

International Journal of Emotional Psychology
and Sports Ethics (IJEPE)

ISSN 1119-7048

Vol. 13, 2011

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<http://www.ajol/journal>

VOL. 13 (2011) ISSN 1119-7048

International Journal
of

**EMOTIONAL PSYCHOLOGY
AND SPORTS ETHICS
(IJPSE)**



**VOL 13, JUNE 2011
ISSN 1119-7048**

**International Journal of Emotional
Psychology and Sports Ethics
(IJEPSE)**

Volume 13, 2011

ISSN 1119-7048

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Editorial Comments

The Society for Psychology in Sport and Human Behaviour is pleased to announce the stability and continuous impact of the International Journal of Emotional Psychology for meeting the yearnings and dreams of our ever increasing and widely spread and articulate readership. This edition of the journal has added the benefits of continuous numbering starting from the last edition. The Society is therefore pleased to introduce the **13th Volume, 2011** of the International Journal of Emotional Psychology and Sport Ethics (IJPSE). The IJPSE is peer-reviewed and accessible online through the **ajol web site at** (<http://www.ajolljournal>). The Journal e-mail: mtnlpsychgy@yahoo.co.uk

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Examiners' Malpractice Dispositions: Paradigm of Assessment Quality

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Abstract

Quality of certificates awarded by any examining body is determined by the adequacy of its examination processes, which include: test development, examination conduct, marking exercise and score collation. Apart from score collation stage, external individuals are usually brought in, at other stages, and the disposition of such people can either make or mar the process. This study therefore investigated disposition of the examiners for both the West African Examinations Council (WAEC) and National Examination Council (NECO) towards Examination malpractice. Efforts were also made to determine the factors that can influence such disposition significantly among examiners' and school variables. Cluster sampling technique was employed to select seven hundred and sixty three examiners during WAEC and NECO marking Exercise from three Geo-Political Zones in Nigeria. A questionnaire comprising two subscales, Attitude Towards Marking exercise (Cronbach Alpha Reliability Coefficient = 0.60) and Examiners Disposition to Malpractice (Cronbach Alpha Reliability Coefficient = 0.83). The result shows that, above 30 percent of the sampled examiners indicated 'poor incentive' and 'attitude of officials of the examining bodies' as the major reasons for not reporting cases of examination malpractice during marking exercise. In addition, the result also showed that, about 10 percent of the sampled examiners had poor disposition towards reporting malpractice cases. Among the ten examiners and Examiners' school variables regressed against examiners' disposition, they all had composite influence on Examiners' disposition ($R=.269$; Adjusted $R^2=.055$; $F_{(5,517)}=4.05$; $p<.05$). It was however found that, only Examiners'

attitude to marking ($\beta=.230$; $t=5.391$; $P<0.05$) and Years of Marking with WAEC ($\beta=.155$; $t=2.042$; $P<0.05$) were significant factors that positively influenced examiners' disposition to reporting cases of examination malpractice. The findings have implication for examining bodies and all stakeholders in education business. Examining bodies should not rely only on coordination exercises as the only medium of contact with examiners, but organize workshops and seminars for examiners where issues that centre on examination malpractice and ill effect would be discussed.

Background

As a human being, one examines self every passing time to ascertain whether the aims, goals, objectives and aspirations of life had been actualized. Students achievement in schools are not left as phenomenon to be effectively assessed. The feedback received from such examination is very useful in strategizing for future pursuit. Examination is thus important in our day to day activities. In addition, examination may be in the form of medical examination, academic examination, fitness test, mechanical examination, structural examination and many other forms of examination. Education being the medium of passing knowledge and ideas from one generation to another therefore, needs to be assessed and examined time to time, most especially the content of the educational programme being run in a state or country and the recipients (i.e. the learners). One of the objectives of the Nigeria Policy on Education is to prepare the young ones to face the future challenges and develop them to meet the nation's manpower requirements, to achieve this, there is need for credible examinations as yardstick for assessment.

Araromi (2000) and Sulaiman (2010), described examination as a systematic process or procedure which is used to sample or elicit a person's behaviour. Encyclopedia Britannica (1972) described the examination within the educational context as the assessment of a person's performance when confronted with a series of questions, problems or tasks set for him to ascertain the quality of knowledge and skills he has developed. Examination is a formal test of somebody's knowledge or ability in a particular subject especially by means of answering questions or practical exercise; from the point of view of Hornsby (1995) in Ojerinde (2005).

