggregates/points obtained in UACE examinations and the marks scored in the pre-university entry examinations.

Academic performance was the dependent variable and was measured in terms of the CGPA attained by LLB students at Year Four, the students' re-takes, repetition and drop-out rates as well as differences in the performance of males and females.

3.12 Ethical Considerations

During this study, the respondents were given an assurance regarding confidentiality of the identity of the respondents and the information provided (Saunders, Lewis and Thornhill, 2007). The rights to the privacy of the respondents were respected and efforts were made to ensure that the information gathered was purely used for research purposes.

The respondents were requested to voluntarily give information without any expectation for reward.

The image of the individual respondents and that of UCU was not to be dented by the findings of the research study.

The conclusions drawn were based on the data and objective evidence gathered from the field rather than the researcher's pre-conceived bias.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents, analyses and interprets data that was collected following the procedures described in Chapter Three. It gives the response rate, respondents' background and the verification of the research hypotheses. The Statistical Package for Social Science (SPSS) Version 21 was used for data analysis. An Alpha level of 0.05 (5%) or 95% confidence level of significance was used for all statistical tests. The chapter presents the research findings arranged according to the study objectives and in line with the research questions and hypotheses stated in Chapter One. These findings were derived from the review of both primary and secondary data. They are presented and analysed using a triangulation of both quantitative and qualitative approaches.

4.2 Response rate

Table 3: Response Rates to the Questionnaires and Interviews

Category		Expected	Actual	Response Rate (%)
Law Students' Questionnaires	Male	67	53	79.1
	Female	61	45	73.8
	Total	128	98	76.6
Law Lecturers' Questionnaires	Male	16	12	75.0
	Female	7	06	85.7
	Total	23	18	78.3
UCU Administrators' Interviews	Male	4	4	100.0
	Female	0	0	0.0
	Total	4	4	100.0

Source: Primary data

The response rate was 76.6% and 78.3% for students' and lecturers' questionnaires respectively and 100% for the key informants that were interviewed. The average response rate for questionnaires was 77.5% which is close to 80% that is recommended by Sekaran (2003). This rate yielded valid and representative data that has been presented in this chapter.

4.3 Background Information of Respondents

This section shows the respondents' background in terms of sex, age and academic qualifications as per the information contained in the students' and lecturers' questionnaires (Appendices C & D).

4.3.1 Distribution of Respondents by Sex

Table 4: Respondents by Sex [Students (N= 98); Lecturers (N=18)]

Variable		Frequency	Percent
Sex of Student	Male	53	54.1
	Female	45	45.9
	Total	98	100
Sex of Lecturer	Male	12	66.7
	Female	6	33.3
	Total	18	100

Source: Primary data

Table 4 shows that 54.1% male and 45.9% female student respondents participated in the study. This indicates that the study was representative given that both sexes were adequately represented. This was brought about by the fact that there were more males than females who were willing to fill and return the questionnaire. Conversely, 66.7% male and 33.3% female Law lecturers took part in this study. This shows that there were more male than female lecturers facilitating the fourth year LLB course.

4.3.2 Distribution of Respondents by Age

Table 5: Respondents by Age [Students (N= 98); Lecturers (N=18)]

Variable		Frequency	Percent
Age of Student (years)	Below 21	1	1.0
	21-30	91	92.9
	31-40	3	3.1
	Above 41	3	3.1
	Total	98	100.0
Age of Lecturer (years)	21-30	2	11.1
	31-40	8	44.4
	41-50	8	44.4
	Total	18	100

Source: Primary data

Table 5 above shows that the majority of students (92.9%) were in the age bracket of 21-30 and 1% was below 21 years of age. 3.1% were between 31-40 years and 3.1% of them were above 41 years. Most LLB students at UCU ought to have entered high school at an average age of 18 years. These students were old enough to appreciate and internalize the demands of the questionnaires during the study. This indicates that the UCU admission criteria consider all students irrespective of their age. There were few students above 31years old (6.2%) because most of the potential students, according to key informants, had work and family related obligations that constrained them from pursuing further studies more so, in a rigorous course like Bachelors of Laws.

The majority of lecturers were in the 31-40 (44.4%) and 41-50 (44.4%) age brackets. A few of them (11.1%) were between 21-30 years. The 31-50 age brackets for the lecturers was explained by the revelation that UCU recruits young lecturers and professionally develops them until they retire from university service at the mandatory age of 60 years. In addition, the newly recruited

part-time lecturers were more responsive in filling the questionnaires than the older and full-time lecturers.

4.3.3 Distribution of Lecturers by Highest Academic Qualification

Table 6: Analysis of Lecturers by Highest Academic Qualification (N=18)

Lecturers' Highest Academic Qualification		
Academic Qualification	Frequency	Percentage
PhD	2	11.1
Master's degree	12	66.7
Bachelor's degree	4	22.2
Diploma	0	0
Others	0	0
Total	18	100

Source: Primary data

Table 6 above shows that the majority of the Faculty of Law lecturers (66.7%) had a Master's degree and 11.1% of them had a PhD as the highest qualification. None of the lecturers had a diploma and below as their highest qualification. This was explained by the fact that UCU recruits highly trained lecturers in an attempt to meet its vision of being a centre of excellence in the heart of Africa and to conform to the NCHE minimum requirements for staff teaching in a HEI. Given that the majority of lecturers had a Master's degree, they were able to appreciate the matter under investigation and therefore, their responses can be relied upon.

4.4 Description of the Dependent Variable

This section analyses and interprets data relating to academic performance, which constitutes the dependent variable of this study. Disparities in the performance of the different sexes were handled separately under hypothesis three. The dependent variable was addressed in Part 4.0 of

the Students' questionnaire using six questions (Appendix C) and Part 6.0 of the Lecturers' questionnaire using eleven questions (Appendix D). Tables 7-10 reflect descriptive statistics of the Students' and Lecturers' responses on academic performance at UCU.

Table 7: Students' Responses on the Dependent Variable: (N=98)

Item		Frequency	Percent	Mean	Std. Deviation
Number of retakes since you started your course	None	67	68.4	1.51	0.80
	1-2	12	12.2		
	3-4	19	19.4		
	Total	98	100.0		
Number of years repeated in the Bachelor of Laws course	None	79	80.6	1.21	0.46
	1-2	17	17.3		
	3+	2	2.0		
	Total	98	100.0		
What is your current Cumulative Grade Point Average?	Below 2.00 (Fail)	1	1.0	3.43	0.76
	2.00 - 2.79 (Pass)	8	8.2		
	2.80 - 3.59 (2 nd Lower)	42	42.9		
	3.60 - 4.39 (2 nd Upper)	42	42.9		
	4.40 - 5.00 (1st Class)	5	5.1		
	Total	98	100.0		

Source: Primary data

Table 7 shows that the majority of students (68.4%) indicated that they had had no retakes since they started their Law course, 12.2% had retakes 1-2 times and 19.4% had retakes 3-4 times. 80.6% of the students indicated that they had not repeated any year in their LLB course, 17.3% had repeated for 1-2 years and 2.0% had repeated for 3+ years. The majority of students had a CGPA falling in the range of Second Class, Upper division (42.9%) and Second Class, Lower division (42.9%). 5.1% were in the range of 4.40 - 5.00 for obtaining a First Class degree. 8.2% of the respondents indicated that their CGPA was in the range of 2.00 - 2.79 (Pass degree) and 1.0% of them had scored CPGA of below 2.00 (Fail). This implies that a fairly medium

percentage of students (31.6%) agreed that they had retakes and 19.3% stated that they had repeated the Law course. There was a small percentage of students (5.1%) obtaining a First Class degree. 9.2% of the students can be classified as having failed the Bachelors Law course, which by all means is a relatively sizeable proportion. On the reasons for few First Class degrees in the Law course, one student observed that:

“Whereas service delivery at UCU is high, we still have a challenge of having no organised tutorials. A tutorial assistant engages the entire Law student population for that year rather than dividing us in manageable groups.”

The above scenario points towards having too large a student population to be effectively handled by the available lecturers.

Although the repetition and dropout rates at UCU appear low, it is evident that few students obtain First Class degrees.

Table 8: Students’ Responses on the Dependent Variable: Dropout, Repetition and Completion Rates (N=98)

Items		Valid						Mean	Std. Deviation
		SD	D	NS	A	SA	Total		
The dropout rate of students in the Bachelor of Laws course is high	Frequency	35	42	11	6	4	98	2.00	1.05
	Percent	35.7	42.9	11.2	6.1	4.1	100.0		
The repetition rate of students in the Bachelor of Laws course is high	Frequency	27	32	19	16	4	98	2.37	1.17
	Percent	27.6	32.7	19.4	16.3	4.1	100.0		
The completion rate of students in the Bachelor of Laws course is high	Frequency	10	13	5	45	25	98	3.63	1.28
	Percent	10.2	13.3	5.1	45.9	25.5	100.0		

Source: Primary data

Table 8 indicates that the majority of the students (42.9%) disagreed to the view that the dropout rate of students in the LLB course is high. 35.7% strongly disagreed, 6.1% agreed, 4.1% strongly agreed and 11.2% were undecided. On whether the repetition rate of students in the LLB course was high, 32.7% of the respondents disagreed, 27.6% strongly disagreed, 16.3% of them agreed, 4.1% strongly agreed and 19.4% were undecided. 45.9% of the respondents agreed that the completion rate of students in the LLB course is high. 25.5% of them strongly agreed, 13.3% disagreed, 10.2% strongly disagreed and 5.1% were undecided.

This implies that whereas the completion rate is high, some students drop out of the Law course. Information available from the UCU Data Centre indicates that of the 227 students admitted for the Law course in the September and January intakes, 214 (94.3%) managed to reach Year Four, giving a dropout rate of 5.7%. In the questionnaire, a lecturer commenting on other reasons for students dropping out of the Law course observed that:

“Law is not an easy course. Some students lack the mental capacity to go up to the end; they leave law and go to other courses.”

One of the students also indicated in the questionnaire that:

“Some students drop out because of academic reasons; they get ‘dead years’, others because of tuition, others because of peer pressure and others want to do business and get good money because they don’t see the relevance of school.”

