

Effects of Supervisors' Attitude on the Level of Success in the 2007 Universities Matriculation Examination (UME)

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Abstract

No matter how perfect a test is, its administration determines the ultimate success or otherwise. The administration of any test is a crucial determinant of its acceptability by the public. The 2007 Universities Matriculation Examination (UME) administered by the Joint Admissions and Matriculation Board (JAMB) was a collaborative activity between the Board and the staff of the universities who serve as supervisors. The attitude of some of these supervisors has been commendable while others leave much to be desired. The focus of this paper is to identify the attitude of some supervisors in the 2007 UME and how it influenced the conduct of the examination. Effort was also made to find out the remote and immediate causes of their attitude and proffer possible remedies.

1.0 Introduction

Supervisors' attitude to supervision during examination administration plays a major role in determining the credibility of any examination. A Supervisor with positive attitude makes sure that he/she follows the examination rules and regulations as laid down in the guidelines. Likewise, a Supervisor with negative attitude to supervision will fail to follow the procedures and regulations in the guidelines. The result of this failure is practical demonstration of mass cheating in the examination centres.

In Nigeria, the Joint Admissions and Matriculation Board (JAMB) conducts matriculation examinations (UME and MPCEME) for admissions into all the tertiary institutions. These examinations are usually conducted on Saturdays. In doing this, the Board uses some examination officials to ensure the successful conduct of the examinations. The examination officials include the Coordinators, Supervisors, Centre-Coordinators, Assistant Centre-Coordinators, Invigilators and Attendants. Of these examination officials, the Supervisors play the most prominent role in the sense that they take charge of every center and supervise all the Invigilators placed under them.

In view of the important roles the Supervisors play, this paper sought to find out the attitude of supervisors during the 2007 UME. To ascertain their attitude, the Supervisors' report forms were analyzed.

2.0 Supervisors' Report Forms

Before any examination is administered, the Board designs a form which all the supervisors are expected to fill. At the end of each examination, each supervisor is expected to fill the form appropriately. The Board retrieves all the reports, collate and analyze them. It is from the supervisors' reports that full information on the nature and magnitude of the examination malpractice are reported and actions are taken. Before any action is taken on the reported cases of examination malpractice, adequate steps are taken so that innocent candidates' results are not unjustly cancelled.

The form is divided into 5 parts i.e. pre-examination arrangements, examination administration post-examination activities, used and unused examination materials and attestation. The first part seeks information about the examination centre, invigilators briefing and the Custodian's handling of the examination materials. The second part assesses the conduct of the Invigilators, Attendants, JAMB staff, the incidents of examination malpractice and presence of security outfits. The third part reports on how the examination materials are parceled and when they are handed over to the Custodian. The discussion on the fourth part is centered on the used and unused answer sheets and question papers. The fifth part is attestation where the name, designation and signature of the Supervisor are elicited.

3.0 Subjects

The respondents for this study are the Supervisors who performed specific functions in designated centres. In 2007, UME was conducted in 1,695 examination centres at 169 examination towns in Nigeria and 5 examination towns in foreign countries. In this examination, 1,695 supervisors were involved in the preparation and conduct of the examination. At the end of the examination, all Supervisors were expected to complete a form and write report where necessary. In collating and analyzing the Supervisors' forms, only 1,304 forms were dully completed. Information gathered from the completed forms was used for this study.

4.0 Procedure for Supervisors Appointment

The Board as usual, has a Coordinator in every examination town, chosen by a university at the request of the Board. The Coordinator coordinates and appoints his/her supervisors from that institution for the supervision of the Board's examinations. The names of the Supervisors are thereafter sent to the Board for consideration and approval. In the end, the Board compiles the names of Supervisors of each centre for JAMB information and necessary action.

