

***“EDUCATIONAL ASSESSMENT:
A SINE QUA NON FOR QUALITY
EDUCATION”***

By

**PROFESSOR REGINALD PRICILLIA
IHEBUZOAJUWUNWA UKWUIJE**

PROTOCOL

The Vice Chancellor,
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Heads of Departments,
Distinguished Guests and Friends,
Great Students of Uniport,
Members of the Press,
Ladies and Gentlemen.

Introduction

Thank you Mr. Vice Chancellor. Today is another important day in the history of this University as we listen to the 83rd edition of the Inaugural Lecture Series. It is an honour and privilege for me to deliver this lecture because this is the first from the Department of Educational Psychology, Guidance and Counseling and the 11th from the Faculty of Education.

Vice Chancellor Sir, before I commence this lecture let me seek your permission to recognize four important persons who have made profound impact in my career since I joined the University of Port Harcourt in 1982. They are Professor Otoni Nduka who found me, and Late Professors B. Ukeje, E.E. Ezewu and J.M. Kosemani who nourished me. These gentlemen were former Deans of Faculty of Education. May the souls of these departed rest in the bosom of the Lord. I shall eternally remain grateful to them.

The topic of today's lecture is *Educational Assessment: A Sine Qua Non for Quality Education*. This topic falls within the discipline of Educational Evaluation often referred to as Measurement and Evaluation (M&E), or Test and Measurement (T&M), or Differential Psychology or Psychometrics. The course Test and Measurement, and Continuous Assessment (CA) is housed in the Department of Educational Psychology, Guidance and Counseling in the Faculty of Education in the University of Port Harcourt and may be housed in other units in other universities. The National Universities Commission (NUC) in its benchmark and minimum academic standards made the course (M & E, and CA) compulsory for all Teacher Education Programmes because of its importance in the educative process. This course also includes educational statistics, psychological tests,

appraisal techniques, programme evaluation, and research methods in education.

One of the topical issues in our educational system today is assessment of pupils and students. No meaningful research, teaching, and learning can take place in the absence of proper assessment of students before, during and after instruction. It is a task that must be done; a *sine qua non*.

THE MEANING OF ASSESSMENT

According to the Cambridge Advanced Learner's Dictionary (2002), the word "Assessment" comes from the root word assess which means to judge, or decide or determine the importance, size, or value of something. It is a process used in collecting information on events, objects but particularly on human behavior which is used to evaluate the quality of work done. When assessment is applied to education, it is an all embracing term covering any of the situations in which some aspects of pupils' education are measured by the teacher and the success of their instructional practices. Efebo (1999) defines educational assessment as the procedure of assigning value to the learning achieved during and at the end of a course, it is an attempt by the teacher to gain knowledge of his/her students' competencies. The literature is replete with many of such definitions of educational assessment. A synthesis of these definitions as reported by Ukwuije (2007) shows that educational assessment is a process of documenting, usually in measurable terms, knowledge, skills, attitudes, beliefs, practices or generally what behaviour a learner does or does not have, acquire or develop before, during, and at the end of instruction, or a course of study. It is a process that is very essential or indispensable - a *sine qua non* in education. This process involves at least seven stages as shown in figure 1

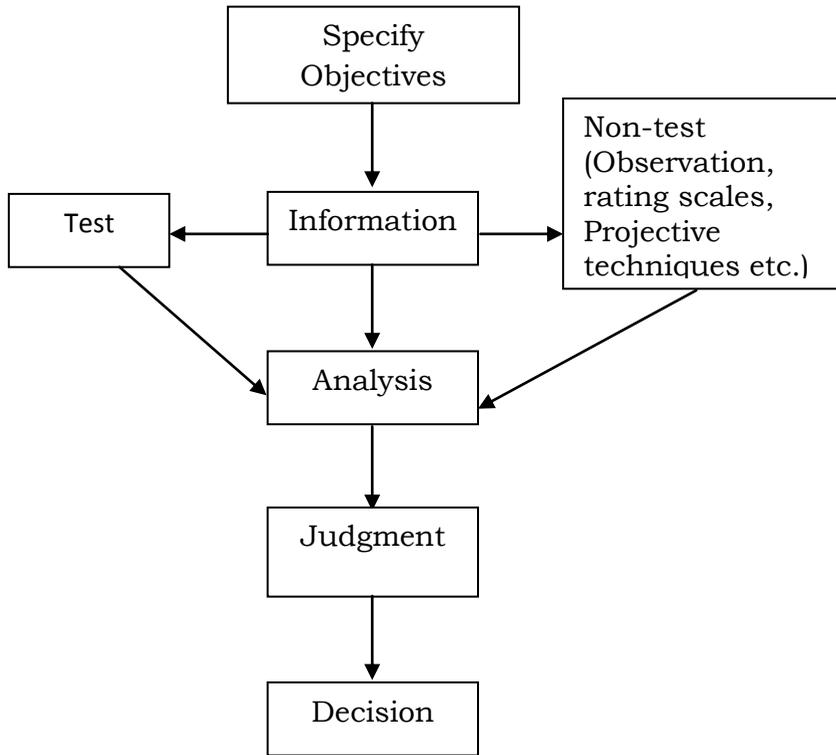


Figure 1: Assessment Model Procedure

Assessment in education as a process involves a series of interrelated activities such as stating objectives for the activity, generating needed information (data) by use of testing and non-testing techniques then analyzing the data and finally making judgment and decision. The testing techniques are the use of examinations/tests. The non-testing techniques make use of observations, interviews, rating scales, questionnaires, portfolios, exhibitions, class discussions, students self assessments, projects, assignments, home work etc. The terms

assessment, and appraisal have often been used in place of evaluation. I shall maintain the interchangeability of these terms in this lecture.

What is Quality Education?

Quality education can be looked at as the extent to which education accomplishes the various roles ascribed to it in the National Policy of Education, such as usefulness of education for employment, relevance to the developmental needs of the recipients as individuals and the society in which the individuals live and operate as citizens, and achievement of students. Quality education should elicit favourable feedback from stakeholders. The outputs of quality education should be intellectually sound, socially adaptable, technologically skilled, vocationally competent and morally sound. To achieve quality education, we need quality teachers to deliver quality teaching and learning.

What is Examination/Test?

In one of my studies, I asked a sample of pupils in the primary school to define examination and test. Most of the pupils said that examination is what they take at the end of each term or year, and that when they fail examinations their parents will know and scold them. According to them test is what they take every Friday and when they fail it their parents will not know. What a misconception! Others said that tests sample behaviour of shorter duration and limited subject content while examination samples behaviour of larger content and longer duration.

Examination is defined as a measure of sample of behaviour, which implies that examination is an instrument. Ukwuije (1996) sees examination as a larger scale test or more commonly a combination of several tests and perhaps other assessment procedures. Test is defined as an instrument administered to the testee for determining some previously identified objectives in the individual. The objectives here may vary from achievement, attitudes interest, personality, social

adjustment, psychomotor skills, etc. Ohuche and Akeju (1977), see tests and examinations as those stamps of external authority whose results are used to take far-reaching decisions and which very often place a mark of distinction or stigma on pupils. They are instruments for determining the degree of change that has occurred among individuals or things following the end of treatment conditions. They are also defined as systematic procedures for comparing the behavior of two or more persons. Finally, they are objective instruments for measuring what is either in education or another human activity. In psychometrics (science of testing) the words examination and test mean the same thing and used for assessment in schools and will be used in that sense in this discourse.

Forms of examinations

There are two major forms of examination taken in Nigeria and they are classified according to who conducts the examination and these are Internal and External Examinations. In internal examinations the items/questions are constructed by the classroom teachers and administered by the teachers in their individual institutions, while external examination is an examination conducted by and/or on behalf of state and open to all those who meet the defined entry requirements; these examinations can be categorized into two main groups: performance and written tests. Examples of performance examinations are the oral test and practical work, while written tests are closed book examination, open book examination, pre-published examination, open time (take home) examination, project work, and e-examination. These are explained below.

1. Oral test/viva

This is the oldest method of examination. It is used to test fluency or the flexible use of language in a relatively unstructured situation. In subjects such as languages, an oral examination is usually an integral part of the total assessment, as it offers an opportunity to examine the depth and fluency of

communication by student; and to test the ability to manipulate language

The advantages of this type of examination include no undue assistance is given to the examinees and answers can be probed. Some of the disadvantages are that some examinees get frightened and nervous at the sight of what appears to them to be a 'strict' examiner especially if the latter is an external examiner; it takes up far too much time and costly to administer. If many candidates are to be examined, it is very difficult, if not impossible, to attain objective standards, since it is possible that questions may leak as individuals come out of the examination room. The examiner himself also might become tired, hungry, or fatigue as a result of long sitting and so vent his frustration on some of the candidates who might be unfortunate enough to come in late in the day.

