

Examination Malpractice: A Stigma on School Effectiveness in Nigeria

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Abstract

The paper opens with the meaning of school effectiveness and the need for examination as a method of assessment of students who have gone through one level of education or the other. It discusses the incidence of examination malpractice in Nigeria, as well as its prevalence and forms. The paper concludes with a discussion of efforts made so far in curbing examination malpractice in Nigeria and the examination malpractices decree 33 of 1999.

Introduction

The National Policy on Education (FGN, 2004) stipulates that there is need for functional education for the promotion of a progressive and united Nigeria. To this end, school programmes need to be relevant, practical and comprehensive; while interest and ability should determine individual direction in education (section 1 paragraph 4b). If the school system is able to determine individual's direction in education, then we can say that the school is effective. Scheerens (1992) categorized school effectiveness into four; one is having high achievement among all student groups; secondly, having high student and staff attendance; thirdly, having high staff and students' satisfaction, and fourthly, having high public confidence in schools. In order to have high achievement among all student groups and high public confidence in schools, there must be an acceptable method of measuring the achievement of students which in turn would promote public confidence in the school.

The search for a measure of students' achievement has led to the adoption of examination among other measures. Examination, therefore, is the

series of questions asked in order to determine whether or not the students have mastered what they are supposed to know or acquire. Although, students' performance in examinations may not be the true reflection of their ability, however, it is the closest indicator of the extent of the students' achievement in a given skill. Hence, examination becomes a tool we can adopt in determining the level of students' ability. We can therefore use examinations to categorize students into high and low ability. Those with high ability are given preference above those with low ability. Of course, those with low ability would want the same preferential treatment and in the bid to demonstrate high ability, they go into all kinds of vices. One of such vices is examination malpractice.

Examination malpractice as used by Nwahunanya (2004) is the act of omission or commission intended to make a student pass examination without relying absolutely on his/her independent ability or resources. Nwana (2000), while discussing aberrations on the Nigerian educational system stated that examination malpractice as the massive and unprecedented abuse of rules and regulations pertaining to internal and public examinations, beginning from the setting of such examinations through the taking of the examinations, their marking and grading, to the release of the results and the issuance of certificates. Odongbo, (2002) says that examination malpractice refers to an act of wrong doing carried out by a candidate or groups of candidates or any other person with the intention to cheat & gain unfair advantage in an examination. Awanbor, (2004) opines that examination malpractice is the application of unusual means to obtain a score or set of scores that is normally beyond the mental capability or the state of preparedness of a candidate for that examination. In summary, Makoju, Adewale, Nwangwu and Shuaibu (2004) say that whenever rules and regulations governing the conduct of any examination are not adhered to by parties involved (i.e. candidates and any other person involved in the conduct of examinations from setting the question to the release of result), then we can conclude that examination malpractice has occurred.

Causes of Examination Malpractice

The study of Makoju et al (2004) reported the responses of parents of secondary school students when asked the *factors they think encourage examination malpractices in Nigeria?* Many parents (1375 out of 3289, representing 41.8 percent) indicated that questions are not related to the syllabus and as a result, examination malpractice is encouraged. There are two types of syllabi, one developed by an examination body referred to as examination syllabus and the one developed by Nigeria Educational Research and Development Council (NERDC) known as teaching syllabus. Although these two syllabi should be common in scope, the report has always been that JAMB syllabus is overloaded and difficult for candidates, so candidates often times find it difficult to cope. This promotes examination malpractice. About 28 percent of the parents were of the opinion that insufficient time for writing papers encouraged examination malpractice. Insufficient time is not likely to pose a serious threat to candidates to warrant examination malpractice because if candidates know what they should write, they are not likely to have time for cheating, as they will be pre-occupied with trying to beat the time. Some parents were of the opinion that objective questions encourage examination malpractices. This is because many students have developed different skills in using their fingers to pass information to their colleagues on the “correct options” in objective tests. In the same study by Makoju et al (2004), secondary school teachers were to indicate their views on factors responsible for examination malpractice? Out of 1685 teachers, 879 (52.17%) said that students are not ready to learn. In most public schools, students are seen roaming the streets in twos and threes, some with video cassettes and some playing football. Since they are not ready to learn, the next thing they can do when examination is coming is to engage in examination malpractice. Other factors responsible for examination malpractice such as emphasis on paper qualification; parents desire for their children to pass at all cost; and corrupt supervisors and custodians of examination papers are reflections of the wider society. Apart from those two potent factors, another strong reason for examination malpractice is the emphasis on paper qualification. Until less emphasis is laid on paper qualification and we place emphasis on the skills acquired in order to function well in the *society*, the *issue of examination malpractice* will continue to persist. The craze for paper qualification is the off-

shoot of the poor implementation of our national policy on education. Emphasis is gradually being removed from proper acquisition of demonstrable skills and academic excellence to possession of paper qualification not backed up with practical experience to show for it. One social menace the governments in Nigeria have fought from one regime to another checking exam malpractice. It is a part of the on-going struggle to sanitize society.

Incidence and Forms of Examination Malpractice

There had been one form of examination malpractice or the other before 1977. Since in the early 70s when mass cheating was first perpetrated in WAEC examination, it has become a national problem starting from primary schools to tertiary institutions. However, 1977 marked a watershed in the history of examination malpractice as there was an outcry on the credibility of public examinations in Nigeria by the then almighty West African Examinations Council (WAEC) which was the only organ saddled with the responsibility of conducting public examinations at that level in Nigeria. That was why a Judicial Commission of inquiry was set up headed by Justice Sogbetun to look into the affairs of the WAEC in relation to the problem of efficient conduct of examinations and prompt release of results. Among other things, the tribunal acknowledged the excessive workload of WAEC and recommended, among other things, that the workload of WAEC should be reduced by establishing some more examination bodies which could take over five of its numerous examinations (NABTEB, 1992). There are different forms of examination malpractice as categorised by WAEC. They include bringing in foreign materials to exam halls irregular activities inside and outside examination hall; collusion; impersonation; leakage; mass cheating and insult/assault on supervisors. Others include assistance of candidates by invigilators to answer or have clue to difficult concepts. Some invigilators also go to the extent of answering some parts of the question for candidates. The definition of examination malpractice does not suggest that it is limited to the time and place examination is taking place. There are malpractices we can call pre-examination, examination and post examination malpractices. In pre-examination malpractices, candidates knowing their ability offer to give something (cash or kind) to somebody (examiner, messenger, typist, examination officer, invigilator, or head of department) so that examination materials could be released to them

before hand (leakage), they then study the materials with the view to memorise answers to the questions raised in the examination question they had access to. A more important aspect of pre-examination malpractice is in the process of registering candidates for examinations. According to Ojerinde (2004), one of the commonest forms is the registration of non-school candidates for school examinations. In spite of instructions against this practice, the principals of schools continue to perpetuate this practice every year. What they do is to register candidates who are not in SS 3(the final years). Most of these candidate are no more in school and they are referred to as private candidates. Many are from urban areas, who prefer to register in less urban centres where monitoring is not likely to be strict. Since these candidates are not bonafide members of the school, they do not have any record of continuous assessment, which is compulsory for SSCE certification. The principals falsify continuous assessment results for them depending on how much money the candidates are able to pay.

Registration of too many candidates over and above the facilities available in a school is another vice some school principals employ to perpetuate examination malpractice. With limited facilities and unlimited candidates, supervision becomes extremely question difficult as many candidates are crammed into a hall. A situation was reported where 200 candidates registered in a school which equally has a hall that could accommodate them, but the candidates were scattered over 5 classrooms with 40 candidates in each. The arrangement was such that when the supervisor was in one of the classes that were so wide apart, dictation would be going on in the remaining 4 classrooms (Ojerinde, 2004). The registrar of that body whose examination was being written then ordered that all of them should be accommodated in one hall. Protest from the candidates made the registrar to understand that cooperation fees of N300.00 had been paid by each of the candidates in that school.

Registration to allow for impersonation is another type of pre-examination malpractice. There are two types of impersonation. In the first form, a candidate registers with his/her names but submits the photograph of another person, the mercenary, with whom arrangement has been made to take the examination on his/her behalf. In this arrangement, the candidate may enter another arrangement with the invigilator to replace the mercenary's photographs with

his/her own or the mercenary submits a poorly taken photograph which will fade within a few months of production. When they fade and replacement is demanded, those of the original candidate are then submitted. The second aspect of impersonation is a situation where a candidate pays for two examination registration forms, he/she completes one and his/her mercenary completes the other, both go for the examination, the mercenary writes in the name of the one who hired while the original candidate may not bother to submit anything. Another aspect of pre-examination activities resulting into examination malpractice is the fact that some principals inflate the continuous assessment results of their candidates which is likely to increase the number of passes in the school and thereby present a false information about the school as one of the best schools in order to be in the good book of the ministry of education of their state. This is an extract of a registrar's report

In the University of Cambridge Local Examinations Syndicate (ULES), a policeman detected a signal in his walkie-talkie. He traced the signal to a man inside a vehicle, the man was apprehended and it was discovered that there was a candidate in the examination hail with a Plastic of Paris (POP) around his left arm. In the POP was embedded a transmitter. The father was receiving questions from the boy and he was sending answer to him in the hail.

During examinations, materials which candidates feel could assist them answer the questions could be brought in. This form of examination malpractice involves copying something in a small sheet of paper like the size of a complementary card which could be tucked into shoes or mathematical sets, the information could be written on unexposed parts of the body like tattoo on girls' thighs. Materials could also be written on palms, his and other parts of the body. Super print is copying information on pieces of cloth like, brassieres, inner lining of shirts, jackets blouses and underskirts (Okwonko, 2002). Another method of bringing in foreign materials which has been prepared by 'mercinery' into the examination hail is through courier or contractor. The courier or contractor may be junior students, examination assistants or even policemen that

are charged with the responsibility of ensuring order in the examination hall. Walkie-talkie or mobile phones are used by examination malpractice perpetrators. This is done in text form so as not to attract much attention. If a candidate is able to smuggle out a question paper especially the objective test, the 'mercenary' outside of the examination hall could text the correct options to the candidate inside the examination hall. Candidates could also collude by discussing or passing materials among themselves with a view of copying from each other. There are two types of copying, a candidate copying from his neighbour without the knowledge of the neighbour (giraffe) and the other type has something to do with mutual agreement of the two parties. Where both of them are copying each other (two-way traffic), we also have what Ojo (1999) referred to as 'ECOWAS,' a symbiotic relationship between or among two or more candidates. Other forms of examination malpractice during examination could be impersonation where somebody writes an examination for another. Another form of examination malpractice is when un-cooperating supervisors / invigilators are assaulted / insulted. There are cases of candidates insulting un-cooperating supervisors / invigilators, some go to the extent of intimidating them with weapons like gun or acid. Other types of insult could be verbal attack and threat to invigilators. Apart from insult and intimidation, some candidates go as far as pouring acid on invigilators. A case of an invigilator who was thrown down from a 2 storey building was reported by some eye — witnesses at Ijebu— Ode in Ogun State because all attempts to bribe the said invigilator proved abortive. Mass cheating is another form of examination malpractice that takes place during examinations. This could involve a teacher dictating solutions to questions, writing on the chalkboard for candidates to copy or use of courier to import materials that could be distributed to the candidates. This could be detected if all the candidates in a particular centre make the same mistake, for example spelling mistake. This is a pointer to the fact that there is a mass cheating in that centre or school.

Post examination malpractice includes such activities after examination as a supervisor leaving the envelope containing examination scripts open on previous arrangement, so that submission of script(s) written outside the hall could be included in the envelope before sealing and submitting it to the examination body. Substitution is another method of post examination

malpractice. In this case, a candidate submits his/her script and later, another script (already prepared for him/her is brought in under special arrangement and the supervisor is supposed to remove the first one submitted and substitute the one brought in from outside. In some cases, the supervisor may forget and that implies that a candidate has two scripts against his number but with different handwritings. Another form of post examination malpractice has to do with officials in the computer department of an examination body changing a candidate's result on a computer storage facility, or illegally issuing certificates or statements of result to candidates to enable them gain admission into tertiary institutions or gain appointment.

Other forms of post examination malpractice include candidates tracing their paper to the marking centre. There was a story of a candidate who traced his paper from Enugu to Kano and another from Kano traced his to Ibadan as reported by Ojerinde (2004). Some examiners also could trace the candidate if they know how influential the parents of such a candidate are. Some candidates especially girls enclose money and photographs (especially girls) describing how they could be traced in case their papers happen to be handled by men considered to moral perverts. In higher institutions, post-examination malpractice could take the form of lobbying the examiners by begging and sending close friends and senior colleagues to the examiner to be lenient while marking. Some lecturers who are charged with the responsibility of computing scores for reasons best known to them could also change marks.

Prevalence of Examination Malpractice

There was a time in Nigeria when teachers knew their students not only by names but to their family. Teachers at that time served the functions of both teachers in the school and *in loco parentes* to the students. There was a strong link between the home and the school. The parents were also in support of whatever the teacher said about a child. The home, society and school cooperated to raise the children properly. There came the history of Universal Primary Education (UPE) in Nigeria where there was an explosion of students enrolment in schools without adequate preparation in terms of staffing and classroom accommodation. The limited number of teachers remaining in the

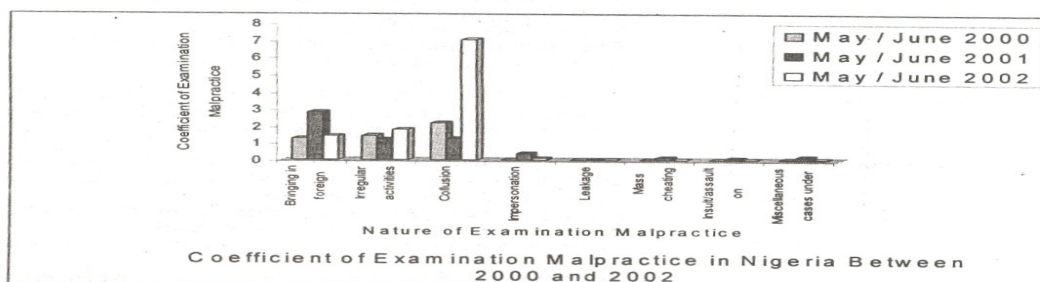
schools could no longer cope with their functions as teachers and parents. Apart from the fact that moral standards declined, teaching and learning deteriorated. Since the emphasis shifted from what one could do to what paper qualifications a person has, many students resulted to what is referred to as examination malpractice. In order that the teachers could be praised for teaching their students well, they in turn were caught in the web of aiding and abetting examination fraud.

Students now devise different methods of examination malpractice ranging from crude methods of giraffing to such sophisticated ones as the use of electronic calculators capable of storing information and the cell phones. Some of the information we have from WAEC indicated that as many as 54,579 out of 850,479 (i.e. 6.22 percent) were involved in examination malpractice of one sort or the other in the November/December examination. Table I reveals the nature of examination malpractice recorded by WAEC for 2000, 2001 and 2002 May/June Examinations.

Table I Examination Malpractice Recorded by WAEC SSCE Examinations (2000 and 2002)

Type of Examination Malpractice	2000		2001		2002	
	No of Candidate involved	% of total registered candidates	No of candidate involved	% of total registered candidates	No of candidate involved	% of total registered Candidates
Bringing in foreign materials	1 3064	1.274	244864	2.83	13014	1.430
Irregular activities inside and examination hall	14898	1.453	10909	1.24	16479	1.811
Leakage	-	-	-	-	-	-
Mass cheating	-	-	1568	0.18	-	-
Insult/assault on supervision	359	0.035	1049	0.12	263	0.028
Miscellaneous cases under rule (B)	445	0.082	1676	0.19	700	0.076

Source: Test Development Division WAEC 2002



Collusion appears to be one of the most rampant forms of examination malpractice as many of the candidates in May/ June 2001 and 2002 were reported to be involved in it. We can see that WAEC is intensifying efforts to ensure that its papers are not allowed to leak as leakage for the 3 years is nil.

Efforts so far in Curbing Examination Malpractice

There are different approaches adopted by different examination bodies, federal, state and local governments, Non-Governmental Organizations (NGOs) and concerned individuals. A good example is the just concluded head count in Oyo State, where the commissioner for education led a team to schools to ascertain the number of students in each school in Oyo state in a bid to forestall examination malpractices. WAEC also has embarked on public campaign on the effects of examination malpractices and the punishments attached to each offence using handbills, posters, jingles, seminars and workshops. NECO also conducted workshops, seminars and public enlightenment campaigns. An NGO known as Exam Ethics Project has worked tirelessly on examination malpractices. Concerned individuals like Jegede (2003) and Nwahunanya (2004) have made effort to check this vice. The federal government in the bid to curb examination malpractice enacted Act. 33 of 1999.

Existing Policy Analysis :One of last decrees issued before the exit of the military government in 1999 is known as Act 33 of 1999. The decree spelt out the types of examination malpractices and the punishment. The following is an extract from the decree in terms of offence and punishment. There are so many offences and associated punishments but a selected few key cases are presented below.

S/N **Offences and their Punishment**

1. Cheating at Examination **Candidate:** Under 18 years, a fine of N 100,000 or imprisonment for a term not exceeding 3 years or to both such fine and imprisonment. **Principal, Teacher, Invigilator, Examiner, agent or employee of the examination body:** Imprisonment for term of 4 years without option of fine. **Any other offender.** Imprisonment for a term of 4 years without the option of a fine.
2. Stealing of question paper A fine of N100,000 or imprisonment for a term not exceeding or another candidate's 3 years or to both such fine and imprisonment, answer script.
3. Impersonation **Candidate:** Under 18 years, a fine of N100,000 or imprisonment for a term not exceeding 3 years or to both such fine and imprisonment. **Principal, Teacher, Invigilator, Examiner, agent or employee of the examination body:** Imprisonment for a term of 4 years without the option of fine. **Any other offender** Imprisonment for a term of 4 years without the option of fine.
4. Alteration or tempering **Candidate: Under 18 years, a fine of N100,000 or imprison-** with a document issued meant for a term not exceeding 3 years or to both such fine to a candidate in relation and imprisonment, to examination Principal, Teacher, Invigilator, Examiner, agent or employee of the examination body: imprisonment for a term of 4 years without the option of fine. **Any offender: imprisonment for a term of 4 years without the option of a fine.**
5. Disturbance at examinations **Candidate: Under 18 years, a fine of N100,000 or - use of offensive weapon, acting imprisonment for a term not exceeding 3 years or to both or inciting other persons to act such fine and imprisonment. in a disorderly manner. Principal, Teacher, Invigilator, Examiner, agent or employee of the examination body: Imprisonment for a term of 4 years without**

the option of fine. Any other offender. Imprisonment for term of 4 years without the option of a fine.

One of the problems of executing Act 33 of 1999 is the fact that it is often difficult to catch candidates who engage in examination malpractice because of the lack of judicial evidences. Those who may be asked to witness may not want to own up and that complicates the enforcement of the punishment on defaulters.

Conclusion

Examination malpractice is one of the bottlenecks associated with the conduct of examinations in Nigeria. Although examination malpractice started before the early 70s, the situation became worse in 1977 when people began to question the credibility of examinations conducted by the West African Examinations Council which was the only organ saddled with the responsibility of conducting public examinations in Nigeria then. The forms of examination malpractice that have been identified include bringing in foreign materials; irregular activities inside and outside examination hall; collusion; impersonation; leakage; mass cheating; insult/assault on supervisors and others. If less emphasis is placed on paper qualification, it is likely that many of our students would not engage in examination malpractice. It is the believe of some educators that if continuous assessment practice is encouraged and is done and the problem of comparability of standard is addressed, each school can then administer its examination which can serve as entry requirement for students who are seeking admission and certification for those who are finishing from such schools.

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**EXAMINERS' PERCEPTION OF THE NECO/SSCE
MARKING EXERCISE**

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Abstract

The act that established National Examinations Council (NECO) expects that her operations and output will compare favourably with other public examination bodies like the West African Examinations Council that examine and award certificates to candidates at the same level. In essence, it was expected that NECO 's result will enjoy the same or even better acceptability as the existing examination bodies. This expectation was jeopardized in the wake of criticisms that followed her first conduct of SSCE. The results were welcomed with controversies. This study therefore took steps to get to the root cause of the problem with an ultimate aim of providing a way out of the predicament. One thousand two hundred and ninety NECO Examiners from three States and the FCT responded to a questionnaire on their perception of the marking exercise of NECO/SSCE. Their responses were analysed using frequency count and percentages from which inferences were drawn. It was established that most examiners felt that the published NECO results were not the true picture of their marking experiences just as they felt that NECO published results could not compare favourably with other public examination bodies 'results. Against this background, it was recommended that NECO should be put under a monitoring governmental agency to enhance her efficiency and effectiveness to objectively and empirically assess every component of its operations that culminate into the certification of secondarians.

Introduction

Gronlund (1976) defined evaluation from the instructional objective standpoint as the process of determining the extent to which instructional

objectives are achieved by pupils. It is a process of ascertaining the qualitative and quantitative description of a programme as well as making value judgment concerning the desirability of that behaviour. Education without evaluation will lack focus, meaning and direction. Evaluation is thus the primary assignment given to examination bodies such as WAEC and NECO at the secondary level of education in Nigeria. According to Obe (1998), WAEC was established in Nigeria in 1952 and charged with the responsibility to determine and conduct the examinations required in West Africa, Nigeria inclusive. From 1952 to the mid 1970s, WAEC was the sole examining body in the Anglophone West African Countries.

Examiners' Perception of the NECO/SSCE Marking Exercise

According to Nwana (1979), examinations conducted by WAEC included the National Common Entrance, First School Leaving Certificate, School Certificate (WASCE), Higher School Certificate, London GCE, Teachers' Grade II, Royal Society of Arts, City and Guilds of the London Institute and Professional Examinations in addition to some other tests.

By 1974, WAEC had become terribly overloaded with examinations for the rapidly expanding student population. The Council's examinations were bedeviled with notorious leakages and other examination malpractices. According to the report by NECO at the 42 Annual Conference of Science Teachers' Association of Nigeria (STAN), the establishment of National Examinations Council (NECO) was necessitated by the unprecedented leakages of WAEC in 1977. The 1977 leakages led to the appointment of the Sogbetun Commission of Inquiry. The Commission recommended the establishment of other examination bodies in Nigeria to relieve WAEC of some of its heavy workload. In October 1981, WAEC admitted the need for other examination bodies to reduce its workload before the House of Representatives Committee on Education. In response, government set up the Angulu Panel in 1982 and Okoro panel in 1989. Both panels upheld the Sogbetun Panel's recommendations. In 1992, Professor Osiyale was appointed Chairman of the task force that understudied the Sogbetun and Angulu reports and made recommendations that led to the creation of the National Board for Education Measurement (NBEM) by decrees 69 and 70 of 1993. NBEM with the combined

recommendations of the Etsu Nupe Panel and Vision 2010 Committee of 1997 metamorphosed into National Examination Council (NECO). The decision was upheld by March, 1999 at the National Council on Education meeting. NECO was therefore established in April, 1999 with the mandate to conduct SSCE for school based candidates while WAEC was to do the same for private candidates. To date, NECO had conducted SSCE for four years 2000, 2001, 2002 and 2003 respectively running parallel with the WAEC SSCE. Obe indicated that the nation experienced widespread examination malpractice and irregularities during WAEC papers every year from 1983 to 1990. It had been worse in the recent past. Obe also showed that a low percentage of students perform well scoring Distinction (A) or Credit (C) i.e. units 1-6 required for university admission. He went further to say that in almost all the subjects, candidates scoring unit 9 were more than 40% which is considered a very large failure rate. Since the establishment of NECO, there has been a debate on many issues related to candidates results. The conduct of its maiden edition of the SSCE in June/July 2000 attracted more complaints than commendation. Media reports created the impression that NECO was established to break the monopoly of WAEC in the conduct of SSCE in Nigeria. NECO's 2001 report said there were claims that Nigeria created NECO to isolate itself from its Anglo-phone sub-regional neighbours. Other allegations against NECO included the muddling up of registration of candidates and issuance of result even to candidates who were absent from the examinations.

this study include:

Procedure

In the light of the above, this study took a look at the marking exercise of NECO SSCE with the aim of ascertaining the influence of the marking process on the perceived acceptability of the result published by this examination body. The questions answered in

- i. Is the pre-marking coordination perceived by examiners to be adequate and effective to ensure consistent marking?
- ii. Do NECO officials at the marking centres possess the technical know-how to

achieve success of the exercise?

iii. Are NECO examiners perceived as efficient as expected on the job?

iv. Do examiners perceived the general conduct of the marking exercise to be satisfactory?

v. Do examiners perceived the candidates' performance in NECO as comparing favourably with other public examinations?

vi. Is remuneration to examiners perceived to be motivating enough for the job?

The target population for this study is made up of all examiners involved in marking of National Examination Council (NECO) conducted Senior School Certificate Examination (SSCE) in Nigeria. This population was represented in this study by a sample of examiners randomly selected from Kwara, Osun, and Kogi States including the Federal Capital Territory (FCT). The sample that actually participated in the study comprised one thousand two hundred and ninety examiners. A researcher-designed questionnaire used to obtain information from the sampled examiners was pilot tested and found to have a coefficient of reliability of 0.69 using the test retest method. The questionnaire has two sections (A and B). Section A solicits for biographic data about the respondents while section B is made up of six parts that seek respondents' perception on statements using a three point rating scale of 'agree', 'disagree' and 'not sure'. The parts focused are pre-marking coordination; efficiency of NECO officers at marking centers; efficiency of the examiners, the general conduct of the marking exercise; outcome of the marking exercise and remuneration of examiners/participants in the marking exercise. The questionnaire was administered on the respondents by Research Assistants who were in close contact with the examiners at various locations to reduce cost of administration and also directly by the researcher where convenient. Of the one thousand five hundred copies of the questionnaire distributed, a percentage return of 86% was obtained.

The analysis of data collected with the questionnaire was carried out with frequency count of respondents with similar response on a particular statement and option. Percentage of respondents per statement per option was also obtained and tabulated as seen in table 1. The percentages obtained formed the

basis for the inferences made about the examiners' perception of the marking exercise of NECO/SSCE.

Examiners' Perception of the NECO/SSCE Marking Exercise

Table1: NECO Examiners' Perception of Conduct of SSCE

	A	NS	DA
A Pre Marking Co-ordination			
1. National co-ordination of Chief Examiners is adequate and effective in giving direction to Assistant Examiners	77.3	18.2	4.6
2. Co-ordination of Assistant Examiners by Chief Examiner and Team Leader			
B Efficiency of NECO officers at marking centres			
3. There is good interpersonal relationship among NECO staff	45.5	40.9	13.6
4. There is a good understanding of responsibility among NECO staff	45.5	36.4	18.6
5. Adequate technical know-how to achieve success on the job is possessed			
6. There is a good working relation between NECO staff and examiners	50.0	18.2	31.8
C Efficiency of the Examiners			
7. The Examiners are dedicated and committed to duty and regulations	90.9	9.1	0.0
8. Examiners possess good knowledge of the subject matter in the			
9. There exists high scorer reliability and consistency among examiners	63.6	27.3	9.1
10. Examiners have respect for authority as it relates to the marking exercise	81.8	13.6	4.6
11. Examiners finish marking of scripts within allotted time	72.7	13.6	13.6
D General Conduct of the Marking Exercise			
12. The entire marking procedure is adequate	54.6	18.2	27.3
13. Mark allocation in the marking scheme is appropriate	63.6	9.1	27.3
14. Time scheduled for marking the scripts allocated to examiners			
15. There is high degree of consistency between the scoring of the Assistant Examiners and their Team leaders.	68.2	13.6	18.2
E Outcome of Marking Exercise			
16. Published grades of candidates is a true reflection of the mark/score			
17. Candidate performance in NECO can compare favourably with any other			
F Remuneration			
18. Amount paid for the marking exercise is adequate for the job done	0.0	13.6	16.4
19. Payment is done promptly to motivate Examiners for future involvement	18.2	4.6	77.3
20. There is still need for improvement	100.0	0.0	0.0

Findings

- + Most examiners perceived that adequate pre-marking coordination was always put in place. As high as 77.3% and 90.9% agreed to adequate and effective coordination exercise by chief and assistant examiners respectively.
- + There were divergent perceptions on the efficiency of NECO officials at the marking centers. While 45.5% agreed that a good relationship exists between NECO staff and the examiners, 54.5% either disagreed or were not sure.
- + Most respondents perceived that NECO officials do not have the technical know-how to make a success of the marking exercise as 72.7% were either not sure of their competence or considered that they lacked the technical know-how.
- + Respondents mostly agreed that the examiners are efficient in doing their marking 90.9% agreed that examiners are dedicated and committed to their duty; 95.5% opined that examiners have a good knowledge of the subject matter; 63.6% perceived that there is existence of a high scorer reliability and consistency; 81.8% perceived that there is existence of respect for the marking regulations.
- + The general conduct of the marking exercise was viewed to be adequate by a high percentage of the respondents as 54.6% believed that the entire-marking procedure is good, 63.6% believed that mark allocation in the marking scheme is appropriate, 68.2% agreed to consistency between assistant examiners' scoring and their team leaders.
- + The respondents' perception shifted direction when it came to the outcome of the marking exercise as 54.6% believed that the grades published by NECO do not truly reflect the scoring of examiners during the marking exercise while 54.6% also opined that candidates' performance in NECO cannot compare favourably with other public examinations.
- + Also the adequacy of the remuneration attracted a high rate of disagreement. No single respondent agreed with the amount paid while as high as 86.4% actually disagreed and 13.6% were not decisive. Also the promptness of payment cannot motivate examiners for future participation as 77.3% disagreed with the statement on the adequacy and promptness of payment! remuneration to enhance future participation.
- + All respondents (i.e. 100%) perceived that there is room for improvement.

Discussion

Pre-marking coordination of Chief and Assistant Examiners is an important prerequisite for objective, coherent and reproduceable scoring that ensures interscorer reliability. Shared understanding of the demands of the marking schemes is achieved at this point. It is also evident that if this stage is faulty, the entire marking exercise will be haphazardly accomplished. Fortunately, the result of the survey established a good and reliable foundation for NECO's marking exercise as 773% and 90% of the respondents agreed about the adequacy of coordination of the chief and assistant examiners respectively.

Examiners' Perception of the NECO/ SSCE Marking Exercise

Most of the examiners were of the view that the NECO officials are deficient in their interpersonal relationship, working relationship, and the technical know-how on the job. This is a crucial aspect of the marking exercise as the disposition of the NECO officials to the examiners and the job itself creates and dictates the working environment for the exercise. It is very important that NECO officials are aware of this situation as it could be detrimental to efficiency on their part as well as the work of the examiners and consequently mar the entire process of certification of candidates based on this examination. The high rating recorded on examiners' efficiency in performing the marking exercise is not surprising since they (the examiners) were the respondents. The degree of dedication to duty, knowledge of the subject being examined, existence of high interscorer reliability and consistency as well as respect for constituted NECO's marking authority is highly remarkable. These are necessary ingredients to ensure successful marking and dependable and reliable scoring. It could be inferred from the outcome that NECO marking exercise is endowed with able and respectable personnel such that the results of the marking exercise could be dependable. Also observed as adequate and instrumental to the success of the marking exercise is the appropriateness of scoring pattern. The allocation of marks to correct answers was viewed by the examiners as adequate. All these components are paramount to a successful marking exercise and should be encouraged.

The respondents' perception of the outcome of the marking exercise portrayed that the published NECO result is not a true reflection of the examiners' marking outcome. This calls for a lot of concern. If examiners feel that there are

discrepancies between the marks allotted to candidates based on what they found as answers in reference to what the marking scheme demands and what is published as final result, then there is reason to say doubt the authenticity of NECO's result. This has been the bone of contention of many schools of thought which believe that NECO's results are not reliable. This can also be the basis for which some schools of higher learning are not eager to accept NECO results for admission. Also established was the respondents' believe that the candidates' performance in NECO/SSCE cannot compare favorably with other public examinations. If the examiners of NECO/SSCE are of this view, then there is an alarm bell ringing, given the initial and persistent controversies that followed the establishment and operation of NECO (This day, 2000; NECO Report, 2001; Guardian, 2001; Omole, 2001; 2003). Remuneration of participants in the marking of NECO SSCE scripts was observed inadequate and observed not promptly made. This is not encouraging for the success of future examinations since the same set of examiners are employed over the years. Payment to the workers should be commensurate with the labour put into the exercise to motivate the examiners to improve on the job performance. Also the need to pay whatever is to be paid in good time is essential as the value of the naira keeps deteriorating on daily basis. There was a general believe that there is a lot of improvement to be made to enhance the marking procedure as all the respondents (100%) expressed that there is room for improvement. This should be an indication to the NECO officials that there is need for them to work harder particularly as far as the marking exercise is concerned.

Conclusion

It has been established in this study that the NECO marking exercise has a number of positive attributes that can enhance good marking outcomes. These include adequate and effective pre-marking coordination, efficient examiners who are dedicated and have good knowledge of subject matter in their marking subjects as well as appropriateness of the marking scheme and consistency of scores between the assistant examiners and the team leaders. Also established, are some negative concepts that require urgent attention if the examination body is to achieve acceptable operations. Such negative concepts includes NECO officials lacking in technical know-how; their poor interpersonal

and working relationship; inadequate remuneration of NECO examiners and most importantly the doubtful authenticity of NECO published candidates' results which is the main out put to the public of all NECO operations. It is in the light of these pros and cons perceived by the examiners as revealed in this study that the following suggestions are made to enhance the productivity and acceptability of NECO as an examination body at par with WAEC.

Recommendations

1. NECO should keep up, and if possible improve on the current standard of coordination exercise before marking proceeds to ensure good and effective marking.
2. NECO officials assigned to man the marking centres should be properly oriented to have good and stable interpersonal relationship as well as working relationship with examiners. -
3. Adequate training should be provided for NECO staff designated to the marking centres to enhance their technical know-how on their job.
4. NECO should maintain the crop of examiners and as well maintain the procedure used in selecting the present ones for future use.
5. In the light of the doubts expressed by examiners in respect of the authenticity of NECO results, the Federal Government should mandate appropriate government agencies in parallel assignment or a neutral non-governmental body to look into the marking procedure as well as postmarking exercise that lead to the published result to ascertain the state of operation and empirically authenticate the final result..
6. Improved remuneration with prompt disbursement of payment should be the watch word of the NECO officials henceforth.

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CURBING EXAMINATION MALPRACTICE IN THE UNIVERSITY SYSTEM: A MANAGEMENT PERSPECTIVE

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Abstract

Examination malpractice is as old as examination itself. However, the rate at which examination malpractices occur in the Nigerian educational system is highly disturbing. It therefore needs prompt attention by all stakeholders. The phenomenon has both moral and legal dimensions. It is considered as a hydra-headed problem that has pervaded the entire educational system in Nigeria. Its resultant effect is a gradual loss of confidence in the products of the system and gradual de-recognition of certificates issued by Nigerian schools. This paper discusses the concept of examination malpractice and highlights a number of offences that are regarded as forms of examination malpractice at the pre-examination, examination and post-examination stages in the university system. It also highlights causes and manifestations of examination malpractice among university staff and students. It then proposes strategic management policies that could curb this menace.

Introduction

Examination is an important aspect of the education process. This is the stage at which the learner's knowledge, skills, ability and competencies are assessed, and judgement made about such performance. The outcome of such judgement is used for diagnosing as well as placement of students. Beating the due process of examinations leads to malpractices. Hence, examination malpractice is as old as examination itself. However, the rate at which examination malpractices occur in the Nigerian educational system is highly

disturbing and, therefore, needs prompt attention by all stakeholders. In fact, the phenomenon has both moral and legal implications.

Examination malpractice was described as a cankerworm (Yakubu, 1998; Edokpa, 1998). This prompted the Federal Military Government to promulgate “Examination Malpractices Decree 20” in 1984. The decree prescribes heavy punishment for offenders. In spite of stiff penalties, examination malpractice is growing in leaps and bounds at all levels of the Nigerian educational system. Pupils/students, teachers, school administrators, parents, examination invigilators and supervisors, custodians of examination materials, officials of examination bodies and law enforcement agents are involved. Hence, Decree 20 was amended copiously by “Examination Malpractices Decree 33 of 1999”, which lists twelve various offences as examination malpractices.