Table 9: Lecturers' Responses on the Dependent Variable: CGPA, Repetition and Completion rates (N=18)

Items		Valid						Mean	Std. Deviation
		SD	D	NS	A	SA	Total		
The CPGA of the students in the Bachelor of Laws course is high	Frequency	4	6	8	0	0	18	2.22	0.81
	Percent	22.2	33.3	44.4	0.0	0.0	100.0		
The dropout rate of students in the Bachelor of Laws course is high	Frequency	5	11	2	0	0	18	1.83	0.62
	Percent	27.8	61.1	11.1	0.0	0.0	100.0		
The repetition rate of students in the Bachelor of Laws course is high	Frequency	8	9	1	0	0	18	1.61	0.61
	Percent	44.4	50.0	5.6	0.0	0.0	100.0		
The completion rate of students in the Bachelor of Laws course is high	Frequency	0	0	6	7	5	18	3.94	0.80
	Percent	0.0	0.0	33.3	38.9	27.8	100.0		

Source: Primary data

The results in Table 9 indicate that 33.3% of the lecturers disagreed and 22.2% strongly disagreed to the assertion that the CPGA of the students in the LLB course is high. The majority (44.4%) were non-committal on this issue. The majority of the respondents (61.1%) disagreed and 27.8% strongly disagreed to the assertion that the dropout rate of students in the LLB course is high while 11.1% of them remained undecided. 50.0% of the respondents disagreed with the view that the repetition rate of students in the LLB course is high, 44.4% strongly disagreed and 5.6% of them remained undecided. The majority of respondents (38.9%) agreed that the completion rate of students in the LLB course was high. 27.8% of them strongly agreed and 33.3% were non-committal on this aspect. It can be deduced from Tables 9 and 10 that there is general agreement among students and lecturers on the dropout, repetition and completion rates at UCU.

There seems to be some reservations on these parameters given that a fairly large percentage fell in the “Not Sure” category for dropout rate, repetition rate and completion rate. Even when these

rates are indicated to be low, according to respondents, the CGPA of the students in the LLB course is not high as attested by 55.5% of the lecturers.

Table 10: Lecturers' Responses on the Dependent Variable: First Class Degrees, Retakes, Drop-out and Pass Rates (N=18)

Items		Valid					Mean	Std. Deviation
		NS	Low	Medium	High	Total		
What percentage of students in the Bachelor of Laws course gets a First Class degree?	Frequency	1	17	0	0	18	1.94	0.24
	Percent	5.6	94.4	0	0.0	100.0		
What percentage of students in the fourth year Bachelor of Laws course has retakes?	Frequency	1	8	9	0	18	2.44	0.62
	Percent	5.6	44.4	50.0	0.0	100.0		
What is the pass rate in the Bachelor of Laws course at UCU?	Frequency	1	1	11	5	18	3.11	0.76
	Percent	5.6	5.6	61.1	27.8	100.0		
What percentage of students drops out of the university due to poor academic performance?	Frequency	1	13	4	0	18	2.17	0.51
	Percent	5.6	72.2	22.2	0.0	100.0		
What percentage of students drops out of the university due to failure to meet their financial obligations?	Frequency	1	13	3	1	18	2.22	0.65
	Percent	5.6	72.2	16.7	5.6	100.0		
What percentage of students drops out of the university due to personal social reasons?	Frequency	1	15	2	0	18	2.06	0.42
	Percent	5.6	83.3	11.1	0.0	100.0		
What percentage of students drops out of the university due to other factors? (specify)	Frequency	4	13	1	0	18	1.78	0.65
	Percent	22.2	72.2	5.6	0.0	100.0		

Source: Primary data

Results contained in Table 10 indicate that the majority of lecturers (94.4%) were of the view that a small percentage of students in the LLB course gets a First Class degree. 50.0% of the respondents indicated that fourth year LLB students have a medium number of retakes and 44.4% indicated that it was low. On the pass rate in the LLB course at UCU, 61.1% of the

lecturers were of the opinion that it was medium and 72.2% were of the view that a low percentage of students drops out of the university due to poor academic performance. 72.2% of the respondents were of the opinion that a low percentage of students drops out of the university due to failure to meet their financial obligations and 83.3% of them indicated that a low percentage of students drops out of the university due to personal social reasons.

About what percentage of students drops out of the university due to other factors, 72.2% of the lecturers indicated that it was low, 5.6% of them put it at medium and 22.2% were undecided. This implies that although the drop-out rate is low, a medium percentage of students have retakes. Few students, therefore, qualify for a First Class degree in Law as is shown in Table 10 above. This may be attributed to the perception of academic performance at UCU as attested by one of the key informants:

“Performance [in UCU] is not determined by knowledge. We are not scared that we do not get First Class degrees, but when students get out, do they perform? Our interviews and teaching are geared towards the theme of a complete education for a complete person.” DVC (AA) - UCU, 2015.

4.5 Conceptual Findings

This study set out to achieve the following objectives: to examine the relationship between students’ performance in UACE examinations and their academic performance for award of the LLB degree at UCU; to determine the relationship between the students’ performance in the pre-university Law entry examinations and their academic performance for award of the LLB degree at UCU and to establish the difference in the academic performance of males and females in the fourth year Law course examinations as predicted by their achievement in the UACE

examinations and pre-university Law entrance examinations at UCU. Data presentation, analysis & interpretation were done following these objectives and research questions.

4.5.1 Findings Relating to the Dependent Variable

Although the completion rates at UCU were declared by lecturers to be high, there was agreement by majority of them (94.4%) that a low percentage of students in the LLB course were getting First Class degrees. 5.1% of the students who responded to the questionnaire had a CGPA in the range of 4.40-5.00 which qualifies them to obtain a First Class degree. It should also be noted that 50% of the lecturers were of the view that a sizeable number of students have retakes. Law students drop out of the course and the major factor singled out was failure to meet their financial obligations (Mean=2.22, SD=0.65), followed by poor academic performance (Mean=2.17, SD=0.51), then personal social reasons (Mean=2.06, SD=0.42) and finally due to other factors (Mean=1.78, SD=0.65).

4.5.2 Relationship between High School Grades and Academic performance

The first objective was *“To examine the relationship between students’ performance in UACE examinations and their academic performance for award of the Bachelor of Laws degree at UCU.”*

A students’ questionnaire (Appendix C) was administered to obtain their perceptions on the use of UACE as an admission criterion to the LLB course at UCU and here below are their responses:

Table 11: Students' Responses on UACE as an Admission Criterion (N=98)

Item		Valid							
		SD	D	NS	A	SA	Total	Mean	Std. Deviation
The questions asked at UACE were directly relevant to my Bachelor of Laws Course	Frequency	29	26	8	28	7	98	2.57	1.36
	Percent	29.6	26.5	8.2	28.6	7.1	100.0		
The teaching methodology used at high school helped me to pursue my Bachelor of Laws course	Frequency	16	20	7	43	12	98	3.15	1.33
	Percent	16.3	20.4	7.1	43.9	12.2	100.0		
My high school results should be considered for admission into the Bachelor of Laws course	Frequency	13	17	8	25	35	98	3.53	1.46
	Percent	13.3	17.3	8.2	25.5	35.7	100.0		
High school examinations test high order thinking skills	Frequency	11	11	16	26	34	98	3.62	1.36
	Percent	11.2	11.2	16.3	26.5	34.7	100.0		

Source: Primary data

The study findings in Table 11 indicate that 29.6% of the respondents strongly disagreed with the view that the questions asked at UACE were directly relevant to their LLB course and 26.5% of them disagreed. On whether the teaching methodology used at high school helped the students to pursue their LLB course, 12.2% of the respondents strongly agreed and 43.9% agreed. 35.7% of the respondents strongly agreed that high school results should be considered for admission into the LLB course and 25.5% of them agreed. 34.7% of the respondents strongly agreed that high school examinations test high order thinking skills and 26.5% of them agreed. Mean values of over 3.0 show that there was general agreement and those less than 3.0 reflect disagreement among respondents.

This implies that although the questions asked at UACE were not directly relevant to their LLB course, these examination results should be considered for admission into the LLB course

because they test high order thinking skills and the teaching methodology used at high school helped the students to pursue their LLB course at UCU.

Table 12: Lecturers’ Responses on UACE as an Admission Criterion (N=18)

Item	Valid							Mean	Std. Deviation
		SD	D	NS	A	SA	Total		
The questions asked at High school are relevant to the Bachelor of Laws course.	Frequency	3	3	0	6	6	18	3.50	1.54
	Percent	16.7	16.7	0.00	33.3	33.3	100.0		
The teaching methodology used at high school helps students to pursue their Bachelor of Laws course	Frequency	3	4	5	4	2	18	2.89	1.28
	Percent	16.7	22.2	27.8	22.2	11.1	100.0		
Students’ high school results should be considered for admission into the Bachelor of Laws course	Frequency	2	2	0	7	7	18	3.89	1.38
	Percent	11.1	11.1	0.00	38.9	38.9	100.0		
High school examinations test high order thinking skills	Frequency	3	3	2	5	5	18	3.33	1.50
	Percent	16.7	16.7	11.1	27.8	27.8	100.0		

Source: Primary data

The responses from the lecturers’ questionnaire in Table 12 indicate that 33.3% of the respondents were of the view that the questions asked at UACE were relevant to their course and 33.3% strongly agreed. On whether the teaching methodology used at high school helped the students to pursue their LLB course, 16.7% of the lecturers strongly disagreed and 22.2% disagreed. 38.9% of the lecturers strongly agreed that high school results should be considered for admission into the LLB course and 38.9% of them agreed. 27.8% of the lecturers strongly agreed that high school examinations test high order thinking skills and 27.8% of them agreed.

The results indicate that there is agreement among students and lecturers on the assertion that high school examinations test high order thinking skills and that there is need to consider high school results for admission into the LLB course at UCU. However, there is disagreement on the

issue of whether UACE is directly relevant to the LLB course, with lecturers agreeing and students disagreeing. On whether the teaching methodology used at high school helps students to pursue their LLB course, students agreed but lecturers disagreed.

The above findings were supplemented by qualitative responses from the key informants that were interviewed. The use of high school results for admission into the LLB course was also underscored by some of the informants who observed that:

“We have to be guided by UNEB results as a point of reference, something that shows that we are looking at quality.” DFoL-UCU, 2015.

In one of the questionnaires, a student commenting on the relevance of UACE and PuLEE to the LLB course observed that:

“UNEB examinations should be considered [for admissions] because pre-university entry examinations do not cater for a wide range of competences like UNEB does. Pre-university entry examinations are more of an aptitude test.”

