

## ASSESSMENT ON THE IMPACT OF SUPERVISION TOWARDS ACHIEVING FIRST CLASS RESULT IN PUBLIC EXAMINATION IN NIGERIA

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**Abstract** The examinations in secondary schools in Nigeria today are facing some problems in terms of assessing students' performance and some of these problems that are happening during this examination are so terrible to the entire society. However, the purpose of this supervision is to monitor the activities of both student and the key personnel of the examination bodies and to find out the effectiveness of supervisors, principals and some lasting solutions associated with the problems in conduct of three national examinations body namely WAEC, NECO and JAMB. However, look at the performance and competency of supervisors, principals and teachers efficiency in supervisions. In addition, it highlighted the impediments for effective supervision in our secondary schools in Nigeria. Education is an important segment of educational ladder in preparing students for the tertiary institutions. These examinations were conducted in a situation where high level of examination malpractice were adhered and increase in failure rate. In recent years this crises have reached an alarming stage and hence the need for lasting solutions to the problems. This study concludes with recommendations on how to improve deteriorating infrastructure, shortage of well trained teachers and dwindling level of funding. An effective supervision in schools is to get good performance of our students and to discourage them from engaging in examination malpractices. However, teachers and supervisors should be honest, government should increase fund and infrastructure, counseling services should be updated so as to improve the spirit of coming together in terms of teaching and learning so as face all challenges.

**Keywords:** *Supervision, assessment and examination malpractice*

### I. Introduction

General aspect of supervisions and examinations in public/private schools is an important tool that can be used for assessments and the concept of examination malpractice to students learning outcome, proper planning to meet high standards administration and managing students at all levels of learning. However, it also highlights some quality supervisory techniques for proper monitoring of students achievement. Quality teaching has an impact for proper assessment of students and a means by which an institution ensures supervision and administration procedures meet its standard. Therefore, it means to examine the processes leading to general performance of students. However from this assertion, it is clear that the purpose of examination is to measure an effective achievement of learners in terms of educational objectives. Hence, a thorough supervision of examination malpractice may assist learning/

institutions to serves as a monitor body so also to functions such as pioneer and leading awarding certificates body.

### A. The Concept of Examination

[1] opined that Examination malpractice is defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage. It comes in different forms like the leakage of examination papers prior to examinations, impersonation, external assistance, writing the answers on the blackboard dictation during examinations, illegal candidates, electronic assistance using phones, pagers etc, smuggling whitepaper into the hall, reproduction of another candidate's work with or without permission, inadequate spacing, lax supervision and inflation or reduction of a candidate's original mark by those who grade the scripts.

Means an activity involving interpretative analysis of the degree to which the target of assessment meets the quality requirements specified. In education and training, assessment may focus on aspects such as the quality of plans for arranging competence tests, student performance education and training, effectiveness of co-operation with the world of work, correspondence between demand for and supply of education and training, or organizational operation as a whole. Examination is the process or act of testing for knowledge and ability in order to determine its worth. This implies that supervision is a means that can be used for assessing/measuring the knowledge, skills or aptitude of an individual. The word examination is a broad term which connotes the assessment of knowledge, skills and intelligence acquired by learners in an educational system. Examination is the process of finding out how much of the objectives of specific learning tasks a learner has learnt. It is a spoken or written test of knowledge. Examinations are used for selection, certification and for reporting of progress to parents and policy makers. Results of public examinations are also used to monitor the performance of the educational system and as an accountability measure of schools, [2] described examination as a tool for measuring and judging the standard of education in any country. Examination is therefore an integral part of the teaching-learning process. Examinations could be internally or externally conducted. Internal examinations school base examinations are usually developed and administered by schools using teacher-made tests/assessment. School-base examinations are conducted either weekly, termly or at the end of the school year. On the other hand, external examinations/public examinations are developed and administered by public examination bodies.

Public examination bodies in Nigeria include the West African Examinations Council (WAEC), the Joint Admission and Matriculation Board (JAMB), National Examinations Council

(NECO) National Business and Technical Education Board (NABTEB) and the National Teachers Institute (NTI). The conduct of examinations in Nigeria is associated with some issues. According to [3] He identified examination malpractice, large classes, poor teaching, use of faulty assessment practice and inadequacy of qualified teachers as some of the issues of examination in Nigerian classrooms [3]. According to [4] Said that inflation and conjuring of scores as problems of examination in Nigeria. Similarly, [5] identified examination malpractice as the greatest threat to assessment in Nigeria. The different forms of examination malpractice include among others: leakage, collusion, bringing prepared answers to the examination hall; swapping of candidates' scripts; sending answers to candidates using telephone; impersonation; and unreliable continuous assessment scores from school authority. Examination malpractice affects the finances and the public confidence in WAEC because parents spend a lot of money on the Committees that sit to consider the reports on examination malpractice. Public examinations play a critical role in determining the career paths of learners in most developing nations.

