Cognitive and Psychosocial Predictors of Academic Achievement among Pre-Service Teachers in University of Ilorin, Nigeria

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Abstract – *Cognitive and psychosocial development is crucial during the period of adolescence. This study was conducted to examine the cognitive and psychosocial predictors of academic achievement of Pre-service teachers in the University of Ilorin, Nigeria.The research design used for this study was a descriptive survey using an expost-facto method. The population for this study consisted of all 200 level undergraduates at the Faculty of Education, University of Ilorin,Ilorin, Nigeria. Simple Random sampling techniques was used to select 400 students. Self-esteem scale developed by Rosenberg in 1965 was used to measure the respondents' self-esteem while Proforma was used to collect their O'Level, UTME, Post UTME results and the respondents CPGA. The findings of this study indicated that the level of self-esteem of pre-service teachers sampled was high;the level of academic achievement of Pre-service teachers in University of Ilorin, Nigeria sampled was average; there was a significant relationship among cognitive entry characteristics (O'LEVEL, UTME, and Post - UTME), self-esteem and Academic Achievement of pre-service teachers in University of Ilorin, Nigeria. The study recommended that educational psychologists, teachers and other stakeholders should be aware of students' cognitive ability in order to be effective in helping them learn and achieve.*

Keywords – *Cognitive, Psychosocial, Academic Achievement, Pre-Service Teachers*

INTRODUCTION

Education has been globally recognized as the bedrock of every society and an integral tool for nation building. The cardinal purpose of education, unquestionably, is human development. In Nigeria, education is recognized as an instrument for national development and this is reflected in the *National Policy on Education* of Nigeria [6]. Furthermore, this perspective was supported in the policy document when it was stated 'no nation can rise above the quality of its education system'. Thus, in the Nigerian educational setting, formal education is broadly divided into three major levels. This includes: primary education, secondary education and tertiary education.

In order for the goals of education as spelt out in the National Policy on Education [6] to be achieved across the three levels of education, the supply of teachers must be adequate in quantity and quality. Consequently, a plethora of efforts have been made by key stakeholders in the Nigerian educational setting to produce good teachers that are professional trained with the right repertoire of pedagogic skills and competencies that are cardinal to the implementation of the broad objectives of education as enunciated in the *National Policy on Education* of Nigeria[6]. In this regard, the faculty of education, University of Ilorin was established in 1976 to run degree programmes at the Bachelor and graduate levels in Arts, Science, Guidance and Counselling and Educational management. As the faculty expanded, three new departments were created in 1979. As at 2015, the faculty which started with three departments had increased to nine departments namely Adult and Primary Studies, Art Education, Counsellor Education, Educational management, Educational Technology, Health promotion and Environmental Health Education, Human Kinetics Education, Science Education and Social Sciences Education. Thus, the faculty offers degree courses that are designed to produce highly motivated, conscientious and efficient classroom

84

teachers for all levels of the educational system as articulated in the *National Policy on Education* of Nigeria [6].

Thus, it goes without saying, that the academic achievement of pre-service teachers in University of Ilorin is cardinal to the achievement of the broad goals of teacher education in Nigeria. Academic achievement is a major concern of key stakeholders in educational systems globally such as students, teachers, administrators, policy makers and students' families [23]. Academic achievement has also been defined as the students' level of attainment in the grade point average of courses offered in his in a particular academic session by a student. In practical terms, however, poor academic among pre-service teachers in Nigeria has been one of the factors militating against the fulfilment of the goals of teacher education [16]. By the same token, it is logical to add that the recent trend in the falling standard of education could also be linked to the inability of pre-service teachers to perform maximally when they graduate from teacher training institutions. In view of the fact that there exists a plethora of individual differences among pre-service teachers, experts have also tried to consider the cognitive and psychosocial predictors of academic achievement among students. Many researchers that investigated academic performance had focused on the link between prior intelligence Quotient (IQ) and academic achievement[2].