The study correlated the students’ performance in UACE examinations and their academic performance in the LLB course and the following data was obtained:

Table 13: Correlation Matrix Between UACE and Fourth Year CGPA (N=98)

			Points scored in UACE	Current Cumulative Grade Point Average
Spearman's rho	Points scored in UACE	Correlation Coefficient	1.000	.048
		Sig. (1-tailed)		.321
		N	98	98
	Current Cumulative Grade Point Average	Correlation Coefficient	.048	1.000
		Sig. (1-tailed)	.321	
		N	98	98

Source: Primary data

Table 13 above shows that there was a low and positive correlation of 0.048 (4.8%) between points scored in UACE and the Fourth Year CGPA but this was not statistically significant given that the significance or p-value (1-tailed) was at 0.321 which is greater than Alpha at 0.05 level. This is an indication that performance at UACE is not a good predictor of final LLB students' academic performance at UCU. This therefore, implies that students who score high UACE points do not necessarily register high academic performance at the end of the LLB course. One of the key informants interviewed attributed this mismatch between high school and final performance in the Bachelor of Laws course to the nature of subjects considered for admission to the Bachelor of Laws course:

“We have many students who come with good high school grades, yet they perform well below expectations, scoring disappointing grades within their first year...one of the reasons is that the subjects that they did have no direct bearing to the Law course”.

DFoL-UCU, 2015.

Apart from the issue of admitting students of all subject combinations, the other aspect that was highlighted was that of an outdated high school curriculum:

“The cry about UNEB is that it is based on a curriculum that seems to be embedded in stone. UNEB needs to keep updating its curriculum.” DFoL-UCU, 2015.

This observation coincided with that of another UCU informant who, while commenting on the relevance of the content taught at high school, raised more questions than answers:

“Why, year after year, does every student coming out of A-levels in Uganda know that they grow wheat in Saskatchewan? Why should something be universally known? ...What I find problematic is how students have a uniform body of knowledge; same things every

time, they seem programmed. Shouldn't the students be learning different things? What we need are critical thinkers." MIFLS-UCU, 2015.

This result may also be indicative of the fact that the UACE, to a great extent, measured different abilities since it is an achievement examination. Given this low and not statistically significant relationship between UACE and the Fourth Year CGPA, the high school results are thus not dependable indicators of the students' future academic performance in the Bachelors of Laws course.

4.5.2.1 Verification of Research Hypothesis One

The first hypothesis states that; *"There is a significant positive relationship between students' performance in UACE examinations and their academic performance for award of the Bachelor of Laws degree at university."* The study established that the Spearman's rank correlation coefficient (ρ) was 0.048 (4.8%) at a significance or p-value of 0.321 which is greater than Alpha at 0.05 level thus implying a weak, positive but not statistically significant relationship between UACE results and academic performance of Year Four LLB students. The null hypothesis was accepted, implying that the results are not in agreement with the alternative hypothesis.

4.5.3 Relationship between Pre-university Entry Examinations and Academic performance

The second objective was *"To determine the relationship between the students' performance in the pre-university Law entry examinations and their academic performance for award of the Bachelor of Laws degree at UCU."* A students' questionnaire (Appendix C) was administered to obtain their perceptions on the use of PuLEE as an admission criterion to the LLB course at UCU and their responses are shown in Table 14 below:

Table 14: Students' Responses on PuLEE as an Admission Criterion (N=98)

Item		Valid						Mean	Std. Deviation
		SD	D	NS	A	SA	Total		
The questions asked at PuLEE are very relevant to the Bachelor of Laws course	Frequency	24	13	7	36	18	98	3.11	1.49
	Percent	24.5	13.3	7.1	36.7	18.4	100.0		
Competences tested at PuLEE were directly relevant to my Bachelor of Laws course	Frequency	21	8	8	39	22	98	3.34	1.46
	Percent	21.4	8.2	8.2	39.8	22.4	100.0		
My PuLEE results were more related to my performance in the Bachelor of Laws course	Frequency	24	15	17	28	14	98	2.93	1.42
	Percent	24.5	15.3	17.3	28.6	14.3	100.0		
The resources invested in the administration of the PuLEE in the Bachelor of Laws course are not wasted	Frequency	9	13	14	42	20	98	3.52	1.22
	Percent	9.2	13.3	14.2	42.9	20.4	100.0		
PuLEE examinations test high order thinking skills	Frequency	13	11	11	38	25	98	3.52	1.34
	Percent	13.3	11.2	11.2	38.8	25.5	100.0		

Source: Primary data

Table 14 indicates that 36.7% of the students agreed and 18.4% strongly agreed that the questions asked at PuLEE are very relevant to the LLB course. On whether competences tested at PuLEE were directly relevant to their LLB course, 39.8% of them agreed and 22.4% strongly agreed to this view. Whereas 24.5% of the students strongly disagreed that their PuLEE results were more related to their performance in the LLB course, 15.3% disagreed, 17.3% were not sure, 28.6% agreed and 14.3% strongly agreed. The majority of students (42.9%) agreed that the resources invested in the administration of the PuLEE in the LLB course are not wasted. 20.4% strongly agreed, 14.2% were not sure, 13.3% disagreed and a paltry 9.2% strongly disagreed. On

whether PuLEE examinations test high order thinking skills, 13.3% strongly disagreed, 11.2% disagreed, 38.8% agreed, 25.5% strongly agreed and 11.2% were not sure.

Table 15: Lecturers’ Responses on PuLEE as an Admission Criterion (N=18)

Items		Valid						Total	Mean	Std. Deviation
		SD	D	NS	A	SA				
The questions asked at PuLEE are very relevant to the Bachelor of Laws course	Frequency	1	1	1	8	7	18	4.0556	1.10997	
	Percent	5.6	5.6	5.6	44.4	38.9	100.0			
Competences tested at PuLEE are directly relevant to the Bachelor of Laws course	Frequency	0	0	2	8	8	18	4.3333	.68599	
	Percent	0.0	0.0	11.1	44.4	44.4	100.0			
PULEE results are more related to students’ performance in the Bachelor of Laws course	Frequency	2	2	6	4	4	18	3.3333	1.28338	
	Percent	11.1	11.1	33.3	22.2	22.2	100.0			
The resources invested in the administration of the PuLEE in the Bachelor of Laws course are not wasted	Frequency	0	0	4	8	6	18	4.1111	.75840	
	Percent	0.0	0.0	22.2	44.4	33.3	100.0			
PULEE examinations test high order thinking skills	Frequency	2	1	0	7	8	18	4.0000	1.32842	
	Percent	11.1	5.6	0.0	38.9	44.4	100.0			

Source: Primary data

The lecturers’ responses in Table 15 on whether the questions asked at PuLEE are very relevant to the LLB course indicate that 44.4% agreed and 38.9% of them strongly agreed. On whether competences tested at PuLEE were directly relevant to the LLB course, 44.4% agreed and 44.4% of them strongly agreed. Whereas 22.2% of the lecturers agreed that the PuLEE results were more related to students’ performance in the LLB course, 33.3% were not sure, and a similar number (22.2%) strongly agreed. The majority of lecturers (44.4%) agreed that the resources invested in the administration of the PuLEE in the LLB course are not wasted and 33.3% of them

strongly agreed to this view. On whether PuLEE examinations test high order thinking skills, 38.9% of them agreed and 44.4% strongly agreed.

It can be deduced from Tables 14 and 15 that there was general agreement among students and lecturers on all the items of PuLEE as an admission criterion. The use of PuLEE in the admission of LLB course is necessary because the questions asked and the competences tested are directly relevant to the LLB course. The use of PuLEE examination results for admission purposes was also underscored by one student in the questionnaire:

“Pre-university entry examinations are a good and necessary sieving process which complements high school results. They clearly bring out the practical aspects of what one has to learn in the four years of the Law course.”

Table 16: Students’ and Lecturers’ Responses on the Necessity of PuLEE in Enhancing Academic Performance (N=98)

Do you feel that pre-entry university examinations in the Law course are necessary to enhance academic performance?		Valid					
		Yes	No	Total	Mean	Std. Deviation	
	Students	Frequency	78	20	98	1.20	.405
		Percent	79.6	20.4	100.0		
	Lecturers	Frequency	18	00	18	1.00	.000
		Percent	100.0	00	100.0		

Source: Primary data

The findings in Table 16 indicate that both students (79.6%) and lecturers (100.0%) felt that pre-entry university examinations in the Law course are necessary for the enhancement of academic performance. This implies that pre-entry examinations at the UCU Faculty of Law have been found useful in the enhancement of academic performance at the university.

The findings in Tables 15 and 16 were supplemented by qualitative responses from the key informants that were interviewed. Despite the above revelation that PuLE Examinations are necessary in HEIs, new challenges are emerging with respect to their administration. A key respondent intimated that:

“Stakes are too high because people really want to get into the Law School. We have had people approaching us for bad purposes. The greatest challenge is keeping all these materials away from everyone.” MIFLS-UCU, 2015.

The above development calls for meticulous preparation and involvement of people of unquestionable integrity, if PuLEE is to serve their purpose of selecting the best from the best (crème de la crème). The study correlated the students’ performance in the pre-university Law entry examinations and their academic performance in the LLB course and the following data was obtained:

Table 17: Correlation Matrix Between PuLEE and Fourth Year CGPA (N=98)

			Marks scored in Pre-university Examinations	Cumulative Grade Point Average
Spearman's rho	Marks scored in Pre-university Examinations	Correlation Coefficient	1.000	.331**
		Sig. (1-tailed)		.000
		N	98	98
	Cumulative Grade Point Average	Correlation Coefficient	.331**	1.000
		Sig. (1-tailed)	.000	
		N	98	98

Source: Primary data

Table 17 shows that the Spearman’s rank correlation coefficient (rho) gave a positive but weak correlation coefficient of 0.331**. At a p-value of 0.000 (1-tailed) which is less than Alpha at 0.05, the data shows a positive and statistically significant relationship between students’ pre-

university Law entry examinations results and academic performance in their Year Four LLB course.

One of the key informants attributed the weak relationship between the predictor and criterion variables to the flaws in the administration of the PuLEE.

“Some of the interviewers do not know what we are looking out for. They will start firing questions that are so off track and that are unfair. They say someone has failed, when they should have passed... Some students come out complaining that it [pre-entry exam] wasn't fair and it wasn't relevant.” DFoL-UCU, 2015.

On the weak correlation between admission criteria and students' academic performance at UCU, one of the key informants observed that:

“For us as a Christian university, we are not only interested in academic performance but in a whole person. Somebody comes with 24 points but is not necessarily the right person...When we are doing pre-entries; we are not looking for people who will get first class.” DVC (AA) - UCU, 2015.