Examination malpractice, as an antisocial behaviour, has in recent times attracted the attention of stakeholders in the education industry (Ojikutu, 1987; Olumero, 1992; WAEC, 1994; Adamolekun, 1998). The phenomenon has been defined in various ways by teachers, sociologists, philosophers, psychologists and educational administrators. In summary, the University of Port Harcourt Academic Policies (2001) defines examination malpractice as all forms of cheating which directly or indirectly falsify the ability of the students. Offences regarded as forms of examination malpractice during examinations include:

- i. using another person to sit for an examination on behalf of a candidate;
- ii. bringing in prepared answers/copying from textbooks, notebooks, laboratory specimens or any other instructional aids smuggled into the examination hall;
- iii. collaborating with an invigilator to cheat in the examination hall;
- iv. communicating or attempting to communicate between/among examinees;
- v. copying or attempting to copy other student’s work/answers in examinations;
- vi. submitting or attempting to submit a new prepared answer script as a substitute for the original script after an examination;
- vii. non-submission of answer script at the end of an examination;
- viii. illegal removal of answer scripts from the examination hall.

Forms of examination malpractice before or after examinations include:

- i. using another person’s work without appropriate acknowledgement both in the text or in the references list;

- ii. copying laboratory and fieldwork reports and/or term papers of others;
- iii. obtaining set questions or answers beforehand;
- iv. modifying student's score cards, answer scripts and/or mark sheets;
- v. submitting project, laboratory and/or field report not prepared or written by the students themselves

- vi. breaking into staff or departmental offices in order to obtain question papers, answer scripts or mark sheets, or substituting a fresh answer script for the original scripts; and

- vii. soliciting for examiner's help in order to pass examination. (University of Port Harcourt Academic Policies, 2001; University of Ilorin Academic Programmes, 1997-2002; Ojikutu, 1987).

Cause of Examination Malpractice.

A number of factors responsible for examination malpractices in the Nigerian school system have been identified by such scholars as Olasehinde (1993); Oladunni (1995); and Adeghoye (1998). These factors could be regarded as immediate and remote causes of examination malpractices, taking source from the society, the home and the school. Among others, these causes are:

- i. moral decadence;
- ii. undue emphasis on examination results and certificates;
- iii. quest for material wealth;
- iv. poor teaching/learning habits;
- v. poor conditions under which examinations are conducted;
- vi. maladministration of school heads and examiners;
- vii. poor logistics for examinations;
- viii. the desire to satisfy parents' ambition;
- ix. unpreparedness of students for examinations;
- x. students' lack of self confidence;
- xi. peer/group influence;
- xii. benefits derived by vendors of examination papers;
- xiii. injustice in the punishment of culprit/insincerity in tackling the problem;

- xiv. incessant staff strikes that often interrupt the school programme; and
- xv. teacher's threat to fail students.

Curbing Examination Malpractice in the University System

Examination malpractice occurs both within and outside the examination halls. It is perpetrated by students, staff and other external agents before, during and even after examinations. Many strategies applied to curb examination malpractices within the university system tend to be ineffective. In fact, new devices for perpetrating examination malpractices grow by leaps and bounds on campuses, making such strategies look as if they are addressing the symptoms rather than the root causes. This situation might not be unconnected with the fact that student culprits are usually targeted by these strategies, brushing aside the contributory roles of other university members in the ultimate act. The timeliness and effectiveness of the disciplinary measures meted out to culprits have also been faulted (Olaseinde-Williams, 2004). This paper is, therefore, in support of the general overhauling (ethical re-orientation) of the entire university education, through the use of strategic management policies. The aim is to eradicate academic dishonesty in general, and examination malpractice in particular. This "Strategic Management". according to Cole (1996), is viewed as

the process directed by job management, to determine the fundamental aims and goals of the organization, and ensure the range of decisions which will allow for the achievement of those aims and goals in the long—term, whilst providing fur adaptive responses in the shorter term (v. 123).

Strategic management in this paper refers to the setting of goals and actions towards academic honesty coupled with provision of an enabling environment by university administration and compliance with expected behaviours by university staff and students. In this wa3c every member of the university community would therefore have a common vision and would be governed by such written documents as mission and policy statement and standard organisational behaviours to achieve the mission. For instance, the

vision of University of Ilorin's Strategic Plan is *to be an international centre of excellence in learning, research, probity and service to humanity*" (p. 31). Likewise the mission is *"to provide world—class environment for learning, research and community service* (p.3).

The achievement of this vision would definitely require abolition of all acts of academic dishonesty, examination malpractice inclusive. In addition, dedication would be expected of the university administration, staff and students in the performance of their obligations and functions. Specifically, university administration would have to set achievable goals and objectives and provide the necessary enabling environment for achieving them. The different categories of staff and students would equally have to effectively and efficiently perform their expected roles and functions. It is under the resultant academic integrity climate, which according to Olaseinde- Williams (2004), is a behavioural issue having to do with transparency and self-discipline in all academic transactions including examination matters in the university system, that effective teaching and learning would take place and all acts of academic dishonesty abolished.

Expectations and Obligation in Strategic Management Policy

Under the strategic management policy, all categories of people within the university community must have specific obligations to perform towards goal achievement. Expected obligations of university administration, different categories of staff and students must be made clear to each of these parties in the school commodity

University Administration: The basic obligation of the university administration is the provision of a conducive working and learning environment for staff and students. This obligation involves, among others:

- i. formulation of concrete and achievable goals,
- ii. provision of necessary human (lectures and support staff); material (lectuie moths, seats and instructional **materials**) and **fiscal resources to Work with,**
- iii. setting up monitoring devices for detecting non-compliance with goal attainment activities, and,

iv provision and application of a fair and free policy framework for dealing with non-compliance to set standards.

Academic Staff: Academic staff in universities are expected to teach and engage in research and community service (Federal Republic of Nigeria, 1998). The most basic among these functions is teaching. In fact, the other two functions (research and community service) are expected to assist teaching. Effective teaching is therefore necessary to ensure malpractice-free examinations. For teaching to be effective, the teachers must be proficient in the principles and practice of education. There is thus the need for university lecturers to have teaching qualifications such as Post-Graduate Diploma in Education (PGDE). Such training, according to Modupe and Arigbede (2000), would enable proper questions to be set, thereby eliminating some of the aspects of examination malpractices occasioned by difficulty of questions.

In relation to effective teaching, academic staff would be expected to:

- i. attend lectures punctually and be well prepared;
- ii. be accessible to students;
- iii. give and grade tests and assignments objectively and provide prompt feedback to students on their performances;
- iv avoid taking undue advantage of students; and
- v. relate well to other members of the university community.

Different categories of academic and non-academic staff are involved in examination matters. These officers, including the Heads of Department (Chief Examiners). Course Lecturers, Examination Coordinators/Officers. Typists, Chief Invigilators and Invigilators must be acquainted with their duties as stipulated in Academic Programmes. and must carry them out.

University Students: University students are obliged to respect and obey constituted authority. In this regard. students should be acquainted with the Information Handbook and or Code of Conduct Manual relating to dos and don'ts on campuses. Students should be provided with information on issues such as:

- i. general behaviours on campus,
- ii. lecture attendance and eligibility for examinations.
- iii. procedures for continuous assessment of courses and,

iv. use of such university facilities as library, counselling centre and recreational facilities.

Under the expected open environment where each group knows the obligations of the other groups, accountability is enshrined in the system and students become so self-disciplined that they abhor acts of dishonesty and report violators (co-students and even staff).

Conclusion

Examination malpractice has become a hydra-headed problem that pervades the entire educational system in Nigeria. It is perpetrated by students and staff alike both within and outside the examination rooms using different techniques that grow by the day. The resultant effect is gradual loss of confidence in Nigerian certificates. Strategic management policy, in which specific obligations of university administration, staff and students are clearly stated, is advocated. Though strategic management make for long term achievement of goals is targeted, it also stresses the provision of adaptive measures in the short term. Therefore, the following recommendations are made to curb examination malpractices pending the time that the policy would inculcate permanent ethical reorientation in university members.

Recommendations

1. Moral/religious counselling should be used as a strategy to reduce involvement of students and staff in examination malpractice (Eweniyi, 2002). Such counselling could be given during orientation programmes for new students and staff during registration for courses by level advisers, during lectures and workshops and seminars. At such for a, the consequence of examination malpractice should be explained to both students and staff Staff members are also counselled on the moral implications of using intimidation and threats to extort sex, money and other favours from students in exchange for grades.
2. Pending the provision of adequate hall and seats for examinations, adequate number of invigilators should be assigned to examination room (the policy

- of a chief invigilator and at least one invigilator to every 40 students should be adhered to).
3. All activities relating to examinations such as question paper production, invigilation, marking and result collation as well as computation should be handled with a high sense of responsibility by those concerned
 4. Concerted efforts should be made to properly acquaint staff and students with regulations governing examination conduct in the university. Towards this end, workshops and orientation programmes should be carried out periodically to acquaint staff with their duties as examiners and invigilators and students of their expected preparation for, and conduct at examinations.
 5. For the many examination offenders now and the few that would still violate even after self-discipline has been enshrined in the long run, appropriate sanctions should be applied. Provision of the Act 33 of 1999 and/or University sanctions should be used for this purpose. However, the sanctions should be effectively applied after proper investigation. Sanctions should be reformatory and timely. A situation where student culprits spend two or more semesters before being sanctioned is inappropriate. All hands must be seen to be on deck towards eradicating academic dishonesty, including the menace of examination malpractices in the university.

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TEACHERS' PERCEPTION OF THE CONDUCT OF SENIOR SCHOOL CERTIFICATE EXAMINATION IN LAGOS, OGUN AND OYO STATES OF NIGERIA

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Abstract

The senior school certificate examinations in Nigeria have been a focus of discussion both by academics and the media. The discussion is on the conduct of the Senior School Certificate Examinations and rampant examination malpractice, late release of students' results, cancellation of results and poor performance of candidates. This array of problems and accusations call for a thorough evaluation of the public examination system in Nigeria. This study therefore attempts to answer some basic questions: How do teachers perceive the conduct of senior secondary school certificate examinations? What factors do teachers perceive to be affecting the conduct of the examinations? Is there any difference in the perception of teachers in the three states as regards sex, age, and experience? One hundred and thirty six secondary school teachers in Lagos, Ogun and Oyo States in Western Nigeria were involved in the study. The results of this study revealed that there is no significant difference in the response of the teachers from the three states.

Introduction

Public examinations are conducted on behalf of the state and open to all those who meet defined entry criteria within the society (World Bank Group, 2001). They include examinations used to select those wishing to enter government service; state schools; and other educational institutions. They also include primary school leaving certificate examinations, secondary school certificate examinations (e.g. WAEC/NECO examinations) and examinations used for selection to Universities, Polytechnics and Colleges of Education (as JAMB UME or PCE). Public examinations are more or less external examinations

and are highly competitive. However, public examinations are different from school examinations, which are more or less internal and used for promotion and other purposes.

Public examinations started with the civil service some 2000 years ago in China and were later introduced into the school system in the 18th century. In Nigeria however, the story is not quite different. Public examinations also started with the civil service in the 19th century when the colonial government introduced it to select qualified people into the civil service. In the early 20th century, public examinations were introduced into the school system. The Cambridge Intermediate Examination was introduced into the school system; and later the London University introduced the GCE O' and A' Levels for external/private candidates. In 1952, the West African Examinations Council (WAEC) was established after the acceptance of the Jeffery report by the colonial governments in Ghana, Nigeria, Sierra Leone and the Gambia, to conduct or determine examinations required in the public interest and to award appropriate certificates, provided that the certificates did not represent lower standards of attainment than equivalent certificates of examining authorities in the United Kingdom (WAEC, 2001 a). Subsequently WAEC introduced the West African School Certificate Examinations to the secondary school system to replace the Cambridge Intermediate Examinations.

As at today, WAEC conducts four categories of examinations. National examinations for the specific countries; international examinations for candidates in all the member countries (e.g. West African Senior School Certificate Examinations (WASSCE); General Certificate Examination (GCE) —Advanced Level Examinations; and (iv) The Joint Examination for the School Certificate /GCE Ordinary Level. According to WAEC report on its examinations, the WASSCE was introduced in 1998 as part of the educational reform programmes of the member countries, and it is administered twice a year in May/June and November/December (WAEC, 2001b). The WASSCE replaced the Senior School Certificate Examination SSCE/GCE Ordinary Level, which was phased out in 1999. The WASSCE is expected to combine school based Continuous Assessment results with the Council's own assessment on a ratio of 30:70 (WAEC, 2001 b).

The National Examinations Council (NECO) on the other hand, was established in 1998 to complement WAEC in conducting Senior School Certificate Examinations for secondary schools and private/external candidates. The body conducts examinations only for the Nigerian school system. Its mode of examinations is not quite different from that of WAEC.

The Joint Admissions and Matriculation Board (JAMB), unlike WAEC and NECO, conducts placement or selection examinations. It was established in 1978 to conduct entrance examinations for candidates seeking admission into tertiary institutions in Nigeria. These are the University Matriculation Examination (UME), for those seeking admission into the university and the Polytechnic/Colleges of Education Examination (PCE) for applicants to Polytechnics, Monotechnics and Colleges of Education. JAMB also engages in the admission of direct entry students to universities.

There are also the National Board for Technical Education Certificate Examination (NABTECE) for those in the Technical Colleges; various State Ministries of Education conducting both First School Leaving Certificate at the end of primary education and the Junior School Certificate Examinations at the end of Junior Secondary Three (JS3); National Teachers' Institute Examinations for its distance-learning candidates (Grade Two and NCE); and professional examinations conducted by various professional bodies (e.g. ICAN, ANAN, NIPM, NIM).

The Senior School Certificate examinations are usually conducted for students in SS3 (final year of senior secondary education). The purpose of the examination is for certification of the students' level of education and for evaluation of the performance of the school *and/or* teachers (World Bank 2004). The age range of students that sit for the examination is between 15 and 19 years. The students are expected to register for a minimum of six subjects and a maximum of nine subjects. The students are expected to choose from two subject categories. The first category comprises the compulsory/core subjects: English, Mathematics, 1 Science, 1 Nigerian Language, 1 Social Science and 1 Vocational subjects; and the second category includes the electives. There are

other subjects that students can choose from to make up the required minimum or maximum subjects that could be registered for. Examples are: Literature in English, Geography, Physics, Chemistry, Biology, CRK, IRK etc. The results of the senior school certificate examination are released after 3 to 4 months of writing the papers. Students who fail the examination are given the opportunity to retake in most cases as external candidates. The SSCE is used for university entrance admission decisions.

Though there has not been much in the literature on the assessment of public examination in Nigeria. there has been a call to assess the following aspects of its conduct (National News, 2003), especially the Senior Secondary School Examinations:

- (i) Examination malpractice, which has assumed the center stage of public discourse;
- (ii) Late release of students' results;
- (iii) Withholding/cancellation of students' results;
- (iv) Poor performance of students in the SSCE.

Onyechere, the founder and executive chairman of the Exam Ethics Project (EEP) was reported to have observed that:

it is a straightforward issue. When you have an educational system in which almost all the people in all the sectors are involved in cutting the corners, not just students but parents also encourage students; we are talking about teachers, principals, supervisors and invigilators and we are talking about a situation whereby there is malpractice in primary schools. (Vanguard Newspaper Thursday March 04, 2004).

Another Newspaper, This Day (2003) also reported that invigilators, supervisors, parents or lecturers specialize in examination fraud. Syndicates and

officials entrusted with the responsibility of conducting examinations were all indicted in that year's JAMB examination.

The allegation of late-release of results has always been levied against WAEC, for some time but since the entry of NECO into the conduct and administration of the situation has improved. According to WAEC press release in 2003, the council conducts its examinations as at when due and reduce the period of waiting for the results to the barest minimum (WAEC, 2003 p.1). Apart from delays withheld results reported by WAEC was a total of 56,274 representing 5.1% of the entire registered candidates. The claim was that their results were being withheld because of examination malpractices.

Statement of the Problem

In view of the array of problems that arose from the conduct of public examinations, this study therefore investigated secondary school teachers' perceptions of the conduct of Senior School Certificate Examinations in three states in the southwestern part of Nigeria. The following research questions were addressed:

- i. How do the teachers perceive the conduct of senior secondary school certificate examinations?
- ii. What factors do teachers perceive as affecting the conduct of these examinations?
- iii. Is there any difference in the perception of the teachers in the three states due to sex, age, and experience (i.e. years of teaching experience)?

Methodology

Teachers in Lagos, Ogun and Oyo States (Southwest Nigeria) formed the population under investigation but 136 were sampled for use. All of them responded to the questionnaire. Distribution of teachers sampled from the three states was as follows: Lagos (40); Ogun (36); and Oyo (60). The sample included 71 male and 65 female teachers. The years of experience of the teachers are as follows: 0-4(5.1%); 5-9 (27.7%); 10-14 (25.5%); 15+ (40.1%). And years of experience of teaching the SS3 class are: 0-4 yrs. (15.3%); 5-9yrs (35%); 10-14(26.3%); 15+ (8.8%) and No response (14.6%). Besides, 16.8% of the

teachers had 0-4 years experience as SSCE examiners; 21.9% (5-9 years.), 10.9% (10-14 years.) and 5.1% (above 15 years.) and 45.3% (did not have any marking experience).

A 36-item questionnaire was used to survey the teachers' perception of the conduct of SSCE examinations in secondary schools. The questionnaire was in three sections. Section A was on background information— sex, age, teacher's position, teaching experience and marking experience in public examinations. Section B was on teachers' perception relating to

- a) the preparation and setting of questions;
- b) administration of examination, and
- c) marking, collation and release of results. Section C expected the teacher to freely express their opinions on the conduct of SSCE.

The reliability coefficient of the questionnaire was 0.85 The questionnaire was administered on the teachers of SS3 involved in the conduct SSCE. The teachers were asked to assess the conduct of SSCE examinations by WAEC and NECO since they are involved in the teaching of students, invigilation of the examinations, marking and grading of students' scripts. It is therefore pertinent for these teachers to assess the conduct of these examinations. Moreover, they are part of those accused of being involved in examination malpractice. Two hundred questionnaires were sent to teachers in three states but only 136 were returned, duly completed. Both the qualitative and quantitative methods were used to analyse the data. The descriptive, t-test and ANOVA Statistics were used for the quantitative analysis.

Findings

Table I shows that there was no significant difference in the perception of the teachers from the three states $F = .786$ at $p < 0.5$. ; Age: $F = .435$ at $p < 0.5$; Years of Experience: $F = 2.658$ at $p > 0.5$; Position of Teachers: $F = 2.179$ at $p > 0.5$. Also there was no significant difference in the perception of the teachers based on their sex: $t = 1.303$, $df = 134$ at $p < .05$. But there was a significant difference in the perception of the teachers based on the number of years they have been teaching SS3 class.

Table 1***Analysis of Variance of Perception of teachers according to Age, State, Years of Experience and Position***

Age	Sum of Squares	Df	Mean Square	F	sig
Between Groups	41.022	3	13.674	.435	.728 ^{ns}
Within Groups	4182.876	133	31.450		
Total	4223.898	136			
State					
Between Groups	48.998	2	24.495	.786	.458 ^{ns}
Within Groups	4174.908	134	31.156		
Total	4223.898	136			
Years of Teaching Experience					
Between Groups	314.827	4	78.707	2.658	.036 ^{ns}
Within Groups	3909.071	132	29.614		
Total	4223.898	136			
Position					
Between Groups	261.591	4	65.398	2.179	.075 ^{ns}
Within Groups	3962.307	132	30.017		
Total	4223.898	136			
Years of Teaching SS3					
Between Groups	402.904	4	100.726	3.480	.010 ^s
Within Groups	3820.994	132	28.947		
Total	4223.898	136			

Teachers written response to questions on the conduct of SSCE in the secondary school system was qualitatively analyzed. The analysis is presented as follows:

Question 32: State some probable sources of examination leakage?

The teachers identified the following sources:

	% of Response
i. The WAEC/NECO Supervisors	85%
ii. The WAEC/NECO Officials	83.5%
iii. The subject teachers and school invigilators	75%
iv. Bank Officials	60%
v. Parents	52.5%
vi. Students— both external and internal students	50%
vii. Printing Companies used by the examination bodies	40%

Question 33: State those that aid students to cheat during examinations.

The teachers identified the following people:

.- The subject teachers/school invigilators	1
- WAEC/NECO Supervisors	2
'- Parents	3
- Students—especially external students	4
- Community	5
Bank officials	5
Policemen (that are assigned to schools for security)	6

Question 34: Explain the role of WAEC/NECO Supervisors in the conduct of examinations.

The teachers explained the roles of the Supervisors as thus:

- a To supervise the conduct of examination
- b. To bring examination materials to examination halls

c. To report any malpractice during examinations

Question 35: What are the roles of schools and teachers in the conduct of SSCE?

The teachers explained the roles of schools and teachers as:

- The school is to provide conducive environment for the examination (including human and material resources)
- The teachers are to teach the students and to make sure that they are well prepared for the examination
- The teachers are to invigilate the examinations

- **Question 36: State how the conduct of Senior School Certificate Examinations can be improved.**

The teachers suggested the following:

1. Schools should not register external candidates
2. Effective monitoring of both Supervisors and Invigilators during the examinations by the examination bodies
3. Adequate education and enlightenment of teachers, students, parents and community on the importance of the examination.
4. Providing a conducive environment for learning and teaching, and for the examinations
5. Offenders in examination malpractice should be seriously punished.
6. Teachers, supervisors and invigilators should be committed to the conduct of the examinations.
7. Examinations should start at the same time in all the centres.
8. Experienced teachers should be involved in the invigilation.
9. Security should be provided around the examination centres.

The study also revealed the involvement of teachers in the conduct of senior school certificate examinations. Table 2 shows that 78.8% of the teachers were involved in the invigilation of the senior school certificate examinations, while 55.5% were involved in the marking of SSCE; and only 24.1% (i.e. 15.3% & 8.8% for WAEC and NECO respectively) were involved in the setting of SSCE questions

Table 2: Teachers involvement in the conduct of Senior School Certificate Examinations

INVOLVEMENT	WAEC %	NECO %	ALL EXAMS %	NOT INVOLVED %
Setting of SSCE Questions	15.3	8.8	-	75.9
Invigilation	11.7	5.8	61.3	21.2
Marking of SSCE Exams	13.1	3.6	38.7	44.5

Discussion

Results revealed that the secondary school teachers involved in the study were not different in their perception of the SSCE. Examination bodies, the police, the banks, schools and the teachers are found to be involved in the conduct of SSCE. The schools are expected to provide conducive environment for the examination, provide invigilators and make sure that the students are well prepared for the examinations; while the teachers are involved in the teaching of the students, setting of questions, invigilation of the examinations and marking of examinations scripts.

The study also revealed that the teachers/invigilators, supervisors, WAEC/NECO officials and students are more involved in such examination malpractices as question leakages and cheating during the examinations. The teachers perceive that parents, the community, policemen that are supposed to provide security during the examination, and bank officials, who work in banks that keep the questions are also involved in these examination malpractices. This study therefore showed that the problem of examination

malpractice is a societal one, that is, every sector of the society is more or less involved in examination malpractice. The observation made by the teachers was not different from the report made by National News (2003) when it reported on Mr. Ike Onyechere's statement that invigilators, parents, lecturers, specialize in examination fraud.

The teachers' suggestions on how to improve the conduct of SSCE should be considered. Some of these suggestions include: schools should not register external candidates, effective monitoring of both Supervisors and Invigilators during the examinations by the examination bodies, adequate education and enlightenment of teachers, students, parents and community on the importance of the examination, providing a conducive environment for learning and teaching and for the examinations, those engaging in acts of examination malpractices should be punished and teachers, supervisors and invigilators should be committed to the conduct of the examinations. Security should be provided around the examination centres.

Conclusion and Recommendations

The conduct of Senior School Certificate Examinations can be categorized into three. These are: (i) The preparation and setting of questions; (ii) Administration of examinations, which include supervision, bringing of materials to examination halls, invigilation, writing and collection of examination materials etc. (iii) Marking, collation of results and release of results. The examination bodies have major roles to play because they are supposed to prepare and set questions; employ supervisors; bring materials and question papers to the examination halls, organize the marking, collation and release of result while the schools are supposed to provide invigilators, examination halls, and register students for examinations.

The examination bodies and the schools should cooperate to ensure that Senior School Certificate Examinations are conducted under a conducive environment; organize workshops for both supervisors and invigilators. As teachers suggested, the examination bodies should embark on adequate education and enlightenment of teachers, students, parents and community on

the importance of the examination. Besides, it is very important that the examination bodies have an effective and secure administrative system in the conduct of public examinations. Question papers should be prepared and printed under strict security and delivered to the candidate's desk at the appointed time (World Bank, 2001). However, significant improvements in efficiency and cost effectiveness can be gained by the use of modern technology.

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SECONDARY SCHOOL TEACHERS' PERCEPTION OF THE ADMINISTRATION OF NECO/SSCE

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Abstract

The controversies from different quarters over the validity of National Examination Council (NECO) conducted Senior Secondary Certificate Examination (SSCE) and the results for placement of candidates in tertiary institutions necessitated this investigation. The study sought to know the secondary school teachers' perception of the administration of the NECO/SSCE with the aim of finding out the factors responsible for the diverse opinions. 1,382 teachers from three states and Federal Capital Territory (FCT) responded to a questionnaire seeking their perception of different aspects of the examination administration process. Simple frequency count and percentages were used to analyse their responses and inferences deduced from the outcome. It was established that NECO papers have good face validity and that the officials have good working relationship with school staff but the respondents perceived that malpractices do occur in the conduct of the councils examinations. Doubts were expressed as to whether NECO published results truly represent candidates' ability. Based on these findings, suggestions were made that periodic evaluation of the body be carried out.

Introduction

Education without evaluation will lack focus, meaning and direction. Educational evaluation should therefore be accorded its deserved recognition in every nation. In order to achieve the goals of education in Nigeria, the National Policy on Education (2004) states that educational assessment and evaluation shall be liberalized by being based in whole or in part on Continuous Assessment

of the progress of the individual learner. In effect, the following are involved for the purposes of evaluation at secondary school level:

- a) Internal evaluation in the form of continuous assessment.
- b) Senior Secondary School Certificate Examinations (SSCE) organized by the West African Examinations Council (WAEC) and National Examinations Council (NECO).

External examinations ensure that national standards are set which allow for comparability across schools. WAEC had for a long time been the only examining body conducting these examination used for certification at the secondary school level until year 2000.

By 1974, WAEC was terribly overloaded with many examinations for the rapidly increasing student population. The Council's examinations were bedeviled with leakage and other examination malpractices. As a result of the overload syndrome that emerged from the investigation into WAEC conducted School Certificate Examinations, the federal government decided to have the responsibility shared by another examining body.

The unprecedented leakages of WAEC examination papers in 1977 led to the appointment of the Sogbetun Commission of Inquiry Recommendation of the Commission emphasized the need to establish other examination bodies in Nigeria to relieve WAEC of some of its workload. In October 1981, WAEC admitted to the need for other examination bodies to reduce its workload before the House of Representatives' Committee on Education. In response, the government set up the Angulu Panel in 1982 and the Okoro Panel in 1989. Both panels upheld the Sogbetun Panel's recommendations. In 1992, Professor Osiyale was appointed Chairman of the task force that studied the Sogbetun and Angulu reports and made recommendations that led to the creation of the National Board for Education Measurement (NBEM) by decrees No.69 and 70 of 1993. NBEM, with the combined recommendations of the Etsu Nupe Panel and Vision 2010 Committee of 1997 metamorphosed into the National Examinations Council (NECO). The decision was upheld at the National Council on Education meeting held in March, 1999 with the mandate to conduct SSCE for school

based candidates NECO was therefore established in April, 1999 with the mandate to conduct SSCE for school based candidates while WAEC was to do the same for private candidates. To date, NECO has operated for four years 2000, 2001, 2002 and 2003 respectively running parallel with WAEC SSC Examinations (NECO Report at STAN Conference).

Despite the intervention of the Federal Government, Nwana (1979) confirmed that many unscrupulous examiners contribute to examination malpractices. Oluyeba and Daramola, (1993) affirmed that examination malpractices is generally on the increase. Obe (1992) investigated attitudes of girls and boys towards examination malpractices and found that fear of failure and the desire to succeed at all costs in examinations are the main motivations for cheating. In addition, examination bodies lack disciplinary control over teachers and non-staff, poor sitting arrangement, and lack of moral probity among some people handling and administering examinations all contribute to examination fraud.

In view of these developments, this study aims to find out if the school based SSCE conducted by NECO is free from the same problems that led to the establishment of this examination body. It seeks secondary school teachers' perception of the acceptability of the process of administration of the examinations conducted by NECO. To throw light on the issues raised above, the following research questions were raised:

- a) Do teachers perceive test items as having satisfactory face validity?
- b) Is NECO perceived by teachers to be able to meet the manpower needs to supervise every paper effectively?

- c) Do teachers perceive their involvement and that of students as a factor that contribute to malpractices and breach of security in the conduct of the examinations?

- d) Is remuneration for invigilators perceived as adequate and promptly paid?

Methodology

All Senior Secondary School Teachers in Nigeria constitute the population for this study. Sampling of the representatives is achieved by using purposive

sampling procedure to select three states and the federal capital territory while random sampling was used to select the teachers. The three states used were Kwara Osun and Kogi States. A total of one thousand eight hundred teachers were sampled. A questionnaire was designed by the researcher to obtain information on the teachers' perception of the administration of *NECO/ SSCE*. This questionnaire is made up of two sections. Section A seeks to obtain biographic data from the respondents while section B contains statements that are subdivided into five portions. The first part sought to find out teachers' view on the face validity of *NECO's* test items. Part two tapped information on the involvement of *NECO* officials in test administration. Part three centres on the involvement of teachers and students in the conduct of the examinations and Part four sought perception on the remuneration of part takers in the conduct of the examination. Questionnaires were distributed with 76.7% returns. This implies that 1,382 respondents actually returned properly completed questionnaires.

The questionnaire was face validated by experts in *NERDC* and pilot tested using teachers in Government Secondary School, Kwali. A test-retest procedure was used with two weeks interval. The reliability coefficient obtained from the exercise is 0.73%, which is substantial according to Best (1960) criteria for interpreting correlation coefficients.

In the analysis of responses to the questionnaire, each statement made was considered for the number of respondents who either agreed, disagreed or were not sure. Percentage of respondents per statement per option was obtained and inferences made in respect of the degree of agreement or otherwise.

Findings

Table 1: Respondents' Perception of Examination Administration

		A	NS	DA
A	Face Validity of test items			
1	Prints on question papers are legible	89.5	6.3	4.2
2	Questions are properly structured to remove ambiguity	72.9	25.0	2.1
B	Involvement of NECO Officials			
3	Question papers get to the examination venues at the right time	41.7	39.5	18.8
4	There are always enough question papers to go round every candidate in any examination written.	60.4	20.8	18.8
5	There is enough manpower supply to supervise every session of examination	2.5	29.2	8.3
6	Supervisor and Invigilators are efficient and effective	52.1	37.5	10.4
7	Adequate care is given for collection and packing of candidates' scripts after the examinations.	66.7	22.9	10.4
C	Involvement of Teachers and Students			
8	Subject teachers don't get into the ways of invigilators	43.8	41.7	14.6
9	Students are properly behaved during and after each examination session	62.5	16.7	20.8
10	No collaboration among students in the examination hall	33.3	41.7	25.0
11	There were no forms of cheating in the conduct of the examination	31.3	35.4	33.3
12	Candidates' grade published in NECO Result is a true measure of their academic ability based on performance in classwork	16.7	37.5	45.8
D	Remuneration			
13	Amount paid to examination officers is adequate for the job done	0.0	39.6	60.4
14	Payment done promptly to motivate employee for future involvement.	12.5	25.0	62.5
15	There is still room for improvement	93.8	4.2	2.0

The following is a summary of teachers' perception that emerged from the frequency distribution in table 1 above:

- ❖ Agreement of Respondents on the face validity of test items in NECO conducted SSCE is high. Up to 89.5% perceive that the print on the question papers are legible. Whereas 72.9% perceive that test items were not ambiguous, 75% agreed to the appropriateness of test items for the level of candidates they are designed to examine.
- ❖ On the involvement of the NECO officials, just 41.7% agreed that paper and other materials get to examination venues at the right time, 39.5% were not sure while 18.8% disagreed. On the adequacy of the examination papers and availability for the number of candidates writing the examinations, 60.4% agreed, 20.8% of them were not sure while 18.8% disagreed. Similarly on the adequacy of manpower required for supervising the examinations, 62.5% agreed, 29.3% were not sure while 8.3% disagreed. The collection and packaging of the answer scripts had high agreement of respondents to the adequacy of care taken in the process while the effectiveness of invigilators was considered just moderate.

The following is a summary of teachers' perception that emerged from the frequency distribution in table I above:

- Agreement of Respondents on the face validity of test items in NECO conducted SSCE is high. Up to 89.5% perceive that the print on the question papers are legible. Whereas 72.9% perceive that test items were not ambiguous. 75% agreed to the appropriateness of test items for the level of candidates they are designed to examine.
- On the involvement of the NECO officials, just 41.7% agreed that paper and other materials get to examination venues at the right time, 39.5% were not sure while 18.8% disagreed. On the adequacy of the examination papers and availability to the number of candidates writing the examinations, 60.4% agreed. 20.8% of them were not sure while 18.8% disagreed. Similarly on the adequacy of manpower required for supervising the examinations, 62.5% agreed, 29.3% were not sure while 8.3% disagreed. The collection and packaging of the answer scripts had high agreement of respondents to the adequacy of care taken in the process while the effectiveness of invigilators was considered just moderate.
- Regarding the role Nayed by the subject teachers in the course of NECO examinations, respondents were of the view that subject teachers got in the way of invigilators and supervisors which is contrary to examination procedures. Respondents highly agree to the issue of collaboration among students in the examination hall as well as cheating of various dimensions. Contradicting this is the agreement of the respondents to the students' proper behaviour during and after each examination session. A surprising 62.5% agreed to proper behaviour and one is hound to wonder how could students cheating and collaborating in examination hall behave properly at the same time?
- In terms of remuneration that could induce examiners for objective and efficient marking/scoring it was observed that the amount paid is not

adequate and that even the inadequate payment was not promptly made to motivate the employed examiners to be dedicated.

- On the whole 93.38% of the respondents opined that there is a lot of room for improvement.

Discussion

The perception of the teachers sampled is high on the agreement with the statement that the face validity of the test items is appropriate. This is an indication that NECO' S item writers are doing a good work in item construction, validation and standardization. NECO was also perceived by teachers to be doing well in printing, question structuring, relevance of questions to the content of the syllabus as well as the appropriateness of test items for the level of candidates it was designed to assess.

The NECO Officials as well as their designated representatives among the Senior Staff in the Schools (Supervisors) were perceived by teacher to be largely efficient in the performance of their duty as far as examination/administration is concerned. Despite this general observation, statistics in this survey proof that there is the need for improvement in packaging the correct number of question papers for each centre to prevent shortage of question papers in the examination halls.

Subject teachers and students were perceived to be interfering with the conduct of the examinations. The respondents also perceived that there exists a kind of collaboration among candidates in the examination hall. This amounts to cheating on the part of the candidates while their teachers are accomplices in this act of cheating. This observation raises the questions about the implementation of Act 33 of 1999 relating to examination malpractices and miscellaneous offences.

The respondents also perceived that the remuneration of supervisors and invigilators that participated in the examination administration was inadequate and not promptly paid. This gives indication of improper treatment of people

whose service is important to the success of the conduct of the examination. This has the tendency of promoting unfaithfulness in the discharge of the responsibility by examination officials. Generally, most respondents believed that there is room for improvement in NECO's operations to improve the conduct of SSCE in Nigeria.

Conclusion and Recommendations

It could be established from this survey that secondary school teachers perceive that NECO/ SSCE has acceptable face validity, and that the officials have good working relationship with other participants in the process of administering the questions; but that the students and teachers are involved in examination malpractices; It is against this background that the following suggestions are made

- 1) That a monitoring and evaluation body outside the examination body be setup.
This body will constantly and objectively assess all forms of operations of NECO.
- 2) That a government parastatal like Nigerian Educational Research and Development Council should be given the mandate to evaluate periodically the entire operations of NECO and make recommendations on how to improve as well as providing adequate means for the parastatals to implement the necessary improvement measures.
- 3) That further studies should be carried out to cover a larger geographical scope and investigate other areas of operation of NECO such as the marking/scoring process and postmarking coordination process.