2. Practical work

Practical work generally refers to work done by students in a situation which enables them to extend or apply information and skills learnt in other parts of their course. Practical work can be laboratory work, field work, clinical procedures or drawing practice, depending on the nature of the subject aimed to assess practical skills, techniques and procedure, students' understanding of the course materials and students' ability to apply theoretical principles. While practical work is an integral part of many courses, the weight assigned to it in the final course is usually low; this should be revisited

3. Closed Book Examination

This usually takes the form of a two-to-three hour examination during which students are required to answer a number of questions which are not known in advance. This is aimed to test the student's ability to produce his or her own work, recall information and quote relevant references from memory, and

organize himself or herself to complete the task within a limited time.

This type of examination induces extremely high level of anxiety before or during the examination, and this can impair students' performance. It limits learning by sporting questions that are expected will be in the examination papers. The time limit of three hours is usually not sufficient to sample all the work covered in the course especially in essay examinations. The emphasis on memory tends to encourage rote learning of text books and lecture materials. Students restrict their study of course materials and spot questions. This means that they can answer different combinations of questions making it difficult to compare students' abilities using the examination results. This problem can be overcome by making majority of the questions compulsory.

4 Open Book Examination

An open book examination is one in which students are permitted to refer to textbooks, lecture notes or handouts during examinations. The purpose is to: reduce the emphasis on the memorization of facts; assess the higher level of learning, such as the evaluation, analysis, synthesis and application. It also assesses the skill of knowing where to find information and of being able to find it quickly

The open book examination favours those students who can borrow or buy most books. To ensure the quality of access to books during examination, the students should be allowed only to use notes on lectures and readings and any course notes that are available to all students. However this alternative form of examination can be abused by some lecturers who will use it as an alibi for students to purchase their books at ‘cut throat prizes’

5. Pre-published Examination

The pre-published examination is one in which some or all the questions that will appear in the final examination paper are published or announced to the students days or even weeks in advance of the date of the examination. Students are permitted to prepare their answers to the examination questions in any way they wish, but cannot take any notes into the examination room. This is aimed at reducing the element of luck in questions spotting in examination and stress prior to the examination.

A disadvantage of this type of examination is that students may delay serious revision of course work until the examination questions are circulated. This encourages 'cramming' just before the examination.

6. Open Time (Take Home) Examination

In this form of examination the entire examination paper, or a section of it is distributed to the examinees who are required to complete the paper at their own time and submit their scripts by a specified date. In answering the questions, students have free access to all books and notes. The questions are generally of the essay type. The specific purpose of using an open time or take home examination is to reduce the stress and anxiety of having to produce a result under the pressure of a time limit. Like the open book examination, this form of examination reduces the need for rote learning and tests student's ability to find and use references

The open time examination can increase the difficulty of maintaining a reliable standard in marking, because of the greater variations in length and quality of answers. It also provides opportunity for cheating.

7. Project work

The project work is a special form of the ‘take home’ examination. It provides for a topic to be studied at a greater depth, than would normally be covered in the classroom or during lecture. The project usually requires the student to undertake independent study and enquiry. It tests the student’s ability to plan his work effectively and select materials from a mass of data for writing a report, and develop group skills (ability to work with others).

In a large class, it is difficult to find a number of different project topics of equal difficulty and marking may be unfair and subjective.

8. Electronic Examination (e-examination)

This involves the conduct of examination through the website or the internet, or the use of computers and goes by different names like Computer Based Testing (CBT), Computer Aided Testing (CAT) e.t.c. According to Oladipo (2009) CBT is a technologically advance method of testing in which the questions and responses are electronically recorded. He added that the CBT system might be a stand alone or a part of the virtual learning environment possibly accessed via the World Wide Web on the Internet. This type of testing is currently being used in some universities for the conduct of some examinations like the Post Unified Tertiary Matriculation Examination (PUTME) and limited internal examinations.

This form of examination/testing has some advantages over the traditional Paper and Pen Testing (PPT) It reduces the large proportion of workload on examination training, supervision, grading, reviewing and archiving made simple. The questions often used in the **e-examination** are multiple choice objective

test items and quizzes that can be formally and easily evaluated and very useful for item banking. It is easy to administer, gives instant results, devoid of paper work, and reduces the problem of marking and misplacing of students' scripts. It can check examination malpractice, and has capabilities of automatic control of time and to effect corrections if need be. Appropriate implementation of e-examination will improve the quality of assessment and hence quality of education. A problem envisaged may be lack of IT literacy. This might not be tenable since we are in computer age and anybody especially students who cannot use computer may have him/her self to blame, after all registration, checking of results are done online. Other problems include infrastructural and human development. Mr. Vice Chancellor, this great university should also be thinking in this direction not only for public examination like PUTME but also for internal examinations.

Types of Tests/Examination

There are different types of tests/examination used in assessment of students. These can be applied under any of the forms of examinations discussed above. Some of these include but not limited to:

- (i) Teacher-made Test (ii) Standardized Test
- (iii) Achievement Test (iv) Aptitude Test (v) Intelligence Test

i. Teacher–Made Tests. These are tests constructed by the classroom teacher to assess pupils/students and can be either of the essay (short or extended) or the objective format (true/false, multiple choice type, completion, arrangement and matching). They do not possess any psychometric properties.

ii. Standardized Test: These tests are constructed or written by specialists or test construction experts (Psychometricians).

They have norms, manuals, cover wide content areas. For example I.D. Test Series, Scholastic Aptitude Test (SAT) and Unified Tertiary Matriculation Examination (UTME). They possess psychometric properties.

iii Achievement Tests: These are tests given to determine how much have been achieved after instruction/teaching. These tests can take different forms like survey test, speed test, power test, norm reference test, criterion reference test, diagnostic test, readiness test, formative test, summative test, cognitive test etc. An important thing to note here is that a particular test can function in more than one capacity. For example, a norm reference test constructed by a classroom teacher can be a speed test, formative in nature and of the objective format.

iv Aptitude Test: This is a test administered in order to determine or predict individual's future potential to successfully learn various tasks. It is broadly divided into three parts; special mental aptitude test, general mental aptitude test. (Intelligence test, mental ability test or IQ test), and multiple mental aptitude test. Special mental aptitude test measures ones specific area like mechanical, clerical, language or artistic test, etc. The multiple mental aptitude test measures many factors and consists of sub-tests (batteries); e.g., Differential Aptitude Test (DAT), General Aptitude Test Battery (GATB), Academic Promise Test (APT) which has four subsets (Abstract Reasoning, Numerical Ability, Verbal Aptitude and language usage), Internationally Developed (I-D) Aptitude Test Battery developed by Test Development and Research Unit (TEDRU) of WAEC under Dr Paul Schwarz of American Institute of Research. It has 21 subsets as shown in table 2.

Table 2 I D Test Batteries

TEST BATTERY	NAME	ABBREVIATION
1	SIMILARITIES	SIM
2	VERBAL ANALOGIES LOW	VAL
3	VERBAL ANOLOGIES HIGH	VAH
4	READING COMPREHENSION LOW	RDL
5	MEMORY	MEM
6	MECHANICAL INFORMATION	MEC
7	READING COMPREHENSION HIGH	RDH
8	CHECKING	CHK
9	BOX	BOX
10	FIGURES	FIG
11	GRAPHS	GPH
12	CODING	COD
13	NAMES	NAM
14	ARITHMETIC	RTH
15	TABLES	TAB
16	SPOKEN ENGLISH	SPK
17	SCIENCE INFORMATION	SCI
18	WORLD INFORMATION	WLD
19	MANUAL DEXTERITY	MAN
20	FINGER DEXTERITY	FIN
21	MARKING	MRK

Here, a student is subjected to one I-D test or a group of related tests to determine his suitability for a particular job, career or profession. The nature of a job, career or profession

tells the group of tests that will actually predict one's success. Some professions, level of education required and the relevant I-D test batteries are shown in table 3.

Table 3: Test Combinations for prediction.

A	ARE	I-D COMBINATION FOR PREDICTION	EDUCATION REQUIRED
Semi-Skilled		SIM+CHK+SPK+MRK	None
Skilled		SIM+MEC+BOX+FIH+MAN+FIN	6yrs or more
Trades		VAH+BOX+FIG+GPH	9yrs or more
Technical		RDH+GPH+RTH+SCI	11yrs or more
Scientific			
Junior Clerical		VAL+COD+NAM+RTH+TAB	6-8YRS
Senior Clerical		VAH+COD+NAM+RTH+TAB	9Yrs or More
Commercial		RDH+GPH+NAM+RTH	11Yrs or More
Academic I		VAL+RDL+MEM+RTH	6 to 8Yrs
Academic II		VAL +RDH+GPH+RTH	9 to 10 Yrs
Academic III		RDH+GPH+RTH+SCI+WLD	11 Yrs or More

To have a proper aptitude test for the Post University Matriculation Examination (PTUME) a combination of Academic III or modified should be appropriate since the candidates have spent over 11 years in school. However any type of test can be regarded as an aptitude test if the purpose is for future prediction.