This response is an indicator that different HEIs may adopt different admission criteria basing on their visions, missions, philosophies and themes. The magnitude of correlation between the predictor and criterion variables may not be for them the centre of focus.

This study established that overall, pre-university entry examinations are a good predictor of students' future academic performance in the LLB course at UCU. Students who scored highly in their pre-university entry examinations equally exhibited high academic performance in the LLB course. Given this weak but positive and statistically significant relationship between PuLEE and the Fourth Year CGPA, the PuLEE results are therefore, dependable predictors of future students' academic performance in the Bachelors of Laws course.

4.5.3.1 Verification of Research Hypothesis Two

The second hypothesis stated that, “*There is a significant positive relationship between the students’ performance in the pre-university Law entry examinations and their academic performance for award of the Bachelor of Laws degree at UCU.*” The study measured the association of students’ performance in the pre-university Law entry examinations and their academic performance for award of the LLB degree and established a low and positive correlation of 0.331 between points scored in PuLEE and the Fourth Year Cumulative Grade Point Average (CGPA). This was statistically significant given that p-value (1-tailed) was at 0.000 which is less than Alpha at 0.05 level. This implies that the alternative hypothesis was upheld.

Table 18: Multiple Regression Analysis Results for the Predictors of Students Final Academic Performance

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.164 ^a	.027	.006	.87529	.027	1.31	2	95	.28
2	.166 ^b	.028	.103	.87957	.001	.08	1	94	.78

a. Predictors: (Constant), Pre-University Entry Mean Scores, UACE Mean Scores

b. Predictors: (Constant), Pre-University Entry Mean Scores, UACE Mean Scores, UACE/PuLEE Mean (Combined)

Source: Primary data

From the Adjusted R square in Table 18, it can be inferred that the two independent/predictor variables: pre-university entry mean scores and UACE Mean Scores explain up to 0.006 of the dependent variable (0.6%; F=1.31; p>0.05). When the combined effect of UACE and PuLEE were added into the equation, they predicted up to 0.103 of the dependent variable (10.3%; F=.08; p>0.05). In both cases, the results are not statistically significant since 0.28 and 0.78 are >0.05 (5%) level of significance.

Table 19: Multiple Regression Analysis Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.349	0.442		5.32	0.00
	UACE Mean Scores	-0.118	0.099	-0.12	-1.19	0.24
	Pre-University Entry Mean Scores	0.100	.090	0.11	1.11	0.27
2	(Constant)	2.248	0.573		3.93	0.00
	UACE Mean Scores	-0.122	0.100	-0.13	-1.21	0.23
	Pre-University Entry Mean Scores	0.094	0.094	0.11	0.10	0.32
	UACE/PuLEE Mean (Combined)	0.412	0.146	0.03	0.28	0.78

a. Dependent Variable: Final Academic Performance Mean CGPA

Source: Primary data

From Table 19 above, it can be observed that if the UACE Scores increase by one unit, final academic performance will change by -0.122 (-12.2%). If pre-university entry scores increase by one unit, final academic performance will increase by 0.094 (9.4%) and the combined effect of UACE and PuLEE will cause an increase of 0.412 (41.2%). For all the three scenarios, the results are not statistically significant (0.23, 0.32 and 0.78 are >0.05). The combined effect of UACE and PuLEE thus had the highest influence on the academic performance of students at UCU but this was not statistically significant.

When multiple regression analysis results for the predictors of students' final academic performance was done, it was established that pre-university entry mean scores and UACE Mean scores explain up to 0.006 of the dependent variable. When each variable was taken into consideration, UACE scores influenced final academic performance by -12.2% and pre-

university entry scores by 9.4%. When the combined effect of UACE and PuLEE were added into the equation, they predicted up to 10.3% of the dependent variable. The results were, however, not statistically significant since 0.23, 0.32 and 0.78 were >0.05).

4.5.4 Sex Differences and Academic performance at University Level

The third objective was “*To establish the difference in the academic performance of males and females in the fourth year Law course examinations as predicted by their achievement in the UACE examinations and pre-university Law entrance examinations at UCU.*” A students’ questionnaire (Appendix C) was administered to obtain their perceptions on the relationship between sex and academic performance in the LLB course at UCU and here below are their responses:

Table 20: Students’ Responses on the Relationship Between Sex and Academic Performance (N=98)

Items		Valid						Mean	Std. Deviation
		SD	D	NS	A	SA	Total		
Males perform better than females in the Bachelor of Laws course	Frequency	30	34	11	20	3	98	2.31	1.20
	Percent	30.6	34.7	11.2	20.4	3.1	100.0		
My academic performance in the Bachelor of Laws course has nothing to do with my being male or female	Frequency	14	8	9	31	36	98	3.68	1.41
	Percent	14.3	8.2	9.2	31.6	36.7	100.0		
I have more retakes in the Bachelor of Laws course because I am female/male	Frequency	82	9	3	3	1	98	1.29	0.76
	Percent	83.7	9.2	3.1	3.1	1.0	100.0		
I repeated the Bachelor of Laws course because I am female/male	Frequency	75	17	3	1	2	98	1.35	0.77
	Percent	76.5	17.3	3.1	1.0	2.0	100.0		
I receive preferential treatment from lecturers in the Bachelor of Laws course because I am female/male	Frequency	78	10	4	3	3	98	1.40	0.94
	Percent	79.6	10.2	4.1	3.1	3.1	100.0		

Source: Primary data

The study findings in Table 20 indicate that 30.6% of the respondents strongly disagreed with the assertion that males perform better than females in the LLB course and 34.7% of them disagreed

to this view. About whether students' academic performance in the LLB course has nothing to do with their being male or female, 36.7% of the respondents strongly agreed and 31.6% agreed. 83.7% of the respondents strongly disagreed that they had more retakes in the LLB course because of being female or male and 9.2% disagreed. 76.5% of the respondents strongly disagreed that they repeated the LLB course because they were female or male and 17.3% disagreed. 79.6% strongly disagreed that they receive preferential treatment from lecturers in the LLB course because they are female or male and 10.2% disagreed. These findings, therefore, indicate that academic performance in the Bachelors of Laws course at UCU is not dependent upon the student's sex. There was no preferential treatment given by lecturers to students on account of one being male or female. This was explained by one of the students in the questionnaire:

“The Law course is competitive and girls are doing as well as the boys. Most of our lecturers advocate for ‘girl power’. In this era of awareness and emancipation, girls come in knowing that they are as good as the boys and are ready to tackle the challenge.”

The study compared the students' sex mean performance in UACE examinations and their academic performance in the LLB course and the data below was obtained:

Table 21: Summary of t-test Group Statistics [Males (N=53); Females (N=45)]

Examinations	Sex of Student	N	Mean	Std. Deviation	Std. Error Mean
UACE Mean Scores	Male	53	3.46	.97	.133
	Female	45	3.40	.82	.122
Pre-University entry Mean Scores	Male	53	3.16	.99	.136
	Female	45	2.81	.95	.142
Final Academic Performance Mean CGPA	Male	53	2.36	.90	.124
	Female	45	2.10	.84	.125

Source: Primary data

The study attempted to establish whether there were any sex differences in academic performance of LLB students. From Table 21, it can be inferred that in UACE, the mean score for males was 3.46 compared to 3.40 for females. In Pre-University Examinations, the mean score for males was 3.16 compared to 2.81 for females. The mean score for males' Fourth Year CGPA was 2.36 compared to 2.10 for females. This indicates that there is a slight mean difference in performance with males slightly performing better than females in all the three examinations. This mean difference in performance of males and females changes from 0.06 at UACE, to 0.35 at pre-university entry and to 0.26 during the Year Four end of course examinations. This is a clear indication that females tend to work as hard as males on their studies, possibly to avoid the stigma associated with failure and to reap the benefits that accrue from success. This is in line with the Expectancy-Value theory which suggests that achievement behaviour can be predicted by the expectancy for future success and value given to a specific task.

This finding confirmed the general view of key informants that females were as dedicated to their studies as their male counterparts because of future expectations and rewards arising from this effort, hence the slight mean difference in academic performance. There was, however, need to establish whether the observed mean differences in Table 21 above were statistically significant.

In Table 22, the Levene's *F* Test for Equality of Variances was used to test the assumption of homogeneity of variance, where the null hypothesis assumed no difference between the two sex variances. Table 22 above shows that the significance or p-values are 0.772 for UACE, 0.079 for pre-university examinations and 0.143 for Fourth Year CGPA. All these values are greater than

0.05 (5%) level of significance, implying that the assumption of homogeneity of variance is not met.

Table 22: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
UACE Performance (Mean)	Equal variances assumed	1.271	.262	.290	96	.772	.053	.183	-.310	.416
	Equal variances not assumed			.294	95.99	.769	.053	.180	-.305	.411
Pre-University entry mean Performance (Mean)	Equal variances assumed	.365	.547	1.773	96	.079	.349	.197	-.042	.740
	Equal variances not assumed			1.778	94.37	.079	.349	.196	-.041	.739
Final Academic Performance (Mean)	Equal variances assumed	.008	.929	1.476	96	.143	.261	.177	-.090	.612
	Equal variances not assumed			1.484	95.09	.141	.261	.176	-.088	.610

Source: Primary data

The results obtained, therefore, indicate that although there were slight mean differences in favour of males, generally there is no statistically significant difference in the performance of male and female students in all the three sets of examinations. There is thus no need for any form of sex related preferential treatment in the admission of students to the university.

4.5.4.1 Verification of Research Hypothesis Three

The third hypothesis stated that, *“There is no significant difference in the academic performance of males and females in the fourth year Law course examinations at UCU as predicted by their academic achievement in the UACE examinations and pre-university Law entrance examinations.”*

To establish whether there were differences in academic performance between sexes, means and standard deviations were computed for each set of examinations. The UACE mean score for males was 3.46 compared to 3.40 for females. In pre-university examinations, the mean score for males was 3.16 compared to 2.81 for females. The mean score for males’ Fourth Year CGPA was 2.36 compared to 2.10 for females. This indicated that there was a slight mean difference in academic performance with males slightly performing better than females in all the three examinations. This mean difference, however, slightly increased as one progressed from UACE (0.06) to the Year Four end of course examinations (0.26).