The cognitive predictors of academic achievement of tertiary institutions students are premised on the academic achievement of these students at the secondary school level. One type of prediction that has gained much prominence in educational circle is the use of scores derived from standardized tests to predict success or achievements in a particular course of study. In support of the preceding assertion, it was also observed that measures of prior educational performance are the most important determinant of students' performance; and this implies that the higher the previous performance, the better the students will perform academically.

In the Nigerian context, cognitive predictors of higher institution students tend to be best measured by considering the performance of students in standardized external examinations such as West Africa Examinations Council (WAEC), National Examinations Council (NECO) and the Joint Admissions and Matriculations Board (JAMB) examinations. These examinations are scholastic aptitude tests which are meant to predict or forecast performance in future [3] .

West Africa Examinations Council (WAEC),Joint Admission and Matriculation Board (JAMB) and Post-Joint Admission and Matriculation Board (POST-JAMB) serve as essential cognitive entry characteristics into Nigerian universities.

The West African Examinations Council (WAEC) established in 1952 is an examination board that conducts the West African Senior School Certificate Examination, for University and Jamb entry examination in West Africa countries. Joint Admission and Matriculation Board was established by an Act 2 of 1998 and saddle with responsibilities of conducting Matriculation Examinations into all universities polytechnics and college of Education. Issues undermining the predictive efficacy of the UTME scores on the students' academic performance had been of concern to various researchers, some are of the opinion that the UTME is a poor determinant and has no relationship with students' academic performance in the university; others observed that it has a negative relationship with students' academic performance; moreover, some others are of the view that it positively correlates with students' academic performance in their higher studies. Ojerinde [15] for instance, reported that there was a low, but significant relationship between students' UTME scores and their first year cumulative grade point average.

On their own part, Akanwaand Nwandiuto[3] established that post UME is a better predictor of performance in undergraduate courses at 100 and 200 levels than JAMB examinations in Nigeria universities**.** The study carried out by Kolawole et al. [10] revealed a weak relationship between cognitive entry points in SSCE, UTME and Post-UTME and students' academic achievement in Chemistry. Further, the study concluded that Post-UTME is the best predictor of all the cognitive entry points. Another study carried out by Osakuade [17] also revealed a low relationship between the UME and Post-UTME scores of final year students of AdekumleAjasin University, AkungbaAkoko, Ondo State, Nigeria.

Conversely,Ajogbeje and Borisade [2] found a strong relationship between the criterion variable (Cumulative Grade Point Average) and (SSCE and UTME). Otokunefor [19] who focused on the academic achievement of microbiology students and concluded that students admitted through the remedial programme performed better in microbiology than students admitted through the UTME/ Post UTME exercises. In relation to the academic achievement of pre-service teachers, Adeagbo [1] reported that performance in Post

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UTME could predict performance at 100 level examinations at Alayande College of Education, Oyo State. This was further corroborated by the findings of [9] that revealed a significant relationship between UTME scores and students' achievement in first year educational psychology course.

However, it is pertinent to note that some other scholars tend to focus on the non-cognitive or psychosocial predictors of academic achievement among students. On the other hand, the role played by psychosocial constructs cannot be over stressed. Sandra [22] opined that both the cognitive and emotional domains of students' academic development need to be considered by educators. Similarly, [5] reported that cognitive abilities alone are not sufficient to account for individual differences in academic success or failure.

In agreement with the foregoing, Malbi and Reasoner [11] posited that the most important factor for internal motivation associated with academic achievement includes psychosocial factors such as self-esteem. The most broad and frequently cited definition of self-esteem within psychology is Rosenberg's (1965), who described it as a favorable or unfavorable attitude toward the self. Self-esteem centers on how much value people place on themselves. Self-esteem is a person's overall evaluation of all his or her self-worth or self-image. Self-esteem is the affective or emotional aspect of self and generally refers to how people feel or how they see themselves [8]. Similarly, Reasoner [21], defined self-esteem as the experience of being capable of meeting life challenges and being worthy of happiness.