Sulaimon (2010) opined that there are two ways of conducting examination: internal and external examinations. Sodunke (2004) asserted that internal examination is the type of examination that is conducted by each private institution for its students within the school context. Examples of such examinations are interviews, continuous assessment score, post-UTME examinations, as well as terminal, cycle, semester and annual or promotional examination. These examinations are always conducted in and

controlled by each school. The purpose of conducting such an examination could be of different orientations: promotional, guidance, feedback, decision making, evaluation and/or monitoring.

The purpose of these examination bodies are for selection into jobs or higher education, to ascertain the extent to which the schools have prepared Nigerian youths for useful living within the society and to ensure that students are getting the desirable preparation for living in the society. The public examination is usually being presented to prospective candidates in the form of objectives and/or essays. Other forms are test of orals, alternative to practicals, which may be classified under essays. Public examinations deal mostly with the measure of the students' achievement in Nigerian content of its assessment by her examination bodies. Although student's 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. Adewale (2006) opined that test is a tool we can adopt in determining the level of students' ability which we can use to categorise students into high and low ability. Those with high ability are given preference above those with low ability especially if the purpose of the examination is scholastic or placement 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 is examination malpractice (Adewale, 2006).

Examination malpractice is an act of omission or commission intended to make a candidate pass examination without relying absolutely on his/her independent ability or resources [Nwahunaya, 2004]. Awanbor (2004) opines that examination malpractice is the application of the unauthorised 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. Cengom (1994) defined examination malpractice as any form of wrong doing in examination. Shonekan (1996) defined the vice as act of commission or omission which contradicts stipulated rules and regulations on the conduct of examination to the extent of undermining the validity and reliability of the tests and ultimately the integrity of the certificates issued. Such acts, she added, are premeditated and perpetrated by candidates as well as their agents with the intention of gaining undue advantage in the examination. Adeyegbe (2005) defined examination malpractice as a predetermined act of dishonesty perpetrated by a candidate or his agent in an examination with a view to gain undue advantage. Makoju, Nwagwu, Shuaibu and Adewale (2004) say that wherever rules and regulations governing the conduct of any examination are not adhered to by candidates in various (as 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. Ojerinde (2005) described examination malpractice

as compromise of the integrity of examination as well as a huge challenge to public examining in Nigeria. Araromi (2000) further described examination malpractice as a problem that militates against the attainment of the required level of efficiency from the magnitude of work before the examination bodies most especially in recent times. It is however worthy to note that Examination malpractice is an illegal and unethical activity.

For example, statistics of candidates' involvement in examination malpractice in WASSCE Examinations between 2000 and 2002 is shown in Fig. 1.

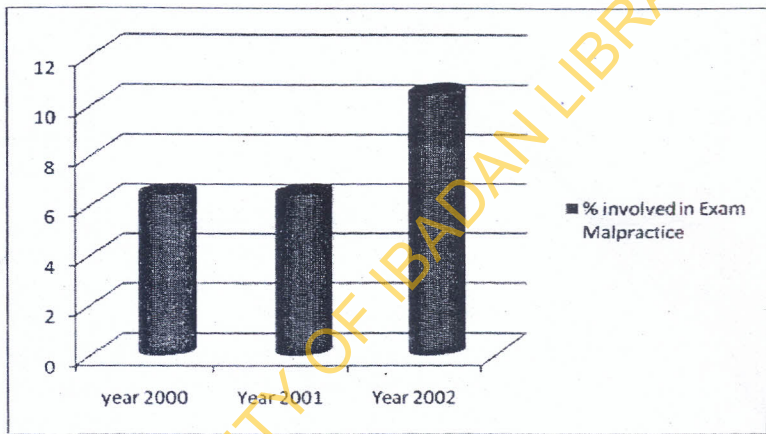


Fig 1. Three Year Comparison in Incidence of Examination Malpractice May/June (2000-2002)

Source: West African Examinations Council

Various agents of examination are usually put in place to reduce the challenge of conducting a valid and reliable examination. Among them are the examining body's officials, school administrators, the custodians, examiners, supervisors, invigilators, law enforcement agents and other stakeholders. What then is the attitude of these stake holders to reducing examination malpractice? Where it is perpetrated, what is their disposition to reporting cases of examination malpractice observed?

