



**JOURNAL OF  
APPLIED EDUCATION**



**VOCATIONAL  
RESEARCH  
(JAEVR)**

UNIVERSITY OF IBADAN LIBRARY

ISSN 1597 - 8540

*Journal of Applied  
Education*

*And*

*Vocational Research*

---

*Volume 8/Number 1/ October 2010.*

---

*Official Journal of the College of Applied Education  
and Vocational Technology,  
Tai Solarin University of Education,  
Ijebu-Ode, Nigeria.*

## **EDITORIAL – BOARD**

**Editor-in-Chief**

**Professor Niyi Benedict**  
Dept. of Educational Foundation &  
Instructional Technology,  
TASUED.

**Managing Editor**

**Dr. F.R. Sulaiman**  
Edu. Foundation & Instructions,  
TASUED.

**Associate Editors**

**Dr. J.T.B. Oluwatimilehin**  
Counselling Psychology Dept.  
TASUED.

**Mr. S. Adewale**  
Educational Foundations  
and Instruction.

**Publishing Journal Secretary**

**Dr. B.O. Olanisimi**  
Counselling Psychology Dept.  
TASUED.

**Editors:**

**Dr. K. Ijaduola**  
**Dr. (Mrs.) M.E. Hassan**  
**Dr. Olusonojo**  
**Dr. J.O. Olusanya**  
**Mr. Odulami**  
**Dr. A.O. Oniyebu**

**Consulting Editors:**

**Professor P.O. Adesemowo**  
O.O.U., Ago-Iwoye

**Professor J.B. Babalola**  
Educational Management, U.I.

**Professor K.A. Alao,**  
O.A.U., Ile-Ife

**Dr. S.B. Adejuyigbe**  
FUTA, Akure

**Professor Ayo Dada**  
Teacher Edu. U.I.

# JOURNAL OF APPLIED EDUCATION AND VOCATIONAL RESEARCH

Volume 8/Number 1/October 2010

## Notes on Contributors

- Johnson Adlyn O. and Gendemeh Mohammed are Senior Lecturers in Eastern Polytechnic, Kenema Sierra Leone.
- Oladeji David Ph.D is a Senior Lecturer in the Department of Family, Nutrition and Consumer Sciences, Obafemi Awolowo University, Ile-Ife, Nigeria.
- Awogbade, Mabel O. Ph.D is a lecturer in the Department of Creative Arts, University of Lagos, Nigeria.
- Dr. J.G. Adewale and A.A. Adelakun are Senior Fellow and Doctoral Student in the Institute of Education, University of Ibadan respectively.
- Dr. David O. Fakeye and Kehinde O. Ogunyemi are Senior lecturer and doctoral student in the Department of Teacher Education, University of Ibadan respectively.
- Adeyokun, B. Olukemi (Mrs.) is Principal Librarian in Yaba College of Technology, Lagos.
- Awoyemi Olubunmi O. is a Law Librarian II in University of Ado-Ekiti, Nigeria.
- Anthony Chukwu Ph.D is the coordinator Development and Statistics Unit National Institute for Educational Planning and Administration, Ondo.
- Bakenne, N.A. and Moliki A.O. are from Tai Solarin University of Education, Ijagun, Ogun State.
- A.O. Fatade, A.A. Arigbabu and D.C.J. Wessles are lecturers in Tai Solarin University of Education, Ijebu-Ode Nigeria and University of South Africa, South Africa.
- Olabiyi O. Stephen Ph.D and Oke S. are lecturers in University of Lagos and Federal College of Education (Technical) respectively.
- Yusuf Lateef Adeyemi Ph.D
- Fasanmi O. Tosin Ph.D is a Senior Lecturer in the Department of English. College of Humanities, Tai Solarin College of Education
- Dr. (Mrs.) Kudirat B. Sanni is a lecturer in the Department of Educational Foundations University of Uyo, Uyo.
- Aloba Faniran Benjamin is a lecturer in the Department of Philosophy, Obafemi Awolowo University, Ile Ife.
- Dr. B. O. Lawal is a lecturer Department of Teacher Education, University of Ibadan,