Centrally, the Coordinators are briefed by the Board at 2 locations i.e. one in the North and the other in the south of the country. At the end of these briefings, every Coordinator, in conjunction with the JAMB staff in-turn brief all the Supervisors under their jurisdictions. During the briefing, all observations are treated, suggestions noted and questions are carefully answered. To make meaningful impact during the briefing, the supervision guidelines as well as audio-visual CDs are distributed to the Supervisors before the briefing session. Where emphasis needs to be laid, reference is made to some particular areas of the guidelines to ensure proper assimilation of the rules and regulations of the examinations.

At the end of the briefing, the Supervisors are dispatched to their designated examination centres. The essence is for them to initially pay a visit to their centres to ensure that there are enough Invigilators that the examination rooms are properly numbered with seat numbers clearly marked. Their visit to their centres will enable them conduct a briefing session with the invigilators assigned to the centres a day preceding the examination.

5.0 Attitude of Supervisors during Examination Administration

Attitude to work is "acquired as a result of the experiences one has been exposed to throughout one's developmental period" (Odubunmi, 1985). Gagne (1976) describes attitude as a state that influences or modifies the individual choices of personal action. Tuckman (1975) and McDonald (1965) regard attitude as an act in positive and negative evaluations, emotional feelings and pro and con actions towards persons, objects, ideas and event. Odubunmi (1985) captures it as a favorable or an unfavorable reaction towards some experiences, situations or activities as a result of the way such an individual perceives and conceptualizes them.

From the above definitions of attitude, it is clear that some of the Supervisors could have high (positive) aspirations to supervise examinations while some with low aspirations supervise examinations with negative intentions. Those with high (positive) aspirations do their best to make sure that examination administration is a huge success while those with low negative aspirations play pranks to ensure that examination administration is a failure for selfish reasons. What are the reasons for the selfish motives?

Kolo (1991) explains that the down turn of economy could change the positive attitude of individuals in a society. A situation where teachers or lecturers are not paid their salaries; there is the tendency for a Supervisor of an examination center to extort money from his/her candidates. For the greedy Supervisors who want to live above his/her means and want to keep pace with the taste of the society, he/she can use the opportunity of supervision to fraudulently assist his/her candidates to pass examinations by all means. The attitude here is to make money and satisfy the expectation of the society.

In addition, some Supervisors wait and delay packaging of answer sheets for a long time to assist their wards, relatives, etc. They do this by conniving with others to work out the question papers and re-shade the answer sheets. This is an attitude of insincerity and nepotism. Other vices that negative spirited Supervisors allow during examination are payment of cooperation fees, copying, mass cheating, use of mobile phones, etc. When these types of examination malpractice are embarked upon to secure facile success, the Supervisor turns a blind eye to them, thereby compromising the integrity of the examination

Some Supervisors choose to report late to the custodian on the day of the examination. All supervisors are expected to go to the bank (custodian) and collect their examination materials between 6.45 am and 7.15am on the examination day. It is worth mentioning that some of them do not come to collect examination materials until after 7.30am and at times after 8.00 a.m. In order for examination to take place in all the centres, arrangements are quickly made to assign a JAMB staff to commence examination in those centers where the supervisors arrived too late. There are times where a JAMB staff conducts the examination until the designated Supervisor arrives. This is another indication of bad attitude.

Recruitment of Attendants in every center is the responsibility of the Center Coordinator (i.e. a Principal or a Vice-Principal). Instead of the Supervisor to have his attendants from his/her examination center, he recruits his son(s), daughter(s), cousin(s), brother(s), sister(s), student(s), etc. to assist him to conduct/distribute question papers to the Invigilators. A Supervisor with bad intentions uses that opportunity to perpetrate different types of examination malpractice during and after the examination. If a Supervisor has 'candidates' in that centre, assistance could be rendered by re-shading the answers on the answer sheets for those candidates. This attitude negates examination ethics and distorts the main objectives of the examination administration.