General mental aptitude test (Intelligence test) measures student's general ability to learn. The tests are classified based on age levels; hence there are intelligence tests for pupils or students who are 3, 4, 5 ... 20 years old respectively. A student's Intelligent Quotient (IQ) is measured in terms of

his/her mental age (MA) and chronological age (CA) the student's actual age. It is computed thus.

$$IQ = MA/CA \times 100$$

If Oge is four years old and he took an intelligence test in which he answered

Correctly up to five year olds, then his $IQ = 5/4 \times 100 = 125$

Average IQ is 100; therefore 125 indicates a high IQ

Usually, when psychologists, school teachers and counsellors administer IQ tests, the scores are grouped or identified with some labels or names as shown

Table 4: Classification of IQ

IQ	Type	Appropriate Schooling
Below 50	Uneducable idiots	No schooling
50 – 70	Mentally retarded	Special primary school only
70 – 85	Dull and backward	Special secondary school only
85 – 115	Normal	Normal secondary school only
115 – 130	Bright	Tertiary institutions
Above 130	Exceptionally bright (genius)	Tertiary institutions

These labels are useful up to the extent of using them to locate appropriate services for them, otherwise when people are labeled as such they act as stigmas which may follow them for life. IQs are not stable and are influenced by nature (genetic) and nature (environment). Other factors that may affect the development of IQ may include poor health, inadequate nourishment during mothers pregnancy, lack of adequate stimulation in school and inappropriate method of teaching and learning (Ukwuije 2003 p.143). Intelligence tests have been

criticized among others as being culturally biased and this has led to the development of culture fair intelligence test; for example, the Raven Progressive Matrices.

V. C. Sir, let me pause, and ask my fellow professors, academics, students, and parents whether they or their children have taken intelligence tests and knows their IQ scores. The point I am trying to make here is that in Nigeria the use of aptitude and intelligence tests are rare or even nonexistent as opposed to developed countries of the world.

HISTORICAL DEVELOPMENT OF ASSESSMENT

From the biblical perspective, tests of different attributes of human behaviors (such as faith, honesty, obedience, and dedication etc) are as old as the existence of the first person on earth (Adam and Eve). Ukwuije (1996) cited many instances in the Bible where God or some of the great prophets tested behaviors (faith, honesty, obedience and power etc) possessed by some individuals. For example:

- (1) Adam and Eve disobeyed God when they ate the fruit of knowledge, implying that they failed the test of obedience (Genesis 3 vs. 1-7).
- (2) By Abraham's action of willing acceptance to sacrifice his son Isaac, he passed God's test of obedience.(Genesis 22 vs. 1-4)
- (3) There was a test of power between Moses and Pharaoh.(Exodus 7).
- (4) Peter denied Christ thrice before the cock crowed, so he failed the test of faith (Luke 22, vs 26).
- (5) As an oral test, Jephthah used the term **Shibboleth** to identify the Ephraimites who could not pronounce the **Sh** from his own Gileadites. Those who failed the test were killed.(Judges 12 vs 6.)

According to Dubois (1970) the Chinese were the first to originate formal examination as far back as 2200 BC. He noted that Chinese emperors examined their key officials every three years to verify their fitness for office. By 1115 B.C. the examination was based on six arts subjects (writing, arithmetic, music, oratory, horsemanship and ceremonial rites of public and private life). From 202 B.C to 220 A.D. written and oral examinations were based on five subjects-Agriculture, Civil law, Military Affairs, Revenue Generation, and Geography of the empire. By 1300 A.D. some modifications have been effected. People aspiring to be eligible for public office must take three examinations and pass them, the first at the district level, the second at the provincial level and finally at the imperial capital Beijing (Palace examination) with the use of two independent readers and the third reader who settles for differences of opinion. The failure rates of these examinations were very high ranging from 90 to 99%. Some of these examinations lasted for an uninterrupted seventy two hours. This three-tier examination flourished in China till 1905 when they were officially abolished. The Chinese system of examination influenced many other countries.

The ancient Greeks incorporated examination into their educational process. They used examination to assess physical and intellectual skills. Socrates extensively used examination/test in his teachings in what is now known as Socratic Method of teaching. There is no record to show that organized examinations existed in the Roman Empire as teachers taught in public houses, in the streets and private places. In place of examination, competitions were organized in literary, musical and physical disciplines, assignments were also given to be completed at home.

During the middle Ages (1000-1450 A.D.) oral examinations became popular in European universities. In 1219 the first formal oral examination in law was held at the University of Bologna. Louvain employed a widely acclaimed competitive examination in the mid-1400s. In the Louvain scheme candidates were ranked in four classes: RIGOROSI (honours), TRANSIBILES (satisfactory) GRATIOSI (charity pass), and failures.

Ojerinde (2001) reports that in the 16th century English University (Oxford & Cambridge) examinations were oral, in Latin and any member of the academic community was free to take up any issue with the examinee. Written examinations and VIVA VOCE were used at Oxford and Cambridge in the late 17th century. Civil service examination commissions were also used in Britain in 1850 and in 1883 similar commission was established in the United States of America. In the 1860s United States schools and colleges began to use written examination. Thus in the early 20th century different types of examination/tests/instruments were published for various settings such as schools, businesses, hospitals, army and for employment. These include intelligence tests, achievement tests, personality inventories, interest inventories, and projective techniques etc. As of today there are several thousands of different types of tests available and published in *An Annotated Bibliography of Mental Test and Scales*. Other sources where useful information could be found include *Mental Measurement Year Book MMY*, and *Tests in Print*.

Examinations in Nigeria

The history of examination in Nigeria predates the advent of Christian missionaries. The examinations were informal and traditional in nature. Individual abilities, skills and

performance in cultural events (wrestling, hunting, and storytelling etc.) were assessed and evaluated, judgments and decisions taken by elders. They were more practical oriented through oral and observation methods. The arrival of the missionaries and establishment of schools by them gave birth to formal organized system of examination around 1859 in Lagos. The subjects offered at that time were writing, reading and arithmetic, and the mode of testing was oral and written. Latter new subjects were introduced; written rather than oral examinations became prominent.

The first bodies which took charge of testing pupils' achievement in various regions of the country were the Ministries of Education and they awarded the First School Leaving Certificate (FSLC). This certificate served as a passport of any type of job (clerical, administrative, teaching and advancement to higher education). At the secondary school level, internal examinations were conducted by various teachers at different schools by tests constructed by them, until at the final year where they sat for the Cambridge School Certificate or any other external examination set by the University of London (London Matriculation Examination LME), Royal Society of Arts of London, City and Guild of London Institute, University of Cambridge and Local Chamber of Commerce. Those who took these examinations were mostly private students who studied for the examination by tuition and correspondence. However, Kings' College, Lagos which was established in 1909 was the first school to prepare private candidates for the LME (Badmus 2001). According to Fafunwa (1974), most of the students who took these examinations whether as private or registered by their schools performed below average because the examinations were culturally biased.

About the end of 1940s the British government perceived the need to grant autonomy to British West African colonies to organize the post primary school examinations on their own. To this effect, a Royal Commission was inaugurated in 1949 headed by late Dr. G.B. Jeffrey. The West African Examination Council (WAEC) was therefore established in 1952 in accordance with the recommendations of the report with its headquarters in Ghana (then Gold Coast). Other countries are Nigeria, Sierra Leone, Gambia and later Liberia joined in 1974. There are of today many examining bodies in Nigeria and these will be briefly discussed here in order of their historical emergence.

West African Examination Council (WAEC)

The functions of WAEC, as laid down at its establishment and documented by Nwana (1982, p.185) are as follows:

- a) To review and consider annually the examinations to be held in West Africa for purposes of furthering the public interest in West Africa.
- b) To conduct such examination as the council may think appropriate and award certificates and diplomas on the results of the examinations conducted.

From 1955 to 1959, the West African School Certificate Examination (WASCE equivalent to GCE O level) was conducted in collaboration with Cambridge local examination syndicate until 1960 when the Council solely assumed responsibility for the West Africa School Certificate Examinations (WASCE) conducted in Ghana, Sierra Leone, Gambia and Nigeria (Esezobor, 1983). According to Idowu (1990), other examinations conducted by the council include.