To establish whether these mean differences in academic performance between males and females were statistically significant, a t-test was done. Results indicated that the significance or p-values were 0.772 for UACE, 0.079 for pre-university examinations and 0.143 for Fourth Year CGPA. Since all these were greater than 0.05 level of significance, the null hypothesis was accepted because the assumption of homogeneity of variance was not met. This indicated that there was no statistically significant difference in the performance of males and females in all the three sets of examinations.

4.5.5 Summary of Chapter Four

In this chapter, the researcher presented, analysed and interpreted findings of the study. It was found that the dropout rate in the Faculty of Law was low, but a substantial percentage of students had retakes and others repeated the Bachelor of Law course. A small percentage of students obtained a First Class degree. As an admission criterion, UACE was found to influence students’ academic performance more than PuLEE. It was these findings that were summarised and discussed in the next chapter.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major empirical findings of the study. It discusses the findings in relation to the reviewed literature and those highlighted in the previous chapter. It also highlights the conclusions stemming from the study and makes salient recommendations intended to enhance students' academic performance at Uganda Christian University.

5.2 Summary of the Study Findings

The purpose of this study was to establish the relationship between the admission criteria of LLB students and their final academic performance at UCU. A conceptual framework was designed to establish the relationship between admission criteria (IV) and students' academic performance (DV).

Whereas the majority of the students indicated that they had not had any retakes since they started their Law course, 31.6% testified that they had had retakes 1-4 times. Students' records indicated a completion rate of 94.3%, leaving 5.7% to drop out of the LLB course. The majority of students (85.8%) had a CGPA falling in the range of Second Class-Upper and Lower divisions. 5.1% of the students were able to obtain a First Class degree, leaving 9.2% of them to graduate with a Pass degree and below. This implied that although the completion rate was high, some students dropped out of the Law course. A sizeable percentage of students had retakes and others repeated the Law course. There was a small fraction of students who obtained a First Class degree. This students' academic performance falls short of the researcher's expectations in view of the interventions put by UCU in admitting the crème de la crème.

The first objective was *“To examine the relationship between students’ performance in UACE examinations and their academic performance for award of the Bachelor of Laws degree at UCU.”*

The overall findings indicated that there was a weak, positive but not statistically significant relationship between UACE results and academic performance of Year Four LLB students. The Spearman’s rank correlation coefficient (ρ) was 0.048 at a significance or p-value of 0.321 which is greater than Alpha at 0.05 level. This implied a positive but not statistically significant relationship between UACE results and academic performance of Year Four LLB students. Findings therefore, indicated that UACE was not a good predictor of final LLB students’ academic performance at Uganda Christian University. This means that students who score high UACE points do not necessarily exhibit high academic performance at the end of the LLB course. The coefficient of determination (r^2) = 0.023, meaning that UACE results explained 2.3% of the academic performance of the Fourth Year LLB students.

The second objective was *“To determine the relationship between the students’ performance in the pre-university Law entry examinations and their academic performance for award of the Bachelor of Laws degree at UCU.”* The overall findings indicated that there was a low and statistically significant positive relationship between the students’ performance in the pre-university Law entry examinations and their academic performance for award of the LLB degree at university. Results from the correlation analysis put the Spearman’s rank correlation coefficient (ρ) at 0.331**. This was a positive but weak correlation coefficient at a significance or p-value of 0.000 (1-tailed) which was less than Alpha at 0.05. This implied a positive and statistically significant relationship between students’ pre-university Law entry examinations results and academic performance in their Year Four LLB course. The coefficient of

determination (r^2) = 0.1096, meant that PuLEE results explained up to 10.96% of the academic performance of the Fourth Year LLB students. This implied that pre-university entry examinations were a good predictor of students' future academic performance in the LLB course. The students who scored high marks in their pre-university entry examinations equally performed well in the LLB course at UCU.

The third objective was *“To establish the difference in the academic performance of males and females in the fourth year Law course examinations as predicted by their achievement in the UACE examinations and pre-university Law entrance examinations at UCU.”* The findings showed that there was a slight mean difference in students' academic performance with males slightly performing better than females in all the three examinations. This mean difference was, however, not statistically significant and it slightly increased from 0.06 at UACE to 0.26 during the Year Four end of course examinations. The Levene's *F* Test for Equality of Variances was used to investigate the assumption of homogeneity of variance between performance of male and female students. The p-values for UACE were established at 0.772, pre-university examinations at 0.079 and Fourth Year CGPA at 0.143 which are greater than 0.05 level of significance. The null hypothesis was thus accepted because the assumption of homogeneity of variance was not met. The results obtained therefore, indicated that although there were slight mean differences in favour of males, generally there was no statistically significant difference in the performance of male and female students in the LLB course at UCU in all the three sets of examinations.

5.3 Discussion of the Study Findings

This section discusses the findings from data analysis and interpretation presented in Chapter Four and enhanced by the literature reviewed in Chapter Two. Each of the three hypotheses and research questions in the study has been presented and discussed.

5.3.1. The Relationship Between Students' Performance in UACE Examinations and their Academic Performance for Award of the Bachelor of Laws Degree at UCU

Although UACE scores did not effectively predict final year Bachelor of Laws CGPA, there was agreement among the respondents (56.1% of the students and 33.3% lecturers) that the teaching methodology used at high school helped students to pursue their LLB course (36.7% students and 38.9% lecturers disagreed and 7.1% students and 27.8% lecturers were undecided). The majority of the respondents (61.2% students and 77.8% lecturers) agreed that high school results should be considered for admission into the LLB course (30.6% students and 22.2% lecturers disagreed and 8.2% students were undecided). There was conflicting opinion between students and lecturers, with 61.2% students as opposed to 55.6% lecturers saying that high school examinations test high order thinking skills (22.4% students and 33.4% lecturers disagreed and 16.3% students and 11.1% lecturers were undecided).

The Spearman's rank correlation coefficient (ρ) was used to determine the relationship between students' performance in UACE examinations and their academic performance for award of the LLB degree. The study findings revealed that there was a low positive correlation of 0.048 between UACE examinations and Fourth Year students' academic performance in the LLB course at UCU. The results indicated that the UACE results are not significantly related to academic performance of Year Four LLB students since the p-value (1-tailed) was at 0.321 which is greater than the Alpha at 0.05 level.

These findings showed that the students with high admission points at UACE do not necessarily perform well in the Year Four LLB course than those with low UACE points. This was attributed to the nature of UACE examinations that are suitable to gauge students' achievement at high

school but may not be ideal for admitting students to HEIs. Such findings are in tandem with those of Okwilagwe (2001) who, in a study of causal model of undergraduate students' academic achievement in Nigeria, revealed that there was a very low correlation coefficient of 0.257 between SSCE (similar to the UACE in Uganda) and university academic performance. They also concur with those of Huw, Reddy and Talcott (2006) who established that the scores attained at A' level did not accurately predict students' academic performance at university. The Academic Admission Council of Oregon State University (2003) also found out that the existing traditional measures of academic potential can at best explain up to only 0.30 (30%) of the variation in first year at college GPA.

The results, however, contradict those of many researchers who indicated that high school grades and college entrance test results are largely significant predictors of students' academic performance during their future undergraduate studies (Ramist, Lewis, & McCamley-Jenkins, 2002; Kim, 2002; Snyder, Hackett, Stewart, & Smith, 2003; Kuncel, Credé, Thomas, Seiler, Klieger & Woo, 2005; Kuncel, Credé, & Thomas, 2007). Kyoshaba (2009) also established that although the correlation index obtained in the performance in A' level points was low ($r=0.351$), the relationship was statistically significant, implying that the A' level points are significantly related to academic performance of undergraduate students at UCU. While studying the effect of the students' sex, age and high school scores in Mathematics, English, and Economics, on the level of university academic performance, Anderson, Benjamin and Fuss (1994) similarly observed that students who attained better scores in high school also performed better in university.

This finding may be explained by the fact that the high school performance correlates better with the performance of undergraduates in their first year but as they proceed to their final year at

university, this relationship decreases. It was noticed, however, that as the undergraduates proceed with studying harder and course-specific content, it becomes more divorced from the relatively low level cognitive attributes that were tested at high school. This is in line with Marvin and Simner (1999) who also concluded that TOEFL scores just correlated with the first year performance in university English courses. This correlation was, nevertheless, found not to continue beyond the undergraduates' first year, which is in line with the findings of this study.

The poor predictive validity of UACE examinations might also be attributed the low quality of the assessment instruments which may be predominantly testing low level cognitive skills. The scenario may also be explained by the fact that students at high school may be drilled to be test wise than develop critical thinking and analytical skills required at university. This practice of “teaching to the test” was amplified by Kellaghan & Greaney (2004) who in their study of fourteen African countries (including Uganda), found out that students emphasise on learning strategies such as memorisation and rote learning that lend themselves best to passing examinations but do not augur well for future success in HEIs. The other fact is that the high school examinations purely test the student's level of achievement meant for certification but may not be a suitable criterion for selection and placement of undergraduates to HEIs. As Obioma & Salau (2007) aptly observe, it is technically flawed to use high school certification examinations that are meant to measure achievement for selection and placement of undergraduates to universities. They correctly argue that for selection purposes, aptitude tests are preferred to achievement tests. The fact that high school examinations poorly predict undergraduate students' academic performance suggests that they may not be good indicators of those who are likely to perform well in their subsequent university courses. This does not, however, invalidate the certification role of summative high school examinations. Rather, it

implies that these examinations are set by established public bodies whose different mandates should be maintained and respected.

5.3.2 The Relationship Between Students' Performance in the Pre-university Law Entry Examinations and their Academic Performance for Award of Bachelor of Laws Course at UCU

This study revealed a weak, positive and statistically significant relationship between PuLEE and the Fourth Year CGPA. This implied that pre-university entry examinations were dependable predictors of students' future academic performance in the LLB course. Students who obtained scores in their pre-university entry examinations equally exhibited high academic performance in the LLB course.

The study findings indicated that 55.1% of the students agreed with the view that the questions asked at PuLEE were very relevant to their LLB course. 37.8% of them disagreed with the view that the questions asked at PuLEE were relevant to their course and 7.1% were not sure. On whether the competences tested at PuLEE were directly relevant to the students'

LLB course, 62.2% of the respondents agreed, 29.6% of them disagreed and 8.2% were not decided. 42.9% of the respondents agreed that PuLEE results were more related to their performance in the LLB course, 39.8% of the respondents disagreed and 17.3% were not decided. 63.3% of the respondents agreed that the resources invested in the administration of the PuLEE in the LLB course are not wasted, 22.5% of the respondents disagreed and 14.2% were undecided. 64.3% agreed that PuLEE examinations test high order thinking skills and 24.5% of the respondents disagreed and 11.2% were not sure.