## CONTENTS

	Pages
Alternative Routes To Teacher Education: The Distance Education Learning Programme In Sierra Leone <i>Johnson Adlyn O. &amp; Gendemeh Mohamed M.</i>	1-10
Domestic Violence Factors Influencing Women's Mental Health In Ibadan Metropolis, Nigeria <i>Oladeji David, Ph.D.</i>	11-24
Enhancing Quality In Educational Practice: Education Through Art <i>Awogbade, Mabel Oluremi (Ph.D)</i>	25-33
Examiners' Psychological Factors As Correlates Of Absenteeism And Attitude Towards WASSCE Assessment <i>Dr. J. G. Adewale and A. A. Adelakun</i>	34-48
Effectiveness Of Reactive Focus-On-Form Instruction And Performance Enhancement Strategies In Enhancing Competence In Essay Writing Achievement Among Senior Secondary School Students In Ogun State <i>David O. Fakeye, Ph.D and Kehinde Olufemi Ogunyemi</i>	49-59
Public Libraries Development In Africa <i>Adeyokun Beatrice Olukemi (Mrs.)</i>	60-74
Indispensability Of Library Services To Legal Profession In Nigeria <i>Awoyemi Olubunmi Olawumi (Mrs.)</i>	75-90
Classroom Management And Students' Discipline: A Panacea For Building Strategically-Focused School <i>Anthony Chukwu (Ph.D)</i>	91-109
Good Governance, Godfatherism And Succession Politics In Nigeria: The Way Forward <i>Bakenne, N.A. and Moliki, A.O.</i>	110-116

# EXAMINERS' PSYCHOLOGICAL FACTORS AS CORRELATES OF ABSENTEEISM AND ATTITUDE TOWARDS WEST AFRICAN SCHOOL CERTIFICATE EXAMINATION (WASSCE) ASSESSMENT

DR. J. G. ADEWALE<sup>1</sup> AND A. A. ADELAKUN<sup>2</sup>

<sup>1</sup> *International Centre for Educational Evaluation,  
Institute of Education, University of Ibadan, Ibadan-Nigeria*

<sup>2</sup> *West African Examinations Council (WAEC)  
Lagos, Nigeria*

## Abstract

*It is important that all public examinations should be assessed highly accurately. In Nigeria and internationally across Anglophone West Africa, examinations for the West African Senior School Certificate (WASSCE) influence the futures of millions of candidates. In this study, the purpose was to determine examiners' psychological factors as correlates of their absenteeism and attitude towards WASSCE assessment. The variables that were hypothesized include the examiner's status/rank, assessment experience and age. An examiner questionnaire was constructed with a reliability coefficient of 0.82, using Cronbach's alpha. The instrument was administered to one thousand and sixty-eight (1068) examiners selected through simple random and purposive sampling techniques across 70 assessment venues. Cross tabulation,  $\chi^2$  and simple regression analyses were used to determine the examiners psychological factors as correlates of absenteeism and attitude towards WASSCE assessment. Our findings seem useful where evidence based decisions surrounding examiners recruitments are needed in public assessment, particularly for the WASSCE assessment procedures.*

**Keywords:** *Psychological factors, Absenteeism, Attitude, WASSCE assessment.*

## Introduction

Educational assessment in Nigeria is as old as the development of government interest in education. According to Adesina (1977) and Agbodeka (2002), the 1887 Ordinance which was the first purely Nigerian Education Ordinance, had as one of its major provisions, that

*-No grant shall be made in aid of any school except that the school, in public examinations shall have attained the requisite percentage of proficiency. pg 3*

In summarizing the importance of and the need for an improved assessment procedures, Desmond and Desmond (2007) opine that if high stakes assessment processes do not have quality assurance systems in place to ensure they can display the characteristics of fairness, openness and transparency, then they may fail to command the public confidence which high stakes assessment processes demand. In the same vein, Gordon and Jim (2008) report that in most countries, examination authorities face media scrutiny each year when examination results are released. Commonly, there are debates about whether or not standards are rising or falling. The trigger for the media debate is any variation in the proportion of students attaining or not attaining a particular grade or benchmark in the school subjects.