(2007) is described as the opinions and feelings that you usually have about something it also described attitude as the way you behave toward someone. Oppenheim (1966) affirmed that our belief make up our attitude, our attitude makes up our values while our values determine our personality. Hatzois

(2002) in Ajayi (2010) affirmed that attitude represents covert feelings of favourability or disfavourability toward an object, person, issue or behaviour. Myres(1996) in Ajayi (2010) described attitude as being commonly referred to as beliefs and feelings related to a person or event and their resulting behaviour. This means when individuals have to respond quickly to something, the feelings can guide one's reaction. One's attitude can be used to predict his actions. Attitudes are generally positive or negative views of a person, thing, object or event. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question. Examiner's attitude has the tendency of influencing disposition to reporting cases of examination malpractice during marking.

Every examiner possesses some characteristics such as gender, qualification, age, length of marking years, number of average scripts to mark for a session, occupation, and location of the examiner which are likely to serve as determinants of their disposition to reporting cases of examination malpractice. Examiners do most times claim several reasons for not even showing positive attitude towards reporting cases of examination malpractices. Many are of the opinion that the examining body officials will not cooperate with them when they report the cases and that the process is even too long. Some examiners categorically hold to their view that, since the leadership of the country is openly showing their corruption strength, then why then punishing a child or a school who had first been suspected for cases of examination malpractice by reporting them. These studies therefore set to investigate the attitude of the examiners to reporting cases of examination malpractice while marking, and factors that influence their disposition.

Statement of the Problem

Examination malpractice is a menace to assessment quality of any educational system. Where it is practiced and condoned, certificates obtained from such system suffer poor reputation from outside world. The system has put several control measures at different stages of assessment process. The following agents: examining body's officials, school administrators, the custodians, examiners, supervisors, invigilators, law enforcement agents and other stakeholders were appointed to ensure quality assessment free of examination malpractice. The disposition of these agents to the menace has the potency to make or mar any assessment process. This study therefore, investigated examiners' attitude towards reporting cases of examination malpractice in NECO/SSCE and WAEC/WASSCE. It also established the contribution of some examiners' related factors (Attitude to marking, sex of

the examiner, year of marking with WAEC, year of marking with NECO, Nature of Job, Type of school, status of school, Highest Qualification, Average time spent to mark a script) to their disposition.

Research Questions

- (1) What is the disposition of Public examiners towards reporting cases of examination malpractices?
- (2) What are the composite and relative contributions of Examiner related factors (Attitude to marking, sex of the examiner, year of marking with WAEC, year of marking with NECO, Nature of Job, Type of school, status of school, Highest Qualification, Average time spent to mark a script) on the disposition to reporting cases of examination malpractice?

Methodology

Research Design

This study is survey type that used correlational approach. No variable was either manipulated or controlled.

Population

The target population for this study comprised all the examiners for WAEC and NECO in Nigeria. The choice of this group of examiners was based on two assumptions that: Majority of the examiners either mark WAEC/WASSCE or/and NECO/SSCE scripts because the two examining bodies do have the largest number of candidates yearly. The examiners always meet at designated centre for co-ordination.

Sample

Snowballing sampling technique was adopted to select 763 examiners marking different subjects from 5 states (Ondo, Oyo, FCT, Katsina, Kaduna, Kano).

Instrumentation

The instrument used for this study was Examiner Questionnaire (EXAQUE). The examiners questionnaire seeks information on the examiners characteristics. Attitude towards Marking and their disposition towards reporting cases of examination malpractice. The instrument is made up of four sections. Section A consists of examiners' demographic information which includes: Name(optional), address, sex, age, years of marking with WAEC and NECO, state where the examiner marks, occupation which is

grouped into teaching or non-teaching, type of school and status of the school if a teacher, highest qualification, area of specialization, subject being marked with WAEC and NECO, length of marking with WAEC and NECO, average number of scripts marked per session, average time (in minutes spent on a script) and the status of the examiner. Section B is the examiners attitude scale. It contains 9 items on examiners attitude. The examiner will rate each item using 4-point scale ranging from 1-4 (Strongly Agree, Agree, Disagree, and Strongly Disagree). Cronbach Alpha Reliability Coefficient was 0.60. Section C is the Examiners Disposition towards reporting cases of examination Malpractice Scale. It contains 15 items on examiners attitude. Cronbach Alpha Reliability Coefficient estimated was 0.83. They are rated on 4 point scale. Section D consists of items that address problems associated with marking exercise.

Data Collection

The researchers visited centres where both NECO and WAEC organized their co-ordination exercise in selected states and administered the questionnaire to the examiners.

Data Analysis

The data was analysed using descriptive statistics (Frequency count, percentages, mean and Standard deviation) and Multiple Regression Analysis.

