

**Three Years of Post UME Screening: Influence on
Science Education Students' Achievement, in Delta State
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ABSTRACT The purpose of this study was to monitor the performances of science education students admitted through Post UME screening since its introduction in 2005/2006 session. The design employed for the study was ex post facto. All the students admitted in 2005/2006 session for Biology Education, Chemistry Education, Mathematics Education and Physics Education and the equivalent number of students in similar programmes admitted through UME and now in 400 level formed the sample of the study of 214 students. Four research questions were raised and answered and two hypotheses stated and tested at 0.05 level of significance. Two instruments were used for data collection, which included: Departmental admission list and students past results data cards. The major findings of this study include a consistent decline in the number of students admitted for Science Education Programmes since the introduction of Post UME screening; performances pattern of the students admitted through Post UME screening were found to have followed the normal pattern, of distribution, with few students appearing very good and very poor while a large number of students appeared as average students; a non-significant difference in CGPA score was found between students admitted through Post UME screening and those admitted through UME scores; and a non-significant difference in CPGA score was found between male and female students admitted through Post UME screening in various Science Education Programmes. It was concluded that what universities need are tools for teaching and learning and conducive environment that will guarantee effective learning rather than Post UME screening.