The delay in starting the examination experienced in some centres may not only be due to the sluggish nature of the Supervisors but can also be attributed to lateness on their part to the centers, late cleaning and numbering of seats in the centres and some unforeseen internal and external logistics. To worsen the matter, some Supervisors do not distribute the question papers of the second segment of the examination (paper 2) until 1 ½ or 2 hrs instead of one hour into the examination. In the end, a slow Supervisor would add more time to the candidates to enable them conclude their papers. This is a cheat on others who were asked to stop examination at the right time. Delaying in starting and distributing question papers is a bad attitude.

In few centers, it has been observed that some nonchalant Supervisors never cared to brief Invigilators in their respective examination centres. This type of Supervisors and possibly the invigilators claim that they have been supervising or invigilating for years and there is no need for any further briefing. The new innovations that are introduced yearly are not therefore, imparted to the invigilators by this kind of supervisors. With this, the invigilators under him/her would be ignorant of the newly introduced innovations and would certainly mess up the conduct of the examinations. In the long run, the candidates are usually the ones that bear the brunt. When the examination is not well conducted the tendency is that the results of that center will be cancelled. This attitude is detrimental to the aspirations of the candidates and national development of any country.

When a supervisor lies that the overall assessment of the conduct of the examination is highly successful whereas it was not, this attitude automatically negates the ethics of the examination.

This distortion of facts affects research, assessment and evaluation of the examination administration. This is not easily detectable but, it is against moral norms of every society.

6.0 Findings and Discussions

Table 6.1: Arrangement of halls before the examination day

Responses	No. of Respondent	%
Yes	1170	89.72
No	21	1.61
Unspecified	113	8.67
Total	1304	100%

Out of 1304 respondents, 1170 was reported to have arranged their halls in readiness for the Saturday examination. Whereas, the rest 21 respondents reported that their halls were not arranged prior to the examination day. This might have created confusion, unnecessary delay and even aided cheating on the day of examination. The table also showed that 113 of the respondents did not specify whether they arranged the hall or not before the examination.

Table 6.2: Time of collection of examination materials from the custodian

Time Interval	No. of Respondent	%
Earlier than 7.00am	424	32.52
7.01am – 7.30am	446	34.20
7.31am – 8.00 am	167	12.81
8.01am – 8.30 am	41	3.14
8.31am – 9.00 am	9	0.69
9.01 am – and above	5	0.38
Unspecified	212	16.26
Total	1304	100

The ideal time for the collection of examination materials is between 6.45am and 7.15am prompt. From the table, those that collected their materials from the custodian earlier than 7.00 am were 424. Those that collected between 7.00am and 7.30am were 446 while those of 7.30

and 8.00am were 167. Those that collected their materials between 8.01 and 9.01am did not adhere to the examination time-table. Late collection of examination materials could lead to confirm unnecessary delay and cheating. The late collection would be as a result of some unforeseen circumstances such as vehicle breakdown, traffic congestion, etc.

Table 6.3: Punctuality of bank officials in giving out examination materials

Responses	No. of Respondent	%
Yes	759	58.21
No	12	0.92
Unspecified	533	40.87
Total	1304	100

The table shows that, from the total number of 1304 respondents, 759 admitted that the bank officials were punctual on the day of the examination. This indicates seriousness and a high level of commitment by the bank officials. However, 12 respondents reported that the bank officials were not punctual. It should be noted that this type of attitude is an act of negligence of duty and can lead to examination malpractice. The large chunk who did not specify could have done so due to negligence, examination pressure and oversight, etc.

Table 6.4: Time of commencement of paper 1

Time Interval	No. of Respondent	%
7.00 am	1	0.08
7.01 am -7.30	10	0.77
7.31 am – 8.00am	61	4.68
8.01am – 8.30 am	405	31.06
8.31am – 9.00am	186	14.26
9.01 am – 9.30 am	253	19.40
9.31 am and above	67	5.14
Unspecified	181	24.61
Total	1304	100

The responses showed that one (1) centre commenced paper 1 at 7.00 am, 10 started between 7.01 and 7.30am, 61 between 7.31am and 8.00 am. While 405 centres commenced between 8.01am and 8.31 am, 253 centres started between 9.01am and 9.30 am. Also, between 8.31am and 9.00am, 186 centres started examination 181 did not specify the time they started. A total of 663 (51%) centres commenced examination before the stipulated time of 9.00am. This is an aberration and could have contributed to examination malpractice.