Results

1. What is the disposition of Public examiners towards reporting cases of examination malpractices?

Descriptive statistics was employed to analyse the collected data to answer research question one.

Table 1 shows that some 87 (11.4%) of the sampled examiners see reporting cases of examination malpractice as not their business. Also, 89 (11.7%) indicated that reporting cases of malpractice hinders smooth marking while 129 (16.9%) view it as a waste of time. sizable number, 268 (35.2%) of the sampled examiner indicated poor incentive as the cause of their negative attitude to reporting cases of examination malpractice. In fact, few, 48 (6.3%)

Many, 278 (36.4%) indicated that until better incentive is paid, they will not take up reporting cases of examination malpractice. Among the sampled examiners, 179 (23.5%) indicated that failure to report cases of examination

Table 1: Disposition of Public Examiners towards Reporting Cases of Examination Malpractices

S/N	Item	SD		D		A		SA		Mean	SD
		freq	%	freq	%	freq	%	freq	%		
1	Reporting cases of Examination malpractice is not my business	352	46.1	324	42.5	52	6.8	35	4.6	1.70	0.79
2	I overlook cases of examination malpractice to allow for smooth marking.	347	45.5	327	42.9	73	9.6	16	2.1	1.68	0.73
3	I don't involve myself in reporting cases of exam malpractice it wastes time.	275	36.0	359	47.1	91	11.9	38	5.0	1.86	0.81
4	Poor incentive given for reporting cases of exam malpractice discourages me	209	27.4	286	37.5	163	21.4	105	13.8	2.21	1.0
5	It will amount to wickedness if I report cases of exam malpractice	391	51.2	324	42.5	29	3.8	19	2.5	1.58	0.69
6	If better incentive is promised, I will be reporting cases of exam malpractice	221	29.0	264	34.6	194	25.4	84	11.0	2.18	0.98
7	I will be a corrupt examiner if I fail to report cases of exam malpractice.	87	11.4	92	12.1	286	37.5	298	39.1	3.04	0.98
8	I will always report cases of exam even if there is no incentive.	53	6.9	82	10.7	363	47.6	265	34.7	3.10	0.85

9	To me, students should not be punished for cheating since adults do worse	457	59.9	199	26.1	58	7.6	49	6.4	1.61	0.88
10	Attitudes of officials of examining bodies discourage me from reporting cases of exam malpractice.	189	24.8	340	44.6	145	19.0	89	11.7	2.18	0.94
11	The stress involved in marking is enough for me, other people should handle malpractice cases	206	27.0	352	46.1	146	19.1	59	7.7	2.08	0.88
12	The time given for marking is always short, I cannot add investigation of exam malpractice to my burden	205	26.9	363	47.6	151	19.8	44	5.8	2.04	0.83
13	I believe that if I overlook cases of exam malpractice while marking, God also will overlook my mistakes.	386	50.6	270	35.4	66	8.7	41	5.4	1.69	0.84
14	Students are in need of results, I think I need to overlook cases of malpractice I come across while marking.	404	52.9	297	38.9	44	5.8	18	2.4	1.58	0.71
15	I will continue to persuade my fellow examiners to be reporting cases of exam malpractice	66	8.7	80	10.5	359	47.1	258	33.8	3.06	0.89

malpractice does not make them corrupt examiners. Surprisingly, 135 (17.6%) of the sampled examiners indicated clearly that if incentive is not attached, they will not report cases of examination malpractice they come across while marking. Some, 107 (14.0%) of them also, indicated that the society was responsible, the cheat should be left alone, while 234 (30.7%) laid the blame of their failure in reporting cases of examination malpractice on the attitude of the officials of the examining body. Among the sampled examiners, 205 (26.8%) indicated that other people should handle examination malpractice since the stress involved in the marking was enough, and 195 (25.6%) indicated that reporting cases of examination malpractice should be left out of marking exercise because of shortness of time. In fact 107 (14.1%) view overlooking of cases of examination malpractice while marking as an act of mercy. Few, 62 (8.2%) indicated that examination malpractice occurred because students are desperate in getting result, so it should be overlooked, and 146(19.2%) indicated that they will not persuade their fellow examiners to be reporting cases of examination malpractice.

Research Question Two

What are the composite and relative contributions of Examiner related factors (Attitude to marking, sex of the examiner, year of marking with WAEC, year of marking with NECO, Nature of Job, Type of school, status of school, Highest Qualification, Average time spent to mark a script) on the disposition to reporting cases of examination malpractice?