Argyris (1960) opines that in the theory of psychological contract the recruitment and allocation of duties are an organization first problem, and then the motivation of people towards a high level of performance is its second and very important. The WAEC, as an organization, contract an agreement with examiners with the aim of assessing candidates scripts based on stipulated guidelines. The recruitment of the examiners, allocation of duties and motivation constitute an agreement that if not well articulated and implemented may lead to industrial dispute between the WAEC and the examiners.

Judge, Locke, Durham, and Kluger, (1998) dispositional theory of job satisfaction suggests that people have innate dispositions that cause them to have tendencies towards a certain level of satisfaction, regardless of one's job. They argue that self-esteem and general self-efficacy are among the four core self-evaluations that determine one's disposition towards job satisfaction. This model states that higher levels of self-esteem (the value one places on his self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Bandura (1977) posits that employees with high levels of self-efficacy choose more physically and intellectually challenging work, and is more self determined to accomplish tasks assigned despite circumstances that may prevent task accomplishment.

Hertzberg (1966) propounds two theories of motivation. These are the hygiene theory (hygiene factors) and motivation (motivators). The hygiene factors are extrinsic to the job and these include the company, its policies and administration, the kind of supervision that people receive while on the job, working conditions, interpersonal relations, salary,

status and security. To Herzberg (1966), hygiene factors do not lead to motivation but without them, there is dissatisfaction.

However, in Nigeria majority of the examiners engaged in the WASSCE assessment procedures often display low self-efficacy to accomplish the tasks assigned to them. The resultant high state of absenteeism and negative job attitude affect the assessment procedures in no small measures. Examiners with psychological maladjustment often feel uncomfortable, irritable and impatient. Cases of scripts abandonment, inconsistency in the assessment tasks, delayed submission of assessed scripts for vetting and other negative job attitude abounds.

The seriousness of examiners absenteeism and negative job attitude towards the WASSCE assessment is underscored by the fact that the WASSC Examination is the major barometer for gauging the educational attainments of students at the end of the six-year secondary education in Nigeria and internationally across the Anglophone West African sub-region. Therefore, psychological maladjustment of the examiners constitutes a major drawback to all facets of the WASSCE assessment procedures.

### **Statement of Problem**

Assessment of the WASSC Examinations is quite a crucial exercise to the West African sub-region and requires that examiners recruited build positive attitude towards the assessment procedures to yield appropriate consistent action and behaviours. The rising flurry of examiners absenteeism and their lukewarm attitude towards the assessment of the WASSC Examinations is likely to affect negatively the assessment system. Cases of examiners' varied behaviours such as inconsistency in assessment, poor handling of scripts and score sheets, late submission of assessed scripts, failure to pass scripts for vetting and checking, farming-out of scripts, nonchalant attitude, formation of pressure groups to circumvent the assessment procedure, misappropriation of scripts, reactive attitude, etc. abounds. These have undermined the integrity of the assessment judgements. It is crucial that high stake examinations are assessed as accurately as possible thus ensuring fair results for all. This presupposes that those saddled with such responsibility display high-level enthusiasm and commitment to the assignment. Therefore, this study investigated examiners' psychological factors as correlates of their absenteeism and attitude towards the WASSCE assessment.



## Research Questions

This study aimed at answering three main questions:

- (1) What are the psychological determinants of examiners' absenteeism and attitude towards WASSCE assessment based on status/rank, assessment experience and age?
- (2) What are the composite and relative contributions of psychological factors to examiners' absenteeism at WASSCE assessment?
- (3) What are the composite and relative contributions of psychological factors to examiners' attitude towards WASSCE assessment?