Table 6.5: Time of commencement of paper 2.

Time Interval	No. of Respondent	%
10.15 am – 10.30am	394	30.21
10.31 am – 11.00 am	401	30.75
11.01 am – 11.30 am	208	15.95
11.31 am – 12.30 pm	10	0.77
12.31 pm and above	2	0.16
Unspecified	289	22.16
Total	1304	100

Paper 2 was expected to have commenced at 10.15am. Some centres adhered while others did not.

From table 6.5, the Supervisor responses showed that 394 centres commenced paper 2 between 10.15 am and 10.30am. 401 started between 10.30am and 11.00 am, 208 between 11.01am and 11.30am while 2 commenced between 12.31pm and above. 289 Supervisors did not specify. The implication is same as in 6.4 for those who commenced paper 2 from 11.01am and above.

Table 6.6: Delay in the commencement of the examination

Responses	No. of Respondent	%
Yes	381	29.22
No	722	55.37
Unspecified	201	15.41
Total	1304	100

From table 6.6, 722 Supervisors reported non-delay in starting the examination while 381 reported delay. 201 however, did not respond. The implication of commencing late is that the smooth conduct of the examination could be jeopardized.

Table 6.7: Were there enough invigilators during the examination?

Responses	No. of Respondent	%
Yes	1168	89.57
No	8	0.61
Unspecified	128	9.82
Total	1304	100

Table 6.7 showed that there were enough Invigilators in 1168 centres. Cases where Invigilators were not enough occurred in 8 centres. However, a total of 128 did not specify. The implication is that the work may have been cumbersome for the Supervisors, candidates left unguided and an unruly atmosphere may have occurred in those centres where Invigilators were not adequate.

Table 6.8: Recruitment of invigilators on the spot

Responses	No. of Respondent	%
Yes	49	3.76
No	1255	96.24
Total	1304	100

Invigilators are supposed to be teachers of the school which is being used as an examination centre of the Board. Each of them is expected to man a class of 30 candidates each. However, table 6.8 above reveals that 49 centres recruited Invigilators on the spot while 1255 did not because the Invigilators for those centres were present.

The implication of recruiting Invigilators on the spot is that every ‘Tom, Dick and Harry’ may have been recruited to invigilate the examination. This could have marred the success of the examination since they did not receive proper briefing.

Table 6.9: The use of security for future examinations

Responses	No. of Respondent	%
Yes	584	44.79
No	566	43.40
Unspecified	154	11.81
Total	1304	100

Table 6.9 reveals that 584 Supervisors concurred with idea of the use Security for future examination while 566 were indifferent. 154 did not specify.

The 566 that responded negatively may have done so because of the insincerity on the part of some security men/women who have been accused severally of aiding and abating examination malpractice.

Table 6.10: Venue for parceling of examination papers/materials

Venue	No. of Respondent	%
Staff room	237	18.17
Principals Office	200	15.34
Examination Halls	98	7.52
Hotel Room	2	0.16
Other Venue	16	1.23
Bank Premises	14	1.06
Unspecified	737	56.52
Total	1304	100

According to the responses, 237 Supervisors indicated that parceling of examination paper/material was done in the staff room, 200 in the Principals' offices, and 98 in Exam Hall. 14 Supervisors did their parceling of examination materials at the bank. 18 indicated other Venue and Hotel rooms. However, 737 supervisors did not specify. The Supervisors that use hotel and other venue might have deliberately done so to perpetrate cheating.