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ADMINISTRATION OF NECO/SSCE IN NIGERIA: A SUPERVISOR'S PERSPECTIVE

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Abstract

This study on administration of the National Examinations Council's (NECO,) 2003 Senior Secondary School Certificate Examinations ('SSCE,) applied the survey research method. The population consisted of the supervisors and custodians concerned with the administration of the examination. A questionnaire was developed and administered among 340 supervisors and custodians using stratified random sampling technique. Simple percentage was used to analyse the nine research questions. The study found that NECO needs to do more to make for a proper administration and supervision of SSCE examinations in Nigeria. Training of the examiners, supervisors and invigilators must be made a permanent feature. The remuneration of examination personnel needs to be improved upon immediately to attract more expert hands to the administration of the yearly examinations.

Introduction

The crisis afflicting the administration and supervision of Nigerian public examination system since the 1970s has been on the increase. Whatever affects the administration of education as to lower its standards affects every Nigerian. Hence, Ama (1996) remarked that education constitutes the anchorage for a meaningful socio-economic and political growth and development of any nation. The Federal Government of Nigeria has since taken education as a major tool for achieving the five national objectives (NPE 1981 p. 7). The near war-like scenario in which the main public examination bodies; viz: Joint Admissions and Matriculation Board (JAMB), National Business and Technical Examination Board (NABTEB), and National Examinations Council (NECO) carry out their

work yearly calls for concern of all Nigerians who are stakeholders in the educational upbringing of the future leaders of this nation.

Esezobor (1996), a former Registrar of the West African Examination Council, highlighted issues like increased number of examinees, poor infrastructure like examinational halls, furniture, equipped laboratories, dearth of test and measurement experts, inadequate men and women of integrity and supervisors during assessment, lackadaisical attitude of testees, poor funding of examination boards, and examination malpractices as some of the most serious challenges facing the conduct of public examining in Nigeria. The Guardian of August 7, 1996 reported that West African Examinations Council announced the decision of its Examinations Committee on the Nov/Dec. 1995 SSCE for which 634,576 candidates sat. According to the report, the entire results of 49,887 candidates initially seized, were finally cancelled. Also, out of the 59,464 subjects results initially withheld in 1994, 35,079 were eventually cancelled. Seventy Supervisors and Invigilators (51 in 1994) were reported to have condoned malpractices. Out of the 3,971 candidates initially held for gross malpractices, 1,85 were barred and handed over to the police. Some Principals and Vice Principals accused of misconduct, were indicted for involvement and/or condoning malpractices. This phenomenon has spread to all other public examining bodies. NECO has also started to face similar challenges and stress. The management of public examinations by these bodies is the main interest in this study.

Statement of their Problem

Complaints given yearly during and after public examinations have reached a state of alarm. People are fed up, confused and now in a situation of the helplessness. Even with the promulgation of the Anti-Examination Malpractice and the Miscellaneous Offences Degree 2Q of 1984, and Act 33 of 1990, nobody has been arrested or prosecuted for examination malpractice under this decree.

It would seem that Nigeria and Nigerians in positions of authority all enjoy this social malaise. Examination malpractices as the symptom of a deep rooted

canker-worm that must be allowed to kill our public examining bodies. The National Examinations Council (NECO) created by the Obasanjo administration in 2000 to examine at the SSCE level. So soon the administrative stresses earlier listed to be weighing down (WAEC) due to many reasons listed by 'Esezobor(1996) are already with NECO.

The evaluation of the administration and supervision of NECO examinations is necessary in order to enable the body and the government treat the real problem of the examination bodies instead of treating the symptoms. NECO's examination administration and supervision processes could 'be categorized into ten different areas. The preparation for the May/June Senior School Certificate Examination cover the following functions:

- (a) Training of Supervisors
- (b) Provision of working materials
- (c) Facilitating the custodian roles
- (d) Training and standardizing school invigilators' roles
- (e) Harmonizing the State Schools Board monitor
- (f) Co-ordinating the School Security/Vigilante roles
- (g) Remuneration for Supervision of examination
- (h) Managing examination cheating/malpractice
- (i) Solution for effective Supervision.

It is evident from this list that the tasks ahead of NECO is no mean one. As a tradition for public examining bodies, achieving the goals of conducting public examinations is not easy. The body is expected to train the would be supervisors, invigilators; custodians, and even the security or vigilante in various school communities. The calibre of experts are not in sufficient supply in Nigeria

unlike the case in USA and UK where most school teachers are already trained to handle public examinations (Esezobor, 1996).

In recent times, the State Ministry of Education and the State Schools Management Board in Rivers State started to send ministry officials to monitor the conduct of public examinations. These government monitors come to various examination centers with diverse interests of being remunerated or they partake in the cheating process and examination malpractices.

The deployment of the Nigerian policemen or the local vigilante security personnel, and the presence of full armed cultists create so much tension in some school communities. Sometimes the most superior force has to be settled monetarily otherwise the students may be prevented from writing their examinations. The war-torn communities in Rivers State are like that. In view of this background, this study aims at finding out how well the supervisors carried out the administration of NECO school certificate examinations. Attempts will be made to find out if there is a discrepancy between set goals and actual performance of administrative and supervisory processes of the senior secondary school examination. This is why some writers like Wokocha (1994) blamed wrong societal values. According to him, Nigeria is a nation of paradoxes, a nation of climax and anticlimax. Supporting this same position, Obagah (1995) remarked that some people in our society have thrown morality, honesty and social ethics which are the bases of humanism to the dogs. In other words, many Nigerians have reverted back to the old Machiaveli 's management principle that says *the end justifies the means*.

Purpose of the Study

The researcher intends to ascertain whether NECO is living up to standard in administration and supervision of public examinations in terms of:

- actually training the needed personnel to be used for the examination, viz: supervisors, invigilators, custodians and security/vigilante
- how well the needed working materials like question papers, answer booklets, graph sheets, envelopes, cartons, cellotapes and so on are supplied to all centers.

- the extent to which the State appointed monitors of examinations are trained to do their work?
- the satisfaction of the entire personnel with their remuneration for participating in the examinations.
- methods put in place to guide against examination malpractices and cheating.
- proffering solutions to problems of administration and conduct of NECO/SSCE examinations.

Research Questions

The following questions will be addressed in the study:

- a) To what extent do the supervisors perceive that they were given adequate training during the one-day briefing organized by NECO?
- b) To what extent are the working materials for candidates and supervisor adequately supplied during examinations?
- c) To what extent are the custodians given enough resources to perform their roles?
- d) To what extent do the invigilators in the schools facilitate the conduct of a malpractice-free examination?
- e) To what extent do the State Schools Board facilitate the conduct of malpractice free NECO/SSCE?
- f) To what extent do the policemen/vigilante personnel facilitate the peaceful conduct of NEC O/SSCE?
- g) To what extent are the supervisors satisfied with remuneration paid to them for the conduct of examinations?
- h) What are the main solutions proposed by supervisors for successful administration and supervision of NECO/SSCE examinations?

Methodology

This is a descriptive survey of the administration and supervision of NECO examinations in Nigeria. The involvement of this researcher in the conduct of 2003 NECO examinations in Rivers State provided an ample opportunity as a custodian of one of the centres to administer a questionnaire on all the Supervisors. The population covered all custodians and supervisors involved in the 2003 NECO/SSCE. There were nine custodians and 360 supervisors and assistant supervisors and all of them were involved in the study.

The instrument used for this study was constructed and validated by the researcher and a test-retest reliability was established within two weeks by administering it on 35 teachers in a demonstration secondary school who had been involved in some public examinations in the past. The Pearson's Product Moment Correlation was used to determine the consistency of the questionnaire. A reliability coefficient of 0.77 was obtained. This was found to be good enough to use the instrument.

The instrument was administered directly on some of the supervisors in the researcher's centre and to others through their centre custodians. The instrument fully completed were collected from the NECO centre, which assisted in reaching the other custodians who were already neck-deep in the conduct of the examinations. The instrument had eleven parts. The first part contained seven items on personal data. Parts B to J contained 55 questionnaire items that are relevant to the different research questions posed. Duly completed questionnaires from 340 respondents were analysed. The data presented in simple frequency counts and percentages are used to show the responses to the different items of the questionnaire. The results are discussed and recommendations made for the future conduct of NECO and other public examinations in Nigeria.

Results

The following tables and the brief comments below them tell the whole story of what is going on with NECO in the administration and supervision of senior secondary school examinations as was experienced in Rivers State in the

2002/2003 academic session.

Research Question 1:

To what extent do the supervisors perceive that they were given adequate training during the one-day briefing organized by NECO?

Table 1: Responses on NECO Training of Supervisors for SSCE Examination

S/No	Questionnaire items	Yes	%	No	%
1.	The training given to supervisors is not adequate	200	59	140	41
2.	The supervisors were not given reading materials to give them more education	227	67	113	33
3.	The supervisors do not know the geography of their school locations	151	44	89	56
4.	The supervisors have no adequate orientation for the examination supervision	146	43	194	57
5.	The supervisors need Seminars! Conferences instead of mere briefing	227	67	113	33

In table 1, responses to three items stand out clearly, that the supervisors do not perceive that they have adequate training before they are sent to the field for supervision. The response rate of 59%, 67%, 67% for items 1,2, and 5 respectively show this. Then 44 percent and 43 percent also talk about the knowledge of the geography of the area and adequate orientation to the field of operation.

Research Question 2:

To what extent are the working materials for candidates and supervisors adequate during the one month examination period?

Table 2: Percentage Responses on NECO provision of working materials for the 2003 SSCE exams

S/No	Questionnaire items	Yes	%	No	%
1.	The provision of questions for different subjects is highly problematic	196	58	144	42
2.	The writing booklets are never enough	265	78	75	22
3.	The OMR Sheet for objective answer are often in short supply	227	67	113	33
4.	The packaging envelops are in short supply	139	41	201	59
5.	The cellotapes for packing the completed exams are hardly enough	211	62	129	38

Table 2 shows how working materials are supplied by NECO for the conduct of the examinations. The consensus among respondents is that question papers (58%), writing booklets (78%), OMR for objective answers (67%) envelops (41%) and cellotapes for packages (62%) were not adequate for the exams.

Research Question 3:

To what extent are the custodians given enough resources to perform their roles?

Table 3: Percentage Response on the roles of custodians in conducting 2003 NECO/SSCE exams.

S/No	Questionnaire items	Yes	%	No	%
1.	The custodians are always prompt arrive at to their duty posts	271	80	69	20
2.	The custodians always have problems distributing the exams materials	162	48	78	52
3.	The security of examination materials in of the custodian points is not assured	135	40	205	60

Table 3 shows the aspect of the roles of custodians in the administration and supervision of the NECO/SSCE. Report from the supervisors and the custodians shows that majority (80%) always come to the custodians' centres promptly. Most of them (60%) have no problem distributing their materials to the supervisors.

Research Question 4: To what extent do the invigilators in the secondary schools facilitate the conduct of a malpractice-free examination?

Table 4: Percentage Responses on the facilitative roles of the school invigilators in 2003 SSCE examination

S/No	Questionnaire items	Yes	%	No	%
1.	The school invigilators help to facilitate the work of the supervisor	302	89	38	11
2.	The invigilators in schools do not help matters	119	35	221	65
3.	The invigilators in schools help to bring about exams malpractice	151	44	189	56
4.	The invigilators do not prepare the examination candidates ready early enough	216	64	124	36
5.	They cannot be trusted to conduct a free and fair examination	200	59	140	41

Table 4 shows the roles of the Invigilators in the management of the NECO examination. Majority (89%) feel that invigilators help to facilitate the proper conduct of

the examination. The invigilators were however said not to prepare the students early enough for the examination. The invigilators also remarked with 59% of them saying that the invigilators cannot be trusted to conduct a free and fair SSCE examination in their schools.

Research Question 5: To what extent do the State Schools Board monitors facilitate the conduct of a malpractice-free NECO/SSCE?

Table 5: Percentage Responses on the facilitative role of State Schools Boards' monitors of 2003 NECO examination.

S/No	Questionnaire items	Yes	%	No	%
1.	The State Schools Board's Monitors of exams are the best thing that has happened to NECO in recent times.	151	44	189	56
2.	They are in examination halls to intimidate the students	86	25	254	75
3.	They even terrorize the supervisors	124	36	216	64
4.	Most State Schools Board's monitors are least qualified to be involved on the job	189	36	157	44
5.	Examination cannot be done well now without State Schools Board's Monitors	65	16	286	84
6.	They are in Schools to look for money	113	33	227	67

Table 5 gives an evaluation of the facilitative roles of the State Schools Board monitors. Even when some of the monitors are tolerated by the supervisors, most of the monitors of the examination are seen by 189 (56%) supervisors as not qualified for the job of monitoring. Even 36% of the supervisors see them as people who have short-changed their duty to look for money.

Research Question 6: To what extent do the policemen/vigilante personnel facilitate the peaceful conduct of NECO/SSCE?

Table 6: Percentage Responses on the Policemen, Vigilante personal roles in 2003 SSCE NECO exams.

S/No	Questionnaire items	Yes	%	No	%
1.	It is not necessary to have the police to secure the exam centres presence of	86	25	254	75
2.	The policemen threaten the proper conduct of examinations	216	64	124	36
3.	The policemen can only secure the examination when satisfactorily paid	227	67	113	33
4.	The vigilante committee cannot be a substitute for the police force	221	65	119	35
5.	Most vigilante committee members are present in examination halls for money	243	71	97	29
6.	The uneducated vigilante committee members should be banished from exams halls in Nigeria	297	87	43	13

Table 6 shows the supervisors' response to the presence of policemen and vigilante personnel in examination centres. Some 64% of the supervisors say that policemen constitute a real threat to the proper conduct of NECO sectors examinations. Some 65% of the respondents remarked that policeman can only secure a proper conduct of the examination when they are properly paid. The response on the vigilante personnel reveals outright rejection with 65%, 71% and 87% saying that they are not needed by the supervisor in the examination centres.

Research Question 7: To what extent are the supervisors satisfied with remuneration paid to them for the conduct of NECO/SSCE?

Table 7: Percentage Responses on Adequacy of NECO remuneration of supervisors/ invigilators for 2003 SSCE examination

S/No	Questionnaire items	Yes	%	No	%
1.	The honouraria for the Supervision of NECO exams is grossly inadequate	326	96	14	4
2.	The payment is sometimes not adequate for transportation to schools	324	95	16	5
3.	NECO does not make provision for the feeding of the supervisor is too poor	302	89	38	11
4.	The honouraria paid to the supervisors encourages cheating/malpractice	178	52	162	48
5.	The honouraria should be reviewed upward and transport/feeding allowances added.	329	97	11	3
6.	The payment of the honouraria should be paid as at the time the exams are ended.	324	95	16	5

The table 7 shows the responses of the supervisors on the remuneration given to them for participating in the administration of the examination, that the honouraria of N500.00 per day is grossly inadequate. About 95% say it is not even enough for their daily transportation. Many (89%) say NECO does not make provisions for the feeding of supervisors. Some (52%) even agreed that the poor honouraria paid to them encourage cheating by some supervisors.

Research Question 8: To what extent do the supervisors encounter cases of examination malpractice and cheating during the examination?

Table 8: Percentage Responses on Encountered situation of examination malpractices and cheating in 2003 NECO SSCE exams

S/No	Questionnaire items	Yes	%	No	%
1.	There was a sign of mild cheating by the students in exams	228	70	122	30
2.	There was high scale cheating in the examination	81	34	259	76
3.	There was a high sing of exams malpractice by the supervisors	49	15	291	85.
4.	There was a wide scale leakage of question papers	11	3	329	97
5.	Did you report any cheating during the examination	194	57	146	43
6.	There were so many cases of cheating that I have lost count	86	25	254	75

Table 8 reports on the situation of cheating and malpractices during the examination. The supervisors (70%) agreed that there were signs of mild cheating going on during the examination. Some 57% of the supervisors reported cases of cheating during the examination in Rivers State. Some 35% of them said it seems paper leakages took place before the examination was started.

Research Question 9: What are the solutions proposed by Supervisors to problems of administration and supervision of NECO examinations?

Table 9: Percentage Responses of proffered Solutions to Administration and Supervision of NECO in future Examinations

S/No	Questionnaire items	Yes	%	No	%
1.	Training of supervisors must be highly improved upon	313	92	27	8
2.	NECO should be more serious with policing of their examination materials	335	99	5	1
3.	Supervisors' remuneration should be highly improved upon	340	100	-	-
4.	Examination writing materials should be adequately provided	340	100	-	-
5.	NECO must be sure of seats in the centers before it is designated.	308	91	22	9
6.	Schools without a fame should not be used as exam center	178	52	162	46
7.	Custodians should be adequately compensated for their work	340	100	-	-
8.	Custodian center owners should be adequately remunerated for their work	340	100	-	-
9.	Transportation of supervisors should be a matter of importance to the exam body	324	95	16	5
10.	Timing of exam papers should be when there are less weather disturbances	238	70	102	30
11.	Exams should be stopped as long as there are national crises like a strike by NLC	124	36	216	64

Table 9 shows the supervisors' suggestions and solutions to the current problems of NECO SSCE examinations. The supervisors have come up with 100% agreement in four areas that must first be given priority for an effective administration and supervision in the future. Immediate attention should be given to supervisors remuneration, provision of writing materials in their quality and quantity, remuneration of the custodians. NECO should ensure the proper policing of their examination materials, so as not to allow the materials get into wrong hands.

Discussion

To make the discussion very clear and to the point, the issues involved will be taken one after the other.

A) Training of examination personnel: It is found in this study that there is no serious arrangement on the part of the management of NECO to train the examiners, supervisors, invigilators and custodians for the duties they perform. Comparatively, WAEC which started in 1952 still finds time to train the examiners through workshops, seminars and conferences yearly. Awomoolo (1976) pointed out that *while examining bodies in North America and the United Kingdom can and do in fact engage practising teachers as examiners without having first to train them in the skills and techniques of examining, the West African Examination Council has had to mount elaborate training courses for its examiners.* He noted that it was a challenge we must tackle in the 21st century.

The one-day briefing given by NECO is inadequate for new supervisors and invigilators who may not have been exposed to these assignments before. The fact that no reading materials were given to the examination personnel as usually done by JAMB before their examinations may inhibit clear understanding of roles expected from each party. The fact that some of the supervisors were sent to troubled communities they are visiting for the first time made the situation very difficult. The supervisors are unanimous that they need seminars, workshops and conferences to enable them have adequate preparation in future. It is in such conferences and seminars that proper re-orientation of the examiners, supervisors, and invigilators can be achieved. It is a known fact that one of the reasons for the unabating corruption and indiscipline in our society is poverty. NECO cannot but work towards achieving good supervision and invigilation through training of ad hoc staff in conferences, workshops and seminars.

B) Provision of working materials: It is evident from the findings of this study that the distribution of examination materials was problematic. Particularly, the answer booklets were never enough. On some occasions, the supervisors had to be advised to tell the schools to buy foolscap papers to write their examination. The form (OMR) for objective tests were also in short supply. The supervisors and the custodians had to buy cellotapes to prepare the cartons for delivery of the written papers.

The confusion and time wasted on obtaining examination materials were so much and NECO should solve this problem to prevent further damage in the future. The non- availability of expected examination materials should be treated as a management issue instead of blaming it on shortage of funds to bring working materials to the custodian centres.

C) The custodians' roles: The custodians played their roles very well as revealed by findings of this study. It is however clear that NECO will need to be pro-active when it comes to settling the owners of the custody where they keep their question papers and other materials. The custodians need offices like is provided in the banks for some comfort while the one-month exercise lasts.

D) Role of school invigilators: The school invigilators, when adequately trained and remunerated, can be the best facilitators for a professional conduct of examinations. They give the supervisors all they need to conduct the examinations very well. On the other hand, they always constitute the greatest obstacle in some communities. The situation that exists in some communities in which the invigilators do not prepare the candidate... before the arrival of the supervisors is a pathetic one. The invigilators are also not to be trusted to conduct free and fair examinations. This scenario tells what dangers await the supervisors when they come for supervision in war-like communities.

E) Role of the state Schools' Board monitors: The government of Rivers State has been attracted to checking the ever-increasing spate of examination malpractices and cheating. The Ministry of Education through the State Schools Board now send their monitors to check the students, teachers, supervisors and invigilators to ensure that their performances in examination are satisfactory. The supervisors do not see the State Schools Board monitors as the best that has happened to examination administration in Rivers State. A large number of them see the monitors as the least qualified people to handle the job of monitoring examinations.

F) The Police Security/Vigilante personnel roles: Some volatile school communities have in recent times been using the services of the policemen. They are paid for everyday they come to the examination centres for security purposes. Some of them who wish to make more money from the candidates could even threaten the peaceful conduct of the examination until they are settled.

Some school communities that cannot hire the services of policemen use their local vigilante personnel. Most of these vigilante personnel are illiterates who are used by some warlords in some communities to fight against their political opponents. They cannot be seen as substitute for policemen in terms of security for the administration and the conduct of SSCE. The supervisors suggested that they should be banished from the examination centres.

G) Remuneration for the administration and supervision of NECO examination: The time has come when examining bodies in Nigeria must stop to behave as if money is not made from the conduct of these examinations. The payment of N500 per day for their transportation, feeding, security and other miscellaneous expenses does not make for efficiency in the conduct of examinations. No wonder some supervisors had to beg for money from principals of their examination centres when they get financially stranded. Any principal that wishes to cheat can easily capitalize on this weakness.

H) Cases of cheating and examination malpractice: Examination malpractices and cheating are constituting causes for great concern in Rivers State that the Governor, Peter Odili, has been running a hype on state radio and television for some years now. It would appear that those involved in it try to perfect their ways of doing it daily. There were no cases of massive cheating reported during the examination, but so many other things like late supply of working materials, late starting of examination in some distant centres, ahead leakage of question papers in centres in urban areas, could constitute a fertile ground for cheating and examination malpractice. Some cases of cheating and malpractices were reported during the examination. It is expected because the confidence level of those who did not prepare for their examination cannot be assuaged by their mere presence in the examination halls. As long as they are not prepared for the examination, they must cheat and could be very daring at doing it.

Suggestions for effective administration and supervision of neco examination in future: The conduct of public examinations is a dynamic one. The last is yet to be heard of cheating in public examination. This is why NECO must sharpen the personnel of their research and development unit to continue to improve on what they do yearly. Only through such processes of planning ahead and strategizing can they nip sharp practices in the bud. As a rule of the thumb, these suggestions are proffered for immediate consideration and implementation by NECO. Although these are not exhaustive, some progress could be achieved when efforts are made to work with these suggestions.

i) The training of all future examiners, supervisors, invigilators, custodians, security personnel must be done days before the examination starts. Such training will enable the examination officers to think alike, so that they can actually do the national assignment with pride.

ii) The remuneration of all those helping to conduct the examination should be increased. Poor remuneration will not bring the best hands that can do this demanding job well. When NECO attracts poorly matured manpower, one should not be surprised if cheating and malpractice in examinations become massive.

iii) Examination materials should reach the safe custody of the police stations and banks a long time before the examinations. Custodians should be made to familiarize themselves with the available materials for easy distribution to the supervisors in good time.

iv) Custodians must be adequately compensated for they make the activities to start each day. They need to be mobilized to enable them move round the examination centres on a daily basis to ensure things are going on well. The owners of the custody should be paid an agreed amount by the examining body for their work before the examination starts. When they leave the materials to careless hands, leakages of any manner can result. The banks and police stations, now being used must be paid well for their services.

v) NECO should ensure that examination materials are adequately policed to get to their various centres. The movement must always be done with some finesse.

vi) NECO would need to take seriously the movement of supervisors to their different examination centres. When vehicles are in short supply, they should be given the transport fares to enable them move to and from their centres daily without having to beg the principals and vice principals for transport money.

vii) Effort should be made to cater for adverse weather conditions during the examinations to prevent heavy rainfall or storm from disrupting the smooth running of the conduct of examinations in some centres.

viii) Schools must be encouraged to build a fence round their compounds. This is to prevent unwanted elements from entering the schools during examination as mercenaries. The schools used must be told to provide one big hall for writing of examinations. This prevents candidates from being over-crowded when writing their examinations. When such centres have no chairs and desks, the examination body has to ensure that the community helps the schools to get their necessary infrastructure before approving such a school as an examination centre.

ix) The conduct of these public examinations in future must be suspended when there is a national crisis like the strike called by the Nigerian Labour Congress (NLC) during the 2003 NECO Examination This call has become necessary because strike periods are moments of anarchy that must be watched properly for examination safety.

Conclusion

This study looked at the administration and supervision of 2003 NECO/SSCE. The study has shown that the problems facing the young public examining body are numerous. All the research questions posed have shown that the body is not having it easy providing the type of public examination of Nigerians' dream. The most important areas the body will need to address quickly have been suggested in order to improve on their performances. Supervision of examinations and monetization of their operations should be given particular emphasis for empowerment and ensuring effectiveness in NECO's assignment.

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**AGENTS OF EXAMINATION MALPRACTICE IN NIGERIAN
PUBLIC EXAMINATIONS: THE STRONGEST LINKS**

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Abstract

Accusing fingers have been pointed at teachers, principals, parents and invigilators as being agents of examination malpractice. In order to stop the apparent intractability of the crime, it is necessary to identify the role of these agents. This study aims, to find out the strongest links to examination malpractice in order of their influence with a view to proffer solutions. The sample consisted of 241 undergraduates of the University of Ilorin randomly selected to complete a 14 item questionnaire on the agents of examination malpractice questionnaire based on the strength of their influence in aiding and abetting the crime. The data were analyzed using percentages for ranking parties to public examinations from 1 to 14. Findings pointed to the students and their peer groups as the strongest link followed by their fathers in that order. It was however noted that students are victims of their poor educational environment. Among other recommendations, it was suggested that a conducive and enabling environment should be provided for the students to face all examinations with confidence that they can pass without cheating.

Introduction

From all available evidence, examination malpractice is real and like the HIV scourge still growing fast in the Nigerian educational system. What is missing now is an effective solution to the scourge before it destroys the whole system. Recently, the Kwara State Government dismissed ten school principals from its service due to their involvement in examination malpractice during the 2003 Senior Secondary School Certificate Examinations (SSCE). Also in 2002, this researcher personally witnessed a case of a man impersonating a woman

during the JAMB examination at the centre where she was the supervisor. The man, upon discovery, bolted out through the window and ran across the field to jump over a high fence. He escaped with the question paper only for the actual candidate to surface later with some boys who stood at the school gate insulting the invigilators and pressing them to allow the woman to take the examination. When their threat became real and there was no security personnel around, to save lives and property, the candidate was allowed in. The threat stopped immediately. Fortunately, JAMB had provided special envelopes of for such reports to be packed which was our plan for the candidate before allowing her in. This may not be an isolated experience. The JAMB Registrar personally caught candidates in special centers cheating and their collaborators were paraded on the national television during his random checks on the day of examination. The depth of malpractice in public examinations in Nigeria is perplexing to say the obvious. As noted by Onyechere (2004), it is almost a routine for students to cheat in both internal and external examinations. What makes the matter intractable is the role played by adult agents or collaborators. Among them are teachers, school principals, higher institution students, touts or mercenaries who invade centers to make quick money. Parents are said to provide money too. There are also special coaching schools or centers which aid and abet examination malpractice for popularity and profit. For those who succeed, the pay offs have been good. The candidate scores higher marks than the ability and secures admission into the university while the collaborators smile to the bank. Meanwhile, all efforts being made to stop it including enacting laws (Examination Malpractices Act of 1999) to make it a criminal offence, punishable with dismissal and cancellation of the centres' results among others remain largely ineffective. Examination Malpractice continues to grow at all levels of the educational system. It has proved to be an incurable disease in the educational system making nonsense of the educational standard. There is a great need for Nigeria to look for a permanent solution in this millennium if education is going to be the catalyst for national development and if Nigerian certificates are going to be respected in this era of globalization. To emphasize the seriousness of cheating in examinations and its implications for professionalism, Rani (2004) opines that *.....considering the fact that f a medical doctor makes a mistake, the patient dies,if an engineer makes a mistake, the bridge collapses, but if a teacher makes*

a mistake, it affects the unborn generation, showing that while the mistake of the medical doctor and the engineer have immediate repercussions, that of the teacher is eternal (p.2).

It is clear that many people are involved in examination malpractices. It is therefore a serious matter that must be stopped at all cost. Examination malpractice involves students, parents, teachers, school heads, examination officials, supervisors and it is for these reasons that this researcher sets out to find out who is most culpable in this crime with a view to finding out what factors conditioned them to do it and how they can be assisted out of it.

The seriousness of examination malpractice and its widespread manifestation have received attention in research. It has generated both public and private discussions (Omotosho, 1990; Adekale, 1993; Olasheinde, 1993; Ijaiya, 1998; Sooze, 2004). The Exam Ethics Project (EEP), led by Ike Onyechere, is currently leading a campaign against examination malpractices. Some Nigerian universities have also come up with policies on examination malpractices. The Lagos State Police Community Relations Committee (PCRC) has also organized a public relations workshop to sensitize the public on the evils of examination malpractice. Topics covered included the causes of examination malpractice and other public offences in Nigeria and factors motivating students to go into cheating in examinations among others (Ozor), 2004). This is a welcome development but the activities of this group should spread beyond Lagos State. Rani (2004) has advocated the use of counseling as a tool for stopping examination malpractices in the universities.

Sooze (2004) defined examination malpractice as all illegal means which students use to pass examinations. The University of Port Harcourt's academic policy refers also to examination malpractice as: "all forms of cheating which directly or indirectly falsify the ability of the students" which include "..., cheating within an examination hall, cheating outside an examination hall, and any involvement in all illegal examination related offences" (University of Port Harcourt, 2004). The document listed 10 types of cheating within an examination hall to include copying from one another, exchanging question/answer sheets, collaboration with an invigilator/lecturer where it involves a lecturer providing

written/oral answers to a student in the examination hall, among others nine types of cheating outside the examination hall were also listed. These include colluding with members of staff to obtain or on their own initiative students obtain set questions or answers beforehand and soliciting for help after an examination to cite a few. Onyechere (2004) extended the list further to include Government's policy of automatic promotion and lecturers' examination of students based on topics they did not teach due to prolonged strikes. Olasheinde (1993) identified 10 while Onyechere identified 33 types of examination malpractice. In whatever form it rears its ugly head, examination malpractice is unacceptable in any sane society.

For public examinations like JAMB and SSCE, records showed that in most cases, candidates who cheat do not act alone. Sooze (2004) and Onyechere (2004) listed subject teachers, invigilators, supervisors, principals and parents as agents of examination malpractice. There are also examination 'mercenaries' helping some students as well as students who have been caught red-handed. There were also rumours about community's participation through contribution of money to bribe supervisors and invigilators to look the other way. Where they could not supply the money, they dug trenches on the road leading to their community so that the supervisor would not reach the school while the examination was in progress.

Literature has identified several factors responsible for examination malpractice and has lamented its seeming intractability. Institutional, personal and societal factors have been advanced while lack of adequate preparation for examinations, poor school facilities, poor sitting arrangement for examinations and low morality are among the causes identified (Adekale, 1993; Omotosho, 1990). In a study carried out by Ijaiya (1998), socio-economic factors were found to be stronger than institutional factors i.e remote causes were considered stronger than the immediate causes. Findings suggested a link between the living standard and the morality of the teachers and the wider society. In spite of the recent increase in workers' salaries, the situation has worsened rather than abate with the demand of cheats in examinations getting higher and many students ready to pay.

One of the reasons why it persists is because the 1999 Examination Malpractice Act has not been implemented to the letter. Although the act stipulated three and four years imprisonment with or without option of fine, nobody has so far been arraigned in court in spite of the large number caught red-handed. However, even if they were prosecuted, found guilty and jailed, can that stop the perpetrators? It may not, judging by the increasing cases of armed robbery in the country. This is why this researcher feels that there is a need to look more closely at the perpetrators of this crime against society to identify the strongest links and the factors that encourage them, how to deal with them and cut off the link. The focus of this study therefore is to find out the strongest agent(s), examine their roles and factors responsible in the examination malpractice saga with a view to proffering solutions to break the link.

Methodology

The population under study included all students of the University of Ilorin who had taken both the JAMB UME and SSCE with which they secured admission to the university. The sample consisted of 241 undergraduate students who were randomly selected. The instrument used for data collection was a 14 item questionnaire developed by the researcher and face-validated with a reliability coefficient of 0.89. It listed 14 agents of examination malpractice which the respondents were required to rank in order of their influence in aiding and abetting examination malpractices. The guide indicated 1 for the agent having the 'greatest influence' and 14 for the one with the 'least influence'. The data were analysed using frequency count and percentages. The result is presented in Table 1.

Result

Table 1: Result of a rank order of agents of examination malpractice according to undergraduate students' perception.

S/N	AGENTS	FREQ	%	RANK
1	Individual teachers	18	7.5	5
2	Teachers as a group	7	2.9	9
3	The principal and the teachers together	18	7.5	5
4	Individual Principals	20	8.3	4
5	The student himself/herself	68	28.2	1
6	Fathers	24	10.0	3
7	Mothers	6	2.5	10
8	Peer group influence	38	15.8	2
9	Special Centres influence	12	5.0	7
10	JAMB Officials	5	2.1	12
11	WAEC Officials	12	5.0	7
12	Community in which school is situated	6	2.5	10
13	Influence of mercenaries	5	2.1	12
14	Other relations(brothers,sister, uncles etc.)	2	0.8	14

The results above ranked the students themselves as the strongest link(1st) in examination malpractice while the peer group influence and fathers were ranked second and third (2nd and 3rd) respectively. The influence of other relations, JAMB officials and the community in which the school is sited were the weakest agents ranked 12th and 14th respectfully. Mothers were ranked tenth. Although this is a small scale study, it nonetheless gives some insight into the linkage in examination malpractices worth exploring. It seems to confirm that since the students are the candidates who write the examination by themselves but try some unacceptable ways to pass the examination, then they are the strongest link. In other words, if students decide not to commit examination malpractice, there will be none. Or if it is possible to prevent the student from carrying out examination malpractice, it will not happen. The result also shows that peer group influence is strong and so is the father's. What is interesting and possibly worth exploring is why JAMB officials were ranked 12 (not a strong link)

and WAEC officials ranked 7 as having a stronger link than the former. Even the mercenaries thrive only because there are customers (students) who patronize them. Looking at the school as a link, the result is also revealing. The individual school principal and the individual teacher were ranked fourth and fifth showing that when they aid and abet examination malpractice, they do so mostly on individual basis. This study reveals that the whole staff hardly act together as shown by item two ranked ninth by the respondents. The school principal and the teachers together reveal that the teachers aid examination malpractice with the knowledge of their Principal when they act as a group.

Findings of this study have therefore isolated three strongest links to examination malpractice; namely the student concerned, peer group and fathers. The next step is to examine the role each of them plays in this crime. First, students succumb to temptation either from themselves or from other sources. On the part of the peer groups, they can supply information to each other on leaked question papers, source for mercenaries to assist them, and supply the amount to pay in cash or sometimes in kind. The group members can also allay each others' fears of being caught and/or assist each other inside the examination hall. The father's role is that he may wittingly or unwittingly through the usual pocket money supply the money for the 'mercenaries' or purchase of leaked papers or pay fees for special centres where leakage of papers is expected.

What then are the factors to which one can trace the role of the three strongest agents? First the student, Onyechere (2004) is of the opinion that too much emphasis on certificates in Nigeria is one of the factors responsible for examination malpractice. Lack of confidence to pass examinations due to ill-preparedness has also been advanced as a student factor. This researcher's observation of many Nigerian undergraduates is that they do not care about the acquisition of knowledge if they can get the certificate that qualifies them as university graduates. Some do not attend lectures regularly: They roam about on the campus, travel at will and engage in clandestine activities. These may be habits they have cultivated from primary or secondary school levels. Apart from the student's own inadequacies, many are victims of the poor environment in which they have to learn. From poor infrastructure in the school to inadequate

number of teachers as well as poor attitude of teachers to work, parental carelessness and government's inadequate budget for education, the environment appears hostile for even serious students while the unserious ones use it for making excuses for their non-performance.

The influence of the peer group has not been given the needed attention in the literature probably because it is a hidden affair among students. However, it is well known to teachers that some students share information that can lead to examination malpractice and also assist each other to cheat. This researcher has caught students who have arranged to assist a classmate in the examination hall. They were successfully incapacitated due to vigilance. Some students in possession of UME or SSCE question papers whether fake or real either sell it to fellow students or share it freely so that if caught, they would not be alone in facing the punishment. Some jointly contribute money to buy the papers.