- i) Selection examinations for admission into secondary schools known as National Common Entrance Examination.
- ii) Examinations in Commercial and Technical subjects referred to as City and Guilds, Stages I-III.
- iii) Terminal Examinations at the end of the Teacher Training College known as Federal Government papers (this has now been taken over by the National Teachers Institute, Kaduna).
- iv) Aptitude test and other examinations provided for the public service in some state governments to help in the selection of new staff; and
- v) Aptitude test developed to assist Schools of Nursing in selection of new students.

International Examinations conducted by the Council include:

- i) The West African School Certificate Examinations;
- ii) The General Certificate of Education (Ordinary Level);
- iii) The Higher School Certificate Examination (HSC);
- iv) The General Certificate of Education (Advanced Level);
- v) Test of English as a Foreign Language (TOEFL);
- vi) Scholastic Aptitude Test (SAT);
- vii) Graduate Management Admission Test (GMAT);
- viii) Graduate Record Examination (GRE).

The last four are conducted for Educational Testing Services in Princeton New Jersey. The format of the examinations was essay, but in 1966 the objective question (Multiple Choice) was introduced in English language and the science subjects (Biology, Chemistry, Physics and Mathematics). As of today WAEC examinations comprise theory (essay and objective), practical and oral where applicable.

By 1974 the Council was overloaded with too many examinations with their attendant problems (mass failure, leakages and other types of examination malpractices etc). As a response to this the Nigerian Federal Government created other examining bodies and distributed some of the duties to the new bodies, and equally introduced Continuous Assessment (CA). The 6th Form, Higher School Certificate (HSC) was also scrapped while part of the HSC syllabus was merged with WASCE to form the Senior School Certificate Examination syllabus, where CA result would account for 30% and WASCE 70%. Presently WAEC is examining about two million (2,000,000) students annually in Nigeria in forty (40) school subjects and it has adopted the application of Information Communication Technology (ICT) in all areas of its operations. The grading and awarding procedure also use ICT to incorporate the Continuous Assessment Scores (CASS) and Terminal Assessment Scores (TASS) in the ratio of 30:70. CASS from schools are standardized using statistical moderation formulae programmed into the computer. This is because CASS from schools are usually inflated and unreliable in their raw score form. The introduction of the ICT also enhances the **item banking** capability of the council. Despite all these achievements, the Council is still faced with some teething problems and these will be discussed later in this lecture.

National Teachers' Institute (NTI)

The National Teachers' Institute (NTI) with its headquarters in Kaduna was established in 1976. The functions of NTI among others were to:

- i. Conduct grade II teachers certificate examination for the Federal papers (English language, Arithmetic now

- Mathematics, Principles of Education) and now it includes Integrated Science and Social Studies.
- ii. Provide in-service education for teachers through the Distance Learning System (DLS) for the award of National Certificate in Education (NCE).
 - iii. Run a programme called the Special Teacher Upgrading Programme (STUP). This is to upgrade grade II serving teachers to NCE.

The NTI was established as a result of Sogbotan's 1976 Commission that investigated the massive leakage of SSCE in 1975, which recommended among other things to ease the burden on WAEC on its numerous examinations and testing services with other examining bodies. NTI has plans to begin to award Bachelor of Education degree (B.Ed) and Post Graduate Diploma in Education (PGDE) in collaboration with some universities.

Joint Admission and Matriculation Board (JAMB)

Joint Admission and Matriculation Board (JAMB) was established in 1978 with headquarters in Lagos then, but now at Bwari, Abuja to conduct University Matriculation Examination (UME) and has offices in every state of the federation and Federal Capital Territory (FCT) (Nwana, 2007). This was in response to pressure from stake holders request to establish a central admission body for tertiary institutions in order to minimize the plethora of problems (multiple admission, poor logistics, high cost, statesim, tribalism, corruption, etc) associated with individual universities matriculation examinations.. The functions given to this body were later extended in 1998 to include Polytechnics, Monotechnics and Colleges of education to conduct Poly JAMB. The mode of examination was objective and

achievement test in use of English and three subjects related to the discipline of intended study of the student. Initially the examination was characterized with problems of late release of result, mix up of names and universities, and multiple or no answer to some items in the examination questions etc.

Some of the shortcomings associated with it have been addressed. Worthy of mention here is now the timely release of results within few days after examination. From 2010 academic session UME was merged with MPCE and replaced with Unified Tertiary Matriculation Examination (UTME). According to JAMB e-Brochure (2011), examination was conducted into three hundred and seventy three (373) schools (148 degree awarding institutions, 85 Polytechnics, 101 Colleges of Education, & 39 Innovative Enterprising Institutions. The Registrar said that this will reduce pressure on the board and bridge the discrimination between Universities and other tertiary institutions. It will create more access to tertiary education for the youths and parity in career progression among the products of various tertiary institutions. It is too early to evaluate these assertions.

National Examination Council (NECO)

The National Board of Educational Measurement (NBEM) with headquarters in Minna was established in 1993 under decree No.69 of August 1993 as a consequence of reducing WAEC's work load and having examination body that is purely national in character based on series of panel recommendations such as Angulu panel 1992 and Osiyele task force 1991. In 1999, the government upgraded the responsibilities of NBEM to the status of a full fledged examination body with the name National Examination Council (NECO) (Nwana. 2007). The NECO Act was passed

into law in 2001 with offices in 36 states and FCT. At inception the credibility and acceptability of NECO's Senior School Certificate Examination (SSCE) results were in doubt, but with passage of time, refinement and enlightenment, NECO's SSCE results as of now has equal status with that of the WAEC in terms of admission into higher institutions and employment purposes.

NECO is presently organizing the following examinations.

1. National Common Entrance Examination (NCEE) for admission into the unity schools and allied institutions. (Army, Air force, Navy, and Police Secondary schools).
2. Junior Secondary Schools Certificate Examination (JSSCE) taken on completion of the three year junior secondary school in unity and allied secondary schools.
3. The senior school certificate examination for internal and external candidates.

National Business and Technical Examination Board (NABTEB)

This is another examination body purely national in out-look that was created at the same time with NECO from WAEC with its headquarters in Benin City, Edo State established in 1992 with enabling Act No. 70 of 1993. The NABTEB is charged with the development and evaluation of technical, business and vocational education and conducts the following examinations according to Nwana (2007, p.146).

1. Common entrance examinations into technical colleges and allied institutions in Nigeria whether federal, state or private.

2. Technical and business examinations hitherto conducted by the Royal Society of Arts (RSA) or London City and Guilds (C & G).
3. Examinations leading to the award of the National Technical Certificate (NTC), the National Business Certificate (NBC), the Advance National Technical Certificate (ANTC), and Advance National Business Certificate (ANBC).

The courses covered by these examinations are classified into four subject areas Engineering (Motor Vehicle, Mechanics, Radio, TV, Electronic Work, Refrigeration and Air Conditioning etc). Business (book keeping, secretarial studies, accounting etc). Construction (Bricklaying, Concrete Work, Carpentry, Painting etc) and Miscellaneous trades (Cosmetology, Graphic Arts, Ceramics, Men's and Ladies Garment Making etc).

Post-Unified Matriculation Examination (PUTME)

In 2005 the Federal Government of Nigeria (FGN) gave approval to individual Universities and later to Polytechnics, Monotechnics and Colleges of Education to conduct further screening exercise known as Post-UTME examination/interviews for qualified candidates to ascertain the authenticity of marks they attained in Unified Tertiary Matriculation examination conducted by JAMB before admission of students despite strong oppositions from JAMB and Members of National Assembly of its illegality then, but as of February 2012 has been legalized by the National Assembly. This was in response to some of the criticisms leveled against JAMB by the universities and stake holders. They argued that some students have been found to have scored high marks in the UTME but failed woefully in the

Post-UTME justifying one of the criticisms of fraudulent activities during the examination. The objectives of PUTME were among others are to:

- ❖ End the long standing disagreement between universities and JAMB, addressing anomalies that bedeviled the admission process;
- ❖ Curb the widespread problem of gaining admission through fraudulent means;
- ❖ Upgrade academic standards necessary for University education in Nigeria.

Unfortunately, this newest entrant to examination system in Nigeria is now being accused of those unethical practices associated with JAMB at a higher level (examination leakages, favoritism, exorbitant charges for screening and another fees for the purchase of scratch cards to check results in stages). With the deregulation of university education (Federal, State, Missionary, and Private) some schools of thought have argued for the need to review the centralized admission process and allow each university to set its own standard for admission process. This will result to where we were before the introduction of JAMB.. However, the introduction of PUTME is a form of quality assurance mechanism for admission.