## Research Methodology

Survey research approach was adopted for the study. The research type is chosen because the researchers do not have control over the variables as their manifestations had already occurred.

## Subjects

One thousand and sixty-eight examiners (1068) drawn from 70 assessment venues in Nigeria were used for this study. This consists of 46 Chief examiners, 396 Team leaders and 626 Assistant examiners. The selection of the examiners was done using simple random sampling out of 1068 Chief examiners, 396 Team leaders and 626 Assistant examiners.

## Instrumentation

The main instrument used for data collection was the Examiners Psychological Determinant Questionnaire (EEDQ). It is divided into four sections, A, B, C and D. Section A solicited information on examiners' demographic variables like examiners' status/rank (Chief Examiners, Team Leaders or Assistant Examiners), assessment experience (number of years as an examiner) and age. Section B requested information on some psychological variables while Sections C and D dealt with examiners' absenteeism at and attitude towards coordination and marking exercises respectively. There were 10 items in each of the three sections (B, C and D) originally obtained from interviewing five experienced WASSCE examiners' and two Senior Test Administration Officers of the West African Examinations Council (WAEC) on issues that make examiners attend or absent from the coordination and marking exercises and attitude to marking exercises. They were also asked how they conceptualized and characterized absenteeism and productivity among WASSCE examiners. Based on these interview responses a

comprehensive questionnaire was constructed to gather information on the psychological determinants of examiners absenteeism and attitude towards WASSCE assessment. Thereafter, the instrument was given to experienced chief examiners and educational evaluation experts for content validity. The items in Sections B, C and D of the instrument were modified several times based on the comments of the experts. Further to this, the instrument was pilot tested on 30 examiners' through administration to selected sample not included in the study. After the validation process, the number of items that were not internally consistent ( $r \leq 0.05$  or negative) with the rest of the items were removed. The internal consistency and construct validity of the instrument using Cronbach alpha was established and presented in Table 1

**Table 1: Cronbach Alpha of Psychological factors, examiners' absenteeism or absenteeism and attitude to and marking**

S/N	Variable	No of item	Reliability index (Cronbach Alpha)
1	Psychological factors	6	0.82
2.	Examiners' absenteeism	6	0.80
3.	Examiners' attitude	7	0.88

Examples of items in Section B (psychological factors) are: I am always under a terrible strain during the assessment period; I feel relaxed whenever I am assessing scripts; I approached the assessment exercise with a feeling of hesitation, resulting from a fear of not being able to cope with the workload; etc. Examples of items in Section C (Examiners' absenteeism issues) are: the responsibility assigned to me in my place of primary assignment does not affect my regular absenteeism; examiners should be in regular absenteeism during coordination meetings; Active participation by examiners in all assessment activities is very important; etc. Examples of items in Section D (examiners' attitude to marking) are: I enjoy the assessment exercise because it improves my skills through intellectual discussion with my professional colleagues; I look forward to the assessment exercise because it equips me with the skills needed for preparing my student for external examinations; as an examiners I complete my marking within the stipulated period; etc.

The instrument was administered during the moderation and marking exercise of the 2009 May June West African Senior Secondary School Certificate Examination in all the 70 Marking Centres. The data collected were analysed using  $\chi^2$  and multiple regression.

## Results and Discussion

Cross tabulation,  $\chi^2$  and regression analyses were utilized to determine the psychological factors accountable for examiners' absenteeism and attitude towards WASSCE assessment.

### Research Question 1

What are the psychological determinants of examiners' absenteeism and attitude towards WASSCE assessment based on status/rank, assessment experience and age?