As for the fathers, there may be other possible factors which make them a strong agent apart from the money they supply. Interestingly, the mother, though not exempted is a weak link. Children are usually more afraid of the father than the mother and when they fail, the father's reaction is usually stronger and sometimes physical, hence the desire to pass at all costs to impress the father. Of course, mothers also over celebrate their children's achievement, so she must be given something to celebrate. So, parental reaction is a strong factor in examination malpractice.

Conclusion and Recommendations

From the findings of this study, it appears as if the students are the strongest agent of examination malpractice. But from the discussion above, they are actually victims of poor educational environment in which they find themselves. Children educated in good schools with good parental upbringing will have confidence to face the examination unaided if only to have inner satisfaction and pride in their achievement.

Based on the findings of this study, how to create an enabling environment for effective teaching and learning in schools, give the students the confidence to face examination and thus break their dependence on examination

malpractice to succeed is what is strongly recommended in this paper. Parents should send their children to good schools. Government must intensify the monitoring and supervision of private schools as part of their social responsibility to the people. Government schools must be adequately funded and supervised to stem the tide of decay.

An apparently simple but significant problem that the government must solve in schools to break the vicious cycle of cheating in internal examinations is the seating arrangement in most primary and secondary schools which are overcrowded. 'One chair and one desk' policy is the ideal with a maximum of 35 students in a class. In addition, more teachers have to be appointed. The shortage is artificial because there are many unemployed teachers in the country. More schools have to be built so as to have enough classrooms. Communities should be encouraged to establish more schools. Teaching materials must take priority attention and more teachers should be trained and re-trained. With all these in place, the child would not be tempted and so peer group influence to cheating will not arise. Counseling is another powerful tool for behaviour change. If a student lacks confidence to face an examination, they might throw decency overboard. Finally, The Examination Malpractices Act of 1999 should be implemented to the letter to serve as a deterrent to others.

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MALPRACTICE IN UNIVERSITY MATRICULATION EXAMINATIONS THE WAY OUT

By

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Abstract

This paper highlights the reasons for cheating in University Matriculation Examinations (UME). Among others, the quest for success in competitive or selection examination, poor reading culture of our youths, the availability of willing accomplices like school heads, teachers, parents and guardians, hired mercenaries / lesson teachers, JAMB officials and government officials are responsible for cheating. Survey method was used to collect relevant data from the personal files of 30 students transferred from six different departments to a new department after they had been found not able to defend their admission exercise.

Findings showed that though these students had high scores in both SSCE and UME, there seems to be no correlation between these scores and their first year results in the university as they all failed to proceed to the higher level, it was also discovered that twenty-eight out of these thirty students sat for the UME in centres that are highly favourable for examination malpractices. It was recommended that there should be tight security at JAMB "special centres" to arrest and prosecute perpetrators according to Act 33 of 1999. The Board (JAMB) should publicize evidence of wrong doings and apply legal sanctions to serve as deterrent to all.

Introduction

The issue of examination malpractice has occupied the centre stage of public discourse in recent years. This is a realization of the great havoc which the vice has done to the nation's educational system. Examination malpractice cut across

all levels of the educational system from primary through secondary school to tertiary institutions.

Bello (2003) during an hour national programme, talked profusely on the subject of examination malpractices. He lamented on how teachers, friends, parents and hired 'mercenaries' collude to aid students to pass examinations by hook or crook. It is completely indefensible to find school principals, teachers, examination officials, invigilators, law enforcement agents, supervisors, parents, communities deeply involved in aiding and abetting examination malpractices. According to Sonnie (2004), is that examination malpractices are gradually sipping in and becoming an essential part of our educational system.

It is no longer news that examination malpractices thrive these days under the aegies of well-known institutions, bodies and syndicates. In reality, there is no epoch in human history without corruption. Each student trying to out do the other or take advantage of others via cheating. It is like the politicians who possess the most sophisticated election rigging machinery who win elections and enjoy political offices while the losers grumble. Sonnie (2004) opined that *most Spanish students no longer regard examination leakage as something bad*. Examination cheating has come a long way in Nigeria. Ama (1997) quoted that WAEC reported cases of leakages in 1963, 1970, 1973, 1974, 1977, 1979, 1981, 1985 and between 1986 and 1990. Until the popular EXPO "77", examination malpractice existed at low ebb and in simple and unsophisticated forms but became more pervasive from 1977 upward.

Reasons for malpractices during UME: Several reasons have been adduced for malpractices in Nigeria during JAMB/UME. They include the following:

1. The Quest for Success in Competitive or Selection Examinations:

Though the functions of examinations are numerous Adeyinka (1993) stated that competitive and selective functions of examinations are obvious in our present day Nigerian society. According to him, in and out-of-schools Nigeria youths are subjected to competitive examinations which may be intended for selecting candidates for employment, promotion or admission into secondary schools or tertiary institutions of learning. The quest for success in competitive or selective examinations has led to series of examination malpractices at all levels of the

educational system. According to Obasa (2000), *in spite of the stiff penalties contained in the Miscellaneous Offences Decree 20 of 1984 that is (21 years jail term for those found guilty), Nigerian youths in quest of high scores in examinations and marketable, academic certificates, continue to employ various and sophisticated method to cheat during examinations* “.

2. Reading Culture of our Youths: In the olden days, students pursue education with vigour and zeal. Examinations then had dignity and integrity because students didn't engaged in examination malpractices. The reverse is the case in present day Nigeria. Students want to pass but they are not ready to study for examinations but go through the shortcut. They are interested in cutting corners to pass examinations. According to Sonnie (2002), it seems as if each student is doggedly trying to out do the other or take advantage of others via examination cheating rather than through studying. Students who have the upper hand in cheating get the best results while conscientious ones really become the losers at the end. While the cheats would be rejoicing when the result of the examinations are out, those who refused to cheat who failed honourably would be gnashing their teeth in sorrow, (Sonnie, 2004).

3. Availability of Willing Accomplices: At the formal opening of the 42' Annual Meeting of WAEC (1995), the then Honourable Minister of Education observed with dismay the deep involvement of individuals and groups, who traditionally would be expected to constitute the army against examination malpractice. According to the editorial comments of Vanguard (May 13, 2004), some lazy students find willing accomplices in school heads, teachers, invigilators, supervisors, examiners and touts who have formed one big unholy alliance to aid and abet examination fraud from which they make quick money. Umar (2003) observed that students were initiated into the cabal of examination cheating right from primary school especially during common entrance examinations where heads of schools conspire with the teachers to give answers to the students for them to record high number of passes. The situation in our secondary schools is deplorable. Many school principals are the biggest perpetrators in the quest to have their school praised and recognized. Many of these principals “settle” external invigilators, supervisors and examiners with gift and cash into

overlooking the fraudulent assistance given to the students during examination period by subject teachers and other accomplices.

Parents and guardians are also seen as available willing accomplices. Many parents! guardians want their children/ward to succeed at all costs and they are prepared to go the extra mile in buying examination papers for them or giving them money to buy the papers. Bello (2003) gave an instance of the length some parents/guardians go to aid examination cheating. He narrated the story of a father who disguised himself as a girl to write a JAMB! UME for his daughter by putting on a wig, lipstick, skirt and blouse. Umar (2003) also remarked that parents and guardians are deeply involved in this shameful act, and their wards will not be able to defend their grades or will end up graduating as half baked graduates.

Hired mercenaries / lesson teachers and examination contractors are also seen as willing accomplices. The editorial comment of Vanguard (May 13, 2004) opined that examinations fraud has taken on the garb of an organized business especially at public examinations such as Senior School Certificate Examination (SSCE), Joint Admissions and Matriculation Board (JAMB), National Examinations Council (NECO), National Board for Technical Education (NABTEB) and National Teachers Institute (NTI). It went onto state that special examination centres and schools in remote areas provide safe heaven for the examination fraudsters. Most of these special centres operate under the guise of tutorial' centres and students registered by "examination contractors" are those who can afford the "co-operation fees" which ranged from Ni 5,000 to N50,000.

In the same vein, Umar (2003) stated that there now abounds throughout the country a multitude of private tutorial classes that offer expensive lessons to especially GCE, SSCE, NECO & JAMB candidates. He remarked that most of such classes are used as points for examination malpractices where question papers are purchased prior to the examination days. The coordinators of such classes collect large sums of money from students to buy question papers and to pay fraudsters that answer the questions and have them taken into the examination halls with the aid of the invigilators and the security men.

One private centre near my house have cluster of students around till midnight waiting for their lesson coordinator to discuss “expo” JAMB/UME questions on the eve of JAMB examinations year in year out. Even students who are not regular candidates of this centre come on such eve of JAMB/UME examination to offer large sums of money to the coordinator for assistance to perpetrate examination malpractices.

4. Loopholes on the parts of JAMB / Government: JAMB and the government have some loopholes that aid examination malpractices in Nigeria. JAMB examinations have been marred by gross irregularities and catalogue of negligence. It is either that candidates cannot get their examination slip or locate their centres or that the JAMB scores appearing on-line are different from the one on the JAMB slip sent to the candidate (Sonnie, 2004). The softening of the law and the indiscretion of the authorities towards apparent examination crimes encouraged the increase in examination malpractice. The government lacks the will to implement the Examination Miscellaneous Offence Decree 20 of 1984, which stipulates (21 years jail term for those found guilty). I have never heard of such offenders mostly caught red handed in the act been prosecuted. It is therefore my hope that the Examination Malpractices Act 33 of 1999 which stipulated various imprisonment terms and penalties for culprits will not end up like Decree 20 of 1984.

Statement of the Problem

In view of the problem of examination malpractices in UME and effort of the stakeholders at curbing this menace, this study did a critical survey of reasons adduced for examination malpractices in UME using University of Ilorin as a case study. Thirty 100 level students not in good standing in their original departments and were transferred from these various departments to Educational Management Department were used for the study. To be in good standing, a student must be able to score at least 1 point cumulative average to enable them continue in the next grade level. The thirty students used for this study failed to make this grade in their previous departments therefore seek for transfer into Educational Management Department of the same university.

Methodology

The data were collected from students' personal record cards. The 30 students used were transferred to the Department of Educational Management because they were not in good standing in their previous departments. Further information on centres in which they sat for their UME were obtained and these were used in data analysis.

Research Findings

The table below shows the data collected from the students' personal files.

Table 1: Comparative Scores in UME and 100 Level

S/N	O/Level Grade	UME Scores	Weighted Average Score	Courses Offered	Courses Failed	Former Dept.	New Dept.	JAMB Centre
1.	7 credits	231	0.80	14	8	B/Adm.	Edu/Mgt.	Lagos
2.	5 credits	210	0.63	14	9	G/C	"	"
3.	6 credits	225	0.83	14	8	B/Adm.	"	"
4.	6 credits	261	0.88	14	7	"	"	"
5.	6 credits	263	0.42	14	8	"	"	"
6.	9 credits	254	0.68	14	9	"	"	"
7.	6 credits	270	0.65	14	7	"	"	"
8.	8 credits	278	0.83	14	6	"	"	"
9.	5 credits	220	0.50	14	10	"	"	"
10.	6 credits	268	0.75	14	7	"	"	"
11.	8 credits	220	0.84	14	7	"	"	"
12.	6 credits	263	0.55	14	6	"	"	"
13.	9 credits	214	0.75	14	8	"	"	"
14.	6 credits	236	0.94	14	7	"	"	"
15.	5 credits	239	0.75	14	5	"	"	"
16.	5 credits	242	0.95	14	8	B/Finance	"	"
17.	9 credits	245	0.50	14	5	Accounting	"	"
18.	8 credits	248	0.77	14	8	B/Adm.	"	Kwara
19.	6 credits	267	0.78	15	9	CSET	"	Lagos
20.	7 credits	243	0.80	14	9	B/Adm.	Edu/Mgt.	"
21.	5 credits	229	0.81	14	9	B/Adm.	"	"
22.	7 credits	260	0.50	14	6	B/Finance	"	"
23.	7 credits	208	0.63	14	9	Econs.	"	"
24.	7 credits	269	0.58	14	9	B/Adm.	"	"
25.	9 credits	211	0.53	14	8	"	"	"
26.	7 credits	265	0.73	14	9	"	"	"
27.	8 credits	213	0.66	14	9	"	"	"
28.	7 credits	230	0.60	14	7	Acct.	"	Ogun
29.	8 credits	273	0.78	14	7	B/Adm.	"	Lagos
30.	7 credits	210	0.54	14	5	"	"	Lagos

Source: Students personal record cards

Findings from the study showed that:

- (i) These students met the admission requirement of at least 5 O/level credits in relevant courses including English and Mathematics. For the 30 students, credit pass ranged from 5-9 subjects at the SSCE which means they all met this requirement.
- (ii) They all satisfied the UME requirement of at least 200 marks to be admitted into the University of Ilorin. Though the cut off point for different courses vary, the basic requirements were met by all the 30 students as the UME scores ranged from 210 and 273.
- (iii) The number of courses offered at 100 level ranged from 14-15 depending on department.
- (iv) There is a great evidence of failure in the number of courses failed which ranged from 7-10 in the 1st year in the University.
- (v) The weighted average scores of all the 30 students are an evidence of inability to proceed to the higher level of the academic system. The university regulation stipulates that students who fail to make one grade point average cannot proceed. One has to withdraw or seek a transfer to another programme where one will have to start again from the 100 level as there is no repetition in the same

programme. From this table, we can see that all the 30 students scored below 1 grade point average. Their scores ranged from 0.42 to 0.94.
(vi) The JAMB centres for writing the UME of the 30 students are, 28 from Lagos, 1 from Kwara while the other 1 is from Ogun State.

Implication of findings

These students like many of their counterparts nationwide are suspects of examination malpractices for the following reasons:

- (a) A critical look at the O' level and UME scores of these 30 students reveals above average academic performance but there seems to be no correlation between these scores and their 1st year results in the University. Ordinarily, one would expect a student that had 8 credits in SSCE and 273 in UME to be a good student but for such a student to offer 14 courses and fail 7 and thus not able to justify their UME score is highly questionable.
- (b) Though these students have high scores in both SSCE and UME taken in areas suspected to be highly prone to examination malpractices, the scores are not related to the performance of these students in the university. There could be genuinely high score from many examination centres but high scores from some examination centres are usually frowned at. The finding result is an evidence that the UME scores of students from centres in Lagos State where twenty-eight out of the thirty students used for the study took the UME examination is suspicious. These students might have taken these examinations in centres that are highly prone to examination malpractices.

The way out

How can we salvage UME? This question is tantamount to how can we salvage Nigeria? The author of this paper is suggesting that in addition to UME, each University should be allowed to conduct its own examination and/or interview for candidates before they are finally admitted.

The government should do something urgent to get rid of the maggots eating up our Ivory Tower. Tight security should be posted to “JAMB special centres” to arrest supervisors or invigilators corrupting these candidates and get them duly prosecuted under the Examination Malpractice Act 33 of 1999. There should be more restricted access to the environs of the examination centre.

There should also be frequent and unannounced visits to examination centres. The board should publicize evidence of wrongdoing and application of legal sanctions for malpractice.

Thank God for the birth of the Examination Ethics Project (EEP). The body has given the indication that a standard monitoring format for all public examinations has been developed following the recommendation for the institution of an independent examination watch action committee by the first education stakeholders’ retreat on examination malpractice and cultism. Under the new standard monitoring, Onyechere (2004) explained that a total of 50 factors broken down into 10 clusters will be monitored with a *different form to be used to monitor each examination centre* “. Factors covered include levels of irregularity suitability of examination centres; availability of facilities; discipline of candidates; performance of invigilators, supervisors, security agents, examination body as well as adherence to time schedule. He explained further that at the end of the examinations, there would be feedback on the quality of supervision, weakness of examinations in terms of logistics, implementation, material and human elements. He also explained that the examination watch action committee of 2004 had already monitored that year’s JAMB examinations and will also monitor implementation of sanctions against ‘defaulters in line with the various pronouncements of the Federal Ministry of Education, National Council on Education, the examination malpractice law and others.

Conclusion

Since examination fraud is being touted as the root cause of such other societal ills as 419 and financial crimes in the country, it is necessary for all stakeholders in education to join hands to devise ways of putting a stop to the phenomenon of examination malpractices. The Nigerian government, parents, school authorities, students and the general public owe this country a duty by

putting a stop to examination malpractice which is increasing in geometrical proportions.

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EXAMINATION MALPRACTICE AND ACT 33 OF 1999

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Abstract

Examinations as generally observed provoke anxiety in students. Anxiety could either be positive or negative. The anxiety generated in students due to examination is a reflection of the effect of failure or otherwise in public examinations at the end of prescribed courses of study and this depends on how prepared such students are. In this paper the issues of examination malpractice form the background of discussions. The paper reports the trends of examination malpractice and assesses the Act 33 of 1999 and its implications on examination malpractice. Relevant suggestions relating to implementation of the Act were made. These include strict application of the prescribed penalties on offenders by creating the enabling environment for the full implementation of the act as well as educating the various stakeholders on its essence in order to reduce such offences.

Introduction

A day could hardly pass without reading about the issue of morality in a newspaper or magazine or hearing news or stories of moral decadence exhibited either by the youth or adult Nigerians. Examination malpractice especially among the youths is spreading like hamattan fire. The news about this vice in our society is like that of HIV/ AIDS disease that continuously kills people yet, all avenues to curb its spread continue to open doors for other vices. Why the malpractices? Why has the menace defied all known remedies? These and many other questions form the basis for carrying out this study.

Examination malpractice constitutes an offence under the Act 33 of 1999. If bodies established by government to conduct examinations in public schools at various levels contravene the provisions of the law the same way ordinary citizens do, then there is need to ask ourselves how do we institute legal actions on various forms of examination malpractice committed by our youths and adults?

Some concerned citizens have interpreted examination malpractice differently. Salami (1998) views malpractice as illegal or unethical behaviour by somebody. It means that an act is regarded as a malpractice when some of the examination rules are flouted for one reason or the other. In the definition above, one can deduce that examination malpractice involves a deliberate act of wrong doing contrary to official examination rules, and a design to place a candidate at an unfair advantage or disadvantage if the laws of the land are inappropriately utilized.

Trends in Examination Malpractice

The first known examination malpractice in Nigeria occurred in 1914 during the years of Senior Cambridge Local Examinations Syndicate, about thirty-eight years before the establishment of the West African Examinations Council (WAEC, 1998). Ama (1997) stated that WAEC reported leakages of its papers in 1963, 1967, 1970, 1973, 1974, 1977, 1979, 1981, 1985 and between 1986-1990. However, examination malpractice existed at minimal and in simple unsophisticated forms in the earlier years but became more pervasive as from the 1970s. It must be noted that in the recent past, the incidence of malpractice was not limited to final examinations conducted by public examination bodies alone, it occurs in school assessment and this is carried over to external examinations especially the ones conducted for certificates or for admission purposes. The use of WAEC as sample here is necessary because it happened to be the first public examination body in Nigeria.

In 1977, the Justice Sogbetun Tribunal of Enquiry, set up by the Federal Government acknowledged the excessive workload of WAEC and consequently recommended that it be relieved of conducting five of its numerous examinations. Similar observations and reports upheld by subsequent panels of inquiry led to

the establishment of other public examination bodies like NECO and NABTEB. The need to have uniform admission process to higher institutions of learning led to the creation of (JAMB) Joint Admissions and Matriculation Board which conducted the first (UME) Universities Matriculation Examination in 1978. In the past, few individual candidates perpetrated examination malpractice as “one man act” with simplistic methods. The current trend of examination malpractice and new cases that emerge are as a consequence of differences in the evaluation procedure and inconsistencies in application of the relevant laws regulating the educational system in Nigeria.

In 1995, the then Honourable Minister of Education, Dr. Iyochia Ayu, at the formal opening of the 42nd Annual Meeting of WAEC observed that: *the situation has in the last two or three years assumed a disturbing dimension, both internal and external and virtually every level, are now riddled with brazen acts of irregularity and malpractice. What is particularly worrisome is the deep involvement of individuals and groups, who traditionally would be expected to constitute the army against the vice. It is completely indefensible to find that school principals, teachers, examination officials, supervisors, invigilators, law enforcement agents, parents are deeply involved in aiding and abetting examination malpractice.*

This vice has become a common feature not only in examinations conducted by WAEC but in other public examinations conducted by NECO, NTI, JAMB and NABTEB.

Recently, Onyechere (2004), the co-ordinator of Exam Ethics Projects (EEP), a non-governmental organisation (NGO), charged the Nigeria Union of Teachers (NUT) and Teachers' Registration Council (TRC) to blacklist those who connive with students to perpetuate examination malpractices. The call came on the heels of cancellation of over 116,990 results of the University Matriculation Examination conducted by the Joint Admissions and Matriculation Board (JAMB) in 2004.

In terms of scope, the pattern and trend of this sophisticated vice adopted by the candidates and their agents can be deduced from the exhibits collected,

which include dangerous weapons. Statistics have shown various forms of exhibit before, during and after the conduct of internal and external examinations. Studies show various types of examination malpractice during the conduct of examinations include bringing foreign materials into the exam hall; irregular activities inside or outside exam halls; collusion; impersonation; leakage or fore-knowledge; mass cheating; insult or assault on supervisors, invigilators and inspectors; new cases indicating provision made for emergent or contemporary types among others. Shonekan (1997) reported that students smuggle foreign items hidden in different parts of the body, such exhibits as handkerchief, shirts, waist slips, currency notes with copious notes and photocopies of prepared answers have been collected. Sometimes candidates bring in dangerous objects like daggers, axes, charms in part of the body to intimidate examination officers.

The strategies most prominent in the new trend of examination malpractice include involvement of parents in corrupting accredited examination officers; invasion of examination centres with 'mercenaries'; impersonation; award of scores to absentee candidates manipulation of photograph on the photo cards; substitution of scripts; printing and use of fake answer booklets; receiving gratification by the officers entrusted with the conduct of examinations; poor handling of examination materials; registering non-regular candidates as regular students in school examinations; engaging non members of staff of the designated examination centers as officials; use of handset to dictate answers to candidates; use of sophisticated communication gadgets to send answers into examination halls; and sending of fake Continuous Assessment scores by schools to examination bodies (Ojerinde, 1997, Usman, 1997, and Bunza, 1997). These strategies according to Adeniran (1997) also include refusal to submit answer sheets; sitting for examinations in wrong centres; and coming late to the examination centres. Bunza, (1997) revealed that apart from the above, multiple entries and certificate forgeries are becoming rampant. Another form of malpractice is impersonation especially in the GCE examinations. Shonekan (1997) reported cases where husbands and boy friends write examinations for their wives and girl friends respectively. In the light of the above disclosures on examination malpractices, there is need to examine the effectiveness of Act 33 of 1999 in curbing this social malaise.

Act 33 of 1999 and Examination Malpractices

The need for solving the problem of examination malpractices and related offences led to the promulgation of Act 33 of 1999 to serve as deterrent to those who normally perpetuate this dastardly act. Section 19 of the Act defines examination as an examination conducted by a body statutorily assigned this role by government i.e. West African Examinations Council, Joint Admissions and Matriculation Board, National Teachers Institute, National Business and Technical Education Board, National Examinations Council and any other body established by the government to conduct examinations. There are various forms of examination offences enumerated in the Act 33 and these

include:

Cheating at examinations; stealing of question papers; impersonating; disorderliness at examinations; disturbance at examinations; misconduct at examination; obstruction of supervisor in carrying out his duties during examinations; breach of duty during examinations; conspiracy to cheat; aiding and abetting examinees to cheat; and other related offences.

The Act stipulates that for very many offences committed by a person of age of 18 years and above, a fine up to N1 00,000 or imprisonment of a term up to 3 years or more would be applied. However, Part II (miscellaneous schedule) provides that when the person charged for any of the listed offences above is below the age of seventeen, he! she shall be dealt with under the provisions of children and young persons act. If the accused is a school principal, invigilator, supervisor, agent, custodian or employee of an examination body, he/she will be liable to imprisonment of a term of 4 or 5 years without an option of fine, or in any other case, liable to imprisonment of a term of 4 years without option of fine. It is remarkable that any of the listed offences above could be committed by individual or a groups. A critical look at the specified offences in the Act reveals that it has not taken care of some of the new forms of examination malpractice. Onyechere (2004) during an interview revealed that these forms of examination malpractice include test preparation; administration; external assistance; smuggling of foreign materials into the examination hall; copying; substitution of

scripts; improper assessment; ghost centres; marking malpractice; forgery of certificates, among others. Act 33 of 1999 defines each of the offences as follows:

Leakage: It involves content of the examination or any part thereof being disclosed to candidates prior to time of taking examination. It may involve staff of the examination body, test developers and test moderators.

Test Preparation: Test preparation can be a malpractice if the students have access to the items or questions before taking the paper. Conventional test preparation including practices on parallel type papers or on copies of old papers do not normally qualify as malpractice. Test preparation malpractice normally involves staff members of examination authorities and school administration. If a person is an employee of an examination body e.g. item writers who engage in test preparation malpractice are liable under section 1 sub-section 3 of Act 33 of 1999.

Administration: Examination malpractice at the administrative level involves an individual who is not registered as a candidate but takes the place of one that is registered. Usually it involves collusion with school principals and examination supervisors. Frequently it involves university students or teachers taking the test for monetary reward or as favor for a friend and acquaintances. Sometimes, young employees are coerced to take examinations for some other registered candidates. This has to do with impersonation under section 3 of Act 33 of 1999, which makes offenders liable to some penalty.

External Assistance: External assistance involves individuals who are not registered examination candidates but who give unauthorized assistance to registered candidates. This form of malpractice involves invigilators dictating answers, writing answers on the chalkboard, circulating sheets of worked out answers during the course of the examination, or acting as carriers of unauthorized materials into the examination centre. In some instances, external helpers have used pagers and phones to broadcast answers. This offence is a conspiracy that is liable under section 10 of Act 33 of 1999 and on conviction to the same punishment as prescribed for that offence under the act. Sections 5 (2),

under 6 (2) list similar offences committed as disturbances hall and unruly conduct at examinations.

Smuggling of Foreign Materials: -This is perhaps the most common form of malpractice. It relates to the bringing of unauthorized materials (e.g. notebooks) into the exam hall Usually, only the candidates are involved but they are sometimes aided. Those involved are liable (section 1(a-d) of the Act.

Copying: - This is the reproduction of another candidates work with or without their permission. It usually involves only the candidate but can be facilitated by inadequate spacing between desks and poor test supervision. Those involved are liable in (section 1 (a-d) of the Act.

Intimidation: -Examination officials and supervisors are physically threatened and intimidated to allow examination malpractices. This form of examination malpractice usually involves people seeking support for candidates. Candidates have also placed weapons in clear view of supervisors to intimidate them. This threat has always taken the form of bringing thugs to surround the examination halls or school premises. Those caught are liable under section 5 (1 a&b) which states that:

a person who, at or near an examination hail or anyplace appointed for an examination (a) has in his/her possession any offensive weapon or any other material on any other person; or (b) acts or incites any other person to act in a disorderly manner, for the purpose of disrupting the conduct of an examination or of harming, intimidating, assaulting, or obstructing any person involved in the conduct of the examination, commits an offence.

Substitution of Scripts: - This is replacing answer sheets handed out during the course of the examination with one written outside the designated centre before, during **or** after the examination. This usually involves supervisors, invigilators and sometimes teachers working outside the examination halls. This offence as stated in Section 12 of the Act is categorized under offences by bodies corporate, is deemed to have been committed when:

on the instigation or with the connivance of or be attributable to any neglect on the part of a director, manager secretary or other similar officer of the body corporate, or any person purporting to act in any such capacity, he/she as well as the body corporate, where practicable shall be deemed to have committed that offence and shall be prosecuted and accordingly punished”

Improper Assignment: - Deliberate placing of candidates in a centre under the supervision of corrupt officials. This is where causes are established by corrupt examination officials where examination are taken with the help or the support of helpers and without supervision. This is punishable under section 9 of the Act with a fine not exceeding N50,000.00 or imprisonment for a term not exceeding 3 years or both due to breach of duty.

Ghost Centres: - Fictitious examination centres established by corrupt examination officials where candidates can complete the examination with the support of helpers and without supervision; this is like an external assistance, thus an offender under the Act. It is also regarded as act of conspiracy under Section 10 of the Act.

Marking Malpractices: - Deliberate alteration of marks designed to inflate or deflate a candidates original mark. This can be initiated by examination officials or candidates making contact with the examination or markers making contact with the candidates. Any person *who forges or fraudulently or without lawful order alters or in any other way tampers with*, the scores of a candidate as contained on a result slip has committed an offence called marking malpractice.

Deliberate Enhancement of Initial Award and/or Certificate: In the past, it was confined to examination officials, but in more recent years, printers and candidates with high-level skills in technology perpetrate this malpractice. The Act states that any person *who forges: or fraudulently or without lawful order alters or in any other way tampers with*, the scores of a candidate as contained on a result slip or certificate duly awarded by an examination body, commits an offence. Section 8 stipulates the offence punishable under subsection (1) is liable on conviction. Of recent, WAEC published the serial numbers of certificates that

had no pictures embossed on them or got missing at its head office (certificate racket!). However, in spite of the definition of these forms of malpractices and the subsequent prescription of penalties appropriately, little is known to have been done to enforce them beyond measures taken internally by examination bodies to check malpractices like withholding and outright cancellation of results.

Post Act Era: Some Findings

Odesola (2004) reports that **65%** of students admitted for professional courses such as medicine, pharmacy engineering and architecture were aided through examination malpractice. This effectively made it impossible for normally brilliant students to be admitted on merit, hence the continued decline in the performance of the admitted students. Soyombo (2004) also reported that some forms of malpractice are beyond the control of the students. For example, while paying for WAEC or NECO, some school authorities require candidates to pay additional amount of money for assistance during examinations. Some parents are informed in advance to co-operate so that their children can make their papers at one sitting. The school teachers are employed to provide answers to candidates during examinations and the results are near hundred percent success. This is an offence often undetected and so unpunished. This form of examination malpractice had encouraged movement of students from urban to rural areas in search of success at all costs. Ochoga (2002) stated that the migration is a business galore for the proprietors/principals who exclusively live by the dictum *you can only get what you want by allowing others to get that they want*. This symbiotic arrangement, according to Ochoga, is consummated between proprietors and urban-rural migrants intending to write examinations. Students under strict confidence give their proprietors “public relations” or “settlements” to be extended to the unscrupulous examination supervisors to secure the required “assistance” during examinations.

Some officials of examining bodies who are more interested in how much they can make through this scandal concentrate on the sumptuous meals prepared for them while fraud is perpetrated in the examination halls. For UME some officials collect their “settlements” in advance and employ their teachers to be used to perpetrate malpractices in their respective centers. Another point

worthy of mention is the culture of “powerful forces” stepping in to plead on behalf of cheats for assistance to the latter. Report by Guardian (2004), states that examination bodies like JAMB, WAEC, NECO, etc. have applied various measures under the law of the land to minimize cheating or deal with erring candidates and officers but suggests that a lot still need to be done internally to checkmate some unscrupulous persons who still change the scores of some candidates. Similar reports of measures taken and constraints in applying the law of the land by WAEC were also given by Badekale (2001).

It must be noted that any of the listed forms of malpractice could lead students or agents to bring foreign materials to examination halls, and would cause such irregular activities in and outside examination hall like collusion, impersonation, insult/assault and mass cheating. As part of special device to perpetrate malpractice, Olubusuyi (2004) observed how thriving the business is when he states that *at special centres and schools in remote areas, the perpetrators pay the contractual obligations beginning from N15, 000.00 and above*. Recent WAEC report shows the increase on yearly basis of cases of irregularities in examinations. Uwadiae (2003) reported that there are cases involving 817,273 in May/June and 697,736 in Nov/Dec. 1999 while **1,215,832** were involved in May/June and 1,094,919 in Nov./Dec. 2002.

Checking for Examination Malpractices

Reasons for malpractices have been investigated and reported by some concerned individuals. Some of the reasons that have been advanced for examination malpractices among other are high stakes of examinations; teacher and school status; personal factors; quota system; inadequate school facilities and teacher inadequacy; inadequacies in government regulations; location of examination centers; low teacher salary and inadequacy in public examination preparation.

Experience has shown that most malpractices probably go undetected. Supervisors, and examination board officials provide much of the assistance for malpractices. Assistance is also provided by candidates who witness malpractices and from others disillusioned by the failure of bribed officials to

deliver the expected level of support. However, Uwadiae (2003) observed that the various devices put in place to stem the ugly tide appear not to be achieving the desired result. Despite the sanctions by various examining bodies, the situation is still on the increase. What must be done, therefore, to put an end to this ugly situation?

Prior to examination: The following measures should be tried in order to stem this ugly tide of examination malpractices in the Nigerian education system:

1. Ensure that only properly registered candidates sit for examinations.
2. Ensure that candidates submit clear photographs at the time of registration that must be checked against the candidates' persons during the examination.
3. Request thumbprints on registration forms and on scripts during examinations which should be confirmed and found valid before the marking exercise.
4. Strict enforcement of not allowing a student in the examination hall as stated in Section 12 of the Act after the 30 minutes grace granted to late comers.

During the examination:

1. There should be more frequent unannounced visits to examination centers by officials of examining bodies.
2. Supervisors of proven integrity who are not from the areas of their jurisdiction should be used for the various examinations.
3. Security personnel should be given all the necessary mandate to enforce the rules and regulations.
4. Prohibit the use of electronic devices such as cellular phones and pagers.
5. Public examination bodies should apply the relevant laws with regards to penalties and promptly as stated in Act 33 of 1999.

Immediately after the examination:

1. Presence of unauthorized materials among the candidates' scripts should be recorded and the candidates penalized accordingly.

2. Presence of neatly written materials unrelated to examination questions in the middle of hurriedly written materials should be detected by the markers and reported to appropriate authorities for action.

3. Answers written on papers other than the one provided should be discountenanced.

4. Well-written answers with only few errors should be properly examined to find out if they do not arise from malpractices and if they are, those involved should be found out and punished appropriately.

5. Well-written answers with few errors along side hurriedly written answers with many grammatical and syntactical errors should be pointers to acts of examination malpractices.

6. Identical mistakes and peculiarities in scripts of candidates sitting close to each other show involvement in examination malpractice and then appropriate section of the Act applied accordingly.

7. Identical, but statistically unlikely patterns or response in correct and incorrect answers of candidates sitting close to each other in multiple-choice examinations are pointers to malpractices and should be so treated as stipulated in the Act.

Remarking of examination scripts: After results and certificates may have been issued

1. Any evidence that persons other than the candidates have used certificates should be investigated and dealt with in accordance with the Act.

2. Inability of the person seeking a copy of a certificate some years after the examination to provide personal information that had been recorded on the registration form should result in the forfeiture of the certificate.

3. For JAMB examinations, the higher institutions of learning should conduct another qualifying examination to checkmate the fraudsters.

Hinderances to the application of the law

1. In many instances, examination authorities have little legal or political backing to punish offenders irrespective of their class or status.

2. Where the necessary legislation is in place, police and judicial authorities may either be corrupt or are unwilling to enforce the law.

3. The political will to enforce the law is not present.

4. Politicians who help appoint officials for examination authorities may seek “favors on behalf of constituents”. They are unlikely to support tough measures to promote the integrity of the examination system.

Conclusion and Recommendations

From the above, it could be concluded that the problem is not the inadequacy of the provision of the Act. Rather, it is lack of proper implementation of these provisions. It was discovered during the course of this study that the major penalties meted out to examination fraudsters were mainly internal and they were withholding and cancellation of results, but there were few cases of the application of the provisions of the law to erring candidates and other collaborators.

Penalties to discourage malpractices have been features of public examination system in the sixteenth and seventeenth century in China. Such penalties included death penalty, confiscation of property and exiles for corrupt examination officials. The provision of death sentence here is an indication that examination malpractices are not new globally. Therefore, if similar measures particularly as enunciated in the Act on this malaise are implemented religiously, the vice could be reduced to the barest minimum.

It is certain, therefore, if properly applied, the law could serve as deterrent to prospective examination fraudsters, be they parents, students, examination officials, invigilators, principals and teachers. The following measures, some of which have been applied elsewhere, may serve as solutions to examinations malpractices if properly applied in Nigeria:

1. Slightly higher salaries for examination officials than personnel incomparable levels in the government as is done in Uganda.
2. Each person who sets questions should be made to set only one of many.
3. Use of more secure printers outside of the country, as is the case in Kenya and Zimbabwe.
4. Entrust the typing of the entire examination to one typist or company as it is done in Ethiopia.