Other examination bodies in Nigeria include Administrative Staff College of Nigeria (ASCON) located in Kaduna to organize public service examination, Institute of Chartered Accountant of Nigeria (ICAN), Association of National Accountant of Nigeria (ANAN), Chartered Institute of Administrators (CIA), Institute of Chartered Secretaries and Administrators of Nigeria (ISCAN), Chartered Institute of Personal Management (CIPM), Chartered Institute of Bankers (CIB) etc and at various state ministries of education Table 6 is

a summary of examinations and their corresponding bodies or institutions handling them.

Table 6: Summary of Examining Bodies and the Exams Conducted.

s	Test/Examination	Examination Body
1.	Continuous Assessment	Teachers, Lecturers
2.	First School Leaving Certificate	Ministry of Ed. (Exams Devp Centres)
3.	State Common Entrance	Ministry of Ed. (Exams Devp Centres)
4.	National Common Entrance	NBEM (NECO)
5.	State Junior Sec. School Certificate	Ministry of Ed. (Exams Devp Centres)
6.	Federal Junior Sec. School Certificate	NBEM (NECO)
7.	National Business Certificate	NABTEB
8.	National Technical Certificate	NABTEB
9.	Teachers Grade II (State papers)	Teachers Training Colleges
10.	Teachers Grade II Cert (Fed papers)	NTI
11.	WA Senior School Certificate	WAEC
12.	Nigeria Senior School Certificate	NECO
13.	Unified Tertiary Matriculation Examination (UTME)	JAMB
14.	Post-Unified Tertiary Matriculation Examination (PUTME)	Higher Institutions
15.	Interim Joint Matriculation	IJMB
16.	National Diploma (ND)	Polytechnics and Monotechnics
17.	Higher National Diploma (HND)	Polytechnics and Monotechnics
18.	Nigeria Certificate in Education	Colleges of Education and NTI
19.	University Degree	Universities
20.	Civil Service Examination	ASCON

Qualities of Good Test

No matter the type of test/examination (instrument) used to collect data on individuals, it must be ensured that it meets some minimum benchmarks. The most commonly minimum benchmarks are validity and reliability. Other less common but important ones according to Nwana (2000) are credibility, civility, availability and utility. Validity and reliability pertains to the instrument itself, while the others relate more to the circumstance within the environment in which the test is undertaken. A test must have well determined difficulty level (not too difficult and not too simple), discriminating power (how it differentiates between good and weak students) and distracter index (how it discourages guessing)

Validity

Validity refers to the extent to which a test measures what its authors say it measures. There are four types of test validity; face, content, criterion and construct. Anything that will hinder a test from doing what it suppose to do will affect the validity like test bias (differential item functioning), test administration, scoring and interpretation etc. To achieve content validity, ensure that the items/questions are representative of the subject matters and the instructional objectives. To achieve this, the use of table of specification (TOS) is recommended.. A table of specification shows the number of test items from each section of the syllabus and for each cognitive level which will reflect the relative importance of each content and cognitive level. Table 5 is an example of table of specification in mathematics examination for junior secondary school 3 (JSS3) students.

Table 5: Table of Specification

Content	Knowledge of Terms	Comprehension	Application	Total
Word Problem	2	2	4	8
Factorization	2	4	4	10
Construction	2	3	3	10
Substitution	1	2	3	6
Standard Form	1	1	4	6
Quadratic Eq.	2	3	5	10
Total	10(20%)	15 (30%)	25 (50%)	50 (100%)

Table of specification allows teachers to “define as clearly as possible the scope and emphasis of the test, to relate the objectives to the content, and to construct a balanced test” (Mehrens & Lehmann, 1991, p.60). In addition, it provides guidelines in obtaining a representative sample of test tasks in terms of emphasis on content. It is thus recommended that teachers use test specification tables when constructing assessment tasks especially those of the objective-test type.

A test may have content validity but not predictive. Studies by Nwana and Yoloye (1982), Ukwuije (1986), Gbore (2006), Obioma (2008) have shown that public examinations like WASSCE, UME, SSCE though possess content validity but have very low predictive validity of achievement in the universities for first year CGPA and 4th year final CGPA. Ukwuije and Asuk (2011) investigated the relative importance of WASSCE, UTME, PUTME results in predicting first year CGPA in some faculties. We found that WASSCE was the best predictor accounting for about 2% of the systematic variation

in CGPA, PUTME accounting for about 7% and UTME accounting for little or nothing. However the results cannot be generalized. We recommended that the items in these examinations be constructed and validated by specialists in respective disciplines to increase their predictions, and ensure strict supervision of examinations. It has equally been found that Degree Examination do not predict Graduate Degree result. There is therefore the need to combine admission in graduate school with other parameters like aptitude test and interview as it is currently done in some universities in Nigeria. In the tertiary institutions external examiners are used to show evidence of concurrent and construct validities, but sadly enough this important assignment is not taken seriously; they are only interested in collecting their allowances.

An analysis of tests/examinations given in our schools today shows that they only concentrate at the lower cognitive levels of knowledge and comprehension (recall & rote memorization) and thereby neglecting the higher levels of Application, Synthesis, Analysis and Evaluation, thus stunting our thought processes according to Nkanginieme (2005). Tests in these areas are more difficult to develop. What this needs is training and retraining for those who are involved in the construction of tests. Examinations we administer to the testees, though with caution possess content validity because they are developed by people who are knowledgeable or experts in the subject matter but lacking in the techniques of test construction and do not possess psychometric properties.

Reliability

Reliability is the consistency, accuracy, stability, or trustworthiness of a measuring instrument or scores obtained. It shows how far the same test or a similar one would give the

same result if it could be done again by the same subjects or respondents on different occasions or with different sets of equivalent items under the same conditions. Ukwuije and Orluwene (2009) found some of the factors that affect reliability include teacher's bias and poor motivation which cause the teachers to be careless, unfair, vicious, and indulgent. Most marking is done under pressure, when results must be submitted in a given time and these may affect the result of the candidate. Teachers' bias occurs when they ignore the content of the work and begin to judge hand writing, personal interest etc.

Reliability has been high in public examinations like WAEC and NECO essay tests because of the intensive coordination they do before actual marking of the live scripts. In tertiary institutions, the use of internal moderators and external examiners to vet scripts and scores awarded to ensure that the marking guides already prepared are adhered to are no more strictly enforced hence affecting reliability of such scores. To ensure high reliability the objective format of examination should be used as it is currently practiced in some public examinations. During the January, 2009's senate meeting, the idea of administering objective format of examination and marked with Optical Mark Reader (OMR) to large classes was discussed and it was a welcome development. Though objective test has some disadvantages but its advantages outweigh its disadvantages. If thoroughly implemented, it will reduce the pressure on lecturers to ensure timely release of results, and most importantly reliability. What this needs Mr. Vice Chancellor, is training and retraining of teachers through in-service programmes or workshops organized for teachers, tutors, lecturers and professors in the art of developing appropriate types of objective tests. This should be consistent, comprehensive and continuous; a fire

brigade approach will not be enough to make any meaningful impact.

Civility

According to Nwana (1998, 2000) Civility in examination deals with the circumstances under which the examinations/tests are taken. For an examination to be civil the environment must be friendly, and the examination halls should not be crowded. The scene 1 here is an examination in progress and is far from being civil.



Scene 1: An examination in progress (Crowded classroom)

This situation is very common in our schools today and may probably become worse in future with the introduction of Universal Basic Education (UBE) and failure of institutions to keep to their carrying capacity policy. An examination

supervised by examination marshals, policemen and soldiers and under constant threats by supervisors is never civil.

Credibility: According to Nwana (2000) credibility refers to the extent to which consumers of the results of the test regard the grades or certificates obtained from them as reflecting competence/excellence in the said discipline. If those who carry the certificates are regarded as competent and enviable within the society, and if the examinations are set and marked by competent persons then they are credible. In tertiary institutions the examiners are academically qualified with higher degrees in their respective areas of specialization, but some are lacking in the techniques of Educational Measurement and Evaluation for not being professionally qualified teachers.

Availability: This has to do with the extent with which results are released to those who need them. An examination whose result is released months and months after has failed the availability test. In tertiary institutions delays in submission of results are rampant, reasons given for this range from laziness, incompetence, to trading grades for money and other gratifications and this prolonged students' stay in school. It is good news that many institutions are tackling this issue head long by withholding some benefits due to the defaulters, some with suspension or total dismissal.