Reasoner [21] further explained that there is a general agreement among researchers that there is a close relationship between self-esteem and academic achievement but that there are considerable disagreements among them as to the nature of the relationship. For instance, Sandra [22] studied the relationship between self-esteem and academic success among African American students in the minority Engineering program at a research extensive university in the southern portion of the United States. Findings revealed that respondents with high cumulative and engineering GPA's were found to have higher levels of self-esteem. Vialle, Heaven and Ciarrochi [25] studied the relationship between self-esteem and academic achievement in high ability students as part of evidence from the Wollongong Youth Study. The research demonstrated that there were no differences in measured self-esteem between the gifted and non-gifted students.

Naderi, Abdullah,Aizan, Sharir and Kumar[12] investigated the relationship among intelligence, creativity, self-esteem and academic achievement of a sample of 153 Iranian undergraduate students in Malaysian universities. The findings showed no significant gender difference in academic achievement of the students. Similarly, Othman, Ishak, Lubis, Mohd and Oma[18] examined the between self-esteem and academic performance amongst the second year undergraduate students of Universiti Kebangsaan, Malaysia, Kuala Lumpur Campus.Naderi, Rohani, Tengku, Jamaluddin and Kumar[13] investigated the relationship among the Self-esteem, gender and academic achievement of undergraduate students. The findings from this study indicate that although self-esteem indicates a strong significant relationship on academic achievement when gender is controlled. Pullmanand Allik [20] investigated the relationship between self-esteem and academic achievement and found that high self-esteem facilitates academic achievement. Considering the importance of pre-service teachers' academic achievement, non-cognitive factors such as self-esteem deserves to be critically examined**.** Thus, the researcher is motivated against the established background to examine how these two variables (cognitive entry characteristics and self-esteem) predict academic achievement among pre-service teachers in Faculty of Education, University of Ilorin, Nigeria.

Problem

Teachers play an indispensable role in any educational system. In relation to Nigeria, teachers play an integral role by implementing several curricula from the basic education level to the apex level of tertiary education. More importantly, to achieve the goals of education as enunciated in the Federal Republic of Nigeria [6], the role played by teacher education programmes dedicated to the professional development of pre-service teachers is germane. However, the objectives of teacher education could be compromised when pre-service teachers' academic achievement is poor. To this end, the researchers observed that during the 2014/2015 academic session, several pre-service teachers were advised to withdraw from University of Ilorin due to their poor academic achievement during their first year of study. The researchers equally observed during their interaction with some first year pre-service teachers during the session considered by this study that they were not happy with their course of study because they do not want to end up as teachers. The precipitating factor for this phenomenon could be

linked to the fact that many of these students actually chose to study other courses that they perceived to have more lucrative and prestigious career prospects than the teaching profession globally. But, they were offered admission to study as pre-service teachers due to the highly competitive and stringent process of admission into University of Ilorin which was based primarily on the quota system. Thus, the question remains: to what extent did the cognitive and psychosocial attributes affect the academic achievement of the fresh pre-service teachers during the 2014/2015 academic session in Faculty of Education, University of Ilorin? In order to maintain a vibrant, productive, efficient and effective teacher education system, it is pertinent to address factors that could be responsible for the academic achievement of pre-service teachers. The present study therefore investigated the cognitive and psychosocial predictors of academic achievement among pre-service teachers in University of Ilorin, Ilorin, Nigeria.

Research Questions

What is the level of emotional self-esteem of first year pre-service teachers in University of Ilorin?

What is the general academic achievement of first year pre-service teachers in University of Ilorin?

What is the contribution of cognitive entry characteristic and self-esteem to academic achievement of pre-service teachers in University of Ilorin?

Research Hypothesis

Cognitive entry characteristics and self-esteem will not significantly predict to the academic achievement of pre-service teachers in University of Ilorin.

MATERIALS AND METHODS

The research design that was used for this study was a descriptive survey of an ex post facto type. Therefore, the choice of descriptive research design of the survey type made it possible for the researcher to elicit the required information on self-esteem and cognitive entry characteristics from the sampled respondents.