These examinations are used primarily to select learners to higher education or sector and have a powerful effect on the education system [6]. Given the central and critical role of examinations, desirable improvements to the system can possibly be effected through the examination system, the changes in examinations have been used as levers to promote change in education and society, to reform the curriculum, to shift effective control of the system away from or toward the centre, and to achieve specific political goals. Hence, examinations systems can also be used for accountability purposes and for improving the quality of education, especially if the examinations replicate what is required in the classroom.

### **B. Poor Preparations of Examinations**

According to [7] He opined that poor preparation for examinations, low morality and poor school facilities as causes of examination malpractices, the 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:

- ❖ Inadequacy of trained teachers
- ❖ Insufficient teaching facilities in schools
- ❖ Inadequacy of teaching equipment
- ❖ Desire to achieve success by all means
- ❖ Corrupt WAEC and NECO officials and supervisors
- ❖ Difficulty in getting admission into tertiary institutions

### **C. Application of Information and Communication Technology (ICT)**

Application of Information and Communication Technology (ICT) to the operations of WAEC should improve more to address a number of problems through the application of information and communication technology to its operations. For example, the e-registration project of WAEC has made registration for the examination, capturing and processing of entry documents and arrangements for the conduct of the examination less cumbersome for the candidates and WAEC. Among the areas addressed by the e-registration are:

- a) Ability to amend candidates' records (both pictures and text) before the release of result;
- b) Possibility of registering candidates up till a week to the conduct of the first paper;
- c) Electronic production of packing list by centers/schools;
- d) Anti-fraud mechanism against entry form sales racketeering; and Principals/candidates need not frequently visit WAEC offices.

In the same vein, WAEC has made the release and dissemination of the results of its examination less problematic by posting its results on the internet. This allows candidates to access and even download their results. It has also made e-confirmation of result possible. The acquisition of state of the art ICT facilities by WAEC has also enhanced the processing of results.

## **II. Supervision of Examination**

The impact of supervising in the educational realm, supervisors seek to help those being supervised realize their possibilities and usefulness. The supervisor must watch the teacher's work, ask the teacher questions about why the teacher used certain teaching methods and provide information on the best teaching practices, enabling educators to improve. According to [8] View that they have been saying that education is dynamic it keep on moving and accepting new changings, the concept of good education and things can move faster. To improve overall student achievement in the System, to help teachers successfully fulfil their efficiency in this endeavour, effective teacher supervision systems that would enhance teacher professional development and improve instructions [9] Stated that when supervisors listen to the teacher, clarify what the teacher says, encourage the teacher to speak more of their concern, and reflect by verifying the teachers perception and the teacher are in control. However, the above issues need to be explored to establish the number of well-qualified teachers, supervisors and their principals for school competency/effectiveness, nature of inputs from government and contribution from society/parents. It is also important to establish the teaching quality of principals and teachers and how they supervised schools and its resources. There was also need to assess how the above performance of supervisors, principal and students in national examinations so that it can support a product of good system.

## **III. Instruments for Assessment of Quality Supervision**

According to [10], the contends of quality supervision involves the detection and elimination of components for final examination products which do meet standards. And also she went further to highlight four criteria mostly applied to measure quality supervision. These include:

- (1) Input of resources such as grade point average; or standard test scores of entering students; terminal degrees in the faculty; number of books in the library and of the institutions endowment.
- (2) Outputs which include such items as the overall graduation rate, the number of faculty publications or research grants, the number of scholarly awards, or the number of graduates in blue-chip companies.
- (3) Value added criteria defined not by some national standard, but through a comparison of the state of affairs before and after a process. For example, the intellectual development of a student from fresh men year to graduation.

(4) Improvement and effectiveness of the internal processes.

It is no wonder that expectations in classroom assessment involve assessment at levels for pre-instruction, during instruction and post-instruction. Assessment at each of these levels is no doubt a necessity. The teacher for example needs to know the students he/she is going to teach so as to appropriately tailor the teaching. Students are expected to master certain skills like problem solving, manipulative skills among others; the onus lies on the teacher to ensure that students are following what is being taught. In this way direction some mechanisms are put in place to address whatever shortcomings emerge in the immediate-run. Assessment at the end of instruction can be used to find out students achievement and progression rate. This situation requires multiplicity of information covering cognitive, affective and psychomotor outcomes. Assessment plays many roles in education and a single assessment can serve multiple, but quite distinct, roles. For example, results from a selection test can sometimes be used to guide instruction, while a portfolio of learner work culled from assessments conducted during a course of study can inform a decision about whether the learner should obtain a certificate of completion or a degree. Simplifying somewhat, we can posit that from a learner's perspective, there are three main roles for assessments: Choose, Learn, and Qualify. The data from an assessment can be used to choose a program of study or a particular course within a program. Other assessments provide information that can be used by the learner, teacher, or parents to track learner progress or diagnose strengths and weaknesses. Finally, assessments can determine whether learners obtain certificates or other qualifications that enable them to attain their goals. Assessment in the service of individual learning is sometimes referred to as "formative assessment," in contrast to "summative assessment," which is intended to guide decision-making [11]