Issues in Examination

One of the most serious problems facing examination in Nigeria today is the unethical behavior before, during and after examinations known as Examination Malpractice (EM). Though examination malpractice is not of recent origin, the first examination malpractice in Nigeria was reported on January 9, 1914 by the Nigerian Chronicle Newspaper when

there was a leakage of question paper in the Senior Cambridge Local Examination 38 years before the establishment of WAEC and repeated again on a wide scale in 1970 in the West African Examination Council (WAEC) popularly referred to as EXPO 70. According to Decree 33 of 1999 similar to Decree 20 of 1994 captioned “Examination malpractice” defined EM to comprise the following:

Cheating at examination, stealing of examination papers, Impersonation
Inorderliness, Disturbances at examination,
Conduct of examination-Misconduct,
Obstruction of supervisor, Forgery of result.

Other forms of malpractice as practiced by culprits include but not limited to:

Bribery (examination fund, comfort fund), Substitution of answer sheet

Continuous assessment marking Submission of multiple scripts

Use of coded sign languages, Ghost voice/centers

Sale of blank answer sheets and live question papers

Fake passport photograph, Improper completion of entry forms

High cost of sale of handout and test books by teachers/lectures

Admission racketeering, Award of fake certificates

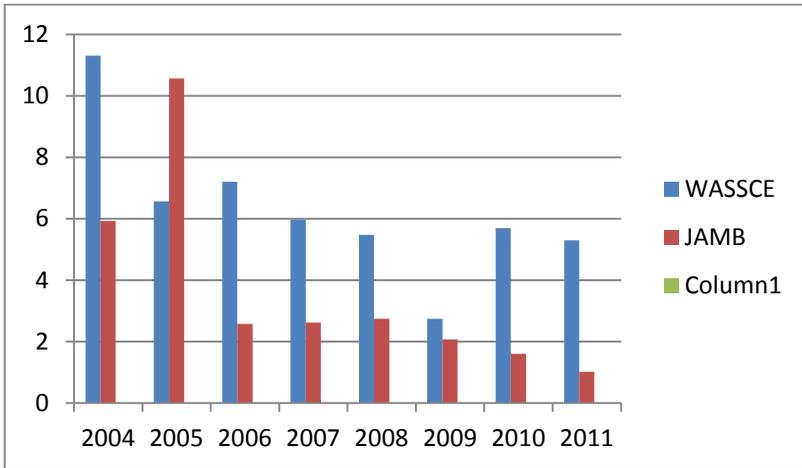
These types of examination malpractices go by esoteric names like Symbiosis, repeaters course, Line fishing, EXPO, Cyber, Giraffing, Dubbing, Mgbo, Settle, Sorting, ECOWAS, ECOMOG, GSM, Microchips and Mercenary etc only understood by the culprits.

Table 7 is a breakdown of incidence of examination malpractice in two major examining bodies SSCE and JAMB for the years 2004 to 2011.

Table 7: Incidence of examination Malpractice for SSCE and JAMB from 2004-2011.

Description	SSCE MAY/JUNE	JAMB	YEAR
Enrolment	1,540,250	1,493,604	2011
Cases of malpractice	81,573	15,160	
%tage	5.3	1.014	
Enrolment	1,351,557	1,276,795	2010
Cases of malpractice	77,168	20780	
%tage	5.7	1.60	
Enrolment	1,184,907	1,145,961	2009
Cases of malpractice	32,423	23,819	
%tage		2.07	
Enrolment	1,369,142	998,114	2008
Cases of malpractice	74,956	35,000	
%tage	5.47	2.74	
Enrolment	1,252,570	854,439	2007
Cases of malpractice	74,754	22,286	
%tage	5.97	2.62	
Enrolment	1,156,265	806,089	2006
Cases of malpractice	82,941	20,797	
%tage	7.2	2.58	
Enrolment	1,064,587	908,548	2005
Cases of malpractice	73,050	95,985	
%tage	6.56	10.56	
Enrolment	1,033,265	-	2004
Cases of malpractice	114,014	62,584	
%tage	11.3	5.93	

Source: Compiled by the author from newspaper dailies



Examination Malpractice

Figure 3: Incidence of Examination Malpractice from 2004 – 2011 for May/June WASSCE and JAMB.

In higher institutions the statistics of examination cheaters might not be different because proper records are not kept. When you hold an informal chat with students whom one could assume knows more of what is happening in the examination rooms, you are told that the cases reported are negligible compared to what is on ground. We are aware that many teachers/examiners fail to report cases of cheats in examination to avoid the trouble and hassle of being invited to write reports and testify before panels of investigation.

The annual Examination Ethics Project Report for 2007 indicated an increase in examination malpractice. According to the Examination Ethics Project, (EEP), the National Examination Malpractice Index (EMI), a measure of examination breeches has increased. It went further to categorize the involvement of various states. The report said that for the second year running, the South East was first in

examination malpractice with EMI of 12.45 percent. Some states like Borno, Abia, Enugu, Imo, Bayelsa, Lagos, Cross River, Rivers, Edo and Benue had higher rates of examination malpractice than the national average of 11.45 percent. Some states emerged zonal champions.

<i>Zone</i>	<i>State</i>	<i>EMI</i>
North Central	Benue State	8.22%
North East	Borno State	17.26%
North West	Kaduna State	05.21%
South East	Abia State	15.11%
South South	Bayelsa	12.10%
South West	Lagos	11.95%

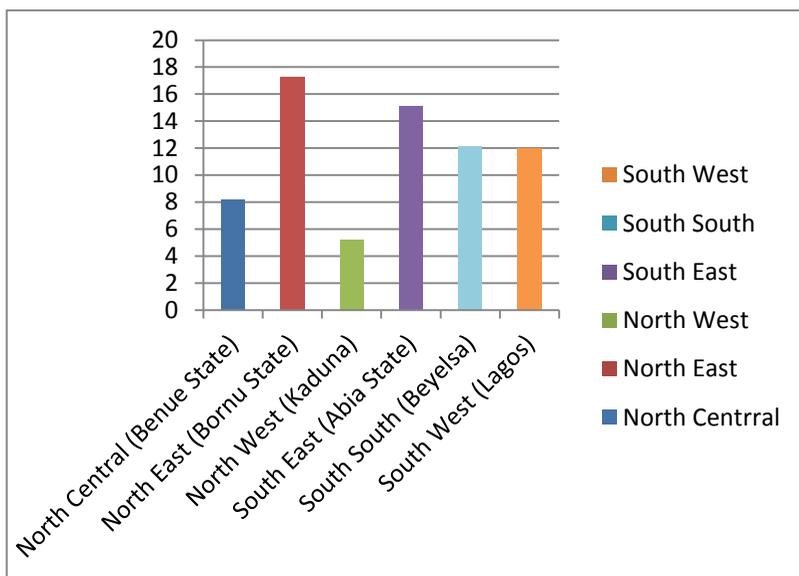


Figure 4: Zonal Incidence of Examination Malpractice

Source: Vanguard 7, Nov, 2007.

The report further stated that the North West is the most ethics friendly zone with examination ethics index (EEI) of 96.95 percent, and the Federal Capital Territory 99.30 percent as the most ethnic friendly state. It is possible that the rate of examination malpractice is related to the number of candidates for the examinations.

Factors Influencing examination Malpractice

Many researchers such as Maduabum (2001) Audu (2001), and Ukwuije (1988) have suggested various factors contributing to examination malpractice. Below are some of the factors as discussed.

- **Personal Factors:** Some people are prone to cheating no matter the circumstance; they have cheating in the blood (genetic) and are product of cheaters.
- **Emphasis on certificates:** Success on examination has profound immediate and long term impact on candidates. Possession of good certificate is a passport for brighter tomorrow; hence candidates do whatever it takes to obtain it.
- **School Status:** Schools compete for excellence, to be ranked first position, with 100% success in all subjects and students. Schools go out of their way to ensure they retain on top through unethical practices during examination.
- **Teacher's Status:** Linking promotion of teachers/lecturers to success of candidate/students to public examinations.
- **Poor teaching methods and lack of completion of the required syllabus.**

Inadequate School Facilities and Teachers: Shortage of textbooks, working equipment, crowded examination classrooms, unqualified teachers, teachers' absence from duty, Strike and frequent closure (not applicable to private school) of schools.

- Location of examination centers: Remote centers tend to receive materials in advance, thus increasing the opportunity of gaining access to examination papers. They are less likely to be closely supervised by examination officials than those in urban areas, no proper security. There is also the issue of special centres where all the officials collude to cheat for a fee.
- Lack of confidence on the part of the students resulting from poor attitude to school, poor study habit, unpreparedness for the examination, lack of interest and peer group influence.
- Inadequate government: Where students perceive that rewards are based on personal rather than professional criteria, where corruption is the order of the day, and immorality existing in the larger society. Elections are rigged with impurity. No need for hard work. The school is a barometer of the larger society.
- High expectation: When expectations are too high, candidates have no option than to employ unfair means to attain them, that is to win societal honor that goes along with success.
- Low Salary Level: Salary levels of teachers, examination officials are very low. In such instance, bribes from parents and students may be too tempting to ignore.
- High Enrollment Fees: Students try to ensure that their high enrollments fees are not wasted.
- Lack of guidance and counseling services in most schools, no proper orientation.
- Lack of political will by government to rise to the challenges posed by the menace by disciplining their staffs who aid and abet examination malpractice.
- The main purpose of cheating is motivation to succeed.