The defined target population for this study was all 1691 second year pre-service teachers who have spent an academic session at the Faculty of Education, University of Ilorin. According to the Research Advisor's Model , a sample of 322 is appropriate for a population size of 1691 at a confidence level of 95% and 0.05 margin of error. Based on the foregoing, the researchers deemed it fit to select a sample of 400 pre-

service teachers as respondents for this study. Random sampling was employed by the researcher to select respondents from each of the departments to make a total of 400 respondents.

The research instruments used to gather the data for this study consist of the Rosenberg's Self Esteem Scale and a proforma. The researchers adopted the Rosenberg Self-esteem scale because it was widely used instrument to measure self-esteem. The scale generally has high reliability: test re-test correlations are typically in the range of .82 to .88, and Cronbach's alpha for various samples are in the range of .77 to .88 [5].

The Rosenberg's Self-esteem scale ranges from 0-30, with 30 indicating the highest score possible. For the purpose of this study, respondents who score 20-30 points were considered taken as high self-esteem respondents. On the other hand, respondents who score 1-19 points were deemed to have low self-esteem.

The academic performance in five credits of the respondents O'LEVEL results were scored on a stanine scale as follows: A1=6; B2=5; B3=4; C4=3; C5=2; C6=1.

In order to convert the above to continuous variable, the above scale ranges from 5-36, with 36 indicating score for respondents who had A1 parallel and 5 indicating score of respondents who had C6 parallel. The academic performance were further be scored as:

High Academic Performance   =   27 - 36
Average Academic Performance=   16 - 26
Low Academic Performance   =   5 -15

The results of academic performance of respondents in UTME were scored as follows;
High Academic Performance   =   240 and above
Average Academic Performance =   200 -239
Low Academic Performance   =   180-199

The results of academic performance of respondents in Post UTME were scored as follows;
High Academic Performance   =   80 and above
Average Academic Performance   =   60 - 79
Low Academic Performance   =   50 - 59

The first year CGPA of respondents were scored as follows;
High Academic Performance   =   3.5 - 5.0
Average Academic Performance =   2.5 – 3.49
Low Academic Performance   =   1.5- 2.49

The researchers directly contacted the Heads of Department of the sampled departments in Faculty of Education, University of Ilorin for the permission to get

access to the O' LEVEL, UTME and Post UTME scores and the first year GPA of the sampled respondents. The researchers were then supported by three trained research assistants in administering the Rosenberg Self Esteem Scale on the respondents. The researchers ensured the informed consent of the respondents by advising that participation is voluntary. The researchers and research assistants immediately collected back the copies of the questionnaire after the sampled respondents have responded to the items in the questionnaire to foster a higher return rate.

The data obtained from the administered questionnaire were subjected to descriptive and inferential statistics. Bar charts were used to answer the research questions while Multiple Regression was used to test the hypothesis.

RESULTS

Research Question 1: What is the level of emotional self-esteem of first year pre-service teachers in University of Ilorin?
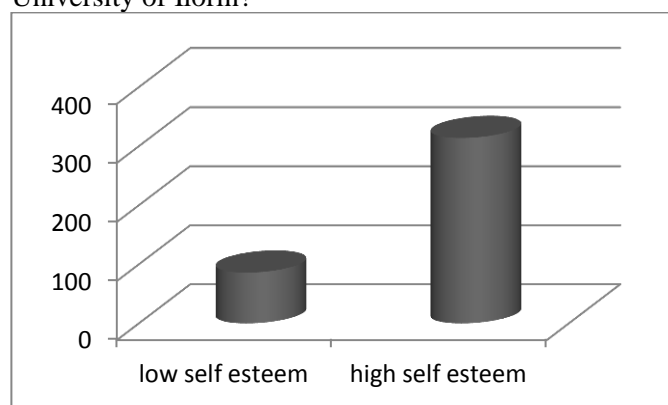

Fig 2: Academic achievement of first year pre-service teachers in University of Ilorin

Figure 2 shows that 69 (17.3%) of the respondents had a GPA of less than 2.5, indicating low level academic performance. It also shows that 226 (56.5%) of the respondents had average level of academic performance, which implies that their GPA falls within 2.5 to 3.49 while 105 (26.3%) of the respondents had high level of academic achievement with a GPA of 3.5 and above. This implies that Academic achievement of first year pre-service teachers in University of Ilorin was average.