5. Hold key officials, e.g. items writers and printers incommunicado until after the examinations have been administered (as done in Sri Lanka and in the Philippines)
6. Withhold part of payment to printer to see if leakage can be attributed to that source as done in the Philippines.
7. Take out an insurance policy to cover the cost and other implications of leaked papers.
8. Provide secure packaging (sealed envelopes within metal or wooden boxes for storage of papers).
9. Enlist the support of other government agencies to facilitate delivery and collection of materials.
10. Insist that all packages of sealed envelopes be opened and sealed in front of candidates.
11. Recruit supervisory staff from a school other than that in which the examination is being held.
12. Ensure that candidates sitting close to each other are presented with different versions of multiple-choice papers as practiced by JAMB.
13. Prevent unauthorized access to the examination centres prior to and through exam season.
14. Give magisterial powers (including the right to arrest) to examination board officials.
15. Conduct frequent and unannounced visits to centres.
16. Remove candidates' names from scripts and replace with identification numbers. In some cases, other numbers replace original identification numbers i.e. (fictitious roll numbers) and a record of the matching numbers is stored on computer file as Lahore Board in Pakistan. At the end of the marking process the original and substitute numbers are matched.

17. Reduce human access (and the possibility of interference with marking and / or data entry) by using technology in the form of optical scanners and computers. Other forms of technology, especially pager, and cellular phones pose new threats to examination integrity.
18. Increase transparency in the administration of the public examination system.
19. Publish evidence of wrongdoing and application of legal sanctions for any malpractice.
20. Encourage political and civil leaders to speak out in favor of creating a public examination system that is administered by adequately qualified people and according to accepted rules, that is devoid of external interference and that has the confidence of the public.
21. National and international examination boards and organizations should share information on new threats to examination security and on procedures for counteracting examination malpractice.

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CHECKING EXAMINATION MALPRACTICE IN NIGERIAN SCHOOLS

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Abstract

The dimensions of examination malpractice in schools are discussed. The paper also discussed the use of moral instruction as a way of managing students' examination malpractices in schools. Examination malpractice tends to relegate certificates issued at different levels of education. The level of this corruption in society inadvertently originated from primary and secondary schools. It is now affecting our tertiary institutions and thus has become a societal problem. It is however noted that students are not the only culprits and so there are needs for urgent moral instruction for all educational stakeholders. Among other recommendations, it was suggested that a good foundation of self-discipline and moral character be laid for youths.

Introduction

One of the objectives of education in Nigeria is to prepare the young ones to face future challenges and develop them to meet the nation's manpower requirements. Schools need to conduct examinations as yardstick for assessment. It is the most practical way of assessment in education Maduka (1993) defined examination as a way to ascertain how much of a subject matter in a particular field of study the candidate has mastered. Homby (1995) defined an examination as *a formal test of somebody's knowledge or ability in a particular subject, especially by means of answering questions or practical exercises* (p. 58). Balogun (1999) also defined it as the process through which students are evaluated or tested to find out the quality of knowledge they have acquired within a specified period.

Examinations could be internal or external. It could be oral, written or both. Examples of internal examinations are continuous assessment tests, terminal, semester and annual or promotion examinations. Examples of external (public) examinations common in Nigerian schools are Common Entrance Examination for admission into secondary school. School certificates examination are conducted by West African Examination Council (WAEC) and National Examination Council (NECO). The Joint Admission Matriculation Board (JAMB) and National Teachers' Institute (NTI) conduct admission tests into tertiary institutions while the National Business and Technical Examination Board (NABTEB) conducts professional examinations for teachers and technicians respectively.

Examination malpractice is any wrong doing before, during or after any examination. Although one may not be able to rule out examination malpractice in the past, the current trend is alarming and calls for proper management in order to rid the school system of its consequences. Whereas in the past, students tended to hide the acts, now they advertise them with positive blatancy. The things that others thought right to draw a veil across, the modern biographer reveals with all the gusto of a showman. Ruwa(1997) traced back examination malpractice to 1914. He further reported that in the University of Maiduguri, about 25% of the students interviewed admitted to have engaged in one form of examination malpractice or another. Examination malpractice occurs in both internal and external examinations. In short, it has become an epidemic in the nation's educational system, which needs a prompt attention. New paragraph the situation of examination malpractice is so embarrassing to the nation that the federal military government in 1984, promulgated Decree 20 to deal with it. Part of the Decree reads thus:

Any person who fraudulently or with intent to cheat or secure any unfair advantage to himself or any other person or in abuse of his office, produces, sells or buys or otherwise deals with any question paper intended for the examination of persons at any examination or commits any of the offences specified in section 3(2 7) (c) of this Decree, shall be guilty of an offence and on conviction be sentenced to 21 years imprisonment... (Fagbemi, 1998, p.1 7)

However, Examination Malpractice Act 33 of 1999 revised the above decree but now stipulates punishment ranging from a fine of N50, 000.00 to N 100, 000.00 and imprisonment for a term of 3-4 years with or without option of fine. This new development is due to the inability of the appropriate authorities to enforce the old Decree 20 of 1985. Despite all these laws, examination malpractice has been on the increase and this may be due to non-implementation of the laws. Reasons for it being the low moral standard in schools, candidates' fear of failure, lack of confidence in themselves, inadequate preparation, laziness and '419' syndrome that have eaten deep into the life of the society. Pratt (1981) stated that students are likely to cheat when they are not prepared for examinations. Ruwa (1997) as well reported that university lecturers are of the opinion that inadequate teaching and learning facilities, poor conditions of service of teachers fear of failure by students and admission of unqualified candidates into universities are responsible for examination malpractices. Fayombo (2004) categorised the reasons for examination malpractices into psychological and sociological causes. The over dependence on certification has led to 'mad rush' by the populace and the resultant effect is that people either acquire certificates legitimately or otherwise. This messy situation is having a negative effect on the nation's quality of education and the kind of certificates issued to students at different levels. So many people can no longer defend their certificates.

Okwilagwe (2001) opined that the interest in non-intellectual factors would seem to have stemmed from the idea that "the human being is a complex whole" That is, man is made up of intellectual, emotional, affective and psychological traits. For them to develop and reach their full potential in life, these traits must be understood, harnessed, and be catered for by the school. Students' involvement examination malpractices has become perennial and institutionalised. It is a testimonial to the flawed process of admission into secondary schools and tertiary institutions. It has invariably, reflected in the multifaceted crises in the nation's educational system.

Moral instruction is the detailed information, which concerns the principles of right and wrong behaviours. The study of moral development has become a lively growth industry within the social sciences. Theories have maintained that

human morality springs from emotional disposition that are hardwired into our species. Man is a complete entity, and there is no emphasis on the development of the whole individual that can play Out morals. All children are born with a running start on the path to moral development. These children grow up to become adults in society. This is the more reason why children should be trained in self-discipline and filled with useful information. Education expects to provide a full Training for children, and the training involves examination and other forms of assessment from time to time to ascertain the level of knowledge / skill acquisition. This is the more reason why examinations must be well managed. Farrant (1964) states that educationists are often tempted to over-concentrate on certain aspects of the child's make-up to the detriment of the others. The focus of this paper therefore is on how moral instruction could be used for managing examination malpractice in schools.

Dimensions of Examination Malpractices

Year-in-year-out, students come up with new dimensions of examination malpractices. This is the more reason why drastic steps must be taken. The instances of examination malpractices vary. They range from impersonation, leakage of questions, tampering with results, computer fraud to fraudulent practices by invigilators, officials and security personnel charged with supervising examinations. Parents are not left out of the business. Some of these dimensions are discussed below:

- 1. Bringing of foreign materials into examination hall:** This is a situation where students bring into the examination hall notes, textbooks, and other prepared materials. The method is nicknamed as hide and seek, microchips, tattoo and magic desk. Sometimes, students bring into the hall unauthorized materials like sophisticated and scientific calculators or four-figure tables. Abba(1998) identified some methods like giraffing, contraband, bullet, super print, escort, missiles, pregnant biros and so on.
- 2. Assistance from educational stakeholders:** Examination stakeholders include parents, teachers, lecturers, supervisors, security agents, printers and staff of examination bodies. Some parents go to any length in buying question

papers for their children while some others even buy certificates for their children. Supervisors colluding with teachers, school principals or students by allowing teachers to come around to teach the students during the examination period; lecturers or teachers releasing question papers or giving underserved marks or allowing students to illegally re-take examination papers. Security agents, printers and staff of examination bodies also sell question papers. Afolabi (1998) stated that :

leakage is one problem which appear to defy all solutions. Its persistence, despite methods of blocking loopholes, is an indication of the malaise and corruption in society

3. Irregular Activities inside and outside the examination halls: Students who had the mind to cheat exhibit strange and unwholesome behaviours. They use various such methods as:

- (i) Stealing, converting, substituting or misappropriating the scripts of other candidates.
- (ii) Substituting worked scripts during or after an examination.
- (iii) Tearing part of the question paper or answer booklet during the examination to enhance cheating.
- (iv) Seeking and receiving helps from other candidates.

4. Impersonation: This a situation where a candidate sits in an examination for another candidate, thereby pretending to be the real or original candidate. Impersonation is becoming very rampant, even among school candidates. Afolabi (1998) listed various methods that have been devised by students and these include:

- (a) Posing as a bona-fide candidate: impersonators write the examination on behalf of the candidate they are impersonating. Under-graduates and graduate youth Corpers engage in this type of cheating.
- (b) Entry for similar subjects: the plot is hatched right from the entry stage by making the impersonator to enter for the same subjects and sit for the examinations in the hall with the candidate; he writes the candidate's name and number on his booklet while the candidate writes the impersonator's and they exchange scripts before submitting.

(c) Multiple entries: that is candidates entering for the same examination in several parts of the locality.

It has also been observed that several candidates struggle unnecessarily for live question papers at the beginning of a paper which are then passed to touts for assistance. Also, candidates deliberately come into the hail with the sole aim of smuggling the question paper out as soon as the paper starts and bringing the solution inside later.

5. Insult or Assault on Examination Officials: There are cases of students insulting examination officials as they carry out their businesses. The aim is to distract them from effective supervision, so that they can have a way out. Sometimes students disturb the conduct of examinations due to poor preparation.

6. Electronically assisted malpractices: In recent times, it has been discovered that students make use of electronic gadgets to cheat during examinations. Such things as unauthorized scientific calculators, organizers, compact disc (the smallest size) and **mobile** phones (GSM) to take advantage of others.

7. Collusion: This is a situation where two or more candidates agree to receive or give assistance to each other. If it is verbal, this is called ECOMOG or ECO WAS. Maduabum (1998) identified the use of terms like 'laya', Ecornog, and so on, which are also common among students. Afolabi (1998) said that

collusion involves exchange of scripts, passing notes for help from outside and inside the hail; delaying commencement of examination in one centre to obtain question paper from nearby centre which has started, collusion, arising from bribes or threat to the lives and/or property of supervisors...

8. Mass cheating: Candidates in an examination hail at times are massively involved in one or some of the irregularities aforementioned.

9. Inscription: Students have now advanced to the level of inscribing materials or information on anything like parts of their body, for example palms, thighs,

baby pampers; dresses, handkerchiefs, rulers, purses, chairs, tables, walls of examination halls and so on. Some student even code points and synthesize their notes in such a way that they will be the only one that could understand and use them for cheating.

10. Personality Connection: There are cases where some influential students make use of godfathers in politics, economic high towers, parents, and cult members to influence the outcome of examinations.

Dangers of Examination Malpractices

Some of the dangers of examination malpractices include:

- a. Not being able to defend the certificate (failure in job performance).
- b. Perpetual condemnation of the conscience.
- c. Possibility of unfulfilled dreams and vision, if the student is rusticated **from** school or terminated at the working place.
- d. Spill over effect borne by parents and other relatives of culprits.
- e. The culprit may be initiated into a system of dishonesty and corrupt practices by which they become hardened.
- f. it makes nonsense of the educational system and it militates against the country's goal of technological advancement.
- g. it discredits certificates issued by national examination bodies and institutions of higher learning and the nation as a whole.
- i. It makes students to loose the ability to study or work hard in their studies.
- j. When a candidate is caught and expelled, there will be no certificate to show for whatever year(s) they might have put into their educational career.

Ways of Managing Examinations

There are certain truths that every student needs to be reminded of from time to time, and the consequences of examination malpractices is one of them. Every effort must be made to stop it as quickly as possible before it becomes a serious epidemic in the society. The following steps will help in managing examination bodies and schools to reduce malpractice:

- All staff of examination bodies should be well paid so that they will not be enticed with money.

- Examination papers should not be within the reach of the security agents.
- Posting of Supervisors should be changed on daily or weekly basis. Invigilators to conduct examinations in a ratio of about one to twenty students.
- Sitting arrangement of students should be changed on daily or weekly basis. Students could be arranged according to their registration\examination numbers or names.

- Efforts should be made to inspect all examination centres at least once daily.
- Parents and communities should train-up their children to imbibe the traditional values of honesty, hard-work, fairness, uprightness at home and be complemented by schools.

- Government should provide conducive-learning environment in schools by providing learning facilities and enhanced remuneration for teachers.
- Enough resources must be made available for the conduct of examinations (Ene and Ursula, 1998).

- Examination bodies, school administrators and government should encourage individuals and groups towards prevention of examination malpractices like the EXPO WAR SIMULATION GAME and activities of EXAMS Society of Nigeria.
- Examination bodies and Chief Executives of educational institutions should plant secret cameras in halls to monitor examinees.

- Government should be serious with Act 33 of 1999 and enforce it. (Fagbemi, 1998)

- Proper orientation on avoiding examination malpractices and its consequences of all new students in all institutions at their resumption.

- National campaign on the values of honesty and integrity may help in combating leakage and other irregularities.

- External examination bodies should publish the rules and regulations guiding their examinations. Schools, teachers and students must be compelled to have a copy.

- Schools and examination halls must be in order, well equipped and arranged

before the commencement of the examination. There must be enough personnel for invigilation.

- Principals, teachers, lecturers, need to be tutored on consequences of examination malpractices and anyone caught to be remotely involved in examination malpractices should be summarily dismissed.

- Techniques for identifying specific causes of examination malpractices in various schools and how to eliminate them should be made known to school personnel.

- There should be a department or committee for both external and internal examinations. This department or committee should ensure that justice reigns, rules are appropriately adhered to and only those adjudged guilty are recommended for punishment. The department or committee should pay prompt attention to malpractice cases.

- Embossment of candidates photographs as practiced by WAEC could be on all external examinations, tertiary institution and National Youth Services Corps certificates as a way of curbing impersonation.

- Candidates caught cheating should have their results cancelled or barred from future examinations (for external examinations). For internal examinations, students caught cheating should be rusticated or expelled, their names should be published in newspapers and the school authority should inform their parents.

- Tertiary institutions should always examine the new students immediately they resume and the students who do not meet up with the required level of performance should not be registered

. For all examinations, students should not sit too close to each other and they should be checked very well before they start their papers.

Conclusion

The dimensions of examination malpractices and its current status have been discussed. Also, the paper looked into the dangers ahead if the epidemic is not curbed. The paper has also identified moral instruction and agents through which it could be disseminated to students as a way of managing examination

practices. If all efforts are not geared towards managing the examinations in schools the implication is that malpractices will increase and certificates issued at all levels will become useless, not recognised locally and internationally. The nation would be producing half-baked graduates. If we know that corrective steps should be taken if education will continue to serve as bedrock of development of our nation rather than becoming a prey to other nations through this cankerworm (Balogun 1995).

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CURTAILING MALPRACTICE IN PUBLIC EXAMINATIONS: A HIGHER CONTINUOUS ASSESSMENT SCORE OPTION

By

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Abstract

This paper examines the problem of malpractices in public examinations in Nigeria. Specifically, the paper emphasizes the effects of examination malpractices on the results coming from public examination bodies in Nigeria. Three major categories of examination malpractices are highlighted as pre-examination, during examination, and post-examination malpractices. The causes of examination malpractices are linked to sociological and psychological factors. The paper noted that in order to achieve quality education, in Nigeria, it is necessary to curtail examination malpractices because of its grave consequences. The author therefore submits that if the current contribution of 30% continuous assessment to the final certification of secondary school students is changed to 70%, the desperation to pass public examinations at all costs will be curtailed. Implications of this higher continuous assessment score option were discussed. Finally it is concluded that if this option were properly implemented, malpractices in public examinations will become a thing of the past.

Introduction

Examination malpractices in Nigeria could be traced back to the colonial days when the "Nigerian Chronicle" of January 9, 1912 widely reported how the questions of Senior Cambridge Local Examinations Syndicate leaked (Samuel, 2003). It is very clear that the agents of examination malpractices are students, schoolteachers, invigilators, staff of examination bodies and parents. All these agents collude to fraudulently aid students to pass examinations. The manner in which examinations are swindled particularly during public examinations is very

sad for a nation that has recently been estimated to have more than half of its population as illiterates.

Abe (1997) opines that examination malpractices can take various such forms as question leakage, impersonation, copying from colleagues, smuggling prepared notes or answer scripts into examination halls, swapping of answer scripts, falsification of results, intimidation of supervisors and invigilators as well as aiding and abetting cheating when handling examination scripts. Some desperate candidates go to the extent of using walkie-talkie, mini-computers and mobile telephone sets to send information out and receive feedback in the examination halls. Hence, Umar (2004) asserts that examination malpractice had seriously impinged upon the credibility of the results coming from public examination bodies in Nigeria. The problem now is that the quality of certificate candidates obtain is doubtful. In fact, the situation has degenerated to the level of putting down academic certificates because the ability of its holders cannot be legitimately inferred from the test scores on which the certificate is based. In the paper titled "Combating Examination Malpractices", Onyechere (2003) divides the forms of malpractices observable in public examinations into pre — examination, during examination and post— examination malpractices. In the pre — examination category is the procurement of question papers prior to the date of examinations. This was said to be common in the 70s and 80s but it is no longer common as a result of tightened security. Malpractices during examination include cheating while the examination is in progress. These include impersonation, copying another candidate's answers with or without permission; collusion, intimidation, substitution of scripts and ghost centres. Others are bringing of unauthorized materials into the examination hall and external assistance by individuals (invigilators, supervisors and hired persons) who give unauthorized assistance to candidates during examinations.

Post — examination malpractices on the other hand are traceable to the staff of public examination boards. Candidates are aware of the fact that the result they get from public examinations provide the sole avenue for upward mobility and entry into tertiary institutions. In the end, the result is seen as the only avenue for the poor to join the elite middle class. Failure in such examinations keeps one on menial jobs with a hopeless and bleak future.

University education is about the only goal worth aspiring to in most families in Nigeria. Most people therefore attempt to get through the gate of tertiary institutions by hook or crook (Onyechere, 2003).

Causes of Examination Malpractices

School teachers, principals, staff of public examination boards, security agents and even parents have been indicted for conniving with students to cheat in examinations (Bolarin, 2002). According to Fayombo (2004), causes of examination malpractices could be sociological or psychological. Sociologically, examination malpractices are a product of a society that nurtures cheats and mediocres and turn them to celebrities (Ekpu, 1991). Therefore, the desperation to pass examinations and obtain certificates in Nigeria stem from the fact that so much emphasis is placed on certificate as a measure of preparedness for several socio — economic and political positions. Fayombo (2004) asserts that the resultant survival instinct is accompanied by all forms of examination malpractices.

- Samuel (2003) blames parents and communities for aiding and abetting examination malpractices by “taking care” of the supervisors and other examination functionaries to enable their wards pass with ease. Some parents even force their children to study subjects that they have no ability to cope with in secondary schools so as to be in the professions they desire. ‘Many schools have a portion of the blame as they want their students to perform well in the school certificate examinations and so, rather than work through supervision of teaching and learning, they aid and abet examination malpractices. The situation in Nigerian schools today has set the stage for examination malpractices. Obemeata (1991) identified some cases that occur in the society that eventually lead to examination malpractices. The situation has to do with shortage of qualified teachers, supply of instructional materials such as audio — visual, materials, books, science equipments and, poor remuneration of teachers, supervisors and invigilators. Under this condition, the syllabus for subjects may not be thoroughly treated or completed. The option remaining is to help the students to cheat in order to pass. The teachers and other personnel, who are poorly remunerated, are also ready to assist the students to cheat in order to get money.

Psychologically, it is believed that everybody has a strong need to succeed and will succeed if they have positive concept and are exposed to the right environmental condition such as curriculum, facilities and methods necessary for a maximum development of that potential. However if such unique conditions are lacking for an individual, then failure sets in even if such individuals have the right self— concept . In order to be branded a success', people resort to cheating (Newty, 2001).

The behavioural psychologists believe that behaviours whether desirable or undesirable like cheating during examinations are mostly learned. Behaviours that bring satisfaction tend to be repeated whereas those that do not bring satisfaction tend to be discontinued (Lefrancois, 1972). Therefore when some students work hard and fail in examinations may be due to unfavourable environmental conditions, they may not want to go through that process again because it is not rewarding. Having seen how their mates performed better through cheating during examinations, they also learn the undesirable behaviour and thus get involved in examination malpractices.

Other causes of examination malpractices include over zealousness of some school heads to ensure that their schools have good results so as to boost their ego or image. Lack of security is another cause of examination malpractices. Questions are carelessly handled before examinations and the answer booklets are not always secured after examinations (Fayombo, 2004).

The consequences of examination malpractices are many and enormous as both the nation and the individual have direct share of them. The quality of a nation's manpower development is in direct proportion to the quality of its educational system. So a country with shaky and porous examination system will have very poor manpower, as the psychometric value of certificates obtained through malpractice in examinations will be worthless. Consequently, the country is the first loser of such a system. It is obvious that examination malpractices have bedeviled public examinations in Nigeria. The problem calls for an urgent solution. It is therefore necessary to arrest the situation in order to improve the quality of education in Nigeria.

Curtailing Malpractices in Public Examinations

In order to achieve a good quality education in Nigeria, it is necessary to curtail examination malpractices particularly because of its grave consequences. Several measures have been suggested in the past. Ayoka (1997) suggested registration of security agents called "The Nigerian Examination Police" whose members will pretend to be candidates and sit to take examinations with other candidates.

The concept of continuous assessment was introduced into the Nigerian educational system by the National Policy on Education (1998). According to the Federal Ministry of Education (1985), the objective of continuous assessment is, among many others, to reduce examination malpractices. Continuous assessment may be viewed as a method of finding out what the pupils have gained from learning activities in terms of knowledge, thinking and reasoning, character development and industry. Various tools may be used for finding out the outcomes of these learning activities. These include tests, assignments, projects, observation, interviews and questionnaire. The obtained score of the pupil will then be used to aid further development. Besides, accurate record of such data are needed for further use and for the purpose of providing information to parents, guardians and others who can use them for the benefit of the pupil. The Section of the National Policy on Education (1998) captioned Philosophy of Education in paragraph 7(7) prescribes that *educational assessment and evaluation will be liberalized by basing them in whole or in part on continuous assessment of the progress of individual*. It is stated that at both junior and senior secondary school levels, continuous assessment of pupils takes 30% while the final examination takes 70% of overall performances.

It is here suggested that the score of 30% allocated to continuous assessment be upgraded to 70% and that of the final examination be reduced to 30%. The continuous assessment places value on evaluating the pupils' outcome not only of the cognitive but also the affective and psychomotor development, and the use of such evaluation for the proper tracing of the students. Nyang (1979) observed that continuous assessment would serve as a source of motivation for students who are made to be aware of their academic performance

at regular intervals would be motivated to maintain and improve upon their study habit. It also helps to monitor the learners' development. This, in essence, will not make the learner to be desperate when it is time to write the final examination, which carries only 30% of the over — all assessment.

Ojerinde and Falayajo (1983) and Obanya (1984) observed that the continuous assessment would enable the teachers to be flexible and innovative in their instruction. This means that the teachers, having used the right instructional techniques and having graded up to 70% of the learning outcomes will have no reason to aid and abet during the final examination which carries only 30%. Moreover Obanya (1984) stated that continuous assessment provides the basis for more effective guidance of the child. This, in effect, means that the pupils would have been properly guided against examination malpractice both at school level and public examination level.

Without any doubt, a higher continuous assessment score option has much implication and challenges for teachers and principals in particular. The reason is that these groups of people will now assume the functions of academic managers, administrators, counsellors and financial managers. Principals as academic managers should understand what continuous assessment is and what is involved. It is essential that teachers know how to construct and use various types of standardized tests (Ipaye, 1982; Okeke, 1983). Setting good tests is not easy and to ensure that continuous assessment programme is successful, the task must be made easier for teachers.

The additional load of work brought by continuous assessment will require more staff for adequate record keeping and processing of data. Therefore the staff/students ratio of 1:30 as recommended by NPE (1981) has to be reviewed. High quality teachers are essential for the successful implementation of this higher continuous assessment score option. Government should therefore ensure that only professionally qualified and well — motivated teachers are allowed to teach in all secondary schools.

The higher continuous assessment option requires adequate funding and prudent management of available resources. The principals and their teachers

should be able to project their budget appropriately and manage money judiciously. Teachers and Parents' Association philanthropic organizations and individuals could be of help.

Recommendation and Conclusion

To curtail the rate of examination malpractices in public examinations in particular, there is need for attention to be shifted from high score of 70% in final examinations to making the continuous assessment in schools 70% because of its. Reducing the final examination to 30% will make candidates not to be desperate to pass and they would be properly developed at each stage of their schooling. This recommendation opposes the concept of a once for all assessment in the form of an end of course examination as is presently done. In the new dispensation of 70% continuous assessment in schools, it is expected that there will be a series of continuously updated measurements. These judgments will be based on weekly tests of the learners' performance in a variety of situations. The students' written and practical work and their contribution to the work of the class as a whole should be taken into account. This implies systematic testing at established points and a feedback into the system too. Moreover, the school ensures that everything the student does counts. In other words, there must be continuous updating of students' performance in the cognitive, affective, and psychomotor domains of behaviour. All these will ensure that cumulative judgements rather than the result of a single examination form the basis of the final assessment and evaluation of the students' capabilities. In conclusion, examination malpractices can be curtailed through the joint effort of the government, parents, school authorities, students and the general public. If everybody sees that the higher continuous assessment score option is properly implemented and everybody realizes that examination malpractice is an evil that should be checked, then it will be gradually curtailed. It is when this has been achieved that it can be said that there is quality assurance in public examinations in Nigeria.

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PUBLIC EXAMINING IN NIGERIA: LET THE STAKES EXTEND

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Abstract

This paper enumerates the purposes of public examinations. It identifies the weakness of placing emphasis on the selection and certification purposes of public examinations while down playing the importance of the other purposes. It points out how this emphasis could promote examination fraud. Wholesome recognition of and emphasis on all purposes of public examinations have the capability of making the school system perform its role efficiently in the educational system. Failure of the Nigerian educational system to prescribe proficiency level for learners and attach specific responsibility to every stakeholder and as well institute accountability procedures are discussed. Problems associated with raising the stakes for only the examinees (students) while leaving out school authorities, teachers, examination bodies, sponsors and government departments are also discussed.

Introduction

Examination in the school system is seen worldwide as a requirement on which the most important decisions about the progress of learners and the performance of teachers, school administrators, boards at the district, local or national level are based. Manifestation of problem in the educational system is easily detected by the extent to which learners perform well in designated public examinations. The extent to which the system develops as well as the trend of growth are also determined by use of the results of certain public examinations. There are mainly six purposes for which the public examination systems operate (Molnar, 2003). These are to:

- select candidates who are found suitable for whatever purposes the examination designed;

- offer certificates after candidates have duly completed specified educational programmes;
- control the curriculum and the way it is delivered;
- motivate schools to have clear goals, sense of purpose and direction and provide bases for giving of incentives and rewards;
- monitor educational standards, and
- report the extent to which schools are effective.

A close look at the educational system of many nations indicate that the first two purposes tend to be uppermost in the set up and operations of public examinations. The remaining four are treated with various degrees of importance by actors in the education sub-sector. To this extent, the first two could be categorized as high priority while the last four are low priority purposes of public examinations. In a sense, this prioritization affects the operations of the public examination system of any country and the uses to which results released by examining bodies could be put.

Limiting the Stakes

Children in Nigerian primary schools are expected to spend six years to acquire the first school leaving certificate and thereafter, gain admission to secondary schools. Apart from teacher-made tests in the form of end of term and promotion examinations, pupils take the first school leaving certificate and entrance examinations for admission into junior secondary schools only at the end of six years of primary education. At the end of a three-year programme in the junior secondary school, a certificate examination is taken by students. The same pattern of examination is repeated at the end of senior secondary education. In summary, children in our schools are exposed to public examinations three times during twelve years of schooling. These tests are too few and far between. The atmosphere is too much of a threat to the interest and progress of learners. It is in this context that the assertion that testing should force our schools to change what they teach and how they teach it (Linn, 1998) becomes relevant.

Pupils in different primary schools struggle to gain admission to secondary schools which are considered to be good enough and within the limits of their parents' resources. There are cases of movement of students from one school to another based on needs such as failure to meet the expectation of parents or student on academic standards, relocation of parents, wish of parents or students for a change, financial problems and various other unmet desires. It is apparent that children as well as their parents want to avoid schools labeled as poor in terms of their own rating of standard. It would seem that many schools may not have pupils and students if all the learners have the opportunity of making a choice. The implication therefore is that these schools also attempt to make up for the many deficiencies responsible for the poor level of performance. The ownership structure of schools tends to affect funding, and by implication the resources available for teaching and learning as well as learners' performance in public examinations.

The main idea behind high stakes testing is the awareness of the opportunities available to examinees after successfully completing the examination. Pupils in primary six seek admission into secondary schools of their choice after sitting for the common entrance examination. Movement from junior to senior secondary schools however appears to pose little or no problem since those who sit for the JSCE are almost always accommodated in senior secondary schools. The situation at the end of senior secondary school is more serious. Opportunities either for admission to higher institutions or employment tend to be highly competitive. The university matriculation (UME) and polytechnics/colleges of education (PCE) examinations offer admission chances to less than 10% of all applicants in Nigeria (JAMB, 2002). The public examination system in Nigeria raises the stakes only for the learners. When problems arise, only the examinees bear the brunt of making several attempts until their performance improves. Many get frustrated and so drop out due to repeated failure. Whereas testing in schools should hold adults who are teachers accountable for teaching and the young ones who are students for learning, nothing happens to the teachers and school personnel in institutions where these students received their education. The question then arises whether the nation has any specified conditions for ensuring success for all learners in the school system or not.

Let the Stakes Embrace All

Molner (2003) states that high-stakes tests are used to make important decisions about the future of student and teachers. They are tests whose results attract specific and serious consequences. Various rewards or punishments may be specified for students, teachers or schools/districts. Before the stakes in public examinations could be meaningful, what should be attained by both learners and other role players in the school system must be specified. The standards set by the United States of America in the No Child Left Behind Act for example, include:

- i. All children should be able to read by the end of the third grade.
- ii. All in the eighth grade should learn the basics of algebra.
- iii. All high school students should be computer literate.
- iv. High school students should be prepared to take all the tough courses to prepare them for college.

To enforce the standards set above, the No Child Left Behind Act otherwise known as the Elementary and Secondary Education Act reauthorization of 2001 provides that only States meeting certain conditions are eligible to obtain federal aid on education. The conditions require that states should set standards in mathematics, reading and sciences; test all learners beginning from 2005/06 school year; ensure that all students perform at a proficient level; school districts and schools must publish results of testing; and those who do not meet these standard will be labeled “in need of improvement” and their children free to move to better schools. Five consecutive years of failure of a school to make adequate yearly progress will attract either a close down, take over or reorganization of low performing schools. Allowing parents to transfer their children from failing schools, awarding cash bonuses to teachers whose students earn high averages or show improvements, dismissal of teachers or school administrators for low performance of students, using test scores to determine the students worthy of promotion to next grade and using graduation test for award of relevant certificates are used to compel performance.

In the United Kingdom, there are four stages at which learners are exposed to public examinations. The first stage is at age 7, second stage at age 11, third stage at age 14 and the fourth stage at age 16 when students sit for GSCE. Learners are subjected to both internal and external tests in Mathematics, Science and English. The sense in which public examinations are conducted is to make room for all to do well in spite of the diverse students' population. The teachers are allowed to remain long enough with learners to link measures of students performance to the competence of the teacher with respect to minimizing drop outs.

Denmark appears to provide the model of a country where there are almost no school dropouts in spite of the diverse students' population. The teachers are allowed to remain long enough with learners to link measures of students' performance to the competence of the teacher With respect to minimizing drop outs, the Nigerian educational system requires standard, rigour and funding.

The Nigerian educational system requires standard in the sense of prescribing a level of proficiency for every learner, rigour in the sense of what should serve as benchmark for every class in major school subjects, and funding in the sense of providing enough resources to cater for every child to make their reach acceptable level of proficiency. The major issues now arising go beyond the draconian decrees against cheating in public examinations, limiting tests to high priority uses and purposes and leaving the weakest group of individuals to sort themselves out of the problems not necessarily caused by them. There is therefore the need to immediately:

- To set standards which will make the educational system responsible for the success of every single group and person attending school in the country.
- Hold every operator in the school system responsible for the educational outcomes of the respective institutions in which they operate.
- Set standards for every class in major school subjects.
- Provide for tests of progress towards the standard determined for each class.
- Compel the report of performance by schools and their boards
- Provide for appropriate reward and punishment for students, teachers, school

administrators and boards

- Make adequate funding subject to satisfactory fulfillment of these conditions.

Conclusion

The much expected revolution in the educational system will only be realizable when the examination system provides sufficient data with which to prosecute every single school and learner. A situation in which we are left completely in the dark concerning learners' abilities and proficiency level until certificate examinations are attempted leaves much to be desired. American Evaluation Association (2000) came up with a position statement on the need to investigate the harmful effects of high-stakes testing. Education evaluators in Nigeria now need to make valid and reliable tests available and on a continuous basis to smoothen the process of professional guidance to move the nation's educational system forward.

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TOWARDS A CRISIS FREE EXAMINATION MANAGEMENT IN NIGERIAN COLLEGES OF EDUCATION

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Abstract

Examination malpractice is one of the numerous cankerworms threatening the very foundation of our education superstructure. As a result of over dependence on paper qualification, examinations in Nigeria are be-deviled with a number of problems. This paper examines the examination process in colleges of education. It highlights the procedure involved, identifies various examination malpractices and gives suggestions on effective management of examinations. Suggestions are also made on how to curb examination malpractices through certificates screening, use of disciplinary procedures., use of class tests and assignments to expose the students to more questions and helping them be able to withstand examination rigour.

Introduction

Some argue that examination is not a true test of one's ability. Until an alternative method is devised however, examinations will continue to be used. As a result of its wild spread use as the means of testing students' academic ability, examination has been exposed to all sorts of abuses (Ayoola, 1997). Examinations and tests serve the means of delineating, obtaining and providing useful information for judging and making decisions among alternatives. Johnson (1978) noted that examinations to provide information about students progress, serve as innovation for students in their academic pursuit, provide feedback as regards the effectiveness of the teachers' methods of instruction, diagnose and predict future performances, license candidates for occupations or profession. Fagbongbe and Talabi (1985), see evaluation and examination as related to the school system. The act of examining a learning experience so as to determine the extent of progress or success that has been achieved by the learner is

common in schools. Due to over dependence on paper qualification in Nigeria, the entire country is bedeviled with a lot of problems. Examinations in Nigeria today are used as a tool for generating income by fraudulent means. Many involved in examination malpractice include those given the responsibility of conducting external and internal examinations such as staff of examination bodies, staff of all ranks within the educational set up and even parents who want their wards to pass at all costs and earn a certificate (Oguniyi 1994). Bello (1981) observed that as long as high premium is placed on paper qualification, examinations in such a system will have man made problems. People go as far as forming syndicates to perpetuate the illegal sale of life questions while some examination centers are notoriously designated to accommodate examination malpractice (WAEC, 1998). Like all other societal problems, examination malpractice is assuming a great magnitude and all efforts should be directed towards curbing the menace so as to have a crisis free examination management. The dimensions of cheating in most examination halls across the nooks and crannies of Nigeria are quite sophisticated. It has assumed a proportion that calls have been made for a re-orientation of all the stake holders in academic institutions.