**Table 2:  $\chi^2$  analysis of psychological factors as correlates of examiner's absenteeism and attitude towards WASSCE assessment based on status/rank.**

Psychological Factors	Status/Rank	Agree	Disagree	$\chi^2$
Assessment of scripts makes me feel good.	Assistant Examiner	541 (86.4%)	84 (13.4%)	20.439*
	Team Leader	357 (90.2%)	37 (9.3%)	
	Chief Examiner	40 (81.0%)	5 (10.9%)	
Under terrible strain during the assessment period.	Assistant Examiner	140 (22.4%)	484 (77.3%)	16.043*
	Team Leader	56 (14.1%)	336 (84.8%)	
	Chief Examiner	4 (8.7%)	42 (91.3%)	
Feel relaxed whenever assessing scripts.	Assistant Examiner	448 (71.6%)	169 (27.0%)	19.455*
	Team Leader	313 (79.0%)	78 (19.7%)	
	Chief Examiner	39 (84.8%)	7 (15.2%)	

Approach the assessment exercise with feeling of hesitation.	Assistant Examiner	111 (17.7%)	508 (81.2%)	19.199*
	Team Leader	39 (9.8%)	354 (89.4%)	
	Chief Examiner	1 (2.2%)	45 (97.8%)	

df = 2; P < 05; \*significant

Results in table 2 show significant group difference between the assistant examiners, team leaders and chief examiners on psychological factors. It is observed that the team leaders (90.2%) were significantly more likely to feel good about assessment of scripts than did the chief examiners (87.0%) and assistant examiners (86.4%). In addition to this, the assistant examiners (22.4%) were significantly more likely to be under terrible strain during the assessment period than did the team leaders (14.1%) and chief examiners (8.7%). Further observation is that the chief examiners (84.8%) were significantly more likely to feel relaxed whenever assessing scripts than did the team leaders (79.0%) and assistant examiners (71.6%), this is because there is nobody to vet the chief examiners' scripts. Further to this, the assistant examiners (17.7%) were more likely to approach the assessment exercise with feeling of hesitation resulting from fear of not being able to cope with the workload than did the team leaders (9.8%) and chief examiners (2.2%).

**Table 3:  $\chi^2$  analysis of psychological factors as correlates of examiners' absenteeism and attitude towards WASSCE assessment based on assessment experience.**

Psychological Factors	Assessment Experience	Agree	Disagree	$\chi^2$
Under terrible strain during the assessment period.	1-5 years	66 (25.3%)	195 (74.7%)	19.106*
	6-10 years	52 (19.0%)	219 (80.2%)	
	11-15 years	38 (20.1%)	150 (79.4%)	
	16-20 years	16 (11.5%)	121 (87.1%)	
	21 years and above	28 (13.6%)	177 (85.9%)	
Feel relaxed whenever assessing scripts.	1-5 years	186 (71.3%)	70 (26.8%)	22.408*
	6-10 years	190 (69.6%)	47 (28.9%)	
	11-15 years	140 (74.1%)	47 (24.9%)	
	16-20 years	121 (87.1%)	17 (12.2%)	
	21 years	163 (79.1%)	41 (19.9%)	

	and above			
Approach the assessment exercise with feeling of hesitation.	1-5 years	56 (21.5%)	200 (76.6%)	24.580*
	6-10 years	35 (12.8%)	236 (86.4%)	
	11-15 years	29 (15.3%)	159 (84.1%)	
	16-20 years	10 (7.2%)	128 (92.1%)	
	21 years and above	21 (10.2%)	184 (89.3%)	

df = 4;  $P < 0.05$ ; \* significant

Results in table 3 indicate significant group difference between the assessment experiences of examiners on psychological factors. Examiners' with 1-5 years (25.3%) assessment experience were significantly more likely to be under terrible strain during the assessment period, followed by 11-15 years (20.1%), 6 – 10 years (19.0), 21 years and above (13.6%) and 16-20 years (11.5%). Further observation is that examiners with 16-20 years (87.1%) assessment experience were significantly more likely to feel relaxed whenever assessing scripts. This is followed by 21 years and above (79.1%), 11-15 years (74.1%), 1-5 years (71.3%) and 6-10 years (69.6%). Examiners with 1-5 years (21.5%) assessment experience were significantly more likely to approach the assessment exercise with a feeling of hesitation, followed than those within the experience bracket of 11-15 years (15.3%), 6-10 years (12.8%), 21 years and above (10.2%), and 16-20 years (7.2%). This is likely due to the fact that those between 1 and 5 years were beginners and less experienced, so they are prone to agitation and feeling of strain in the marking exercise.