Results show that the questions asked and the competences tested at PuLEE were very relevant to the students' LLB course. These examinations test high order thinking skills and the results therefrom were more related to students' performance in the LLB course. The resources invested by UCU in the administration of PuLEE are thus not wasted.

The study correlated the students' performance in the pre-university Law entry examinations and their academic performance in the LLB course. To determine the relationship between students' performance in PuLEE examinations and their academic performance for the award of LLB course, the Spearman's rank correlation coefficient (ρ) was used. The study findings indicated that there was a low but positive relationship of 0.331 between pre-university Law entry examinations and Fourth Year students' academic performance in the LLB course at UCU. The results showed that the PuLEE scores are significantly related to academic performance of Year Four LLB students since the p-value (1-tailed) at 0.000 was less than Alpha at 0.05 level. The study findings revealed that students with high admission points at PuLEE equally perform well in the Year Four LLB course than those with low PuLEE points. This finding underpins the Expectancy-Value theory where the students put in more effort to learn and do research which are subsequently translated into good academic performance at the end of the Bachelors of Laws course.

The study finding was in agreement with that of Lohfink and Paulsen (2005) who also established that there was a positive correlation between college entrance test scores and students' academic performance in higher education institutions. Unlike this study, Lohfink and Paulsen found that this correlation was strong, possibly because they took the initial year of undergraduate study.

The results also concur with those of Adedeji (2001), who in his study to establish the correlation between students' matriculation exam scores (similar to pre-university entry examinations) and their academic performance in the Faculty of Technology, University of Ibadan, Nigeria, concluded that there exists a positive relationship between students' admission scores and their undergraduate performance. This finding may be explained by the fact that pre-entry examinations aptly test the students' aptitude and are thus suitable for use in the selection and placement of undergraduates to HEIs.

Such a finding was however, in direct conflict with that of Gbore (2006) who concluded that entry qualification was a poor predictor of academic performance and argued that the degree of performance cannot be related to the quality of grades obtained in the entry qualification. He established that there is a low relationship between the grades obtained at the entry point and the university undergraduate academic performance. Gbore (2013) also found a low correlation coefficient of 0.1751 between CGPA and University Matriculation Examinations in Nigeria, which is similar to the pre-university entry examinations in Uganda. In the same vein, Alonge (1998) contended that the attainment of high entry points does not necessarily imply high academic performance among university undergraduates' future learning task.

From multiple regression analysis, it was observed that if the UACE scores increased by one unit, final academic performance would change by -0.122 (-12.2%). If pre-university entry scores increased by one unit, final academic performance would increase by 0.094 (9.4%) and the combined effect of UACE and PuLEE caused an increase of 41.2%. For all the three cases, the results were not statistically significant (0.23, 0.32 and 0.78 are >0.05). The combined effect of UACE and PuLEE therefore had the greatest influence on the academic performance of students at UCU but this was not statistically significant.

5.3.3 Differences in the Academic Performance of Males and Females in the Fourth Year Law Course Examinations as Predicted by Their Achievement in the UACE and Pre-university Law Entrance Examinations at UCU

The study findings indicated that 65.3% of the respondents disagreed with the assertion that males perform better than females in the LLB course. 23.5% of them agreed to this view and 11.2% were not sure. On whether students' academic performance in the LLB course had anything to do with their being male or female, 68.3% of the respondents disagreed, 22.5% of them agreed and 9.2% were not decided. 92.9% of the respondents disagreed that they had more retakes in the LLB course because of being female or male, 4.1% of them agreed and 3.1% were not decided. 93.8% of the respondents disagreed that they repeated the LLB course because they were female or male, 3.0% of them agreed and 3.1% were undecided. 89.8% disagreed that they receive preferential treatment from lecturers in the LLB course because they are female or male and 6.2% of the respondents agreed and 4.1% were not sure. These findings, therefore, indicated that there was no preferential treatment between males and females in the Bachelors of Laws course at UCU.

In an attempt to establish whether there were any sex differences in academic performance of LLB students, the study found out that there was a small but not statistically significant difference in performance with males slightly performing better than females in all the three examinations. The mean score for males was 3.46 compared to 3.40 for females in UACE examinations. The mean score for males in pre-university examinations was 3.16 compared to 2.81 for females. The mean score for males was 2.36 compared to 2.10 for females in the Fourth Year CGPA. The significance or p-values for UACE (0.772), pre-university examinations

(0.079) and Fourth Year CGPA (0.143) are greater than 0.05, then at 0.05 level of significance and the assumption of homogeneity of variance was thus not met.

The study findings indicated that males perform as well as females in the LLB course. The study validates the applicability of the Expectancy-Value theory in explaining the relationship between sex and academic performance. Key informants indicated that females were inspired to work hard on their studies as much as their male counterparts because of their great expectation to succeed and the motivation to get good jobs in future. Because females expect good CPGAs (attainment value), good jobs (utility value) and the joys associated with personal success (intrusive value) at the end of the Law course, they put in a lot of time and effort (cost), consequently performing as well as the males.

These findings corroborate those of Ebenuwa-Okoh (2010) who established that although there was a positive relationship of 0.904 between sex and academic performance, this relationship was not statistically significant. He concluded that there was no significant difference in the academic performance of males and females in Nigeria. This finding is in agreement with that of Ugoji (2008) and Pandey & Ahmad (2008) who equally found no significant difference in students' academic performance based on sex. They observed, just like in this study, that there was no considerable level of difference of academic achievement scores between male and female students, although the trend in the mean difference between them was favouring male rather than female students. In his predictive study, Young (2001) equally found out that regression coefficients for males and females were not significantly different on both high school and college admission tests as predictor variables. Kyoshaba (2009) also found no difference between the academic performance of male and female students. She obtained a t-value of 0.956 at a calculated sig. = 0.439, which was greater than alpha = 0.05.

These findings, however, contradict those of researchers like Weerakkody & Ediriweera (2008) who in their comparative study between Management and Commerce undergraduates in the University of Kelaniya, Sri Lanka, revealed that there were statistically significant differences between male and female students' academic performance. They indicated that in all the Commerce and Management degree course units, females performed much better in the university examinations than males. This study revealed that females exhibited higher academic performance than their male counterparts regardless of whether they were pursuing Commerce or Management degrees.

The findings in this study also disagree with those of Lao (1980) and Wainer & Stenberg (1992) who established that females obtain higher grades than males because the former work harder and attend lectures more frequently than the latter.

5.4 Conclusions of the Study

This research study investigated the relationship between admission criteria and Bachelor of Laws undergraduate students' academic performance at UCU. The following conclusions were drawn from the study findings:

5.4.1 Students' Academic Performance (Dependent Variable)

Despite the introduction of PuLEE, few students (5.1%) still obtain First Class degrees, leaving the majority (85.8%) in the Second Class category. Students still have retakes, with 31.6% testifying that they had had retakes 1-4 times. Students' records indicated a dropout rate of 5.7% and a completion rate of 94.3%. This, therefore, calls for other interventions to enhance students' academic performance. These may include improving the lecturer-student ratio, increasing staff

motivation, modifying the lecturing methodology, staff training and retooling and investing more resources in research.

5.4.2 UACE and Students' Academic Performance

The study examined research hypothesis one, that *there is a significant positive relationship between students' performance in UACE examinations and their academic performance for award of the Bachelor of Laws degree at university*. Whereas there was a positive relationship between these variables, this relationship was low and not statistically significant at p-value of 0.05.

This study indicated that although the questions asked at UACE were not directly relevant to the LLB course, these examination results should be considered for admission into the course because, according to the students' and lecturers' perceptions in Tables 11 and 12, they test high order thinking skills and the teaching methodology used at high school helped the students to pursue their LLB course at UCU.

Given that high school examinations poorly predicted academic performance at university, they may not be a good admission criterion to determine students that are likely to succeed in their future university education. However, high school examination results still perform their certification role in Uganda's education system. These examinations set by specialised assessment bodies have a distinct mandate and should be respected as such. They should not be substituted but rather supplemented by pre-university entry examinations during the admission of students.

5.4.3 PuLEE and Students' Academic Performance

The study verified research hypothesis two, that *there is a significant positive relationship between the students' performance in the pre-university Law entry examinations and their academic performance for award of the Bachelor of Laws degree at university*. This relationship was, however, found to be low but statistically significant at p-value of 0.05.

The research findings indicate that the questions asked and the competences tested at PuLEE were very relevant to the students' LLB course. The pre-entry examination results were more related to students' performance in the LLB course and thus the resources invested in the administration of the PuLEE in the LLB course at UCU are not wasted. There was general agreement among students (79.6%) and lecturers (100%) on whether pre-entry university examinations are necessary for the enhancement of academic performance in the LLB course. This study established that on the whole, pre-university entry examinations were a good predictor of students' future academic performance in the LLB course. The students who scored highly in their pre-university entry examinations equally registered high academic performance in the LLB course. There was a weak but positive and statistically significant relationship between PuLEE and the Fourth Year CGPA. Pre-university entry examination results were therefore, dependable predictors of future students' academic performance in the Bachelors of Laws course. Since PuLE examinations are good predictors of future academic performance at university, such examinations are a good admission criterion when determining those that are likely to succeed in their future university education.

This study revealed that PuLEE was becoming "high stakes" because a number of students are competing for the few slots in the Faculty of Law at all costs. This calls for UCU to meticulously

prepare these examinations and to involve people of unquestionable integrity if PuLEE is to serve its purpose of selection and placement. Universities need to move away from offering a little more than an "advanced high school" kind of education. Selection of students to HEIs should not be exclusively based on admission test rankings but should be augmented by qualitative, non-quantifiable, subjective and personal components (Rosovsky, 1990). The essence of selection of students to institutions of higher learning should not merely stop at the admission to university, but rather, the overall survival up to the end of the course of study. If pre-entry examinations are to serve their valuable selection and placement function, they should not be "institution specific" so that they can be applied across the board to other HEIs. Universities should endeavour not to erect higher barricades to student entry by giving pre-entry examinations more weight than they are worth. Although PuLEE seems to be a relatively better admission criterion, it should not substitute but rather complement the UACE examinations since the combined effect of UACE and PuLEE predicted up to 10.3% of the dependent variable.