Another dimension to examination malpractices is that some lecturers, administrative staff, parents and friends do collect matriculation numbers of students and their names with the intent of meeting with the examiners after the examination. The purpose of this is that the examiner would be wooed to pass the students in question. It is becoming common in tertiary institutions for some lecturers who go as far as collecting money from students to pay examiners (Issa, 2003). The situation is anti-thesis to what a true academic environment ought to be: a free place for generating ideas, a research and scientific environment should be freedom to generate ideas, embark on research and provide opportunities to view and review, harness, multiply, imbibe and inculcate new ways of doing things into the students. A nation where knowledge is treated with a kid's glove is near collapse.

Improving Examination Administration Procedures Success or failure of the conduct of any examination rests solely on the invigilators and how efficient or otherwise they are. They should arrange the hall in such a way as to ensure

the smooth conduct of examinations. In cases where students' numbers are pasted on the desks, they should be denied access to the hall outside examination periods to prevent them from writing answers or points on desks and tables before the commencement of any examination. Students in whatever sitting arrangement should be spaced in a way to limit cheating through spying. Ibraheem and Kolo (1996) maintained that for proper conduct of examinations, there should be adequate arrangement and planning as regards:

- i Environmental conditions such as sitting, lighting and ventilation
- ii. Appropriate invigilation to minimize cheating
- iii. Clear Instructions with reference to time allotted and number of questions required to be attempted.
- iv. Provision of examination materials.

It is the responsibility of invigilators to check students and materials to ensure that no incriminating material is brought into the exam hall. The good tone of the examination hall can be maintained by invigilators avoiding acts that may indirectly aid or lead students to cheating. According to Ogunniyi (1994), acts capable of jeopardising effective invigilation include:

- i. Non-challant attitude to invigilation by using unauthorised substitutes.
- ii. Colluding with students to cheat.

at Leaving students and discussing with friends reading newspaper or marking scripts.

- iv. Leaving the classroom completely to attend to some other businesses.
- v. Lateness to or to absence from examination hall.

All officers should count themselves as suspects in any examination misconduct that occurs during any examination and as such only people with good character should be appointed to handle examinations (Ayoola, 1997). At question preparation stage, some examination papers directly or indirectly may be leaked due to carelessness while some may be intentional. At the examination papers production stage more often than not, Typists are implicated in either directly selling questions to students or showing a portion to relatives. Office hands like clerks who reproduce papers often sell the questions while some bold ones

smuggle life questions without the supervisor knowing (Ogunniyi 1994).

According to Olanipekun (2003), any person who before, during or in anticipation of any examination or test commits any of the following is said to have committed examination offence/misconduct:

- a. Any student who communicates to other students in whatever form.
- b. Students found with extraneous materials in the examination hall, either relevant or not.
- c. Failure to obey lawful instruction from authorized persons.
- d. Loitering around the examination hall.
- e. Destruction of documents or resisting apprehension by invigilators.
- f. Multilation of answer scripts.
- g. Exchange of question papers.
- ii Examination leakages.
 - i. Use of calculator cover for jottings.
 - j. Impersonation.
 - k. Presentation of fake identification documents.

The quality of any educational institution is a reflection of the quality of its leadership. Stakeholders, including students, teachers, lecturers, parents/society, school authorities, government and key operators who occupy exalted positions in the nation's education industry are partners in progress. On the part of the students, the following are expected from them:

- a. To cooperate with the school management on the issue of certificate screening
- b. To call the attention of the management to people who are not bonafide students.
- c. To abide by the laid down regulations guiding the conduct of examinations.

While the teachers/lecturers' roles will include:

- a. Giving adequate tests/assignments
- b. Taking their lectures seriously and attending classes regularly.
- c. Preparing their lesson/lecture notes very well and following the time schedules strictly (Olanipekun, 2003).

Conclusion

Examination is the life wire of any academic institution. Both the tone and image of educational institutions are determined by the standard of their examination system. It is not normal to lower the standard and quality of certificates through carelessness. It is even a yardstick for measuring the genuineness of the certificates of any educational institution that is worthy of its calling. Every hand should be on deck to improve the examination system.

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EXAMINATION. MALPRACTICE: THE CULPRITS' VIEW

By

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Abstract

This study was designed to find out the reasons given by students caught and interrogated for getting involved in examination malpractice. All the one hundred and nine students involved in examination malpractice during the first semester of 2003/2004 academic year in Kwara State College of Education, Ilorin were used for the study. A questionnaire was used for data collection while frequency count and simple percentages were used for data analysis. Findings indicated that lack of information by the college and students' poor attitude to class attendance were the strongest reasons for indulging in examination malpractice. Based on the findings, it was recommended that adequate dissemination of information is necessary. Also counselling is needed to instill discipline and confidence to face examinations in students.

Introduction

Nigeria places a high premium on higher education. This is why the National Policy on Education (1998) states that higher education is one means of attaining technological advancement. This education is usually provided by universities, polytechnics and colleges of education. Colleges of education are teacher training institutions where aspiring candidates are taught the rudiments of the teaching profession. For progress in any educational institution, there is a need for examination. It is a means of making progress from one level to another. This is because it is used for assessing skills, competences and knowledge in specific areas of study and academic achievement, thus every individual always desires to pass. According to Olasehinde (1992), the desire to succeed at all costs in examinations has led to various methods of cheating among undergraduates. Incidences of examination malpractice have been

reported regularly in Nigerian educational institutions. Examination bodies such as WAEC and NECO are not left out in the struggle and fight against examination malpractice. According to Kolo (1990), examination malpractice is one plague which has affected the educational system. In the opinion of Olayinka (1996), the issue of examination malpractice is a great problem that has undermined the foundations of education in Nigeria.

Examination malpractice has been a source of great concern to the nation and that is why the Federal Government of Nigeria had enacted decrees, laws and prescribed penalties for anyone found guilty. For instance, Decree 20 of 1984 as amended by Decree 22 of 1986 prescribed 21 years jail term for anybody found guilty of involvement in exam fraud. Despite the decree, examination malpractice which dates as far back as the colonial days is still on the increase. Several authors had identified causes of examination malpractice. Obe (1992) explained that motivation for examination malpractices is candidates desire to succeed by all means. Hassan (1987) outlined some reasons for examination malpractice. These reasons include:

- i. Emphasis on paper qualification.
- ii. Inordinate ambition by students.
- iii. Inability to cope with school work.
- iv. Inadequate supervision.
- v. Lack of moral uprightness and
- vi. High expectation by parents.

Ikpada (1998) also asserted that student-teacher unholy alliance, political instability, disruption of academic calendar, over-pricing of certificate among others are those things that lead to examination malpractices.

Colleges of education are not left out in the fight against this ugly monster called "examination malpractice" The Kwara State college of education, Ilorin during for the 1999/2000, 2000/2001 and 2001/2002 sessions apprehended

140,165 and 152 respectively for involvement in examination malpractice. Incidences regarded as forms of examination malpractice in the college of education include:

- i. Copying other students' answers during the examination.
- ii. Bringing in prepared answer scripts.
- iii. Whispering to the next student in the examination hall.
- iv. Impersonation.
- v. Bringing in jotted points on pieces of paper or other materials.
- vi. Bringing textbooks into the examination hall.
- vii. Scribbling points on the desk used in the examination hall.
- viii. Scribbling points on body parts.
- ix. Insult/assault on the supervisor during invigilation.

This paper aims to find out the reasons given by students caught for their involvement in examination malpractice.

Methodology

The one hundred and nine students caught and interrogated for their involvement in examination malpractice during the first semester examination of the 2003/2004 academic session in Kwara State College of Education, Ilorin were used for the study. Out of the 109 culprits, 47(males = 20, females 27) were in year 1, 32(males 12, females = 20) were in year II and 30(males =14, females = 16) were in year III respectively. A 12-Item questionnaire was developed and used for data collection. The validity and reliability of the instrument were ascertained and the coefficient of reliability of 0.72 was obtained. All the candidates responded to the questionnaire. Frequency count and percentages were used for data analysis.

Result

Reasons given for involvement in examination malpractice by the offenders.

Reasons	Frequency	%
1. Inability to attend lectures regularly	79	64.2
2. Inability to have reading material on subject	47	43.1
3. Lack of knowledge about penalty on malpractice	85	78.0
4. Friends provide encouragement	31	28.4
5. Teachers/supervisors non-vigilance during supervision	39	35.8
6. Ineffective Invigilation	58	53.2
7. Inability to comprehend the subject matter	66	60.5
8. Lack of serious penalty for past offenders	59	54.1
9. Poor sitting arrangement	70	64.2
10. High parental expectation	55	50.4
11. Peer expectation	25	29.9
12. Inability to resume early during semester	68	62.4

Result showed that 64.2% of the respondents indicated inability to attend lectures regularly as the reason for involving themselves in examination malpractice. Inability to have reading material on the course being examined was indicated by 43.1% while 78% indicated lack of knowledge about consequences of involvement in malpractice as their reasons. Other reported reasons for culprits' involvement in examination malpractice in the range of 60-64% percent includes inability to comprehend subject matter, inability to resume school early and poor sitting arrangement. Reasons within the magnitude of 50-55 percent were high parental expectation, ineffective invigilation and lack of serious penalty for past offenders. Those reasons given by between 28-35 percent of respondents include encouragement by friends, high peer expectation and teachers'/supervisors' non-vigilance during examinations. The results showed that if the reasons were ranked, lack of knowledge about penalty comes first while inability to attend lectures regularly and poor sitting arrangement rank second and third respectively. The weakest set of reasons for indulging in examination malpractice is high peer expectation and friends' encouragement which ranked 11th and 12th respectively.

Results also showed that inability to resume early during semester, inability to comprehend subject matter and lack of serious penalty for past

offenders ranked 4th, 5th and 6th respectively. This finding has established that, the college authority is a strong factor in curbing examination malpractice. Inadequate information in any organization is one factor that can make or mar such organization. Again where there are poor sitting arrangements, students could be tempted to cheat.

It was established that the students personally determine their own future as inability to attend lectures regularly and inability to resume early were ranked 2nd and 4th respectively as the reasons for indulging in malpractice. The study further revealed that peer influence is not a strong factor for indulging in exam malpractice. Worthy of note also is the fact that penalties on examination malpractice is not stiff. No single person was prosecuted under miscellaneous offences or decree 21 stipulating 21 year jail term for people involved in examination malpractices since its promulgation. The researcher's observation of the College's code for examination malpractice is that students do not take the penalty serious. This is why there are incidences of malpractice in every end of semester examination.

Although this is a small scale study, it has none the less given insight to reasons why students in the college of education indulge in examination malpractices. Conclusively, indulgence in examination malpractice for whatever reason must be a thing of concern. Based on the discussion above, students are strong determinants of examination malpractice and thus adequate measures must be put in place to create conducive environment for teaching, learning and final testing situation. This is because when examination malpractice occurs, it negates the objective of examination and the worth of certificates earned diminishes. This is why Alonge (2003) rightly observed that the menace of examination malpractice is a long standing global problem and efforts must be directed towards controlling it.

Recommendation

Cases of examination malpractice must not be allowed to continue as it is in the present state if the nation is to build a virile, reliable and prosperous citizenry. Based on the findings of this study, it is recommended that adequate sitting arrangement should be provided during exams to discourage cheating. This

should be done by spacing the students and/or mixing students of different courses in the same examination hall. It is very important that students should be adequately informed of the consequences of involvement in examination malpractice by the college. This could be done by distributing such penal codes few weeks to the examination period. There is also the need for college authorities to review the penalties for examination malpractice. The penalties should be capable of deterring students from committing examination related offences. Also there is a need for adequate guidance and counselling for the students. This should be done in order to instill acceptable moral values and encourage regular attendance of lectures which would in turn give them confidence to face examinations.

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**PERCEIVED CAUSES OF MALPRATICE IN PUBLIC
EXAMINATIONS BY FRESH STUDENTS OF ST. AUGUSTINE'S
COLLEGE OF EDUCATION, AKOKA, LAGOS**

By

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Abstract

The incidence of examination malpractices in the conduct of public examinations which is becoming rampant, is the problem that prompted this study. The study investigated the factors causing examination malpractices among secondary school students. One hundred subjects were used for the study. Eighty (80) females and twenty (20) males were randomly selected from St. Augustine College of Education, Akoka Lagos. Their ages ranged from 18 to 36 years. Seventy-eight of them attended public secondary schools while twenty-two attended private secondary schools. They responded to the Examination Malpractices in Public Examinations Questionnaire (EMPEQ) developed by the researcher. The predominant factors responsible for malpractices in public examinations conducted by the WAEC and NECO were found to include lack of trained teachers in secondary schools, corrupt WAEC and NECO examination officials and supervisors who allow examination malpractices for money and difficulty in getting admission into tertiary institutions. It was therefore concluded from the results of this study that concerted efforts have to be made at the examination agencies' level to check the action of corrupt officials in order to check examination malpractices which occur in public examinations conducted by NECO and WAEC.

Introduction

Examination malpractice has been defined as all illegal means that students use to pass examinations (S ooze, 2004). Examination malpractice has

become a plague in the Nigerian educational system. Onyechere (2004) noted that it is almost a routine for students to cheat in examinations. Efforts have been made by government and the education authorities to stem its occurrence. Government has gone to the extent of issuing Act 33 of 1999 referred to as Examination Malpractices and Miscellaneous Offences Act to check the malaise. A Non- Governmental Organization, the Examination Ethics Project is currently leading a war against examination malpractice. However the continuous engagement of student in examination malpractices especially in the West African Examinations Council (WAEC) and the National Examinations Council (NECO) SSCE give indication that such efforts have proved ineffective. It is not surprising therefore that many people want not only to have access to education, but to get that certificate awarded at the end of an educational career. This brings us to the issue of evaluation in our educational system. In Nigeria, the implementation of the 6-3-3-4 system has continuous assessment system incorporated into it. The continuous assessment system assesses the student in the cognitive, affective and psychomotor domains. According to Akpan (1988), it gives sufficient information for students' placement and ameliorates misfits and drop-outs. Where this continuous assessment in the cognitive domain involves knowledge, understanding, application, analysis, synthesis and evaluation of the subject matter, assessment in the affective domain covers the personality characteristics of the learner in the area of values and beliefs, attitudes, appreciations, interests, life styles, aspiration, frustration and tolerance levels. Psychomotor domain assessment is concerned with manipulative skills. Psychomotor development is the least assessed in many schools in Nigeria. As a result, many students are not well prepared for examinations. For this evaluation technique to work and meet the yearnings of the Nigerian society, its implementation needs to be pursued with greater vigour.

Adekale (1993) and Omotosho (1990) identified poor preparation for examinations, low morality, poor school facilities as causes of examination malpractices while Ijaiya (1998) found socio-economic factors to be stronger causes than institutional factors. Interaction with students who are products of our secondary schools and who have been exposed to public examinations conducted by the WAEC and NECO reveals that certain factors are responsible for the incidence of examination malpractices in public examinations. These are:

1. Inadequacy of trained teachers.
2. Insufficient teaching facilities in schools.
3. Inadequacy of teaching equipment.
4. Desire to achieve success by all means.
5. Corrupt WAEC and NECO officials and supervisors
6. Difficulty in getting admission into tertiary institutions

The quality of teachers in an educational service determines, to a very large extent, the quality and standard of the educational system. Without good and efficient teachers, the school system would find it extremely difficult to assist the society in realizing its developmental goals as no nation can rise above the quality of its teachers (Ajayi, 1985). It is also true that well-motivated teachers tend to be more efficient than their poorly motivated counterparts (Ejiogu, 1997).

Despite the fact that teaching meets some of the characteristics required of a profession, efforts are now on in Nigeria to professionalise it in a way similar to such other professions as law, medicine and accountancy (Peretonode, 1995). The teaching profession which seems as an all comers' profession still allows many teachers who are not qualified to practice. There is no doubt that this state of affairs would give room for mediocres who are ill-prepared to teach in schools. And of course, the product of their inefficient teaching would be students who are ill-prepared to face the demands of public examinations.

Corrupt officials and supervisors of WAEC and NECO have allowed themselves to be bought with money and so neglect their responsibilities and permit examination malpractices. In addition, students who are too anxious to secure admission to tertiary institutions are ready with the aid of their parents to pay any amount of money to the officials of these agencies. This is so because it is becoming increasingly difficult to secure admission to tertiary institutions in Nigeria. Apart from scoring high in the qualifying Joint 'Admission and Matriculation Board. (JAMB) examination, prospective candidates into tertiary institutions must have five credits at one sitting or two sittings. All these make

success at public examinations conducted by WAEC and NECO a desperate venture for candidates.

Lack of equipment and teaching facilities in schools are indicators that the commitment of Nigerian government to funding education has dwindled considerably. UNESCO has recommended that 26% of the national budget of a country be devoted to education (Ejogu, 1997). While some nations have struggled to increase their yearly budget to enhance quality education for sustainable national development, Nigeria's Federal Government's actual spending on education has fallen from 12.96% in 1995 to 7% in 2001 (Ajala, April 29 2002). This scenario can only result in dwindling standard of education. The conduct of public examinations is very essential to the whole educational system of a country because it affords the system an opportunity to evaluate generally the quality of learning to which the younger generation of our society has been subjected. Besides, the beneficiaries of a particular phase of education are exposed to a common evaluation through public examinations. This helps to give the government and education authorities an idea of the standard of education in the various segments of education service providers (private and public) that comprise a particular sector of the educational system. To have such public examination riddled with examination malpractice is indeed very pathetic. This study therefore sets out to investigate the factors causing examination malpractice in our schools.

Research Question

This study intends to find out what factors are responsible for examination malpractices in the conduct of public examinations by WAEC and NECO?

Methodology

This study adopted the descriptive survey design. This design was used because the study is out to gather information already existing among the population under study. It aims at identifying the factors causing examination malpractices in public examinations conducted by WAEC and NECO. Adopting the descriptive survey design enabled the researcher to gather the required information or data from the respondents. Simple random sampling technique

was used to select 100 students from the 200 year one students of St. Augustine's College of Education, Akoka, Lagos. These students were sampled because they have all been exposed to public examinations conducted by WAEC and NECO. There were 80 females and 20 males. Seventy-eight of them attended public schools while twenty-two attended private secondary schools. Their ages ranged from 18 to 36 years.

The instrument used in this study was the Examinations Malpractices in Public Examination Questionnaire (EMPEQ). It was developed by the researcher. The face and content validities were ascertained by experts in the area of the study. Split-half reliability was used to determine the reliability of the test. The reliability coefficient was 0,85. Copies of the instrument were distributed to the 100 sampled students of St. Augustine's College of Education. They were all returned completely filled. This gave a response rate of 100%. The questionnaire were coded and the data collected were analyzed using a non-parametric procedure of frequency counts and percentage analysis. The factors were then rank- ordered with the first having the highest frequency and the 6th having the lowest frequency.

RESULTS

TABLE 1: PERCENTAGE ANALYSIS AND RANK ORDER OF THE PERCEIVED CAUSES OF EXAMINATION MALPRACTICE IN PUBLIC EXAMINATIONS

FACTORS	FREQUENCY	%	RANK
1. Inadequacy of trained teachers	74	74	3
2. Lack of teaching facilities in schools	35	35	6
3. Inadequacy of equipment	61	61	5
4. Students anxious to achieve success by all means	66	66	4
5. Corrupt WAEC and NECO officials and supervisors	78	78	1
6. Difficulty in getting admission into tertiary institutions	76	76	2

The results revealed that corrupt WAEC and NECO officials is the greatest perceived cause of examination malpractice in public examinations conducted by these bodies. It scored 78% of the 100 responses, Coming next with 76% is the factor of difficulty in getting admission into tertiary institutions. This factor is followed by the factor of inadequacy of trained teachers with 74%. These three factors scored above 70%. In all, it seems obvious that the factor of corrupt WAEC and NECO officials and supervisors is considered the most predominant causal factor.

Discussion

The result of this study is a challenge to WAEC and NECO as public examination agencies. If the evaluation system of these public examination agencies is to demand any credibility from the Nigerian populace, then serious effort has to be made by these agencies to check their corrupt officials and supervisors who take money from candidates and their parents in order to allow them to engage in examination malpractices. Examination malpractices negate

the efforts of government and educational authorities who may be concerned with improved standard and quality of education. The result of this study also found inadequacy of trained teachers as a major perceived cause of examination malpractices. This confirms the opinion of Ajayi (1985). Efforts should be made to professionalise teaching so that only trained and qualified teaching personal are retained. If we are genuine in our efforts to improve the standard of education in the country, education authorities should make more concerted effort to have only well- trained teachers engaged in schools. This will also mean having them more motivated so that they can be retained. It is only when we have adequate well-trained teachers in our educational system that we can guarantee students' adequate preparation for public examinations and eliminate examination mal practices. It seems evident then that the findings of this study also corroborate the opinion of Ejiogu (1977) that qualified, well-motivated teachers tend to be more efficient in their teaching and consequently produce students of good standard and quality. The result also indicated that difficulty in getting admission into tertiary institutions was perceived by respondents as one of the predominant factors responsible for malpractice. This confirms the findings of Adekale (1993) and Omotosho (1990) who identified inadequate preparation for examinations as a causal factor for examination malpractice. With incessant strikes by teachers in secondary schools, students are not adequately taught. They are therefore confronted at the Joint Admissions and Matriculation Board (JAMB) examinations with questions on topics which they have not received adequate teaching. This makes their admission into tertiary institutions through JAMB an uphill task. In addition, inadequacy of equipment, inadequate teaching facilities and students anxiety to achieve success by all means were perceived as causes of malpractice in public examinations. This study found that inadequacy of equipment and lack of teaching facilities is a causal factor. The finding agrees with those of Adekale (1993) and Omotosho (1990) who identified poor school facilities as a cause of examination malpractice. This is a pointer to the fact that the Nigerian Government has to take the funding of schools more seriously. Equipment and teaching facilities enhance teaching and learning. Where they are lacking, the result is lowering of educational standards and production of misfits who are ill-prepared to take their place in society and contribute to its

development.

The result of this study also confirms the views of Sooeze (2004) and Onyechere (2004). Sooeze (2004) considered examination malpractice as illegal means which students use to pass examinations and Onyechere (2004) noted that it is almost a routine for students to cheat in examinations. Some desperate and anxious students seek to pass examinations, and since they are not adequately prepared for it, are ready to use illegal means and hence they cheat. The factor of the anxiety of students to achieve success by all means indicated in the result of this study should be expected. Everybody knows the value of educational achievement. Since the schools failed to prepare the students to succeed, they have opted to succeed through unorthodox means which, of course creates, greater problem for the entire society .

Conclusion and Recommendations

From the results of this study, it is evident that examination malpractice in public examinations conducted by WAEC and NECO could be eradicated if, first and foremost, the actions of their officials and supervisors are checked. In addition to this, students should be adequately prepared for examinations by well-trained teachers. School equipment and teaching facilities should not be lacking in our schools. If the education authorities ensure that our secondary schools are adequately staffed with well-trained and well-motivated teachers and schools which are provided with equipment and teaching facilities, we can be sure to have students well-qualified to meet the admission requirements of tertiary institutions. Examination malpractices will gradually become a thing of the past in our educational system. To check cheating in public examinations, the following are therefore recommended.

1. WAEC and NECO should do all they can to eliminate from their ranks incorrigible officials and supervisors. If they do this, they will eradicate examination malpractice and earn credibility for the public examinations they conduct.
2. Education authorities should ensure that those admitted to the teaching

profession are well-trained and well-motivated. This will ensure that the students they teach are well-prepared to take public examinations without engaging in examination malpractice.

3. Nigerian governments should take the funding of our educational institutions more seriously by ensuring that schools are provided with adequate equipment and teaching facilities. This will enhance meaningful teaching and learning and put an end to examination malpractice.

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**CHECKING THE MENACE OF EXAMINATION MALPRACTICE:
A CALL FOR MORE TEACHING AND LEARNING IN SCHOOLS**

By

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Abstract

This paper outlines reasons for examination malpractices, the forms they take and the threat they pose to our educational system. Various efforts at combating the scourge of examination malpractice in different countries like China, Pakistan, Kenya, Zimbabwe, Sri Lanka, Uganda and Philippines were presented. It is argued that increasing the quality of teaching and learning in schools will go a long way to reduce the menace of examination malpractices. It is suggested that other remedies like punitive measures and public enlightenment campaigns can only be effective if students are well taught in schools.

Introduction

Examination malpractice is any illegal act committed by a student single handedly or in collaboration with others like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examinations in order to obtain undeserved marks or grades. The means of perpetrating this illegal act may range from bringing in un-authorized materials to the examination hall, disrupting the conduct of examinations, buying examination papers, changing of grades after examination and impersonation to using money or candidate's body to earn marks.

Examination malpractice in Nigeria and indeed in many countries of the world is already a cankerworm. It has attained an alarming proportion and also endemic to educational systems all over the world. The problem is hydra-headed and has defied most recommended solutions. The categories of people involved

in examination malpractices are many and the forms of examination malpractices are almost without end. It takes place at all educational levels, it is a concern to all stakeholders in education and it takes place in both internal and external examinations. Children, youths and adults are involved.

Many reasons have been given for the prevalence of examination malpractice. These include inadequate funding of schools (Maduabum & Maduabum, 1998), laxity in prosecuting offenders (Uwadiae, 1997) inability of students to cope with school work, candidates' inadequate preparation and desire to pass at all costs, poor sitting arrangement, too much emphasis on paper qualification and non completion of syllabuses (Adamu, 1998; Obe, 1998, Onyechere, 1996). The causes are multi-dimensional while the society, the school and the students are involved. Any lasting solution to examination malpractice should therefore consider all these causes. The World Bank Group (2002) identified that a major reason for examination malpractices is high stakes of examination. This implies the long-term impact of examination results on a candidate's life and where teacher and school status depend on public examination results. Other reasons include students' personal factors, quota system, inadequate school resources, corruption in the society, location of examination centres and low salary level for teachers and examination officials.

Forms of Examination Malpractice

Different forms of examination malpractice have been reported in literature. Common forms such as bringing in unauthorised materials, writing on currency notes and identity cards, spying of other candidates in examination hall, substitution of answer sheets and change of examination scores or grades (Adamu, 1998; Fagbemi 2001). Others include impersonation, leakage of questions to students before the examination, conniving with supervisors and school authorities to cheat, body writing or tattoo in which students especially females write on hidden parts of their bodies (Jacob & Lar, 2001).

There are some cases of examination malpractice that are almost unbelievable. In the 1997 University Matriculation Examination, the then Registrar of Joint Admission and Matriculation Board reported that there were cases of females attempting to impersonate males. There was widespread

cheating reported in that year's University Matriculation Examination (The Guardian 16th September, 1997). Examination malpractice is not a recent phenomenon, though the trend is increasing. In the 1973 May/June WAEC examination, there was the case of a candidate who armed herself with nitric acid and threatened to pour it on other candidates who refused to let her copy from their scripts. She successfully forced two or three other candidates (Jacob and Lar, 2001). Some students buy question papers with money while some others buy question papers with their bodies if they are females (Maduka, 1993). Radio transmitters concealed in pens, personal stereos loaded with pre-recorded tapes and programmable calculators packed with data have all been smuggled into examination halls in Britain as reported by Fagbemi (2001).

The World Bank Group (2002) also reported that examination malpractice may even include creation of ghost centres where candidates can sit for examinations with the support of helpers and without supervision. Also, deliberate award of certificates to candidates who did not even sit for examinations has been reported. In the past, it used to involve only examination officials, but in recent years, it included printers and candidates with high-level skills in technology. Examination malpractices technically tend to weaken the validity of any examination and the results become unreliable and worthless. When it happens, it is difficult to assess candidates' performance based on the certificate they hold.

Table 1: Comparison of Incidence of Examination Malpractices.
(SSCE/WASSCE) MAY/JUNE 1998-2000

- i. Discourages good candidates from studying hard:** Good candidates are tempted to believe 'If you cannot beat them, join them' especially as they see other candidates get away with their corrupt behaviours. This behaviour may be contagious as more and more candidates tend to join in examination malpractice. They believe that even if they are caught, they will get away with it and the end will justify the means. Uhachukwu & Onunkwo (1999) sampled 5000 Nigerians from three professional groups (teachers, businessmen and civil servants) and found that 52.6% of the respondents did not see anything bad with cheating, while only 9.2% considered that cheating is bad.
- ii. Discredits certificates:** Employers of labour require certain skills from their employees based on the certificates they hold. These employers are disappointed when their employees perform grossly below expectation. The implication is that the employers will begin to rely more on their own tests and oral interviews than the certificates the applicants are holding in order to employ suitable hands. This is not only in job-seeking but even in admission processes. Some private universities in Nigeria conduct post-hoc examinations for students seeking admission instead of relying on whatever grades or scores they have in the University Matriculation Examination.
- iii. Denies innocent students opportunity for admission:** Many good students have been denied admission by the corrupt ones who through examination malpractices have better scores and grades. The best brains that could help in research and development are likely to be thrown out or frustrated while seeking admission. The corrupt ones admitted continue in their behaviours that won them admission and eventually wangle their ways through the programme. Decreases job efficiency: This has a serious implication on the gross domestic product of the country. It also has effect on general quality and standard. Imagine the havoc a half-baked medical doctor could

wreck on human lives. What about teachers who cannot competently handle the subject they are trained to teach. Imagine the effect on the students. There is a chain effect of examination malpractices on the educational system and the society as a whole.

- iv. **Dominates examination planning and conduct procedures:** The procedures in development and administration of external examinations are many. These include stating the objectives, writing of items and production of drafts, validation and field trial, selection of final items and production paper. The result of this study also confirms the views of Soeze (2004) and Onyechere (2004). Soeze (2004) considered examination malpractice as illegal means which students use to pass examinations and Onyechere (2004) noted that it is almost a routine for students to cheat in examinations.

The threat of examination malpractices on the validity of examination has made some examination bodies to give excessive attention to checking examination malpractices even at the test development stage. Joint Admissions and Matriculation Board (JAMB) administers different question formats in which questions do not follow the same order. The alternatives under each question in a format do not also follow the same order. Examination bodies therefore make a lot of efforts both at the test development and administration stages to combat examination malpractices.

- v. **Delays the processing of examination scores and grades:** Every year, many students are caught for engaging in various examination malpractices which needs to be investigated before results are released. Though some results are withheld pending the determination of the cases, some are decided before results are released. This extends processing time.
- vi. **Dissatisfies candidates:** Candidates who possess certificates they cannot defend are dissatisfied. They have psychological problems arising from the way they acquired their certificates. In some instances, they will not be bold to present the certificates because they can be presented with tasks that will require them to defend the certificates.

Efforts at Combating the Scourge of Examination Malpractice

Different examination bodies have put up efforts at combating the scourge of examination malpractices. It seems that candidates too are not relenting in frustrating and voiding all efforts by these bodies. Fagbemi(200 1) reported efforts adopted by West African Examinations Council (WAEC) to fight malpractices. These efforts are public enlightenment campaigns, information to students on rules and regulations guiding its examinations, punitive action on candidates and WAEC staff involved in malpractices and creation of a whole department headed by a deputy registrar to handle cases of malpractice. As a way of reducing examination malpractices, Continuous Assessment (CA) has been introduced in Nigeria. The scores in the CA could be inflated as the school teachers provide them. National Examinations Council (NECO) has devised a means called 'technical failure'. If candidate score 70/70 in their examination and less than 12(40% of 30) in CA or no CA at all, they have failed. To pass NECO examinations, a candidate must score at least 28(40% of 70) in the final examinations.

All over the world, examination malpractice is not a recent phenomenon. It is however getting worse with time and civilisation. According to the World Bank Group (2002), the issue of examination malpractice was so serious in China in the sixteenth and seventeenth centuries that the penalties for it included death, confiscation of properties and exile for corrupt examination officials. Part of the recommendations for checking malpractice in public examinations in the World Bank Group's report are presented below:

- Pay examination officials slightly higher salaries than personnel in comparable levels in the Ministry of Education (Uganda).

- Item writers set individual questions rather the complete paper (Uganda)
- Print examination papers outside the country (Kenya, Zimbabwe).
- Entrust typing of an entire question to one typist (Ethiopia).
- Hold key officials e.g. item writers (China), printers (Sri lanka and Philippines incommunicado until the examination has been administered.

- Withhold payment to printers and make them to forfeit it if leakage can be attributed to them (Philippines).
- Take out an insurance policy to cover the consequences of leaked tests
 - Provide secured packing (seal envelopes with metal or wooden boxes) and storage for papers.
- National and international examination boards and organizations should share information on new threats to examination security and procedures for counteracting malpractice.
- Withhold payment to printers and make them to forfeit it if leakage can be attributed to them (Philippines).
- Take out an insurance policy to cover the consequences of leaked tests
 - Provide secured packing (seal envelopes with metal or wooden boxes) and storage for papers.
- Provide secured storage facilities for materials in transit (e.g army barracks, police stations and banks).
- Enlist the support of other government agencies to facilitate delivery and collection of materials (Kenya, Philippines).
- Insist that packages of sealed envelopes be opened and sealed in front of candidates (Nigeria).
- Recruit supervision staff (invigilators) from a school other than that in which examination is being held (Nigeria).
- Presentation of different versions of multiple-choice papers to candidates sitting close to each other (Nigeria, JAMB).
- Give magisterial powers (including right to arrest) to examination board officials (Pakistan)
- Conduct frequent and unannounced visits to centres (Common in Asian and African countries).

- Conduct a public awareness campaign to highlight the importance of integrity of the examination system (Cambodia, Pakistan, Nigeria)
- For common examinations conducted in a number of countries on the same day, administer the examination at the same GMT to counter the threat of the use of ICT
- Not writing names on answer scripts. Writing fictitious roll numbers that will be substituted later with the real candidate's number (Pakistan).
- Use of bar codes (Lithuania).
- Publicise evidence of wrongdoing and application of legal sanction.
- National and international examination board and organization should share information on new threats to examination security and procedures for counteracting malpractices.

Despite these various steps and efforts, the incidence of examination malpractice has been on the increase in many countries. In many countries, a method may work for a while but candidates are very smart at beating any effort directed at ebbing examination malpractices. Therefore examination bodies have to think many steps ahead on any effort they plan to introduce to curb the menace. If examination officials and printers are held incommunicado, this will only work for the first year. In the subsequent years, corrupt ones among them would have leaked the questions they are going to set before being held incommunicado. Providing secure storage facilities and presenting question formats to candidates are good and should be continued. All these efforts have however not been found to totally solve the problem of examination malpractice. Little wonder, Afigbo (1997) called examination malpractice the demon with a thousand faces.

To every problem, there must be a solution. If a problem does not have a solution yet, it is not because there is no solution, rather the solution has not been discovered. If what we call a solution is not working, let's look for another. Eventually, the problem will be solved. All over the world, it is generally believed that if citizens are empowered and enjoy good standard of living, crime rate will reduce. This is because many people have discovered that the root cause of

stealing and robbery is poverty. Though, some will still steal and rob even if they have the basic needs, it is logical to think that most people may not steal or rob if they are comfortable. In the same way, even if some candidates may still cheat when properly groomed for examinations, it is still logical to think that many students may not cheat if they are well prepared for an examination. Many good candidates do not even want any form of distraction when they are writing their papers.

Effective teaching and learning are no more taking place in many schools. Candidates are, too conscious of examinations and only want key points to pass rather than to learn. In an empirical study carried out by Uwadiae (1997) to find out how school factors predict examination malpractice in the Senior Secondary School Examinations (SSCE) Mathematics in Nigeria, he found that school factors accounted for as much as 66% of the variance in examination malpractice. The school factors considered are school ownership, school type, syllabus coverage, principal quality, principal's gender, examination facilities and school performance in SSCE. Fuller (1987) stressed the importance of school variables on students' achievement. The quality of teaching and learning can be improved if syllabuses are adequately covered before examinations, teachers teach with teaching aids, students who do not pass are not promoted to the next class, students are motivated to learn, past questions are used to revise with students especially when an examination is approaching, relevant books are provided in the school and public libraries and laboratories are well equipped to facilitate learning, students will then see examinations as mountains that can be climbed with determination and hard work. To this end, all the stakeholders in education, government at all levels, parents, community, school principals, teachers and students alike will have to put in all efforts to provide and use all necessary facilities to improve teaching and learning in schools. There is presently a dearth of qualified teachers in many schools in the world. In Nigeria, the national president of All Nigerian Conference of Principals of Secondary Schools (ANCOPSS) at its 42nd Annual Congress, Akure held in 1999 announced a shortfall of 115, 553 and 111,482 teachers in English and Mathematics respectively all over the country (Fagbemi, 2001). How can qualitative teaching take place under this condition? How would the students not resort to examination malpractice to make their papers? In Nigerian primary

schools where elementary science is one of the core subjects, Okebukola (1997) reported that less than 10% of the 444,000 public school teachers in Nigeria are specialists in primary science teaching.