- Poor supervision during examination and aided by invigilators.
- Unconducive Environment: Candidates cheat because examinations are written in crowded halls with no proper seating arrangements.
- Lack of cooperation of law enforcement agencies (as the police), in ensuring that culprits are actually prosecuted. The police have left culprits handed over to them for various reasons.
- Simple economic theory of supply and demand. The supply of students looking for university placement is higher than the universities can accommodate. For instance out of about one million two hundred thousand (1,500,000) candidates that took the JAMB examination in year 2011 only about less than four hundred thousand candidates (<400,000, that is <25%) were admitted.

Implications of Examination Malpractice

The consequences of examination malpractice in Nigeria cannot be overstated. Abbas (2006) noted that it has been reported in dailies that some foreign countries like USA and United Kingdom had refused to accept Nigeria degrees due to the prevalence of examination malpractice. It is also posing a great threat to the survival and sustainability of good quality education, integrity and credibility of the certificates awarded. Ike Onyechere of the EEP has said that most of the social ills, including medical malpractice by inconceptent doctors, manufacture and sale of fake drugs by pharmecists, collapse of building designed by fraudulent engineers, massive fraud in banks, miscarriage of justice, rigging of election by unelected politicians, poor quality pastors who take advantage of their members, mass failure in examination etc, are consequences of

examination malpractice and all these will impede productivity in the country.

Victims of examination malpractice are usually expelled or rusticated and they end up having psychological disorders, social disrespect, and highly embarrassed. They involve in antisocial groups (cults) to course problems for those who are prepared to study. It also has financial implications on the students, school and society. Examination Ethics Project (2004), a non-governmental organization at the fore front of the campaign to eradicate examination malpractice in Nigeria revealed that the country has lost about N190 billion of examination ethics in the last five years. The report also stated that Nigeria has lost about N170 billion on examination cancellation within the same period, and while lectures in institutions have extorted about N50 billion from students through sale of handouts in 2006. Such serialized handouts purchased from lecturers is the major condition for passing examinations in some institutions of higher learning. It also disclosed that the street value of revenue from examination malpractice is as high as N3 billion, this money which would have been targeted for other developmental projects are used to repeat examinations. This singular issue has devastated and destabilized many families, marred their good names and students' dreams shattered, when employed by companies, much money is expended retraining them because they are product of examination malpractice thereby lowering productivity.

Ladies and gentlemen, examination malpractice is an ill wind that blows no one good; it is a virus that has affected the whole society. All must unite to ensure that the virus is completely wiped out or reduced to the barest minimum. It is a task that must be done; a sine qua non for quality education. Onyechere

(1996), the chairman of Examination Ethics Committee said that the crisis of examination malpractice in our educational system is the most serious ethical problem facing Nigeria today. He went on to say that it is more serious than contract fraud, advance fee fraud, bank fraud, election rigging etc, because it is the mother of all other types of frauds and corruption. This might not be unconnected with abysmal performances at the junior and senior secondary school levels of national mean below 35% for Mathematics and English Language.

Remedies to minimize examination malpractice

Some remedies have been initiated by external and internal examiners such as.

- Publication and blacklisting of names of schools and individuals involved in examination malpractice.
- Conduct of public awareness campaign (example is the integrity training and examination reform ethics (ERE) and campaign safety (CS).
- Reviewing the examination malpractice decree to make it more responsive to realities on ground. By promulgation of the decree, examination malpractice became a criminal offence which cannot be tried outside the law court. This means that no administrative panel has powers to handle cases of examination malpractice. By implication, all punishments given to offenders by such bodies may be declared null and void.
- Introduction of e-examination.
- Ensuring proper spacing and good supervision during examination.
- Proprietors should deemphasize money and operate within the ambits of the law establishing and approving of schools.

- Payment of examination officials well but withhold such money until no evidence of malpractice is traced to the source.
 - Rotate supervisors/invigilators on daily basis, for examination that last more than one day as is currently practiced.
 - Make out an insurance policy to cover the consequences of examination malpractice, especially during external examinations.
 - Reduce human access during examination and ban the use of technology-pagers, cellular phones etc.
 - Ensure adequate facilities,-textbooks, well equipped laboratories, conducive environment for teaching and learning, coverage of the syllabus.
 - Ensure the service of qualified personnel; make teaching profession to be very attractive.
 - Training and retraining of teachers to update their knowledge.
 - Revise the issue of mass promotion, ensure mandatory pass in mock examination before registering for any external examination, and ensure proper use of CA. More collaboration between schools, and states. Students tend to migrate to those schools or states where examination malpractices are treated with kid's gloves, especially private schools.
 - Parents should show exemplary models to their children.
 - Proper embossment of photographs on all credentials to check impersonation.
 - Build customized examination purpose halls.
- Some of these suggestions are currently being practiced but the tempo needs to be increased.

Vice Chancellor Sir, in view of the enormity of this problem, I make bold to suggest that it is not out of place to assume that every examination in Nigeria both internal and external is affected with unethical behaviour. Therefore, a constant to adjust for cheating must be built into the examination system. This involves a general treatment of all scores in the examination. The major problem of this assumption is that it will be unfair to those who did not cheat. But we should also know that when the results of a center are cancelled, not all the candidates in that center cheated. In the university when examinations are shifted or cancelled because of upsurge of number of candidates in the examination hall, some of the candidates have been attending classes. Something must be done no matter how unfair.

One of the innovations in the National Policy on Education was the introduction of Continuous Assessment to be a component of the final assessment and partly to help minimize some unethical practices perpetrated during final examinations.

Continuous Assessment

It was only in 1982 that the National Policy on Education (NPE) at all levels of education and later by the minimum standards documents of accrediting bodies such as National Universities Commission (NUC), the National Commission for Colleges of Education, (NCCE), and the National Board for Technical Education (NBTE) formally incorporated Continuous Assessment (CA) in their system.

Continuous Assessment is an assessment technique which examines pupils/students performance progress in terms of knowledge, skills, industry, and character development from the first day they enter into school till the last day on weekly, termly, semester on yearly basis.

Characteristics of continuous assessment

According to the handbook on continuous assessment, (FMEST, 1985) the assessment is characterized as being A. systematic, B. comprehensive, C. cumulative, D. guidance oriented, E. diagnostic.

- A. Systematic: It requires an operational plan which indicates what measurements are to be made of the pupils performance, at what time intervals, the nature of the instruments to be used in the assessment and relative weight for each assessment.
- B. Comprehensive: Different types of instruments are used in determining the performance. These include tests, projects, assignments, observations, questionnaires, portfolios and interviews covering the cognitive, psychomotor, affective and psychoproductive domains.
- C. Cumulative: Decisions made at any point in time on the pupils take into account all previous decisions. This requires the keeping of up-to date or cumulative records on each pupil.
- D. Guidance oriented: Information obtained about each student is employed in guiding the student for better self-understanding and towards better future development. This is because many students are confronted with many problems, such as the choice of school subjects to study further, examination failure, negative attitude to important school subjects, low academic motivation, poor study habits, thought of a future career or vocation, love problems, thought of a future marital partner, fear of joblessness, low self concept etc.
- E. Diagnostic: The marking of a test paper indicates a student's areas of strengths and weaknesses or weak points in the teacher's instructions. The assessments of the

affective and psychomotor domains also indicate a student's weak character traits or practical skills.

Problems of Continuous Assessment

1. **Comparability of Standards:** Teachers who teach same course to different students or in the different schools use different instruments (assignments, quizzes, tests with different difficulty levels, etc) to collect data on CA. How are we sure that a score of 30% awarded to pupils/students in school A is the same as 30% to another pupil/student in school B? To minimize these blemishes, development of item bank has been suggested. The FMEST (1985) also recommended the use of standard scores (T score) in grading. T- score is a score whose mean is 50 and standard deviation is 10 but this is not practiced.
2. **High Teacher-Student/Pupil Ratio:** With the explosion of students' intake in schools, CA is very difficult for teachers to implement effectively. There is therefore, the need to employ more teachers at all levels to reduce the teacher-student/pupil ratio to about 1:45 or less.
3. **Lack of Skills:** Many teachers at various levels are yet to acquire the necessary skills in test construction, record keeping, data processing, weighting and equating scores. What is needed here is regular workshops and seminars to update the teachers' testing skills.
4. **Faking of CA Scores:** Some teachers fake CA scores to meet deadline for submission of grades. Some schools inflate CA grades to favour their students since they are added to WAEC and NECO final results. Some lecturers give CA after the regular examinations. This defeats the purpose of CA.