5.4.4 Sex and Students' Academic Performance

The study confirmed research hypothesis three, *that there is no significant difference in the academic performance of males and females in the fourth year Law course examinations at university as predicted by their academic achievement in the UACE examinations and pre-university Law entrance examinations at UCU*. The study established that although there were slight mean differences in favour of males in all the three sets of examinations, there was no statistically significant difference in the performance of male and female students in the LLB course at UCU.

The study established that there is no statistically significant difference in the academic performance of male and female students in the LLB course. There is a need to revisit the

positive gender discrimination policy during admissions of students to universities where female students are awarded additional 1.5 above their male counterparts.

5.5 Recommendations of the Study

In light of the study findings and the conclusions drawn, the researcher made the following recommendations intended to enhance academic performance through the adoption of better student admission criteria to higher education institutions:

5.5.1. UACE and Students' Academic Performance

5.5.1.1 The UACE achievement examinations are meant for certification and may not be exclusively suitable for selection and placement of students to HEIs. There is thus a need for a paradigm shift from the unilateral use of summative high school achievement examinations to the incorporation of pre-entry aptitude examinations in the admission of students to tertiary institutions.

5.5.1.2 Efforts should be made by UNEB to reform its assessment system by shifting from the current norm-referenced achievement examinations to criterion-referenced aptitude oriented examinations that emphasise analytical and critical thinking skills. There is thus a need for improvement in the psychometric qualities of the assessment instruments to enhance their validity and reliability. This will go a long way to improve the predictive validity of summative examinations to the future academic performance of university undergraduates in Uganda.

5.5.1.3 High school teachers should move away from using extensively teacher-centred pedagogical methods to the use of the fully fledged learner-centred Socratic methods of teaching that promote critical thinking.

5.5.1.4 Universities need to consider high school subjects that are directly related and relevant to the courses being applied for. High school subjects that should be considered for admission to the Law course should be those that promote intuition.

5.5.1.5 The Ministry of Education, Science, Technology and Sports needs to constantly review the high school curriculum content to make it relevant to the contemporary issues being taught in HEIs in Uganda.

5.5.2. Pre-university Law Entry Examinations and Students' Academic Performance

5.5.2.1 Universities need not substitute but instead supplement UNEB results with tailor-made pre-entry examinations that have a direct bearing on subsequent undergraduate courses to be pursued by the students.

5.5.2.2 The questions asked in the pre-university entry examinations should be relevant to the course(s) to be pursued by the students. The interviewers on the PuLEE Panels should be made aware of the requirements of the pre-university entry examinations so that they do not ask questions which are irrelevant and unfair to the students.

5.5.2.3 For admission purposes, it is better to use aptitude examinations that test analytical and critical thinking skills rather than use high school achievement examinations meant for certification. It is technically wrong to exclusively use UACE certification examinations for admission of students to HEIs. There is thus a need for a fundamental paradigm shift from the current use of UACE achievement examinations to the use of aptitude pre-university entry examinations as an admission criterion.

5.5.2.4 Given that PuLEE are increasingly becoming high stakes, UCU should meticulously prepare these examinations and involve people of unquestionable integrity if PuLEE is to serve its selection and placement function.

5.5.2.5 Finally, pre-university entry examinations in Uganda's HEIs need to be well designed to measure students' cognitive and non-cognitive attributes such as analytical thinking, deductive reasoning, problem solving and other psycho-motor skills needed by students to perform better in their undergraduate studies.

5.5.3. Sex and Students' Academic Performance

5.5.3.1 The study established that there is no statistically significant difference in the academic performance of male and female students in the LLB course. There is, therefore, no need for any positive discrimination based on one's sex, in the admission of students to HEIs in Uganda.

5.5.3.2 Male and female lecturers should encourage Bachelor of Laws female students during the teaching-learning process so that the latter can realise their full potential. Such a deliberate awareness strategy will enhance the academic performance of females in the face of stiff competition from their male counterparts.

5.5.3.3 UCU should put in place special policies that safeguard the rights of female students from any form of abuse that may interfere with their studies or at worst, lead to dropping out of their courses of study.

5.6 Limitations of the Study

Whereas the researcher intended to interview the Top Administrators of the university, some of them were new in the job. They, however, assigned senior managers in the university to the

researcher. During the administration of questionnaires, it was difficult to access the full time long-serving lecturers in the Faculty of Law. The researcher was, however, able to obtain a representative sample of both new and experienced faculty lecturers upon which this data analysis was made.

5.7 Contributions of the Study

This study investigated a relatively unique area on the predictive validity of public high school and pre-university entry examinations to future students' academic performance in a HEI. Attempts were made to fill the existing knowledge gaps in the area of students' admission and academic performance. The findings of this study may guide policy makers when amending policies pertaining to the certification, selection and admission of students in Uganda's public and private HEIs. The study has also provided empirical evidence to justify the use of pre-university entry examinations as an additional criterion into HEIs. Recommendations were proposed for the various institutions and stakeholders if academic performance in HEIs is to be enhanced using appropriate selection and admission criteria.

5.8 Suggested Areas for Further Research

Due to time and financial resource constraints, this study only addressed admission criteria as the predictor variables that influence students' academic performance in HEIs.

5.8.1 During this study, a cross-sectional research design was adopted. Future researchers could use a longitudinal research design to follow students from high school through university, Law Development Centre and to the world of work to monitor the quality of Law graduates that are churned out of our education system.

5.8.2 This study could be replicated at the Law Development Centre (LDC) to monitor the quality and academic performance of Law graduates from various universities that administer pre-entry examinations and those that do not, using an experimental research design.

5.8.3 This study was conducted in a one religious-based private higher education institution. A similar research should be undertaken in more than one university, taking samples from both private and public universities, in order to establish whether these findings are applicable across the board.

5.8.4 The study restricted itself to the Faculty of Law at UCU. Future researchers can replicate this study in other faculties and departments of the university that have also introduced pre-university entry examinations such as Bachelor of Nursing Science, Bachelor of Divinity and Bachelor of Child Development and Children's Ministry.

5.8.5 This study predominantly considered factors in the cognitive domain as predictor variables. There is need for future researchers to consider factors in the psycho-motor and affective domains and how they predict the criterion variable.

5.8.6 Finally, pre-university entry examinations have become high stakes, just like the high school examinations. Research should be conducted to evaluate the content and criterion validity of these examinations and their effectiveness as an admission criterion in Uganda's HEIs.

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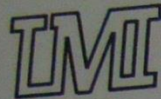
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APPENDICES

APPENDIX A:

LETTER OF INTRODUCTION FROM UGANDA MANAGEMENT INSTITUTE



Telephones:

256-41-4259722 /4223748 /4346620
256-31-2265138 /39 /40
256-75-2259722
256-41-4259581 /314
admin@umi.ac.ug

Telefax:
E-mail:

Plot 44-52, Jinja Road
P.O. Box 20131
Kampala, Uganda
Website: <http://www.umi.ac.ug>

Your Ref:

Our Ref:

12 December 2014

TO WHOM IT MAY CONCERN

MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Mr. James Turyatemba is a student of the Masters Degree in Management Studies of Uganda Management Institute 32nd Intake 2013/2014 specializing in **Higher Education Leadership and Management, Reg. Number 13/MMSHELM/32/052.**

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organisation, which is relevant to his research.

His Research Topic is: ***Admission Criteria as Predictors of Academic Performance of Law Students at Uganda Christian University***

Stella Kyohairwe (PhD)
Ag. Head, Dept. of Political and Administrative Science

APPENDIX B:

INTERVIEW GUIDE FOR KEY UNIVERSITY INFORMANTS

Dear Respondent,

I am James Turyatamba, conducting a study intended to establish whether there exists a relationship between the admission criteria adopted and academic performance of fourth year students at UCU. You have been selected because of your key position and requisite knowledge on the administrative and academic affairs of the university. Please answer the following questions as truthfully as possible. All the information given will be kept in strict confidence.

Thank you for sparing your valuable time.

Name of University.....

Position of the Respondent at the University.....

Duration in Current Post.....

1. What are the different student admission criteria in place at UCU?
2. How satisfied are you with the current admission criteria in the university?
3. In your view, what is the relationship between admission criteria and final student academic performance in the Bachelor of Laws course at UCU?
4. In your opinion, what measures can be adopted to improve the university's admission criteria?
5. What do you understand by the concept of academic performance in the university context?
6. How does your university/faculty ensure that it improves students' academic performance?
7. What is your level of satisfaction with the use of UACE results for selection and placement of students in the Bachelor of Laws course?

8. Is there any observable relationship between UACE results and final Bachelor of Laws students' academic performance in the university?
9. In what ways do you think can the UACE examinations be improved to align them to the requirements of the Bachelor of Laws course?
10. What was the rationale for introducing pre university entry examinations in the Bachelor of Laws course at UCU?
11. What do you think are the resources required for the effective administration of the pre-university Law entry examinations?
12. Does the pre-university entry examination test the same competencies as the UACE? If no, how different are the two examinations?
13. Do you feel that the level of students' academic performance has improved since the introduction of pre-university entry examinations? If yes, what are the indicators of this improvement?
14. What challenges have you identified in the administration of the Pre-university Law Entry Examinations (PuLEE)?
15. In your opinion, what other steps can UCU take to enhance future student's academic performance?

Thank you for your positive response and cooperation.

James Turyatemba.

Thank you.

END

APPENDIX C:

STUDENTS' QUESTIONNAIRE

Admission Criteria and Academic performance of Law Students at Uganda Christian

STUDENTS' QUESTIONNAIRE

Admission Criteria and Academic performance of Law Students at Uganda Christian University.

Dear Respondent,

I am James Turyatempa, conducting a study intended to establish whether there exists a relationship between the admission criteria adopted and academic performance of fourth year students at Uganda Christian University. You have been chosen as one of the respondents for this study and the information yielded will strictly be used for internal academic purposes at Uganda Management Institute (UMI). Please respond to the items in this questionnaire as accurately as you can. All the information given will be kept as confidential as possible and it will not explicitly bring out any distinct names or individual characteristics of a respondent. It is hoped that the research findings and the recommendations there from are likely to be a good reference point for Uganda Christian University when conducting subsequent student admissions. Please devote some of your precious time to carefully and frankly fill this questionnaire. Please tick (✓) to indicate your responses for those items with alternative responses.

Thank you for your positive response and cooperation.