Above (1999) also reported that over 45% of the primary school teachers had the Grade II Teacher's Certificate, 25% -30% NCE holders are mostly arts and social studies teachers who obtained certification through distance learning. In summary, we can only boast of a handful of professionally qualified elementary science teachers in over 41,000 primary schools in Nigeria. How do we then expect these pupils to do well without examination malpractice in their entrance examination to into secondary schools?

Afolabi (1998) noted while giving remedies to examination malpractices that even at the senior secondary school level, schools lack sufficient number of professionally competent teachers to help and support students. He therefore called for faithful implementation of the 6-3-3-4 system of education. If this system is faithfully implemented and there is all-round teaching and learning in schools, all subjects will be taught and many students who are less intellectually endowed will not end up in frustration or seek all means to pass examinations.

Conclusion

The root cause of examination malpractice is that there is poor preparation as a result of decreasing level of quality teaching and learning in our schools. Proper preparation prevents poor performance. On the other hand, poor preparation promotes poor performance. There is gross inadequacy of qualified teachers in our schools. While all other remedies to curb examination malpractices like punitive measures, public enlightenment campaigns and printing of question papers outside the country should continue, we should try to emphasize qualitative teaching and learning in our schools. There are cost implications to improving the quality of teaching and learning. All the stakeholders in education should be ready to contribute to the funding of our schools. There should be proper monitoring and supervision to ensure that the end justifies the means.

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**ADMINISTRATION OF SENIOR SCHOOL CERTIFICATE
EXAMINATION BY WAEC AND NECO IN EKITI
STATE, NIGERIA**

By

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Abstract

This study compared the administration of Secondary School Certificate Examination (SSCE) by the West African Examinations Council (WAEC) and the National Examinations Council (NECO) as perceived Principals, Vice Principals and Heads of Department of Secondary Schools in Ekiti State, Nigeria. Research questions were raised on examination administration, standard of examination questions, marking and releasing of results. Simple random sampling technique was used to select 50 Principals, 50 Vice Principals and 50 Heads of Department and these totalled 150 respondents. The researcher constructed and validated a questionnaire tagged School Certificate Examination Administration Questionnaire (SCEA Q) for use. It consisted of items on respondents' bio-data as well as information on administration of the examination. Frequency count, percentage and Chi -square were used for data analysis. The result -of the study showed that WAEC was perceived to be better organized in terms of the administration of the examination. Its officials were perceived to be more efficient in terms of supervision during examinations while NECO examination was perceived to be easier for the students to pass. it was recommended that NECO should ensure improvement of the conduct and supervision of the school certificate examination so as to attain to expected standard.

Introduction

The crave to acquire one certificate or the other seems to be high especially nowadays when paper qualification is the order of the day. The basic qualification for admission into any higher educational institution is the school

certificate issued by the West African School Certificate Examinations Council (WAEC) and/or the National Examinations Council (NECO).

The WAEC was established through Ordinance 40 of 1951 that charged the body with determining the examinations required in the public interest in West Africa. The body was empowered to conduct such examinations and award certificates equivalent to those of examining authorities in the United Kingdom. There had been a lot of criticisms levied against West African Examination Council since its inception. Prominent among them according to Temitope (1999) and Kolawole (2001) were mass leakage of examination papers at times traceable to the officials of the council, unnecessary delay in releasing results, uncontrollable population explosion of the candidates and over load of work as a result of too many examinations conducted by the council. The level of exam malpractice was so high in 1977 that the situation was tagged "Expo 77". This actually led the Federal Government to set up the Sogbetun Commission of inquiry to look into the problems of WAEC and the possibility of relieving the body of some of its burdens. The Sogbetun Commission's recommendations led to establishment of the National Examinations Council (NECO).

National Examinations Council (NECO), which was established in April 1999, transformed from the National Board for Educational Measurement (NBEM) established by Decree 69 of 1993. The body was also charged with the responsibility of conducting the Senior School Certificate Examination (SSCE), the first of which was conducted by the body in May/June 2000. This new examining body too was not left out of criticism since its inception and especially when its maiden result was released. Some of the criticisms levied against NECO as highlighted by Oyewole (1999) and Okomonuwa (2000) were that NECO lacked capacity for the conduct of SSCE and that it could not enjoy national acceptability and international recognition. It was further alleged that NECO was a ploy to help candidates from certain part of the country to obtain cheap passes. Besides, it has no syllabus of its own, its examination was so cheap that it issued results for even dead candidates. Thus making results from NECO examination to be almost worthless.

Animasaun (1999) stressed that the creation of the National Examinations Council (NECO) as an alternative examination body to West African Examinations Council (WAEC) is seen as a right step in solving most of the problems created by WAEC's monopoly of the conduct of final examinations at the secondary school level. Cases of examination malpractices and unnecessary delays in the release of results would become a thing of the past if more examination bodies are established. According to him, NECO was established to break the monopoly of WAEC and thereby put smiles on the faces of many Nigerians.

NECO successfully conducted its first SSCE in 2000. Allaying peoples' fear of a possible rejection of NECO's result, Adeniran (2001) made it clear that University Vice- Chancellors who are mere executors of government decisions on education, do not have the right as to which certificate to accept or reject. But despite the alleged rejection of NECO certificates by some tertiary institutions in the country, over 1.2 million candidates registered for May/June 2001 NECO Senior Secondary Certificate Examination. That was a sign of acceptance of the new examination body nationwide (Ojerinde 2001). The criticisms against these examining bodies gave the researcher a lot of concern. The need to investigate and compare the administration of Secondary School Certificate Examination by West Africa Examination Council (WAEC) and National Examinations Council (NECO) was identified.

The purpose of this study was to compare the administration of school certificate examination by WAEC and NECO as perceived by school Principals, Vice Principals and Heads of Department who usually supervise the examinations in secondary schools. The study also investigated whether perceived differences exist in the supervisory roles played during the examination and compared the Principals' perception of the standard maintained by the bodies in terms of setting of questions, release of results and the extent to which candidates passed their papers. To guide this investigation, the following questions were addressed.

1. Do school administrators (Principals, Vice Principals and Heads of Department) in Ekiti State perceive whether differences exist in the administration of school certificate examination by WAEC and NECO.
2. Is there any perceived difference in the supervisory roles of officials of WAEC and NECO in Ekiti State
3. Is there a difference in the standard maintained by WAEC and NECO in terms of items, marking and release of results?

Methodology

The study is a descriptive research. The population for the study consists of all the Principals, Vice Principals and Heads of Department of all the 154 secondary schools in Ekiti State. The simple random sampling technique was used to select 10 out of the existing 16 local government areas. A total of 50 schools were used for the study. The Principal, Vice Principal (Academics) and Head of Department of each of the 50 schools were sampled and used as respondents, making a total of 150 respondents in all.

The instrument used for data collection was a questionnaire titled School Certificate Examination Administration Questionnaire (SCEAQ). It was developed by the researcher and used to collect information. The face and content validities of the instrument were ascertained by specialists in Educational Management and Test and Measurement. The instrument was personally administered by the researcher in the selected schools to the school administrators. They responded to each item on the questionnaire. The data collected was analyzed using frequency count, percentages and Chi-square statistics.

Results

The results are presented in table I below;

Table 1 Comparison of the Administration of SSCE by WAEC and NECO

S/N	ITEMS	N	WAEC	NECO	X ²
1	Which body is better organized in terms of conduct of examination.	150	136(90.6%)	14(9.4%)	92.55
2	Which of the bodies maintained a better standard in term of conduct of exam	150	136(90.6%)	14(9.4%)	92.55
3	Which of the bodies has more problems Which of the bodies has more problems regarding shortage of question papers? are usually not sufficient	150	35(23.3%)	120(80%)	45.94
4	Which body has more problems with distribution of questions?	150	22(12.7%)	128(85.3%)	78.68
5	5. Which body's questions are usually easier for students to answer?	150	30(20.0%)	120 (80%)	57.68
6	Whose officials are more efficient during the conduct of the exam?	150	126(84.0%)	24(16%)	55.37
7	Which of the officials condone students during supervision?	150	47(31.3%)	103(68.78%)	23.17
8	Which body has its officials visit schools more regularly during exams?	150	101(67.3%)	49(32.7%)	16.02
9	Which body is more efficient in terms of marking of exam scripts?	150	125(83.3%)	25(16.7%)	62.75
10	Which is more prompt at releasing results?	150	96(64.0%)	54(36.0%)	10.14
11	Whose exam is easier for students to pass?	150	29(19.3%)	121(80.6%)	60.19
12	Which of the bodies do schools usually complain more about during the conduct of the exam?	150	35(23.3%)	115(76.7%)	45.9

Results and Discussion

The responses summarised in table 1 shows that WAEC was perceived to be better organized in terms of the conduct of examination as majority (90.6%) of the respondents picked WAEC and only (9.4%) considered NECO to be better organized. Also, most of the respondents (90.6%) considered WAEC to maintain better standard in terms of the conduct of their examination. Most respondents (76.7%) picked NECO as the body whose questions are usually not sufficient i.e. (not enough to go round the students registered) while (85.3%) again picked NECO as usually having problems with distribution of questions. The Principal, Vice Principals and Heads of Department were also almost unanimous (80%) in their perception that NECO's questions are usually easier for students to answer. Significant differences were found in their perception of whose officials were more efficient during the conduct of the examination (84%) for WAEC and (16%) for NECO. The questions of which officials condone students during examination showed a unanimous support for WAEC with 67.3% and 32.7% for NECO. On the more efficient body in terms of marking of examination script, respondents favoured WAEC with (83.3%) and (16.7%) for prompt release of results. However, majority (80.6%) perceived that NECO exams are easier for students to pass than WAEC with only (19.3%). Lastly the view of the respondents is that the body against which schools have more complaints during the conduct of the exam is NECO with (76.76%) and only (23.2%) pointed accusing fingers at WAEC.

In summary, the results in the above table indicated that the higher scores for WAEC were on items 1,2,6,8,9,10. That is, WAEC is better organized in conducting examinations, maintains standard in conducting exam, has more efficient officials and visit schools more regularly during exams, NECO has higher scores on items 3,4,5,7, 11 and 12. That is, NECO's questions are usually not sufficient and thus its staff usually have problems with distribution of questions usually has easier questions, for students and gives schools more problems during examinations.

Discussion

From the results, WAEC is perceived by the respondents to be better organized in conducting school certificate examinations. This could be attributed to its long years of existence as an examining body which has learnt through experience the art and methods of planning and of organizing public examinations. Despite various criticisms, WAEC is still perceived to be better organized and even more efficient when conducting examination. This is evident from Laolu (2002) who stressed that there is no time WAEC releases results without having a backlog of seized results or withheld students' results and examination malpractices. This, no doubt, revealed that the body does not condone any malpractice or misbehaviour.

WAEC was also found to excel in terms of supervision of schools during examinations. Evidences gathered revealed that WAEC officials are perceived to be more strict and firm. Good preparation, planning and effective management by the authorities of WAEC must have helped them to achieve this level of perception. WAEC was also perceived to be more efficient in marking and prompt release of results. This could also be as a result of the available experienced markers who had been appointed by the body from among the secondary school teachers to mark the subjects of their specialization. The facilities for collation, computation and compilation of result are also available to facilitate the prompt release of result.

Responses have also proved that school administrators usually have more problems during NECO examinations. This, no doubt, had been because the body is still relatively new in conducting examinations. The body is still consolidating its personnel, facilities and management. Also WAEC had been established for a long time while NECO is still facing teaching problems of growth. Within the shortest time possible NECO will get itself properly established.

It was also revealed in the findings that school administrators perceive that students found it easier to pass NECO than the WAEC. This result is contrary to the findings of Ogunjemilua (2001) which revealed that the psychometric property

of WAEC and NECO in Mathematics multiple choice items were not significantly different indicating non-supremacy of one examining body over the other. Ayodele (2002) further found that from the students raw scores, those who score high marks in WAEC were also the set of students that scored comparatively high marks in NECO. Besides, those who were within the first to the twentieth positions in WAEC SSCE were also in the same range in the NECO SSCE. Furthermore, sets of students that scored low grades in WAEC SSCE scored low grades in the NECO SSCE. Therefore, NECO examinations cannot be said to be cheap and its standards can neither be underrated nor its certificate seen as inferior as emphasized by Oyewole (1999) and Okomonua (2000). The long experience of WAEC as an examining body could still be an advantage. The fact that people generally don't want a change might be responsible for the negative perception about NECO. Many of these respondents might be of the view that no other body can be better than WAEC; consequently, whatever any other examining body does will never satisfy such respondents.

Conclusion

From the findings of this study, it can be concluded that WAEC was perceived to be better organized in conducting, supervising, releasing results and maintaining standard in school certificate examinations than NECO. In addition, more students pass NECO examinations than the WAEC despite the fact that schools have more problems during the conduct of NECO exams. The officials of the two examination bodies engaged in thorough supervision during examinations but WAEC officials were found to be more efficient. Both examination bodies were however found to maintain standard in setting questions and conducting examinations generally. This notwithstanding, respondents underrated NECO when compared with WAEC in some areas such as distribution of question papers, supervision and conduct of the examinations. It is therefore recommended that WAEC should not relent in its effort to maintain standards while NECO should work toward a high standard in the conduct, marking and prompt releasing of results. Officials could also be given orientation on how to be more efficient during supervision. Efforts should however be made to ensure that examination malpractices are eradicated in all schools.

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EDUCATIONAL QUALIFICATION AND JOB PERFORMANCE OF PRIMARY SCHOOL TEACHERS IN OGUN STATE, NIGERIA

By

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Abstract

The study compared the performance of the NTI Grade II and NCE Primary Education teachers in the teaching of English among primary school pupils in Ogun State, Nigeria. 1200 primary school teachers whose age ranged between 22 and 47 years were randomly selected from four Local Government Areas. Sixty (60) of the subjects were NTI Grade II certificate holders while the rest sixty (60) hold NCE Primary Education certificate. Simple percentage and chi-square were used to test five null hypotheses. The result showed that there is a significant difference between the job efficiency of Grade II and NCE teachers. Also there is a significant difference in the work patterns of Grade II and NCE teachers. The result also showed that there is a significant difference between the absenteeism patterns of Grade II and NCE teachers. However there is no significant difference between the on-the-job absenteeism patterns of the Grade II and NCE teachers. Also, there is a significant difference between the impaired interpersonal relationships of Grade II and NCE teachers. The implications of the findings were discussed.

Introduction

For several reasons, primary education being the foundation could be said to be an important stage for all learners. This is more so when one considers the value Nigeria places on the primary education. The National Policy on Education stated that the objectives of primary education include:

- (a) the inculcation of permanent literacy and numeracy, and the ability to communicate
- (b) the laying of a sound basis for scientific and reflective thinking;

- (c) citizenship education as a basis for effective participation in, and contribution to the life of the society;
- (d) character and moral training and the development of sound attitudes;
- (e) developing in the child the ability to adapt to his or her changing environment;
- (1) giving the child opportunities for developing manipulative skills to function effectively in the society within the limits of their capacity;
- (g) providing basic tools for further educational advancement, including preparation for trades and crafts of the locality.

Appropriate curricular activities at this level include the development of literacy and numeracy, the study of science, social norms and values first of the local community and of the country as a whole. The foundation for sound education should be laid through civics and social studies; health and physical education, moral and religious education, the teaching of local crafts, domestic science and agriculture.

Until the last decade of the twentieth century, primary school teachers in Nigeria were produced by Teacher Training Colleges. Nigeria's National Policy of Education in Section 9, sub-section 61, makes reference to standards in teacher education as an ultimate expectation. It is expected that only candidates whose minimum qualification is WASC or its equivalent will be admitted into the teacher training colleges, and that the NCE will ultimately become the basic qualification for entry into the teaching profession.

Lassa (1998) observed that the Nigerian Certificate in Education (NCE) is a sub-degree but highly qualitative professional diploma in teacher education, obtained after a three-year full-time programme in Colleges of Education. It is therefore a higher quality and specialized teacher's certificate than the Teachers' Grade Two certificate that it is expected to replace. The establishment of the National Commission for Colleges of Education (NCCE) in 1989 as a supervisory body for teacher education in Nigeria saw the beginning of consistent and deliberate thrust towards actualizing the policy on the NCE qualification becoming the minimum certificate for entry into the teaching profession in Nigeria (Uzodinma, 2003). Consequently, as the number of Grade Two Teachers' Colleges fell from 285 in 1976 to 153 in 1989 and less than 120 in 1991, the number of

Colleges of Education increased from 44 in 1983 to 61 in 1993. Similarly, the enrolment in Colleges of Education rose from 24,710 in 1980/81 to 86,830 in 1990/ 91 (UNESCO, 1998).

In addition to the expansion of full-time programmes for the production of primary and junior secondary school teachers who will be holders of the NCE, several part-time programmes have been started whether in Colleges of Education as sandwich courses, or by distance learning organized by the National Teachers Institute (NTI) aimed at transforming serving Grade Two teachers into NCE holders. Indeed, between 1990 and 1996, the National Teachers' Institute was able to upgrade 24,817 serving Grade II teachers to the NCE level.

The National Primary Education Commission personnel audit in 1996 showed that only about 39% of all teachers in primary schools in Nigeria possess the NCE and higher qualification. However, it projected that with about 31,563 Grade II teachers enrolled in 1997 in the Distance Learning NCE programme and another 25,596 enrolled in the sandwich programmes of the various Colleges of Education, it is expected that by the year 1998, the proportion of qualified teachers holding the NCE and above, who are serving in our primary school sector would be somewhere around 78% of those in service. Lassa (1998) concluded that in spite of this promising enhancement of teacher quality in Nigeria, there are indications of a faulty implementation of the policy thrust towards the replacement of the Teachers Grade 11 Certificate with the NCE as the basic qualification.

The Summit on Population in Developing Countries held at New Delhi, India in December 1993 re-iterated the relevance of qualitative teacher production to the quest for improved basic education for all. According to the Federal Ministry of Education report (FEM & YD, 1994), it was discovered that nearly all issues, whether related to goals, learning achievement, organization of programmes or performance of the education system are related to the role of teachers. These include their behaviour, performance, remuneration, incentives, skills and how they are used by the system. Therefore, teacher production should be based on a sound philosophy, and on such rationale that should guarantee

the acquisition of necessary knowledge components and professional skills which will enable pre-service teachers educate the pupils (Harris, 1992). This expectation is very critical, not only to the quality of teacher education, but equally to the very survival of the various disciplines in the curriculum of education.

According to Lassa (1998), the philosophy for teacher production in Nigeria is anchored on five objectives of teacher education as enshrined in the National Policy on Education. These are to:

(i) produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system:

(ii) encourage further the spirit of enquiry and creativity in teachers;

(iii) help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives:

(iv) provide teachers with intellectual and professional background adequate for

their assignment and to make them adaptable to any changing situation not only in the life of their country but in the wider world:

(v) enhance teachers' commitment to the teaching profession
Lassa (1998) stressed that these national objective could be reduced into three major attributes to be achieved in the making of an effective teacher. These are the:

- possession of a body of knowledge and understanding;
- possession of professional skills and techniques;
- possession of positive personal qualities.

These three attributes are interrelated and possessing one is mere often than not enhanced by the possession of the others.

Teachers are the pivot for the implementation of any education policy. For language teachers to be effective, they should be adequate in numbers, well motivated, qualified and competent, both professionally and academically in the skills of language learning and teaching and have opportunities for various forms of relevant in-service training (Emenanjo, 1996). In Nigeria, there is the perennial

problem of teachers without the right mix, as pointed out above, for all school subjects. The task of developing Nigeria into a modern independent nation with national and international obligations has made the language problem crucial issue.

Adekunle (1976) and Olagoke (1979) observed that the diversity and multiplicity of mutually unintelligible languages in a single country have made it impossible or rather difficult to establish an effective and efficient network of communication throughout the country. Three of the indigenous languages of Nigeria-Hausa, Igbo and Yoruba, are usually referred to as the country's main languages. In spite of the wide spread use of indigenous Nigerian languages, none has yet emerged as the country's dominant language. This is because there is no single language that is spoken and understood by an overwhelming majority of Nigerians. English language therefore fills a huge communication gap. English language helps to facilitate contact between Nigerians of diverse language backgrounds. It is also the official language of the country that the educated elites use in official matters and in exchanging views during formal public and private occasions. Speaking of English fluently is seen in the present day Nigeria as a yardstick for enlightenment. Individuals who are unable to express themselves correctly are seen as illiterates even though they might be educated fellows in other areas of life. This has made so many people to desire to improve their educational level (Oladunjoye, 2003).

Nigerians believe that English language is better taught in the private primary schools than the public schools. This could therefore explain the desire of many parents, including the illiterates, to send their children to private schools, just to ensure that they can speak English fluently. Research reveals that the influence of teachers is the single most important factor in determining students' achievement, even more than socio-economic status, which for years was deemed as having the highest correlation with academic success (Coleman, 1966).

Poor students' performance in English language in such public examinations as SSCE, GCE, and UME raises questions about teacher quality and the effectiveness of teachers. For years, states relied on certification to

ensure teacher preparation and quality, despite the lack of compelling evidence justifying the selection of the certification requirements. Research indicated also that teachers who major in the subject-area taught have a more positive impact on students' achievement than teachers majoring in an out-of- field discipline, including those in education (Goidhaber & Brewer, 1999).

According to Izumi and Evers (2002), school reform is a topic on many people's minds today as a thing of necessity in our system. Unlike many policy areas, the vast majority of people have strongly held opinions, mostly arising from their own personal experiences in school. As a result, much of policy making involves walking a line between research findings and popular views. These popular views frequently are not the best guides for decision-making. This discussion begins with some evidence about the importance of teacher quality and moves to ideas about how the quality of teachers can be improved. Central to all of the discussion is the relationship between incentive and accountability. The current study is therefore, interested in evaluation of NTI Grade II and NCE Primary Education Graduates' performance in teaching English Language to primary school pupils.

Hypothesis

The following null hypotheses were formulated and tested at 0.05 significant level.

1. There is no significant difference between the job efficiency of Grade II and NCE teachers
2. There is no significant difference between the inconsistent work patterns of Grade II and NCE teachers.
3. There is no significant difference between the absenteeism patterns of Grade II and NCE teachers.
4. There is no significant difference between the on-the-job absenteeism patterns of the Grade II and NCE teachers.

5. There is no significant difference between the interpersonal relationships of Grade II and NCE teachers.

Methodology

This study adopted the field survey approach. The reason being that the nature of the variables studied precluded any form of manipulation by the researcher. The study was therefore interested in the influence of teacher qualification on their performance in teaching English to primary school pupils. Participants were 120 primary school teachers whose ages range between 22 and 47 years. The teachers were sampled from four Local Government Areas of Ogun State. Sixty (60) of them were NTI Grade II Certificate holders while the rest sixty (60) hold NCE Primary Education.

The Teacher's Job Performance Scale (TJPS) by Oluwole (2004) was used for the study. It was a self-rating instrument containing six (6) subsections. Section A asked for basic demographic information from respondents e.g. sex, age, and educational qualification. Section B of the instrument contains ten (10) statements relating to decline in job efficiency; Section C contains four (4) statements on work patterns; Section D contains eight (8) statements on patterns of absenteeism of the teacher; and Section E is on the perceived impaired interpersonal relationships. The instrument has a co-efficient alpha value of 0.83. Analysis of the data was accomplished using of simple percentage and Student's t test.

Results

Table 1: Decline in Job Efficiency

Variables	N	X	S	t.obs	dt	t.crit	Remark
Grade II Teachers	60	4.73	2.37	4.05	118	1.96	5
NCE Teachers	60	3.13	1.36				

Table 1 shows that there is a significant difference between the decline in job efficiency of Grade Hand NCE teachers at (X05 level significance. The null hypothesis is therefore rejected in favour of the alternative hypothesis since 4.05

is greater than 1.96 (i.e. $4.05 > 1.96$). The NCE teachers appeared better off in terms of efficiency.

Table 2: Inconsistent Work Patterns

Variables	N	X	S	t.obs	dt	t.crit	Remark
Grade II Teachers	60	3.72	2.07	4.46	118	1.96	S
NCE Teachers	60	1.21	1.62				

Hypothesis 2 states that there is no significant difference between the inconsistent work patterns of Grade II and the NCE teachers. Table 2 shows that the null hypothesis is rejected since the observed t value is greater than the critical t value (i.e. $4.46 > 1.96$) at 0.05 level of significance. Hence, there is a significant difference in the inconsistent work patterns of the two groups. The NCE teachers were better off than their Grade II counterparts.

Table 3: Differences in the Teachers 'Absenteeism Patterns

Variables	N	X	S	t.obs	dt	t.crit	Remark
Grade II Teachers	60	4.73	2.37	4.05	118	1.96	S
NCE Teachers	60	3.13	1.36				

Hypothesis 3 states that there is no significant difference between the absenteeism patterns of the Grade II and of NCE teachers. From table 3 above, the null hypothesis was rejected since the t observed is greater than the critical t value (i.e. $2.13 > 1.96$) at 0.05 level of significance. Hence, there, is a significant difference between the absenteeism patterns of the Grade II and NCE teachers showing that NCE teachers are better than their Grade II colleagues.

Table 4: On-The-Job Absenteeism

Variables	N	X	S	t.obs	dt	t.crit	Remark
Grade II Certified Teachers	60	9.80	42.19	0.37	118	1.96	N.S
NCE certified teachers	60	9.52	45.94				

Hypothesis four states that there is no significant difference between the on-the-job absenteeism patterns of Grade II and NCE teachers. From table 4 above, the null hypothesis was accepted since the t observed is less than the critical t value (i.e. 0.37 < 1.96) at 0.05 level of significance. Hence, 'there is no significant difference between the on-the-job absenteeism patterns of the Grade II and NCE teachers'

Table 5: Impaired Interpersonal Relationship

Variables	N	X	S	t.obs	dt	t.crit	Remark
Grade II certified teachers	60	5.30	12.31	2.71	118	1.96	N.S
NCE certified teachers	60	3.83	2.09				

Hypothesis five states that there is no significant difference between the impaired interpersonal relationship of Grade Hand NCE teachers table 5 above, the null hypothesis was rejected since the t observed is greater than the critical t' value (i.e. 2.71 > 1.96) at 0.05 level of significance. Hence, there is a significance difference between the impaired interpersonal relationship of the NCE teachers compared to the Grade II teachers.

Discussion

The results from table 1 above shows that there is a significant difference between the decline in job efficiency of Grade II and NCE teachers. Also, there is a significant difference between the inconsistent work patterns of Grade II and NCE teachers. The results further showed that there is a significant difference between the absenteeism patterns of Grade II and NCE teachers. However, there is no significant difference between the on-the-job absenteeism patterns of Grade H and NCE teachers. Finally, there is a significant difference between the impaired interpersonal relationships of Grade II teachers and NCE teachers. These findings are in line with the findings of Goldhaber and Brewer (1999) who revealed that teachers mode of training and specialization go a long way in enhancing their manner of discharging their teaching responsibility which in turn has a more positive impact on student achievement In addition, current findings proves right Lassa's (1998) assertion that there is a fault in implementation of the

policy thrust towards the replacement of the Teachers Grade II Certificate with the NCE as the basic qualification for entry into the teaching profession. The reason for the recent findings may not be unconnected with the entry requirement into distance learning programme for Grade Hand the quality of teachers that teach at NTI's NCE programme.

Moreover, as Nwana (1998) observed that the typical Nigerian teacher has become associated with a disdained social status and often demonstrates a number of non-professional actions while carrying out teaching functions. Some of the disheartening example are:

(a) Lateness to school and classes, social functions as well as unauthorized absence from school for long periods of time;
(b) Divided loyalty i.e. holding other paid jobs concurrently with teaching, contrary to regulations;

(c)- Continuing to teach for several years without seeking self improvement through private reading or further training;

(d) Fals1ring continuous assessment records of students to favour or penalize and in some cases, for money;

(e) Sale of poorly-prepared lesson-notes (referred to as "Handouts") to students in the absence of textbooks, at exorbitant prices and compelling students to buy

(1) Sexual harassment

(g) Operating illegal schools and preparatory classes and lessons under unsatisfactory conditions for making money;

(1) Operating commercial activities during school hours i.e. trading within or outside the school. As observed in above, most of the incidence and intensity of such non-professional practices are common among the NTI certified Grade II teachers.

Implication of the Study

Findings of this study have several implications. First, it is highly essential that NCE teachers be allowed to teach in primary schools in Nigeria. This is fully in line with the National Policy of Education. This will contribute to improvement of the quality of education at that level.

Also, stakeholders in education should always endeavour to organize refresher courses and sponsor Grade II teachers for further training so as to equip them with improved teaching skills. The inspectorate of education in various states should make effort to thoroughly screen those who seek to be teachers for behaviour abnormalities (such as poor attitude to teaching functions), putting in place more appropriate and forward-looking rules and regulations for teaching, encourage more attendance of regular colleges of education to improve the academic and professional competence of teachers, upward review of teachers' salaries and improvement of their conditions of service.

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**ASSESSMENT OF THE CONDUCT OF SENIOR SCHOOL
CERTIFICATE EXAMINATION BY WAEC AND NECO IN
EKITI STATE, NIGERIA**

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Abstract

This study evaluated the conduct of Senior School Certificate Examination (SSCE) by WAEC and NECO in Ekiti State. The purpose was to ascertain how stakeholders rate the conduct of examinations by both bodies. The design was a descriptive research of the survey type. Sample consisted of 500 respondents drawn from the 16 Local Government Areas of Ekiti State. The instrument for collecting data was a Public Examination Rating Scale (PERS) constructed and validated by the researcher. Two hypotheses were tested using t-test statistics at the 0.05 level of significance. Results showed that there exist significant differences between the conduct of SSCE by WAEC and NECO as well as the conduct of the examinations in urban and rural areas. It was concluded that the conduct of SSCE by WAEC and NECO in Ekiti State was fairly satisfactory in terms of qualification and that the gap between the conduct of SSCE by both examining bodies in urban and rural areas was too wide signifying that more attention should be paid to supervision of WAEC and NECO examinations in the rural areas.

Introduction

Evaluation is a human activity usually carried out to ascertain the worth, value or credibility of an action, operation or a programme. Studies by Yoloye (1991), Okpala, Onocha and Oyedeji (1993), Afolabi (1998), Bandele (1998) and Ojerinde (2000) revealed that evaluation involves such activities as gathering of valid information on attainment of educational objectives, analyzing and fashioning information to aid judgement on effectiveness of an educational programme. Evaluation of programme in this context is undimensional. That is, it

focuses on the assessment of the objectives of the programme along the line of its consistency, trustworthiness, effectiveness and efficiency such as assessing the conduct of the Senior School Certificate Examination (SSCE) conducted by the West African Examinations Council (WAEC) and National Examinations Council (NECO) in Ekiti State.

Examination is an academic exercise designed to obtain information about those who are examined. Tyler (1971) and Nunally (1972) defined examination as a standardized situation designed to elicit a sample of an individual's behaviour. Fagbamiye (1998) described examination as a tool for measuring and judging the standard of education in any country. It is believed that no country can rise above the level of her educational standards, no matter the political propaganda or economic manipulation, except such a country fashions out a dynamic educational system matched with valid and reliable testing programmes. In other words without valid and reliable examinations and results, there can be no national development either socially, economically, scientifically or technologically.

In the last five decades, it could be observed that Nigeria has made concerted efforts at providing qualitative education for her citizens which had led to the establishment of a number of examination bodies to monitor and maintain educational standards, encourage a learning society identify special talents within the population and control curricula. The conduct such examinations as may be considered appropriate and award certificates on the results of the examination conducted (Nwana, 1982; Oluwatayo, 2004). Prominent among the examining bodies are the West African Examinations Council (WAEC) established in 1952, the National Teachers' Institute (NTI) established in 1978; the Joint Admissions and Matriculation Board (JAMB) established in 1978; the National Business and Technical Education Board (NABTEB) established in 1992 and the National Board for Educational Measurement (NBEM) established in 1992 but later transformed to National Examinations Council (NECO) in 1998. The essence of public examinations is to provide equal opportunities to all members of the society irrespective of the type of education they have acquired (Okpala, Onocha and Oyedeji, 1993; Folayajo and Makoju, 1997; Ojerinde, 2000). Essentially, the public examination boards are concerned with large scale

testing programmes resulting in a large number of candidates sitting for the examinations since restriction of candidates is minimal (Ojerinde, 2000).

Moreover, the public examination boards lay emphasis on certification as an end in itself and not a means to an end (Ikegbunna, 1996). This is the crux of the matter because every typical Nigerian is now over-conscious of examinations and tends to believe implicitly in the certificates and paper qualification so necessary for admission into higher institutions of learning. One of the major problems facing examinations, particularly public examination such as the senior school certificate examination (SSCE) conducted by WAEC and NECO, is the notorious examination malpractices among the candidates. According to Oluyeba (1998), examination malpractice occurs in its various forms throughout Nigeria and there is no state that could be exonerated from it.

The pattern of examination malpractice ranges from impersonation to smuggling of already prepared answers written by others into the examination hall, corporate cheating by the candidates, concealing of notes in private parts, use of mobile phones, use of electronic computers and other unethical behaviours. Studies by Oluyeba (1998), Fagamiye (1998) and Adetunberu (1998) showed that the rate of examination malpractice is at its peak in the southern part of Nigeria while those states that recorded the lowest percentage of cases of examination malpractices are in the northern part of Nigeria. This poses a serious threat to educational standards in Nigeria because examinations should be essentially a system of measurement designed to provide information about those who are tested.

Studies on administration of examination in Nigeria (Longe, 1977; Ojikutu, 1992) showed that administration of examination is the most sensitive and volatile aspect of any examination whether internal or external. It is regarded as the image maker of any examination board. The authors asserted that no matter the standard of examination questions, if it is poorly conducted, the results obtained would give a false representation of the examinees' ability. This may be true about the SSCE conducted by WAEC and NECO in Nigeria. Ekiti State is coined the ***fountain of knowledge*** because of her affinity for education and what it entails. It is believed that hardly could one get a family in

Ekiti town without at least a university graduate. The most popular public examination among the youths in Ekiti State is the senior school certificate examination conducted by WAEC and NECO. The results of these examinations are used for admission into higher institutions of learning in Ekiti State and outside. However, the statistics published by the Examination Ethics Project (2004) showed that Ekiti State ranked 4th in number of candidates involved in examination malpractices among the states in the south-west during the May/June 2002 SSCE by WAEC. Many people blamed this situation on the ineffective conduct of the examination by WAEC and its agents. One may therefore ask, how effective or satisfactory is the conduct of senior school certificate examination by WAEC and NECO in Ekiti State?

Statement of the Problem

The purpose of this research is to evaluate the conduct of SSCE by WAEC and NECO in Ekiti State. It aimed at finding out whether there will be any difference between the conduct of the examination by WAEC and NECO and whether there will be any difference between the conduct of the examination in urban and rural areas of Ekiti State.

Research Questions

1. How do stakeholders rate the conduct of SSCE by WAEC and NECO in Ekiti State?
2. Is there any difference between the rating of WAEC and NECO's conduct of SSCE by stakeholders in Ekiti State?
3. Is there any difference between the rating of WAEC and NECO regarding the conduct of SSCE in urban and rural areas in Ekiti State.

Research hypotheses

Ho₁: There is no significant difference between the rating of WAEC and NECO's conduct of SSCE in Ekiti State by stakeholders.

Ho₂: There is no significant difference between the conduct of SSCE by 2 (a)

WAEC in the urban and rural areas,
(b) NECO in the urban and rural areas.

Methodology

The design was a descriptive research of the survey type. The sample consisted of 500 respondents from all the 16 Local Government Areas of Ekiti State selected by the stratified random sampling technique. Subjects include 32 Ministry of Education Officials, 80 Secondary School Vice Principals, 220 Secondary Schools Teachers, 120 Undergraduates, 50 Religious Leaders and 28 Secondary School Principals. An instrument tagged Public Examination Rating Scale (PERS) was constructed, validated and used for collecting data. The scale has four levels and 20 items. Administration of instrument was partly done by the researcher and partly by Research Assistants.

Results and Discussion

Research Question one: How do stakeholders rate the conduct of SSCE by WAEC and NECO in Ekiti State?