Multiple regression was employed to analyse the collected data to answer research question two.

Table 2 shows that the multiple regression correlation coefficient (R) indicating the relationship between the independent variables (Attitude to marking, sex of the examiner, year of marking with WAEC, year of marking with NECO, Nature of Job, Type of school, status of school, Highest Qualification, Average time spent to mark a script) and disposition to reporting cases of malpractice was 0.269. The adjusted R square is 0.055, meaning that the independent variables accounted for 5.5 percent variation in the examiners disposition in reporting cases of examination malpractice. Further verification using Multiple regression ANOVA produced $F_{(10,517)}=4.045$; $P<.05$. Meaning that there was significant linear relationship between the examiners related factors and their disposition to reporting cases of examination malpractice.

Table 2: Regression Summary indicating Composite contribution of Examiner related Factors to Disposition to reporting Malpractice cases.

R= .269					
R square =.073					
Adjusted R square= 0.055					
Model	Sum of Squares	Df	Mean square	F	Sig
Regression	1797.40	10	179.740	4.045	.000
Residual	22974.843	517	44.439		
Total	24772.242	527			

Table 3: Coefficient indicating relative contribution of each Examiner related Factor to Disposition to reporting Malpractice cases.

Model	Un-standardized coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	35.881	3.015		11.900	.000
Attitude to Marking	.395	.073	.230	5.391	.000
Ex of the Examiner	-.222	.729	-.013	-.304	.761
Age of the Examiner	.010	.050	.013	.209	.835
Years of Marking With WAEC	.168	.082	.155	2.042	.042
Years of Marking with NECO	-.063	.137	-.032	-.461	.645
Occupation	.197	2.076	.005	.095	.925
Type of School	.259	.661	.019	.392	.695
Status of School	.127	.646	.011	.196	.844
Highest Qualification	-.036	.103	-.015	-.351	.726
Average Time Spent to mark a Script	.000	.001	.016	.380	.704

Table 3 shows that among the examiners related factors – Attitude to marking, sex of the examiner, year of marking with WAEC, year of marking with NECO, Nature of Job, Type of school, status of school, Highest Qualification, Average time spent to mark a script, only Attitude to marking ($\beta=.230$; $t=5.391$; $p<.05$) and years of marking with WAEC ($\beta=.155$; $t= 2.042$; $p<.05$) were found to have significant relative contribution to examiners disposition to reporting cases of examination malpractice.

The result shows that some examiners have negative disposition to reporting cases of examination malpractice. Implicit in this finding is the fact that some students who cheated in the past had gone scot-free, using the

certificate they were not worthy of having as a result of negative disposition of some examiners towards reporting cases of malpractice. Explanation on this can be deduced from the view of some the researchers. Hatzois (2002) in Ajayi (2010) affirmed that disposition represents covert feelings of favourability or disfavourability toward an object, person, issue or behaviour. Myres(1996) in Ajayi (2010) described disposition as being commonly referred to as beliefs and feelings related to a person or event and their resulting behaviour. This means when individuals have to respond quickly to something, the disposition can guide one's reaction. Ones disposition can be used to predict his actions. Disposition are generally positive or negative views of a person, thing, object or event.

Attitude towards marking and years of marking with West African Examinations Council were the potent factors influencing the disposition of the Examiners toward reporting cases of examination malpractice during marking. The intention of some examiners basically is to make more money within the shortest possible time. Such examiners always lack commitment to the exercise. It is highly revealing too that experienced examiners are more positively disposed to reporting cases of examination malpractice than the in-experienced ones. The challenge before the examining bodies is how to retain these experienced examiners.

Recommendations

Based on the findings of this study, the following are hereby recommended:

- (i) Examining bodies should organize seminars different from co-ordination exercise for their examiners where importance of reporting cases of examination malpractice and the implication on quality assessment
- (ii) Emphasis was laid on incentives, hence remuneration the examining bodies give to their examiners should justify the effort.
- (iii) Officials of the examining bodies also should work on their temperament, to possess attitude that will serve as encouragement to the examiners to relate and work with them.
- (iv) Emphasis should be placed on the necessity of reporting cases of examination malpractice anytime co-ordination exercise is conducted.

Conclusion

Man's disposition to an issue is very important especially when such issue bothers on individual, community or society integrity. Overlooking evil such as examination malpractice will continue to mar the assessment process.

All hands must be on deck to fight the menace of examination malpractice at any stage so as to redeem the lost glory of the certificate issued by the examining bodies in this country.

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