James Turyatempa

Master of Management Science
Uganda Management Institute

1.0 GENERAL INFORMATION

BD1. Faculty/School/College_____

BD2. Year of Admission into the Bachelor of Laws course_____

BD3. Sex: 1. Male 2. Female

BD4. Age bracket (years) 1. Below 21 2. 21-30 3. 31-40 4. 41+

2.0 ADMISSION CRITERIA

2.1 AC1. Admission/entry Criterion to UCU:

1. UACE and Pre-university entry 2. Mature Age Entry
 3. Diploma entry 4. Others (specify)

AC2. Total Points you scored in the Uganda Advanced Certificate of Education examinations:

1. 14-15 2. 16-18 3. 19-21 4. 22-24

AC3. Total Marks you scored in the Pre-university Law Entry Examinations:

1. 50-59 2. 60-69 3. 70-74 4. 80-100

AC4. Your Fourth Year (First Semester) Cumulative Grade Point Average:

1. 2.00 - 2.79 2. 2.80 - 3.59 3. 3.60 - 4.39 4. 4.40-5.00

2.2 For each of these questions, please tick the appropriate box using the following key:

1. SD = Strongly Disagree; 2. D= Disagree; 3. Not Sure; 4. A=Agree; 5. SA=Strongly Agree.

Description	Questions	SD	D	NS	A	SA
		1	2	3	4	5
IV1 Uganda Advanced Certificate of Education Examinations (UACE)	The questions asked at UACE were relevant to my Bachelor of Laws course. (IV1)					
	The teaching methodology used at high school helped me to pursue my Bachelor of Laws course (IV1)					
	My high school results should be considered for admission into the Bachelor of Laws course (IV1)					
	High school examinations test high order thinking skills (IV1)					
IV2 Pre-	The questions asked at PuLEE are					

university Law Entry Examinations (PuLEE)	very relevant to the Bachelor of Laws course (IV2)					
	Competences tested at PuLEE were directly relevant to my Bachelor of Laws course (IV2)					
	My PuLEE results were more related to my performance in the Bachelor of Laws course (IV2)					
	The resources invested in the administration of the PuLEE in the Bachelor of Laws course are not wasted (IV2)					
	PuLEE examinations test high order thinking skills (IV2)					

2.3 Do you feel that pre-entry university examinations in the Law course are necessary to enhance academic performance?

1. Yes. 2. No.

11b. If your response is No, how best can academic performance be improved in UCU?

.....
.....
.....

3.0 SEX AND ACADEMIC PERFORMANCE AT THE UNIVERSITY

IV3 For each of these questions, please tick the appropriate box using the following key:

1. SD = Strongly Disagree; 2. DA= Disagree; 3. Not sure; 4. A=Agree; 5. SA=Strongly Agree.

Iv3 Student's Sex	Males perform better than females in the Bachelor of Laws course (IV3)	SD 1	DA 2	NS 3	A 4	SA 5
	My academic performance in the Bachelor of Laws course has nothing to do with my being male or female (IV3)					
	I have more retakes in the Bachelor of Laws course because I am female/male (IV3)					
	I repeated the Bachelor of Laws course because I am female/male (IV3)					
	I receive preferential treatment from lecturers in the Bachelor of Laws course because I am female/male (IV3)					

4.0 ACADEMIC PERFORMANCE

DV1. Number of re-takes since you started your course:

1. None 2. 1-2 3. 3+

DV2. Number of years repeated in the Bachelor of Law course:

1. None 2. One year 3. Two years+

DV3 Students' Academic performance

What is your current Cumulative Grade Point Average?

Cumulative Grade Point Average	Tick where applicable
5. 4.40 - 5.00	
4. 3.60 - 4.39	
3. 2.80 - 3.59	
2. 2.00 - 2.79	
1. Below 2.00	

DV4 Academic Performance

For each of these questions, please tick the appropriate box using the following key:

1. SD = Strongly Disagree; 2. D= Disagree; 3. Not Sure; 4. A=Agree; 5. SA=Strongly Agree.

DV4 Academic Performance	Item	SD 1	D 2	NS 3	A 4	SA 5
	The dropout rate of students in the Bachelor of Laws course is high (DV1)					
	The repetition rate of students in the Bachelor of Laws course is high (DV1)					
	The completion rate of students in the Bachelor of Laws course is low (DV1)					

Thank You!

END

APPENDIX D:

LECTURERS' QUESTIONNAIRE

Dear Respondent,

I am James Turyatamba, conducting a study intended to establish whether there exists a relationship between the admission criteria adopted and academic performance of fourth year students at Uganda Christian University. You have been chosen as one of the respondents for this study and the information yielded will strictly be used for internal academic purposes at Uganda Management Institute (UMI). Please respond to the items in this questionnaire as accurately as you can. All the information given will be kept as confidential as possible and it shall not divulge the names or individual characteristics of a respondent. It is hoped that the research findings and the recommendations there from are likely to be a good reference point for Uganda Christian University when conducting subsequent student admissions. Please devote some of your precious time to carefully and frankly fill this questionnaire. Please tick (✓) to indicate your responses for those items with alternative responses. Please briefly state your responses for the open-ended items in this questionnaire.

Thank you for your positive response and cooperation.

James Turyatamba

1.0. GENERAL INFORMATION

BD1. Faculty/School/College _____

BD2. Year of Recruitment to UCU _____

BD3. Sex: 1. Male 2. Female

BD4. Age (years) 1. 21-30 2. 31-40 3. 41-50 4. 51-60 5. 61+

BD5. Highest Academic Qualification 1. Diploma 2. Bachelor's Degree

3. Master's Degree 4. PhD 5. Others (specify)

2.0 ADMISSION CRITERIA

For each of these questions, please tick the appropriate box using the following key:

1. SD = Strongly Disagree; 2. D= Disagree; 3. Not Sure, 4. A=Agree; 5. SA=Strongly Agree.

Description	Attributes	SD 1	D 2	NS 3	A 4	SA 5
IV1 Uganda Advanced Certificate Examinations (UACE)	UA1 The questions asked at High school are relevant to the Bachelor of Laws course. (IV1)					
	UA2 The teaching methodology used at high school helps students to pursue their Bachelor of Laws course (IV1)					
	UA3 Students' high school results should be considered for admission into the Bachelor of Laws course (IV1)					
	UA4 High school examinations test high order thinking skills (IV1)					
IV2 Pre- university Law Entry Examinations (PuLEE)	PU1 The questions asked at PuLEE are very relevant to the Bachelor of Laws course (IV2)					
	PU2 Competences tested at PuLEE are directly relevant to the Bachelor of Laws course (IV2)					
	PU3 PULEE results are more related to students' performance in the Bachelor of Laws course (IV2)					
	PU4 The resources invested in the administration of the PuLEE in the Bachelor of Laws course are not wasted (IV2)					
	PU5 PULEE examinations test high order thinking skills (IV2)					

3.0 Do you feel that pre-entry university examinations in the Law course are necessary to enhance academic performance?

2. Yes.

2. No.

11b. If your response is No, how best can academic performance in the faculty be improved in UCU?

.....
.....

4.0 Please indicate which examination tests the following aspects/skills/competences. You can tick both boxes where applicable.

Aspect/Skill/Competence	Uganda Advanced Certificate of Education (UACE)	Pre-university Law Entry Examinations (PuLEE)
1. Knowledge recall		
2. Problem solving		
3. Critical thinking/Analysis		
4. Communication		
5. Teamwork		
6. Relevance of content to LLB course		
7. Others (specify)		

5.0 SEX AND ACADEMIC PERFORMANCE AT THE UNIVERSITY

IV3 For each of these questions, please tick the appropriate box using the following key:

1. SD = Strongly Disagree; 2. D= Disagree; 3. Not sure 4. A=Agree; 5. SA=Strongly Agree.

		SD 1	D 2	NS 3	A 4	SA 5
Iv3 Student's Sex	G1 Males perform better than females in the Bachelor of Laws course (IV3)					
	G2 Students' academic performance in the Bachelor of Laws course has nothing to do with their being male or female (IV3)					
	G3 Male students have more retakes in the Bachelor of Laws course (IV3)					
	G4 More male students repeat the Bachelor of Laws course (IV3)					
	G5 Male students receive preferential treatment from lecturers in the Bachelor of Laws course (IV3)					
	G6 Male students participate more actively in the Bachelor of Laws course (IV3)					

6.0 STUDENTS' ACADEMIC PERFORMANCE

6.1 For each of these questions, please tick the appropriate box using the following key:

1. SD = Strongly Disagree; 2. D= Disagree; 3. Not Sure; 4. A=Agree; 5. SA=Strongly Agree.

DV1 Academic Performance	Items	SD	D	NS	A	SA
	SAP1 The CPGA of the students in the Bachelor of Laws course is high (DV1)					
	SAP2 The dropout rate of students in the Bachelor of Laws course is high (DV1)					
	SAP3 The repetition rate of students in the Bachelor of Laws course is high (DV1)					
	SAP4 The completion rate of students in the Bachelor of Laws course is high (DV1)					

6.2 For each of these questions, please tick the appropriate box:

1= Not Sure, 2= Low, 3= Medium, 4= High

	Attribute	Not Sure 1	Low 2 (Less than 30%)	Medium 3 (30-60%)	High 4 (Above 60%)
DV1	What percentage of students in the Bachelor of Laws course gets a First Class degree?				
DV2	What percentage of students in the fourth year Bachelor of Laws course has retakes?				
DV3	What is the pass rate in the Bachelor of Laws course at UCU?				
DV4	What percentage of students drops out of the university due to poor academic performance?				
DV5	What percentage of students drops out of the university due to failure to meet their financial obligations?				
DV6	What percentage of students drops out of the university due to personal social reasons?				
DV7	What percentage of students drops out of the university due to other factors? (specify)				

Thank you!

END

APPENDIX E:

DOCUMENTARY REVIEW CHECKLIST

S/No.	A Guide on Documents to be Reviewed
1.	UCU Students' Admissions and Academic performance Records (2011-2015)
2.	UCU Policy Documents on Admissions and Academic performance (2009-2015)
3.	UCU Strategic Plan and Annual Reports (2011-2014)
4.	UNEB Academic performance Records for 2010
5.	Published Books and Dissertations
6.	Published Journals and Articles
7.	Newspaper Articles
8.	Internet Websites

APPENDIX F:

DETERMINING SAMPLE SIZE FROM STUDY POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Source: Krejcie, R.V. & Morgan, D.W. (1970). Determining sample size for research activities: Educational and Psychological Measurement, 30. State: Publisher.