Hypothesis 1: Cognitive entry characteristics and self-esteem will not significantly predict the academic achievement of pre-service teachers in University of Ilorin.

Table 1. Regression Analysis showing the relationship among O'LEVEL, UTME, and Post UTME, Self Esteem and Academic Achievement of pre-service teachers in University of Ilorin, Nigeria

Model	Sum of squares	df	Mean squares	Calculated F-value	Critical F-value	Sig
Regression	31.894	4	7.953			
Residual	138.866	395	0.352	22.68*	3.00	0.000
Total	170.760	399				

Significant at p< 0.05.

Table 1 indicates that the calculated F-value is 22.680 while its calculated F- value is 3.00 with degree of freedom 4 and 395 computed at alpha level of 0.05. since the calculated f-value is greater than the critical value, the hypothesis was therefore rejected. This implies that there was a significant relationship among O'LEVEL, UTME, and Post UTME, Self Esteem and Academic Achievement of pre-service teachers in University of Ilorin, Nigeria. Thus, cognitive entry characteristics and self-esteem predicts the academic achievement of pre-service teachers in University of Ilorin, Nigeria. To examine the prediction of the independent variables which include cognitive entry characteristics (O'LEVEL, UTME, and Post UTME) and psychosocial variable (self-esteem) together, R- square was computed and the output reveals thus:

Table 2. Model Summary of the Interactive relationship of O'LEVEL, UTME, and Post UTME, Self Esteem on Academic Achievement of Pre-service teachers in University of Ilorin, Nigeria

Model	R	R square	Adjusted R square Std Error of the Estimate
1	0.432	0.19	0.179 0.593

Table 2 indicates that the both independents variables (cognitive entry characteristics self-esteem) contributed R square of 0.19 representing 19% to the dependent variable (Academic Achievement of pre-service teachers in University of Ilorin, Nigeria sampled). This implies that there are still other predictors of academic achievement besides cognitive entry characteristics and self-esteem which influence academic achievement of the Pre-service teachers in University of Ilorin, Nigeria. In order to know the predictive strength of each of the independent variables,

Beta weight and t-values were computed and the output reveals thus:

Table 3. Contributions of Cognitive Entry Characteristics (O'LEVEL, UTME, and Post UTME) and Self Esteem on Academic Achievement of Pre-service teachers in University of Ilorin, Nigeria

Model	B	Std. Error	Beta	Calculated	t-value
Constant	0.796	0.153		5.191	0.000
O'Level	0.090	0.045	0.097	1.974	0.049
Utme	0.073	0.058	0.067	1.259	0.029
PostUtme	0.286	0.053	0.274	5.394	0.000
Self Esteem	0.306	0.074	0.192	4.129	0.000

Predictors: (Constant), O'Level, Utme, Post Utme, and Self Esteem
Dependent variable: Academic Achievement of Pre-service teachers in University of Ilorin, Nigeria.

Table 3 shows the predictive strength of each independent variable (O'Level, UTME, Post UTME, and Self Esteem) to academic achievement. The beta weight indicates that Post UTME contributed 0.274,O'Level contributed 0.097, UTME contributed 0.067 while Self Esteem contributed 0.192.This indicates that Post UTME predicts the Academic Achievement of Pre-service teachers in University of Ilorin more than O'Level, Utme and Self Esteem. The t-value further confirmed the predictive strength of the independent variables to the model. Post Utme contributed the highest t-value of 5.394, Self Esteem then followed suit with the t-value of 4.129, and this also implies that Post Utme is the strongest predictor of Academic Achievement of Pre-service teachers in University of Ilorin, Nigeria. This could be substituted in the Regression equation $y = a + b_1x_1 + b_2x_2 b_3x_3 + b_4x_4$.