The means and percentages of subjects' ratings of the conduct of SSCE by WAEC and NECO is presented in table 1.

'Table 1 Stakeholders' Ratings of conduct of SSCE by WAEC and NECO

Variables	N	X	Satisfactory %	Not satisfactory %
WAEC	500	46.94	58.7	41.3
NECO	500	42.56	53.2	46.8

Table 1 shows the stakeholders level of satisfaction with the conduct of SSCE by WAEC and NECO. WAEC had 58.7% while NECO had 53.2% of the respondents expressing satisfaction. The results showed that the conduct of

SSCE by WAEC and NECO was satisfactory to stakeholder though WAEC was more satisfactory.

Hypothesis Testing

HO : There is no significant difference between the stakeholders' rating WAEC and NECO's regarding the conduct of SSCE in Ekiti State. Data collected was subjected to t-test analysis as shown in table 2.

Table 2: t-test Summary of WAEC and NECO's conduct of SSCE.

Variables	N	X	SD	df	t	t-tab
WAEC	500	46.94	4.49	499	12.60*	1.96
NECO	500	42.56	6.34			

*11<0.05 (significant result)

Table 2 shows that the t-test calculated gave 12.60 while its corresponding table value gave 1.96 at 0.05 level of significance. This implies that there exists a significant difference between the rating of WAEC and NECO regarding the conduct of SSCE in Ekiti State.

HO: There is no significant difference between the conduct of
a) WAEC SSCE in urban and rural areas
b) NECO SSCE in urban and rural areas

The t-test summary between WAEC SSCE and NECO SSCE in urban and rural areas are presented in table 3 and 4 respectively.

Table 3: t-test for WAEC SSCE in Urban and Rural Areas.

Variable	N	X	SD	df	t	t-table
Urban	372	48.50	5.41			
				498	8.64	1.96
Rural	128	42.4	1			7.22

*P <0.05 (significant Result)

Tables 3 shows that the t-test calculated for conduct of WAEC examinations in urban and rural areas gave 8.64 while its corresponding table value was 1.96 at 0.05 significant. Therefore there is a significant difference between the conduct of SSCE WAEC in urban and rural areas. Hence the hypothesis was rejected.

Table 4: t-test for NECO SSCE in Urban and Rural

Variables	N	X	SD	df	t	t-test
Urban	372	5.38		498	3.61	1.96
Rural	128	38.54	8.54			

*P <0.05 (significant Result)

Table 4 showed that the t-test calculated gave 13.61 while its corresponding table value was 1.96 at 0.05 level of significance. Therefore, the hypothesis of no significant difference was rejected.

Discussion and Conclusion

The study sought to find out whether the conduct of SSCE by WAEC and NECO is satisfactory or not to stakeholders. The results showed that the subjects' rating of both examining bodies was relatively satisfactory since both obtained above 50% ratings. These results negate the impression that the conduct of SSCE by WAEC and NECO is not satisfactory. Hypothesis one sought to find out whether differences between the means of WAEC and NECO could be attributed to chance. The results showed that the difference was significant. This may be due to the fact that WAEC officials are more experienced in the administration of examinations (Oluyeba, 1998).

Hypothesis two sought to find out whether there is any significant difference between the conduct of SSCE / NECO and WAEC in urban and rural areas in Ekiti State. The results showed that there is a significant difference between the conduct of SSCE by both examining bodies in urban and rural areas. Sampled opinions showed that candidates now prefer to register for public

examinations in the rural areas where accessibility is limited in order to perpetrate examination malpractices (Bendele, 1993).

The paper concludes that examination appears to be trivialized in the rural areas, a serious threat to valid and reliable educational measurement in Nigeria. It is suggested that both examining bodies should gear up efforts at controlling the conduct of their examinations noting that when the public begins to doubt the reliability and the validity of any examination system, justification for the existence of such an examining institution is in a serious jeopardy. Examining bodies should therefore pay more attention to the supervision of their examinations conducted in the rural areas to avoid bastardizing the integrity of examination system in Nigeria.

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**ASSESSMENT OF THE CONDUCT OF THE WAEC
EXAMINATIONS IN OYO AND OSUN STATES, NIGERIA**

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Abstract

This study assessed the conduct of West African School Certificate (WAEC) examinations in two states (Oyo and Osun). The subjects consisted of 14 WAEC supervisors and their assistants randomly drawn from urban and rural geographical locations. Three instruments were developed and used to gather data. Data were analysed using descriptive statistics and qualitative analysis. The results suggest that most WAEC supervisors have acceptable degree of supervision experience. WAEC makes adequate arrangement for the conduct of its examinations. Question papers were not always adequate and there were cases of examination malpractices in the course of WAEC examinations. The study recommends the compilation of candidates 'list to guide the production of examination papers and the provision of other facilities including tested security personnel and innovation in seating arrangement.

Introduction

Public examinations by their nature are those tests designed for students who have been exposed to prescribed syllabuses (Okpala, Onacha & Oyedele, 1993). Examination is an important aspect of the educational system. By it, pupils' progress is measured and teachers' effectiveness is judged. Examination has equally been extended into almost every aspect of man's endeavour as both governmental and non-governmental organisations use one form of examination or another for various purposes.

Specifically, the outcome of examinations is used for placement, recruitment, selection and referral among others. The outcome of public examination is used mainly for certification and selection. In view of the role that

examination plays in making decisions that effect people's life, its proper conduct should be given all the attention it deserves.

Examination conduct was defined by the Oxford Advanced Learner's Dictionary of Current English (2001) as the manner in which the examination is directed, controlled or managed. This definition implies the coordination of both persons and materials to ensure a hitch free examination. It actually involves the management of human and material resources in order to ensure high standard, ethical, moral and academic conduct in the examination process for reliable and valid results upon which important future decisions on human progress and development depend. It is pertinent to note that in spite of the unique procedures for conducting examinations that are peculiar to every public examining body, there are some other features that should be common to all. The sensitivity of this aspect of examining warrants that errors and other lapses are avoided in order not to mar the process. Failure to check these could be detrimental in terms of financial, human, time and material resources to the successful administration of examinations.

In the Nigerian context, the examination administrator is popularly called "supervisor". A proctor equally known as "Assistant Supervisor" usually assists them. It is the duty of these people to see to the proper conduct of the examination. They ensure that the hall and environment are quiet and conducive for the examination and that there are no malpractices of any sort. The supervisor also sees to the security of examination materials and answer scripts among others.

The duties of a proctor (assistant supervisor) are varied. They should be a credible and honest persons who are capable of maintaining a conducive examination atmosphere in the hall. They should assist in the supervision of the examination and fully participate in distribution of question papers and collection of answer papers and promptly report any observed malpractice to the supervisor. They should not collude with students to perpetrate acts of indiscipline.

In view of the recognition and acceptance that public examinations have gained in the eyes of the public and the important role that their results play in affecting students' advancement in life, conduct should be thorough. Absolute care must be exercised right from the production of the question papers, collating, packaging and the final administration. These activities obviously call for vigilance on the part of all those in charge of the processes. In the light of the foregoing, this paper sought to examine the extent of efficiency with which WAEC administers its exams (particularly the WAS SCE External Examination) in terms of the adequacy of the provision of materials and personnel, general preparation and the actual conduct of the examination.

Evaluation Questions

1. What is the profile of the supervisors?
2. How effective is the arrangement put in place by WAEC?
3. To what extent were materials available at the centres?
4. To what extent were these services effectively provided at the centres?
 - a. security of papers
 - b. security of lives
 - c. transportation?
5. To what extent are the examination regulations adhered to at the centres?

Methodology

The study is an evaluative research and the evaluative framework used was the CIPP model propounded by Stufflebeam (1967), However emphasis was laid mainly on the first three components. These are:

Context — Involves the consideration of the Board's objectives (i.e. conducting a valid, reliable and fair examination), needs to be met (e.g. satisfying the yearnings of a large group of population to obtain necessary certificates which are prerequisites for further academic advancement, and individuals to be served (out of school candidates).

Input - Identification and assessment of the board's capabilities (e.g. personnel, examination, environment, materials produced and provided), methods used to meet objectives in relation to cost.

Process — Identification of monitoring of project operation, to ascertain if it is on

course and whether there are defects in the procedure and implementation. The subjects used in this study were 14 WAEC supervisors and their assistants drawn randomly from two states (Oyo and Osun) and from 7 local government areas. Also used is one Higher Executive Officer in charge of examination administration in Ibadan zonal office. The supervisors were drawn from urban and rural areas. The examination papers covered include core subjects and non-core subjects such as Mathematics, Chemistry, Agriculture, Economics, Biology and English Language.

Three instruments were developed and used to gather data. These were the supervisor questionnaire (SQ), Examination Officer Questionnaire (EOQ) and an observation schedule. The SQ was divided into 2 sections and sought for information from supervisors on such areas as the level of training given, provision and adequacy of materials, observation of examination regulations, nature and extent of malpractices observed, security provision and problems encountered generally. EOQ was used to obtain information on the nature of preparation carried out by WAEC in terms of the adequacy and effectiveness of the arrangements made, extent of monitoring of examination and provision of security.

An observation of the conduct of the examination was carried out using the observation schedule and these indicators: time examination started and ended, nature of the examination centre, handling and distribution of materials, general behaviour of candidates, the role of security officers in maintaining law and order, attendance at centres and level of supervisors' vigilance. The instruments were subjected to Cronbach's Alpha and test re-test, reliability. These gave psychometric properties of $r = 0.771$; for SQ and 0.96 and 0.94 respectively for EOQ. Data were analyzed using descriptive statistics and qualitative analysis.

Result

Evaluation Question 1: What is the profile of the supervisors?

Table 1: Supervisors' Profile

Characteristics	Male	Female
Sex	14	-
Age	35—45years	
Qualification	Trained Teachers	?
Teaching Experience	More than years	-
Supervision Experience	8 years and above	-

The result in Table 1 shows that the respondents were all young male adults professionally trained classroom teachers with some level of supervision experience.

Evaluation Question 2: How effective is the arrangement put in place by the examination board?

The responses to this question were provided by Supervisors and Zonal Examination Officers of WAEC. All the respondents who claimed that they were trained (Table 2) were of the opinion that the training was adequate for the supervision of the external WAS SC examination. The Zonal Examination Officer at the WAEC office

Table 2: Extent of Arrangement made by WAEC

	Yes	%	No	%
1. Is training given?	14	100		
2. Adequacy of training	14	100	—	—
3. Adequacy of security against leakage of papers	12	85.7	2	14.3
4. Is security provided?	10	71.4	3	21.4
5. Adequacy of security protection	1	7.1	13	92.9
6. Provision of transportation	7	50.0	7	50.0

corroborated this view on the provision of security protection at centres 10 (71.4%) admitted they had protection as against 3 (21.4%) who said they had none. Among the respondents, 13 (92.9%) as against 1 (7.1%) claimed that the

security protection was inadequate and feared that their lives were at risk. 'With respect to the provision of security made against paper leakage, 12(85.7%) as against 2(14.3%) of the respondents said it was adequate. Table 2 further shows that 50% of the respondents as against 50% claimed that transportation was not provided for the exercise. This claim was more common among the Oyo State respondents.

Table 3: Nature of Transportation used by Supervisors

Transportation means	No	%
Car	85	7.1
Motorcycle	21	4.3
Public transport	32	1.4
Trekking	1	7.1
Others	—	—
Total	149	9.9

Other arrangements put in place included packaging of question papers and other stationeries for the examination. To forestall examination leakage, it was gathered that law enforcement agents are used and incidences of leakages lead to outright cancellation of the papers as well as the results of the candidates involved. It was reliable gathered that all centres and virtually all subjects were frequently monitored.

WAEC officials also claimed that they have an efficient arrangement for collection and submission of examination materials. Information collected revealed that centres are created for this purpose and other sources such as the police stations. A practice they claim has been on for over two decades. Information further collected from supervisors substantiated this point; as it showed that for some secondary schools, Banks and Local Government Offices served as distribution centres. The distribution centres (most especially for secondary schools) were within 0—2.5 kms to the centres. In the views of WAEC officials, this arrangement was both time and cost-effective.

Evaluation Question 3: To what extent were materials available at the centres?

* Table 4 shows that in most of the centres, examination papers were sometimes enough in 50% and always enough in 42.9% of the centres. In most centres, 12(85.7%) answer scripts and other materials respectively were adequate all of the time while they were

Table 4: Availability of Materials at the Centres

In this Centre	Always	Sometimes	Never
1. Examination papers are adequate	6 (42.9)	7 (50.0)	1 (7.1)
2. Answer sheets are adequate	12(85.7)	2 (14.3)	
3. Other materials are adequate	12(85.7)	2(14.3)	

sometimes inadequate in few centres (14.3) respectively. Subjects where shortages were observed were Economics Paper 2, Biology Paper 1 and 3 and Practical Agriculture.

Evaluation Question 4: To what extent were the examination regulations adhered to?

Table 5: Extent of Adherence to Examination Regulations

In this centre	Always	Sometimes	Never
1. Candidates start exams as scheduled.	9(64.3)	5 (35.7)	—
2. All candidates are seated	2(14.3)	11(78.6)	1 (7.1)
3. Candidates come late	4 (28.6)	10(71.4)	—
4. Candidates are caught bringing materials to exam hall	6(42.9)	7(50.0)	1(7.1)
5. Candidates have been caught impersonating others	1 (7.1)	11(78.6)	2 (14.3)
6. Candidates have been exchanging materials in the exam all	1(7.1)	8 (57.1)	5 (35.7)
7. Rowdy sessions during the exam.	7(50.0)	7 (50.0)	

The analysis of results produced in Tables shows that in the centres sampled, only 9(64.3%) always and 5(35.7%) sometimes began examination as scheduled. Also, 11(78.6%) said all candidates were sometimes seated before examination begins. With respect to punctuality of candidates to the centre, results show that 10(71.4%) of the respondents said candidates sometimes come late.

On the extent to which there was peaceful conduct devoid of examination malpractice at the centres, results show that 7(50%) of the respondents said that candidates were sometimes caught bringing prepared materials to examination halls as against 6(42.9%) who said candidates were always involved. Impersonation and exchange of materials in the hall were sometimes identified by 11(78.6%) and 8(57.1%) of the respondents. Rowdy session at examination halls were experienced by 7(50%) of the centres.

Evaluation Question 5: What are the problems encountered by supervisors in the centres?

Problems reported by supervisors include harassment or even attacks of supervisors by candidates and their mercenaries after the completion of core subjects such of English Language, threats from candidates and their mercenaries, inadequate sitting facilities, late candidates begging to be allowed into the halls, candidates bringing charms to the examination hall, poor remuneration and breakdown of means of transportation.

Practical observation of the conduct of the WAEC examination revealed that in most cases the environment consisted of an examination hall and some classrooms. Usually 2 or 4 persons assisted the supervisors. Punctuality among candidates was high but few candidates came late and had to beg before they were allowed in if they were few minutes late except only when lateness was more than 30 minutes duration, which rarely happened.

In some centres, photo cards were checked before commencement of examinations while implicating materials were removed. This was followed by the distribution of examination scripts and questions. However, photo cards were checked in some centres after the commencement of the paper mostly in

afternoon papers. Most papers did not start exactly at the time scheduled. There were between 10 —20 minutes delay before commencement. Candidates were usually unruly shortly before the commencement and end of most papers. Candidates exchanged papers unnoticed by supervisors and assistants. For a 2 paper examination, the Paper 1 (multiple choice) was collected before Paper 2 (theory) the scripts were distributed. In few cases, candidates were not allowed to exhaust the time allocated to the papers (especially evening papers). Candidates were observed to have brought in textbooks, which were retrieved from them. In some centres, especially in Iwo (Osun State), a candidate was observed to have run out of the hall with a question paper and escaping the apprehension of security agents. Besides, mercenaries and thugs stood around the exam hall using all kinds of gimmicks to distract supervisors and alert candidates. Such distractions create avenue for security agents to get into the hall who in the pretence of issuing threats of arrest to troublesome candidates distribute the prepared materials to pre-specified candidates. Some vigilant candidates angrily protected the admittance of security agents into the halls.

Some candidates interviewed opined that security agents collude with some candidates and employ mercenaries to help them in writing the examinations and beat the recent effort by WAEC of embossing certificates. Such examination merchants, the candidates explained, escape out of the hall and later find their way back to submit the prepared answers with the connivance of security agents who serve as collaborators.

Discussion

The results suggest that most WAEC supervisors had some degree of supervision experience and were not neophytes. They are also adequately trained for the supervision job. Though they feared that their lives were in danger due to the inadequate security provided for the exercise. Provision against leakage of paper was perceived to be adequate by the supervisors.

The West African Examinations Council claims to have made adequate arrangement for the conduct of the examinations in a way that is both cost and time effective. WAEC seemed to have eased out administrative bottlenecks at

the Zonal Offices where materials by creating distribution centres which were close to examination centres and giving out adequate materials. Contrary to this claim, the situation on ground revealed that examination materials such as question papers were not adequate for some subjects such as Biology (Papers 1 and 3), Economics (Paper 2) and Practical Agriculture. These subjects had been taken when the evaluation officer got to the centre certain supervision regulations were strictly adhered to by supervisors. Among these were checking of photo card, collecting completed papers in parts and checking of attendance.

Nevertheless, with respect to the actual supervision of the examination, punctuality by candidates was not always 100% and commencement of examination was often behind time schedules. Candidates displayed various examination malpractices ranging from bringing prepared materials, exchange of materials among candidates to impersonation. Rowdy sessions were common at most centres. Some of the misbehaviors were identified and the candidates were cautioned. Evidence however showed that many were not identified or were ignored by supervisors and their assistants.

On the nature of problems encountered at her centres presented here in order of severity and frequency, supervisors reported harassment (attacks) on them usually preceding the completion of core subjects, threats, inadequate sitting facilities, candidates coming late for examination, possession of charms, poor remuneration and transportation problems. None of the supervisors officially reported any of malpractices perpetrated by students as problems encountered. Despite the attempts by supervisors to curtail the level of malpractice in the halls through proper searching, their level of vigilance was inexplicably poor or could pass for non-challance as a result of fear of being of molested. Candidates elicit the assistance of mercenaries and some security agents for a fee and their touts hang around the hall waiting to cause trouble and alert their clients as to when to expect the ready made answers. Such security agents assigned to the centres are not vigilant even when they are more than one, they seldom position themselves in different areas for effective monitoring of the centre.

Conclusion and Recommendations

Conducting an evaluative study of an ongoing examination process of this nature does not only reveal what is the status of the exercise on ground by providing valuable information on the strengths and weaknesses observed but information that would aid decision making on the part of the organizers are provided for proper management of the activities.

Recommendations are made in the light of the identified good and weak points of the conduct of the external WASSCE as follows:

1. Actual number of candidates who applied for a particular subject should be known and a list compiled to forestall shortage of papers;
2. Security should be beefed up especially in large centres;
3. Security agents should be scrutinized before employment and those found to have dubious character should be dropped. Besides, the recruited ones should be warned of the possible consequences if caught aiding and abetting crimes at examination centres. Also, rewards could be used as motivation.
4. Proper monitoring at regular intervals by WAEC officers should be intensified.
- 5 Impersonators that are caught should not only be handed over to the police but should have their deeds published in the national dailies to serve as deterrent to others.
6. Innovation should be introduced into the mode of administering WAEC examinations by ensuring the seating arrangement are some feet away from each other.
7. Ensure that facilities are available in the chosen centres before the commencement of examinations.

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GUIDELINES FOR DEVELOPING TEST ITEMS FOR FAMILY LIFE AND HIV/AIDS EDUCATION (FLHE)

By

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Abstract

Responding to emerging global concerns through education in Nigeria is a trend that cuts across decades. Creating spaces for such new educational programmes on the time-table as separate subjects has left curriculum developers and managers helpless because the various school time tables are considered too crowded. The evaluation of such innovative educational concerns as the Family Life and HI V/AIDS education calls for attention. The general notion held by teachers and students is that any subject that is not on the time-table is non-examinable by public examination bodies. Hence, there is little seriousness attached to studying such subjects. However stemming the spread of the dreaded HIV/AIDS requires every seriousness it deserves. This paper therefore focuses on the Family Life and HI V/A IDS Education Curriculum, and strategies of generating test items for it at the primary and secondary school levels.

Introduction

Nigeria in the last three decades has had to contend with evolving various curricula to contain emerging educational issues of global concern. It has been possible to develop curriculum in population education, environmental education, citizenship education; gender education, drug education, sexuality education and now Family Life and HIV/AIDS education, yet the school time-table cannot accommodate any of them (NERDC, 1995). Against this background, NERDC (2003) concludes that the Family Life and HI V/AIDS education curriculum. "...Will guide school curriculum integration efforts..." Hence, it cannot be a separate examinable subject. Going by its own experience, the Action Health

Incorporated reported on the outcome of a meeting with the Lagos State Ministry of Education thus:

the idea of adolescent reproductive health as a separate discipline was ruled out as the curriculum was already overloaded. Many approved courses such as computer education, conservation education... were yet to find places in the time table! (AHI, 2002, p.15)

The school curriculum integration efforts is better described by the approach given by Familusi and Etim in NERDC (1995), as enabling the teacher to 'plug' in conveniently the Population and Family Life Education (POP/FLE) concepts and messages (or units) into an appropriate spot without displacing or upsetting the core curriculum content of the host subject. Over the years, it has been established that this integrative approach or strategy is ideal for Nigerian schools. (NERDC, 1995)

If the integrative strategy is considered ideal for the Nigerian schools, then Family Life and HIV/AIDS Education cannot occupy a space on the school timetable. How then will it be evaluated? The evaluation becomes imperative to determine the effectiveness of its introduction into the school system. Also, its evaluation would help determine the justification of the huge resources invested in the programme.

The Coals and Objectives of Family Life and HI V/AIDS Education The Family Life and HIV/AIDS Education emerged after a comprehensive review of the sexuality education which was considered to be too culturally insensitive. Sexuality education itself evolved as an education strategy needed to deal with adolescent reproductive health issues and the scourge of HI V/AIDS in Nigeria. The Population and Family Life Education Programme (Pop/FLE) implemented by the Nigerian Educational Research and Development Council (NERDC) from the mid-eighties serves as the watershed for the Family Life and HIV/AIDS education. NERDC (2003) has defined FLHE as

a planned process of education that fosters the acquisition off actual information, formation of positive attitudes, beliefs and values as well as

development of skills to cope with the biological, psychological, socio-cultural and spiritual aspects of human living. (NERDC, 2003)

The major goal of FLHE is the prevention against HIV/AIDS through awareness and education. The specific goals include providing learners with opportunities to

- develop a positive and factual view of self.
- acquire the information and skills needed to take care of their health and prevent spread of HI V/AIDS.
- respect and value themselves and others
- acquire the skills needed to make healthy decisions about their sexual health and behaviour.

As a preventive education strategy, FLHE aims to:

- assist individuals in having a clear and factual view of humanity
- provide individuals with information and skills necessary for rational decision-making about their sexual health,
- change and effect behaviour change on humanity
- prevent the occurrence and spread of HI V/AIDS.

The Approach and Structure of FLHE Curriculum

The FLHE curriculum was developed for primary, secondary and tertiary levels of education in Nigeria. It was introduced to achieve mainstream HI V/AIDS prevention through a comprehensive approach. It was also developed through an inclusive, representative and participatory process. The thematic approach was adopted for its development, according to NERDC, because of its “robustness and ability to accommodate more content without necessarily overloading the school curriculum”

The framework for the acquisition of knowledge of self and family living from childhood to adulthood determined to a large extent the structure of the curriculum. The curriculum demonstrates a comprehensive approach to HIV prevention education from primary to tertiary levels of education.

- It is structured around five themes.
- The contents to be learnt are spirally arranged for continuity and rising depth of

contents as the student move from one level to the other.

- There is comprehensive coverage of the topics listed, leading to the achievement of intended learning outcomes.
- It is learner-oriented as the many activities are geared towards making learning practical and pupil-centred.

Family Life and HI V/AIDS Education is pertinent and basic to the survival of the individual and the society. Moreover, article 1 of the JOMTIEN Declaration on Education for All (EFA) identifies basic learning needs as including “the content required by every person for survival”.

The FLHE curriculum contents are developed around five major themes. Each theme covers knowledge, attitudes and skills. These themes are

Theme 1. Human Development

Theme 2. Personal Skills Development

Theme 3. H1V Infection

Theme 4. Relationships

Theme 5. Society and Culture.

Each theme has topics identified with performance objectives measurable at the end of each lesson.

Theme 1 in the lower primary of FLHE curriculum has two topics — parts of the human body, and Body Image. Puberty is added at the upper primary level. Only Puberty and Body Image made the topics of Theme 1 at the junior secondary school level.

Theme 2 has more topics to treat. Values, Self-esteem, Decision-making, Communication, Assertiveness and Finding Help constitute the topics at the lower primary. It added Goal- Setting and Negotiation at the upper primary and Junior Secondary school levels.

Theme 3 has lower primary topics such as HI V-what is it?, Body Abuse and Body Care. HIV Transmission, and Sexually Transmitted Infections and FIIV/AIDS are the new topics included for upper primary and junior secondary schools respectively.

Theme 4 covers three topics for the lower primary. These are Families, Friendship and Relationship within the large Society Relationship with visitors to Home is included for the upper primary, while Love is added for the junior secondary.

Theme 5 however covers two topics of FLHE at the lower primary, five at the upper primary and seven at the JS level. Humanity and Religion, Humanity and the Media are the topics at the lower primary, while added to those for upper primary, are Humanity and Society, Humanity and Diversity and Humanity and the Arts. The other 2 added for JS are Gender Roles, and Humanity and the Law. The total number of topics for the lower primary FLHE Curriculum contents is sixteen (16), while the upper primary has twenty-two (22) topics. The Junior Secondary School has twenty-four (24) topics, while the Senior Secondary School level FLHE curriculum contains thirty-four (34) topics. Adara (2004) in a discussion on FLHE Curriculum narrowed its contents down to twenty-six (26) topics, under 6 (six) themes:

- Human Development - Anatomy (biological differences)
 - Puberty (changes, body, mood etc)
 - Reproduction (at maturity & why)
 - Body Image.
- Sexual Health.
 - Reproductive Health
 - HIV/STIs
 - Contraception
 - Abortion, Drug Abuse, Sex Abuse.
- Society and Culture
 - Gender Roles
 - Myths, Taboos
 - Laws; Rights
- Relationships
 - Families
 - Friendship
 - Marriage and Life Commitment.
- Sexual Behaviours
 - Masturbation, Abstinence
 - Sexual dysfunction
 - Sexual identity (homosexual)
- Personal Skills
 - Life Skills
 - Self Esteem
 - Values
 - Assertiveness
 - Goal setting
 - Decision making

- Negotiation
- Communication
- Finding Help.

These contents are put together to impact on HIV/AIDS at three levels — “before infection, when infection has occurred and when the infection results to death” (Nwagbara, 2003, *P.65*). The contents aim to equip young Nigerians with adequate knowledge and information capable of influencing positively their attitude and behaviour, and developing in them life coping skills such “that learners will incorporate the useful knowledge, reasoning ability, skills and values that will contribute to their protection against HIV/AIDS” (Kelly, 1999). Scholars agree that curriculum implementation is the process of putting a change into practice. The desired change has many factors which influence the extent to which it can go, so curriculum and its contents, as the change agent need to be regularly, evaluated. This evaluation could be internal or external. The internal evaluation of the FLHE is to determine whether as a new process or product, it achieves the stated objectives of the design i.e. goals and objectives of FLHE. External evaluation on the other hand would help determine “whether the process or product does whatever it does better than some other process or product of the previous method.” (Taylor, NERDC, 1995 p.29). Student evaluation as distinct from curriculum evaluation is concerned with the individual rather than with the group. In assessing intended learning and other outcomes of FLHE, student evaluation becomes a component to be considered under internal evaluation of the FLHE Curriculum. Definitions abound in literature as to what evaluation is Cronbach (1963) as quoted by Taylor in NERDC (1995) defined it as “the collection and use of information to make decisions about an educational programme” NERDC (1988) said, it is “the process of making judgment about the success or failure of a programme”. It can be said therefore that evaluation involves making a judgment in determining the value or worth of something. In the case of FLHE, the primary aim is to bring about positive change and improvement in the implementation of the programme.

The main focus of evaluation of FLHE will be derived from its stated goals and objectives, which are

1. Mastery of social or interpersonal, cognitive and emotional coping skills.
2. Acquisition of knowledge and understanding needed to take care of their health including preventing HIV/AIDS and STIs.
3. Acquisition of attitudes and values necessary for the skills needed to make healthy decisions about their sexual health and behaviour.

Evaluation and development of test items for the Family Life and HI V/AIDS education should involve the systematic and deliberate inclusion of all three aspects of educational objectives. These are the cognitive, affective and psychomotor objectives, which ultimately will prevent the occurrence and spread of HI V/AIDS. There are three types of evaluation relevant to FLHE. First is the evaluation of knowledge, attitude and skills through the pre and post test items. The administration of the pre-test takes place at the beginning of a class interaction while the post-test takes place at the end. The test items administered in both cases are the same. It is to measure whether any gain, improvement or change in behaviour has occurred during the delivery of FLHE lessons. The second type of evaluation is carried out continuously and periodically as class tests, mid-Term or end of term tests. These tests make up the internal examination of a school. A student is therefore assessed among his mates and rated accordingly. The test items generated for the examinations are usually drawn from the performance objectives which also focus on knowledge, attitude and skills. Some measurement occurs at this level because the tests are concerned with the process of qualifying the degree to which someone possesses the traits of Family Life and HIV/AIDS Education. The third type of evaluation is the episodic measurement of students' performance through the external examination by public examination bodies. Bodies such as WAEC, NECO, NTJ, NABTEB etc have their internal mechanisms for items generation, assessment and award of certificates for varying examinations. The first and second ones are relevant for internal evaluation while the third case becomes a subject of focus because of the non-examinable status, since FLHE is not on the school time-table. Elements of FLHE contents can be integrated into the various subjects test.

The first guideline to consider for generating test items for FLHE includes steps on the level of education, the age and types of examination. The second guideline includes steps on items in the curriculum structure such as theme, topic, performance objectives, core contents, activities, teaching/learning materials and evaluation guide.

The third guideline involves types of test items, i.e. verbal questions and answers sessions for lower primary and multiple choice, essay and critical reasoning questions for higher levels. Each type of test item is dependent on the level of education to which the student belongs.

Conscious efforts should be made to take cognisance of the provisions of the National Policy on Education (1998) on the various levels of education. The guideline on the levels, age and types of examination specifies that “children aged 6 to 11 + are given education for a duration that “shall be six years” and, an evaluation system called continuous assessment, which is a cumulative record of the child’s performance in various fields throughout his or her career and should include non-academic activities”. (NPE; 1998). The Policy also provides that the “Junior School Certificate, and the Senior School Certificate shall be based on continuous assessment and examination conducted by the state and federal examination boards, and a national examination” respectively. The second guideline demands for a careful programming of school curriculum at each level. This is structured from theme, topic to evaluation guidelines. The NPE, (1998) states that “Curriculum for Primary education shall include (among others) language of the immediate environment” and that “teaching shall be by practical, explanatory and experimental methods” while the “medium of instruction in the primary school shall be language of the environment for the first three years” during which period English language shall be taught as a subject. It becomes imperative therefore that administering test items at the lower primary level could be verbal, demonstrative and interactive. The use of multiple choice answers are applicable at all the levels of education, while essay writing and critical reasoning should be adopted more at the secondary and tertiary levels of education. Sample examination/test items.

A. I. Level: Lower primary

ii Age Range: (5) or 6 to 8

iii Type of Test: Pre and Post Test (to determine level of entry).

B. i. FLHE THEME.. .Human Development (Theme1)

ii TOPIC Body Image

iii Performance objectives — Pupils should be able to (1) recognise different sizes, height, and complexion of people (2) state ways of ensuring personal hygiene

iv. CONTENTS

1. Differences in sizes of the body (*fat*, slim); height of people (tall; short) and Complexion (fair, dark)

2. Personal hygiene include, keeping your nails short,

> wearing clean and decent clothes, regular bath

> mouth care etc.

C. Examination type: Verbal Administration.

TEST ITEMS: Multiple Choice Answers, and True or False.

(1) Regular bath is a good way of taking care of your body. (True/False)

(2) Keeping long nails can bring germs into our food. (True/False.)

(3) is not a way of taking care of your body.

(a) regular bath (b) well kept hair (c) dirty mouth.

The test items will be repeated after the delivery of the lesson by the teacher, if it is a pre-post test.

2. A. i. Level: Junior Secondary

ii. AGE RANGE: 11 TO 13 years

iii. TYPE OF EXAMINATION: End of Term Test.

iv. CARRIER SUBJECT: ENGLISH LANGUAGE - Letter Writing. B. i. FLHE

THEME: Personal Skills.

ii TOPIC: Goal-setting

iii. OBJECTIVE: Students should be able to

(3) define goal setting

(4) identify types of goals

(5) describe the steps necessary for achieving the goals.

iv. Contents

- (i) definition of goal setting
 - (ii) identification of types of goals: short-term goals; long-term goals.
 - (iii) Steps necessary for achieving goals
- identify the goals
- set time limit to achieve the goal
- set achievable goals/realistic goals
- always try to achieve set-goals.

C. Test items

Write on one of the following:

- (i) A letter to your friend telling him/her why you want to become a medical doctor, for instance to help take care of PLWI-IA (Not more than 250 words).
- (ii) A letter to your school magazine giving reasons why you should be appointed the next Health Minister by the President of Nigeria.

3. A. i. Level: Senior Secondary

ii. AGE RANGE: 16+

iii. TYPE OF EXAMINATION: National Examination.

iv. CARRIER SUBJECTS: English Language/Biology.

B. i. Define Theme: HIV Infection

ii. TOPIC: Sexually Transmitted Infections and HIV/AIDS.

iii. OBJECTIVES: Students should be able to:

2. Define STIs and HIV/AIDS

3. Name different types of STIs

4. list the signs and symptoms of AIDS

5. describe modes of transmission of STIs, HIV

6. list ways in which HIV is not transmitted

7. identify the effects of HIV/AIDS

8. enumerate the effects of STIs

9. describe the behaviours that put people at risks of getting STIs, HIV/AIDS.

10. list modes of prevention of STI/HIV

11. describe ways of helping people that are infected and affected with HIV/AIDS.

C. Test items (to be moderated)

English language — Theory Questions

Answer one question from this part.

1. You are a speaker in an inter-school debate on the topic: “People living with HIV/AIDS need love and care from the Society than being stigmatised”. Write your speech for or against the proposition.

2. Write a story on “HIV/AIDS... A stroke too many.”

ii. Biology—Objective Questions.

1. One way by which HIV can be contacted is through

(a) swimming pools (b) mosquito bites (c) shared syringes.

2. One way by which HIV can not be contacted is through

(a) barbers clippers (b) sharing clothes (c) deep kisses.

3. One effect of HIV is the damages to the body's _____

(a) blood system (b) Immune System (c) Sexual System.

4. A person with AIDS looks _____

(a) 'emaciated (b) robust (c) ferocious.

5. Make (J) against the level of risk you consider appropriate.

a. Having unprotected sexual intercourse— High—low—No Risk.

b. Using a friend's towel High-low-No Risk.

c. Holding Hands with a PLWHA High-low-No Risk.

d. From infected mother to her baby High-low-No Risk.

Public examination bodies assemble experienced teachers, curriculum experts and evaluators to develop examination items for their examinations. The items generated are then moderated through some mechanisms that standardise all the items before the administration of such on students. All relevant measurement criteria are taken into consideration during such exercise.

Conclusion

The prevailing scourge of HIV/ AIDS in Nigeria has necessitated the adoption of the “education vaccine”. The Family Life and HIV/AIDS Education curriculum is a starting point for developing a comprehensive approach to HIV/AIDS preventive education. The curriculum has been developed for the primary, secondary and tertiary level of education. FLI-IE though not a subject on the school time-table, its relevance and urgency to address the age group of 15—24 years that make up more than 50% of the national population cannot be overlooked. Added to this

is that in 1998,60% of all HIV/AIDS cases came from this group of Nigerians. Evaluators, teachers and public examination moderators, cannot allow the non-examinable status of the FLHE (as an off-the-time-table subject) to prevent students and pupils from giving it all the seriousness it deserves. This paper posits that all mechanisms of evaluation (internal/external) be employed to checkmate students!. pupils' apathy to its study.

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