**Table 4:  $\chi^2$  analysis of psychological factor as correlates of examiners' absenteeism and attitude towards WASSCE assessment based on age.**

Psychological Factor	Age	Agree	Disagree	$\chi^2$
----------------------	-----	-------	----------	----------

Approach the assessment exercise with a feeling of hesitation.	20-29 years	15 (26.3%)	42 (73.7%)	21.4 63*
	30-39 years	48 (15.1%)	263 (83.0%)	
	40-49 years	58 (16.2%)	298 (83.2%)	
	50-59 years	25 (9.6%)	234 (89.7%)	
	60 years and above	5 (6.7%)	70 (93.3%)	

df = 4;  $P < 0.05$ ; \* significant

Results in table 4 show significant group difference between the age cohorts of examiners on psychological factors. Examiners within the age cohorts 20-29 years (26.3%) were significantly more likely to approach the assessment exercise with feeling of hesitation resulting from fear of not being able to cope with the workload. Those within the age cohorts 40-49 years (16.2%), 30-39 years (15.1%), 50-59 years (9.6%) and 60 years and above (6.7%) follow this. Age is of essence when it comes to emotional stability under a stressful condition like assessment of WAEC examination.

#### **Research Question 2**

**Table 5: Multiple Regression of composite contribution of psychological factors to examiners' absenteeism at WASSCE assessment.**

Parameter	Value	Remark
Multiple correlation R	.541	S
R Square	.293	
Adjusted R Square	.287	
Standard Error of Estimate	2.036	
Regression F. ratio	18.026	
Df (degree of freedom)	6,1061	
P value	.000	

Remark: S means significant at  $(F_{(6,1061)}=18.026:P<0.05)$

Table 5 reveals that the combination of the six psychological factors in determining examiners' absenteeism at WASSCE assessment yielded a co-efficient of multiple correlations R of 0.541, and adjusted R square

of 0.287. This implies that all the six psychological factors accounted for 28.7% of the total variance observed in the examiners' absenteeism. The analysis of variance also confirmed this further as the computed details showed that the six psychological factors significantly determine examiners absenteeism at WASSCE assessment with the F- ratio of  $F(6,1067) = 18.026$  at  $P < 0.05$ .

**Table 6: Coefficient indicating Relative Contribution of Psychological Factors to Examiners' Absenteeism at WASSCE Assessment.**

Psychological Factors	Unstandardized coefficients		Standardized coefficients	t	Sig.	Remarks
	$\beta$	Std. Error	Beta			
Constant	15.333	.555		27.631	.000	
Feel good about assessment	.090	.093	.035	.976	.329	NS
Under terrible strain	.420	.099	.144	4.247	.000	S
Feel relaxed	.027	.052	.016	.517	.605	NS
Feeling of hesitation	.627	.108	.192	5.821	.000	S
Spirit is awakened	.011	.088	.004	.122	.0903	NS
Feel uncomfortable	-.219	.109	-.072	02.018	0.44	S

Remarks NS means Not Significant at  $P > 0.05$

S means significant at  $P < 0.05$ .

The relative contributions of each of the six predictor variables on examiners' absenteeism at WASSCE assessment was observed from Table 6 and all the six variables – feeling of hesitation ( $\beta = 0.192$ );

followed by under terrible strain ( $\beta = 0.144$ ); feel good about assessment ( $\beta = 0.035$ ); feel relaxed whenever assessing scripts ( $\beta = 0.016$ ); and spirit is awakened when assessing scripts ( $\beta = .004$ ); had high and positive relative contribution examiners' absenteeism at WASSCE assessment except assessment of scripts makes me feel uncomfortable ( $\beta = - 0.072$ ) that had negative relationship with absenteeism at WASSCE assessment. The standardized regression associated with each variable reveals the order of contribution as follows: feeling of hesitation > under terrible strain > assessment of scripts makes me feel uncomfortable > feel good about assessment > feel relaxed whenever assessing scripts > spirit is awakened when assessing scripts to the prediction of examiners' absenteeism at WASSCE assessment.