Where b_1 =(O'Level,) = 0.097
b_2 = (Utme) = 0.067
b_3 = (Post Utme) = 0.274
b_4 =(Self Esteem) = 0.192
a = constant (Academic Achievement) = 0.796
x_1 x_2 x_3 and x_4= slope of the curve
$Y = 0.796 + 0.097x_1 + 0.067x_2 + 0.274 x_3 + 0.192x_4$

FINDINGS

Based on the findings of this study, it can be deduced that majority of the first year pre-service teachers in University of Ilorin, Nigeria had high level of self-esteem and there was a significant and positive relationship between self-esteem and academic achievement of Pre-service teachers in University of Ilorin, Nigeria. The findings also revealed that the level of academic achievement of Pre-service teachers in University of Ilorin, Nigeria sampled was average and this implies that minority falls within the range of high and low level of academic achievement. The findings of this study revealed that there was a significant relationship among cognitive entry characteristics (O'LEVEL, UTME, and Post UTME), Self Esteem and Academic Achievement of pre-service teachers in University of Ilorin, Nigeria. The implication of this finding is that the predictor variables (O'LEVEL, UTME, Post UTME and Self Esteem) were positively related to student's academic achievement, but the rate at which they predict the criterion variable (CGPA) differs.

Moreover, it was also observed that cognitive entry characteristics and self-esteem had a contribution of 19% to the prediction of academic achievement of pre-service teachers in University of Ilorin, Nigeria while other predictors were held constant. This implies that there exist other factors which predict or influence academic achievement of pre-service teachers in University of Ilorin, Nigeria but were not included in this study. Furthermore, based on the predictive strength of the cognitive entry characteristics the findings revealed that Post UTME was the strongest predictor of academic achievement of pre-service teachers in University of Ilorin, Nigeria while self-esteem followed suit. UTME and Ordinary level results were found to be weak in the prediction of academic achievement of pre-service teachers in University of Ilorin.

DISCUSSIONS

The results showed the level of self-esteem of first year pre-service teachers in University of Ilorin, Nigeria sampled was high and there was a significant and positive relationship between self-esteem and academic achievement of pre-service teachers in University of Ilorin, Nigeria. The high self -esteem of the pre-service teachers covered by this study might have been precipitated by the relative success experienced by the respondents in other areas of life. As a consequence, this further explains the positive relationship between the high self-esteem and the academic achievement of the respondents. The findings of this study supports that of Sandra [22] which revealed respondents with high cumulative and engineering GPA's were found to have higher levels of self-esteem. Thus, it is deducible from the agreement in these findings that regardless of the differences in the faculties and locale covered by the present study and that of Sandra [22], self-esteem

remains a pertinent psychosocial predictors of the academic performance of undergraduate students in America and Nigeria. Similarly, the findings of this study concretizes the findings of[18]which revealed that students with higher self-esteem perform better in their academics. However, the findings of this study is a departure from that of Sandra [22] who reported that a reciprocal relationship between self-esteem and academic achievement. The discrepancy in both findings could be traced to the fact that this present study used an ex-post facto research design while the study of Sandra [22]was a longitudinal method of research with results that may have been cofounded by threats to internal validity and external validity, and also due to differences in socio-cultural beliefs of the respondents in locale of studies.