Table 6.11: Overall assessment of the examination

Assessment	No. of Respondent	%
Highly successful	857	65.72
Successful	296	22.70
Problematic	19	1.46
Unspecified	132	10.12
Total	1304	100

In table 6.11, 1172 Supervisors rated the conduct of the examination from various perspectives. These are highly successful, successful, unsuccessful or problematic. It is interesting to see that 857 rated it to be highly successful while 296 rated it to be successful. Contrary to expectation, 19 rated it as being problematic while 132 did not specify.

7.0 Ways of Inculcating Positive Attitude to the Supervisors

No matter how bad the society is, there must be one or two that are good citizens of that society. Through deliberate efforts of these one or two citizens, the negatively oriented society could be changed with emphasis on the campaign towards rebranding of Nigeria. To change the negative attitude of some Supervisors during examination administration, the following steps are suggested.

- (i) Examination bodies should include affective behaviors in the supervision guidelines. This would remind the Supervisors of the moral and ethical expectations during the conduct of examinations. For example, the Supervisors are expected to:

- come early to the bank (custodian). If late, examination would not commence at the right time.
 - tell the truth when completing report forms. Lying distorts facts and renders research findings useless.
 - extort no money from candidates. If caught, they could be dismissed from service.
 - recruit non-relations as Attendants. There is tendency for relations to aid cheating during and after the examination, etc.
- (ii) When appointing Supervisors, the Coordinators should make available at least 5 standby supervisors in case of absentee Supervisors during the briefing. After 30 minutes into the briefing, any Supervisor who is not present at the briefing should be immediately replaced during the briefing. It should be noted here that the 5 standby supervisors should also be invited for the supervision briefing. In addition, any supervisor who is late for 30 minutes to collect his/her examination materials should also be replaced with any of these standby Supervisors. This is to demonstrate to the Supervisors that nobody is indispensable.
- (iii) Any Supervisor found to be defaulting in any type of examination malpractice should be handed over to the law enforcement agency for sanctions. Thereafter, he/she should be reported officially to his/her employer for further necessary action. Furthermore, the names of the defaulting Supervisors should be published in the newspapers to blacklist him/her from supervising any examination. This would serve as a detriment to other prospective saboteurs of examination administration.
- (iv) All question papers for each candidate should be packaged at once in an envelope meant for them instead of distributing the question papers one after the other. This method would stop the Supervisors who do not respect time to distribute question papers as at when due and also help avoid mixing – up of candidates’ question papers.
- (v) All Principals who serve as Centre-Coordinators should be communicated officially that on no account should a supervisor bring an Attendant(s) from outside the examination

centre. If done by any Supervisor, it should be resisted by well meaning Centre-Coordinator. This attempt would reduce the rate of examination malpractice between the Supervisors and relatives who serve as attendants.

- (vi) Those Supervisors found not briefing their invigilators on the guidelines for examination administration should never be allowed to participate in the subsequent examination supervisions. This can easily be detected from their report forms.
- (vii) One of the greatest things an examination body can do is to reward outstanding Supervisors who perform excellently well. The reward could be through financial remuneration or memorable gifts that would last for years for posterity. If these outstanding Supervisors' names could be published and publicized in the examination body magazines/news and in the national newspapers, more would like to emulate them and possibly perform better in the next examination supervision.

8.0 Conclusion

“Motivation is the key word to learning and if motivation is absent, learning may not be for its own sake but for other immediate and remote reasons” (Kolo 1991). To put it succinctly, motivation is the key word to supervision and if motivation is absent, many types of examination malpractice would be perpetrated by some Supervisors. Nida (1957) as quoted by Adeyanju (1975) corroborates that motivation is the one most important factor involved in person's learning...” Blair et.al (1975) suggest that progress, rewards, competition and motivation indubitably increase someone's performance.

If progress or lack of progress reports of supervision is sent back to every examination centre, positive competition among schools would emerge. If rewards are given or promised, in recognition of service rendered by some outstanding Supervisors, motivation would set in and many Supervisors would be motivated. When Supervisors are motivated, examination malpractice will be reduced to the barest minimum and the negatively inclined Supervisors' attitude would be positively changed.

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