## IV. Research Findings

Though examination malpractice is neither a recent phenomenon nor is it peculiar to Nigeria or Africa, the alarming rate of increase is a global issue. The alarming rate of increase in examination malpractice in secondary schools in Nigeria calls for concern from all stakeholders in the education sector. It has been widely reported that supervisors, principals, parents and teachers aid and abet examination malpractice directly or indirectly. [12,13,14,15]. Parents go to the extent of bribing their way through to ensure that their wards get unearned grades while teachers encourage examination malpractice because they were not properly supervised and lack the zeal to work but want to be praised for job not done. The value system in Nigeria has broken down completely and so adults and youths alike act without moral scruples assessment by the entire society. This is the reason why examination malpractice still thrives despite its grave consequences on the social political and economic structures of the nation. In 2006, the Federal Ministry of Education blacklisted and derecognized 324 secondary schools across the nation as centres for conducting public examinations from 2007 to 2010. The distribution of the schools that were found guilty of examination malpractice is shown in Table 1.

Table 1: Examination Malpractice in Nigerian Secondary Schools

| Zones | No of schools involved | % |
|-------|------------------------|---|
|-------|------------------------|---|

|               |            |              |
|---------------|------------|--------------|
| North-Central | 54         | 16.6         |
| North-East    | 08         | 2.5          |
| North-West    | 12         | 3.6          |
| South-East    | 48         | 14.8         |
| South-South   | 116        | 36.0         |
| South-West    | 86         | 26.5         |
| <b>Total</b>  | <b>324</b> | <b>100.0</b> |

Source: Week End Times, 17th & 18th February, 2007, p. 4

Table 1. Shows the prevalence of examination malpractice in secondary schools in Nigeria. It occurs in all geo-political zones in the country. The South-South zone has 116 schools, followed by South-West zone with 86 schools. The North-east zone has 8 schools which is the least in the six zones. The phenomenon of examination malpractice seems to be aggravated by the large scale and shameful involvement of dishonest and greedy supervisors, teachers, school principals, parents and all those who take part in examination administration. The prominence assumed by this malady in the school system has become a source of concern to stakeholders in the education industry. Every examination season witnesses new and ingenious methods of cheating. The examination process has become endangered to the extent that certification has almost lost its credibility in the country. Certificates no longer seem to reflect skill and competence. Accusing fingers have been pointed at teachers, school principals, parents, students, examination officials and even security agents as those responsible for examination malpractice in the school system. It is against this background that this paper discusses the conditions that assessment/supervisions of examination malpractice in Nigeria and the impact of supervisor though which this problem can be resolved.

### A. Secondary Schools in Nigeria

The purposes of secondary education achieved under fertile conditions, one of which is effective supervision of instruction in Nigerian secondary schools. Secondary education is of course a very important segment of the education ladder both in Nigeria and elsewhere. This is because secondary education not only produces middle level manpower for the economy, it also prepares its students for tertiary education.

## V. Conclusion

The supervisors/ administrator and the examination conditions influence the extent of cheating [16,17,18,19,]. According to [20] Cheating is kept at the very minimum if there is no effective supervision. The physical and the psychological conditions needed for smooth conduct of examination should be observed and ensured in order to protect those who would not be involved in cheating. The supervisors/invigilator should try as much as possible to avoid any action that could lead to noise making. Such actions include verbal announcement of time left, shouting at candidates found cheating, offering assistance to unduly favour any of the candidates, etc. It is unethical for the supervisor or invigilator should to use test or exam as an instrument for creating fear or as a means of paying back for offence(s) earlier committed by any candidate.

The supervisors/invigilator is not expected to sit in a place they are expected to move round the examination hall so as to be fully aware of the situation in the examination hall. When a student is found cheating, the invigilator should not shout on such a candidate as other candidates could exploit the situation to communicate with one another. Candidate(s) found cheating should be booked by the invigilator or supervisor and such candidate(s) should not be

prevented from continuing the examination. Actions such as tearing of candidate's script and expulsion from examination hall (of candidates caught cheating) should as well be avoided. Alternate seating arrangement whereby adequate space will be created between the candidates could also be of help. Past experience as supervisor has shown that cheating is significantly reduced when male candidates sit separately from their female counterparts. The items of the exams the cheaters especially when they are objective in nature) could be scrambled to deceive as the Joint Admission and Matriculation Board (JAMB) is doing in Nigeria.

## VI. Recommendations

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 as the, Cheating when detected should be punished in order to discourage others from engaging in it and serve as encouragement for the hardworking candidates. Adequate preparation by students and teachers, Teachers should be honest in their teaching by trying to be punctual and sensitive to students' learning needs. The expected number of topics to be covered when covered will not put students at any disadvantage when sitting for public examination. Students should also be encouraged by their teachers and parents to cultivate good study habit and reading culture.

Funding, Government and other proprietors should show greater commitment by increasing budgetary funds to the development of teaching infrastructures that will help proper preparation of students for examination and also Counseling Service should be there is the need for counseling service for students in order to make them see the need for the maintenance of standards and integrity. Efforts should be directed at educating students to strive for honor, dignity, integrating, honesty and fairness in the pursuance of their academic career rather than looking for offenders that will serve as deterrent to the whole system.

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