Hypothesis one revealed that there was a significant relationship among cognitive entry characteristics (O'LEVEL, UTME, and Post UTME), and academic achievement of pre-service teachers in University of Ilorin, Nigeria. This finding could be explained by considering the fact that students that perform well in the standardized examinations conducted by the West African Examinations (WAEC), National Examinations Council (NECO) and the Unified Tertiary Matriculations Examination (UTME) are naturally expected to perform well in the Post-UTME examinations usually conducted by University of Ilorin during the screening process for prospective undergraduate students. The present finding agrees with that of Kolawole et al. [10] whose findings revealed that there is a significant relationships among SSCE, UTME, POST UTME and students' academic performance in Chemistry at all levels in the university. The findings of this study is also in line with that of [2] that carried out a study in College of Education, Ikere-Ekiti, Ekiti State, and observed that there exists a significant correlation between the criterion variable (Cumulative Grade Point Average CGPA), CEC (Senior School Certificate Examination SSCE, Unified Tertiary Matriculation Examination UTME) and semester examination scores.

The findings of this study also revealed that, based on the cognitive entry characteristics, UTME was the weakest predictor of academic achievement of pre-service teachers in University of Ilorin, Nigeria. This findings in harmony with that of [14] whose study was designed to investigate the relative efficiency of public examinations (i.e. UTME, WASSCE, SSCE and NBCE/NTCE) in predicting students performances in Nigerian Universities and found that out of the predictor variables considered, UTME was the weakest in prediction of students' grades in first year and final year grades in the universities.

The findings of this study revealed that Post UTME was the strongest predictor of academic achievement of pre-service teachers in University of Ilorin, Nigeria. This present findings is in harmony with the findings of [9] whose findings revealed that significant relationship exists between UTME scores and students' performance in Educational psychology course. They also reported a high significant correlation between Post UTME and students' performance in Educational psychology. In support of this present findings, [2]'s findings revealed that POST-UTME is the best predictor of all the cognitive entry points.

CONCLUSIONS

Based on the findings of this study, there was a significant and positive relationship between self-esteem and academic achievement of Pre-service teachers in University of Ilorin, Nigeria. The findings of this study revealed that there was a significant relationship among cognitive entry characteristics (O'LEVEL, UTME, and Post UTME), Self Esteem and Academic Achievement of pre-service teachers in University of Ilorin, findings revealed that Post UTME was the strongest predictor of academic achievement of pre-service teachers in University of Ilorin, Nigeria while self-esteem followed suit. In this light, this supports the main principles advanced in the UTME and Ordinary level results were found to be weak in the prediction of academic achievement of pre-service teachers in University of Ilorin. Thus, the Post-UTME screening process that is scheduled to be brought to a halt across Nigerian universities due to variations in how the examination is conducted from university to university may have significant implication since it was established as the best means of predicting how pre-service teachers would perform in the teacher education programme. In a like manner, the finding of this study implies that academic performance is influenced by several other cognitive and psychosocial variables other than the one covered by this study. In this light, further research may be \needed to shed more light on these variables among pre-service teachers in University of Ilorin.

RECOMMENDATIONS

Educational psychologists, teachers and parents as main stakeholders in the education industry need to have an understanding of the cognitive, psychological and social needs of students; become aware of the fact

that it is important to communicate, show support, set firm boundaries for behavior, respect their need for space and privacy within reason, and provides praise for successes in the classroom; thus boosting their self-esteem, enhancing effective teaching and learning process and improving students' academic achievement. Educational psychologists, teachers and other stakeholders should note what students are capable of in order to be effective in helping them learn and achieve; ensure inclusion of contents that would prepare students for later achievementsince prior academic achievement had been believed to be a determinant of future academic achievement in respect to the recent development and deliberation between the Federal Government and National Universities Commission (NUC) concerning the scraping of Post UTME, the finding of this study hereby recommend that Post UTME should be retained due to the fact that it appears to be void of examination malpractice and ensures further screening of eligible students into higher institutions; thus, serving as a true test of knowledge. This study covered pre-service teachers in the second year of study. In this wise, the sample scope was limited and thus the generalization of the results to all pre-service teachers in University of Ilorin. Future studies could remedy this limitation by increasing g the sample scope to cover all pre-service teachers in University of Ilorin. Similarly, this study focused on only self-esteem as a psychosocial variable. Future studies could focus on how other psycho-social variables such as locus of control, emotional intelligence and host of others predict the academic performance of pre-service teachers in University of Ilorin.

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