### Research Question 3

What are the composite and relative contributions of psychological factors to examiners' attitude towards WASSCE assessment?

**Table 7: Multiple Regression of composite contribution of psychological factors to examiners' attitude towards WASSCE assessment.**

Parameter	Value	Remark
Multiple correlation R	.413	S
R Square	.170	
Adjusted R Square	.166	
Standard Error of Estimate	2.310	
Regression F. ratio	36.304	
df(degree of freedom)	6,1061	
P value	.000	

Remark: S means significant at ( $F_{(6,1061)} = 36.304; P < 0.05$ )

Table 7 shows that the combination of the six psychological factors in determining examiners attitude towards WASSCE assessment yielded a co-efficient of multiple correlations R of 0.413, adjusted R Square of 0.166. This means that all the six psychological factors accounted for 16.6% of the variance observed in the examiners' attitude towards WASSCE assessment. The analysis of variance also confirmed this further as the computed details showed that the six psychological factors significantly determine examiners' attitude towards WASSCE assessment with the F- ratio of ( $F_{(6,1061)} = 36.304; P < 0.05$ ).



**Table 8: Coefficient indicating relative contribution of psychological factors to examiners' attitude towards WASSCE assessment.**

Psychological Factors	Unstandardized coefficients		Standardized coefficients	T	Sig.	Remark
	$\beta$	Std. Error	Beta			
Constant	20.259	.629		32.190	.000	
Feel good about assessment	.072	.105	.024	.682	.495	NS
Under terrible strain	.619	.112	.178	5.518	.000	S
Feel relaxed	-.005	.059	-.003	.089	.929	NS
Feeling of hesitation	1.034	.122	.268	8.464	.000	S
Spirit is awakened	-.186	.100	-.061	-1.865	.063	NS
Feel uncomfortable	.906	.123	.257	7.366	.025	S

NS means Not Significant at  $P > 0.05$

S means significant at  $P < 0.05$ .

The relative contributions of each of the six predictor variables on examiners' absenteeism at WASSCE assessment was observed from Table 8 and all the six variables – feeling of hesitation ( $\beta = -0.268$ ); followed by under terrible strain ( $\beta = 0.178$ ); feel good about assessment ( $\beta = 0.024$ ); feel relaxed whenever assessing scripts ( $\beta = -0.003$ ); and spirit is awakened when assessing scripts ( $\beta = -0.061$ ); had high and positive relative contribution examiners' absenteeism at WASSCE assessment except assessment of scripts makes me feel uncomfortable ( $\beta = 0.257$ ) that had negative relationship with absenteeism at WASSCE assessment. The standardized regression associated with each variable reveals the order of contribution as follows: feeling of hesitation >

assessment of scripts makes me feel uncomfortable > under terrible strain during the assessment period > feel good about assessment > spirit is awakened when assessing > feel relaxed whenever I am assessing to the prediction of examiners' attitude towards WASSCE assessment

## Discussion

The central premise underlying this study is that examiners are likely to encounter some psychological challenges that seem to account for their absenteeism and attitude towards the WASSCE assessment procedures. The finding that examiners with low self-efficacy and self-esteem seem prone to absenteeism and have negative job attitude corroborate previous research on these discrepant behaviours (Hertzberg, 1966; Judge *et al*: 1976 and Bandura, 1977). This adds further weight to arguments for using motivation to boost organizational efficiency and effectiveness.

The team leaders demonstrated that assessment of scripts make them feel good than did other categories of examiners. Their many years of experience in the assessment procedures are probable explanation. The assistant examiners feel under terrible strain during the assessment period because of their inexperience in the WASSCE assessment practice. Further observed is that the chief examiners feel more relaxed whenever assessing scripts. The reason is because their long year of involvement in the WASSCE assessment procedures is an advantage in this regard and they mark few scripts because they need time to vet the work of both team leaders and assistant examiners whose workload (average of 280 scripts) seems to subject them to undue stress. Generally, the chief examiners and team leaders seem highly self-confident to undertake the task of the West African School Certificate Examination (WASSCE) assessment procedures. This explanation is in agreement with Bandura (1977), who posited that employees with high levels of self-efficacy choose more physically and intellectually challenging work, and is more self determined to accomplish tasks assigned despite circumstances that may prevent task accomplishment.

We also observed that examiners' with 16-20 years and those with 21 years and above assessment experience seem to have higher level of self-efficacy to undertake the tasks of the WASSCE assessment procedures than the rest of examiners of different years of experience. Most of the examiners in these categories are team leaders and chief examiners who seem to be emotionally, physically and mentally active to undertake the WASSCE assessment procedures. The findings seem to

suggest that self-efficacy is positively correlated with examiners' assessment experience.

Generally, findings revealed that examiners of 60 years and above approached the WASSCE assessment exercise with lesser feeling of hesitation. Their maturity, experience and confidence in the WASSCE assessment procedures seem to be an added advantage. The findings suggest that older examiners seem to have higher self-efficacy than did younger examiners. A probable reason is that examiners in this age cohort are retired civil servants who have more time to devote to the WASSCE assessment procedures. This explanation buttresses Hertzberg *et al* (1966) who suggest that while morale is high among young workers, it tends to go down during the first few years of employment. The low point is reached when workers are in their middle and late twenties or early thirties. After this period, satisfaction steadily climbs with age.

We also observed that psychological factors such as feeling of hesitation resulting from fear of not being able to cope with the workload, assessment of scripts makes me feel uncomfortable, restless, irritable and impatient have significant influence on examiners absenteeism and attitude towards WASSCE assessment. Majority of the examiners are inexperienced and low in self-confidence to undertake the WASSCE assessment tasks.

### **Conclusion and Recommendations**

Majority of the assistant examiners approach the assessment exercise with feeling of hesitation occasioned by their inability to cope with the workload (average of 280 scripts). Assessment of scripts makes the assistant examiners to be uncomfortable, restless, irritable and impatient. Deriving from the conclusion, the following recommendations were made:

- (a) Reduction of the workload of scripts allocated to the assistant examiners to an average of 230 scripts to the maximum.
- (b) Counseling session/ motivational talk should be made an integral part of the assessment procedures in order to build-up the self-efficacy of the examiners.
- (c) Periodic training of the examiners is highly expedient to improve upon their assessment efficiency and effectiveness in order to remove stress.

## References

- Adesina, S. (1977). *Planning and Education in Nigeria*. Ibadan: Heinemann Education Books (Nigeria) Limited.
- Agbodeka, F. (2002). *The West African Examinations Council (1952-2002). Half a Century of Commitment to Excellence and Regional Co-operation*. Woeli Publication Services, Accra New Town, Ghana.
- Argyris, C. (1960). *Understanding organizational behaviour*. New Jersey: Prentice Hall.
- Bandura, A. (1977). Self-Efficacy Toward: A unifying theory of behaviour change *Psychological Review*, 84, 191-215.
- Desmond and Desmond (2007)
- Gordon and Jim (2008)
- Hertzberg, F. (1966). *Work and the Nature of Man*-Cleveland: World Publishing Company.
- Judge, T.A.; Locke, E.A; Durham, C.C.; and Kluger, A.N. (1998). Dispositional effects on job and life satisfaction: The role of core evaluations. *Journal of Applied Psychology*, 83(1) 17-34.

UNIVERSITY OF IBADAN LIBRARY