5. **Unfairly Weighting of CA to Final Assessment (FA):** At the moment the weighting of CA is 30% at the secondary school and at the undergraduate level, and 40% at the post graduate level In view of the importance attached to CA coupled with its frequency of application and variety of instruments used, CA should be given more weight than the Final Assessment (FA).
6. **Low Reliability of CA Scores:** Various studies have shown that CA scores do not correlate with scores of external examinations.

FUNCTIONS OF ASSESSMENT (TEST/EXAMINATION)

Assessment is so important in our lives that every individual is tested from cradle to the grave, before and after every important events in life, before birth and after birth, in nursery, kindergarten, primary, and secondary schools, college and university, before and during marriage, before and after gainful employment, and so on, up to the test preceding and following death. The numerous roles and functions tests play in our lives cannot be estimated both in the school and beyond. These can be classified under five main headings namely; instructional, guidance, administration, research and accountability which when properly implemented will enhance the quality of education in Nigeria.

1. Instructional Functions: Test results are used to identify entry behaviour of candidates in various subjects. Based on the entry behaviour teachers can adjust their lesson plans, teaching methods and strategies to meet the needs of the pupils/students. They act as feed back to both students and teachers in the form of formative assessment. It motivates hard working students to continue and inspires the low achievers to improve provided the result is immediate and not delayed. To

teachers, it helps to identify areas of weaknesses and strengths which will help them to modify their teaching methods accordingly.

Tests/examinations help students to develop appropriate study habits commensurate with the format of examination to be given and this aid in learning. Examinations are used to control learner's ideology. Items in the examination test what knowledge the teachers/ruling class deem important and only those that pass it are employed and put into positions. We can use examinations to impose a curriculum (Asuoha, 2008). Teachers usually ignore topics that are not set in external examinations/internal examinations even when these topics constitute parts of the prescribed curriculum and examination syllabus. Ojerinde (2001) has observed this function or purpose of examination. He pointed out that in countries like the United States, New Zealand, Australia, and the United Kingdom, governments are using examination to help determine curriculum and to impose high standard of performance. Thus, examination can be used to reflect to the teacher and student what areas of curriculum and what aspects and levels of behavioural domain to stress in the teaching/learning process. If we want to stress rote learning, we can concentrate our questions on recall and other lower order cognitive tasks. If, however, we desire to develop students that can be incisive in analysis of issues, our examination questions will need to test higher order learning skills.

2. Guidance Functions: Shertzer and Stone (1976) identified some major uses of tests by the counsellor in a guidance and counselling programme as follows: i. To secure accurate and reliable information about each candidate's abilities, interest, aptitudes and personal characteristics, in

order to assist pupils in getting self understanding. ii. To give academic guidance to the students on how to overcome their weaknesses or how to sustain their areas of strengths, advice the students in their choice of subjects, study habits and study groups, vocational preferences, psychological and social problems ii.To help predict future performance of students such as college success, work potential, arrive at decisions basic of planning their education and to evaluate the outcomes of guidance and counselling: to assess the worth of their work.

3. Administrative Functions: Test results aid administrators in the placement of pupils/students in the appropriate classes based on their performances. (pass or fail). Similarly they are used for classification of students into different groups (normal class, special, commercial, science, arts subjects etc). Test results are used by institutions to select individuals for admission, employment, and certification . Graduating students are often declared to have been found worthy of the degree awarded them in both learning and character, though this declaration is most often seen to be partly true because little or no attention is paid to the assessment of the character (affective and psychomotor domains) of the students (Ukwuije, 2003, Onunkwo 2005; Ubulom, Uzoeshi & Amini, 2008).

4. Research Functions: Data are used in predictive studies of how well a person will do at a later time in future engagements. Predictions based on quantitative data are more reliable than those based on mere guessing. Assessment data can be used in comparing performance across boards and national boundaries as well as documentation of information. Indeed, without test results, it would have been difficult to conduct empirical studies.

5. **Accountability Functions:** Institutions are usually required to account for any money given to them and such reports do include evidence of academic performance and achievements. Students' performance in examinations can be used to determine investment priorities in education. It might be found in performance in public examination that a segment of the society is lagging behind others in a particular aspect. This might inform government's decision to allocate more resources to education or the development of facilities in the area of weaknesses so as to improve performance in it. An example of such is the introduction of quota system of admission in the higher institutions of learning and the establishment of remedial programmes of various forms. Examination can be used for what is called National Assessment. Its purpose is to find out what students in particular classes have learned as a result of their exposure to school. Falayajor, Okebukola, Onugha & Olubodu (1997) defined national assessment as a national government's systematic effort to collect, report and use information about status and progress of its educational system, including students achievement. These national assessments have been undertaken under different names like National Assessment of Educational Progress (NAEP), and Monitoring of Learning Achievement (MLA). The aim is neither certification nor selection but to inform policy for the whole education system and for quality assurance.

Challenges of Educational Assessment

There are some factors that pose threat to effective implementation of educational assessment. For the purpose of this lecture these factors will be segmented into four groups namely the learner, teacher, society and government.

1. The Learner: The challenges posed by the learner in effective implementation of educational assessment can be decomposed into two dimensions; physical and psychological. The physical dimensions are those relating to the health of the individual, like injury, deformities-blindness, hard of hearing etc. some psychological factors include but not limited to poor study habit skills, anxiety, depression, feeling of worthlessness, hopelessness, helplessness, student cultism, and cyber fraud etc. There is also the issue of low cognitive skills ranging from knowledge through analysis to evaluation. Poor performance can also be attributed to students not keeping to instructions during tests or examinations. Ukwuije (1993) investigated if students read and keep to instructions during examinations. In the study the students were required to read the instructions written in bold letters.

**READ ALL THE QUESTIONS BEFORE ANSWERING.
Time 5 minutes**

1. Who is the governor of Rivers State?
2. $10 \times 10 =$
3. -
4. -
10. Now that you have read all the questions, write only your name and submit your paper.

The result showed that of 120 students who were involved in the study, surprisingly only six students representing five percent (5%) of the total respondents got it right. This confirms the assertion that students do not read and keep to instructions in an examination.

Where a paper contains a choice of questions, the ones a candidate chooses to answer can have an impact. The wordings used in the questions will affect candidate performance. These words can be either technical, i.e. the language of the

discipline, or not, but either way, if they are not understood they may impede performance.

Absenteeism is also a major factor in the assessment of students especially in higher institutions where students are required to have at least 70% of attendance before they are qualified to sit for examination.

2. The Teacher: Activities in testing rooms, during testing, often create anxiety in the pupils and may affect output. Some of these activities are telling students the consequences of failure in the test and also walking around looking over students' shoulders to check their work during tests and examinations. Psychological conditions like anxiety, stress, and fear do influence test results (Linn & Gronlund, 1995) Test anxiety might result in racing thoughts, 'going blank', difficulty concentrating, feelings of dread, and difficulty in organizing thoughts. Students will therefore not perform best if they are tense and anxious during testing.

Mealey and Host (1992) asked college students what could be done by teachers to help them feel more relaxed and less nervous during examinations. The students responded that the teacher should not walk around looking over students' shoulders while they are being assessed and the teacher should convey a sense of confidence about students' performance. It is therefore important that in testing situations, teachers should avoid activities that would lead to anxiety and nervousness such as telling students the dire consequences of failure and looking over students' shoulders as they work during examinations.

Another unfavourable practice by teachers is that, they administer tests at any time during the school day. Mehrens

and Lehmann (1991) suggested that tests should not be given when examinees would be doing something pleasant such as lunch time. Some lecturers have even gone as far as giving examinations on Sundays in Christian dominated environments and on Friday afternoon in Muslin communities.

Students need to be prepared for assessment tasks if they should perform at their maximum level. Persons who prepare others, for, and those who administer assessment have a professional responsibility to inform the examinees about the assessment prior to its administration, including its purposes, uses, and consequences; how the assessment information will be judged or scored; how the results will be kept on file; who will have access to how the test will be scored and the importance of the assessment result.

For students to perform well, the teachers must ensure that the environment is conducive. Usually signs like ‘Do Not Disturb testing in Progress’ within and outside testing rooms can positively influence performance. It is encouraged to use this sign every time examinations are in progress. I see these signs on campus during examinations which are positive indications to ensure maximum performance of the students. Thank you Mr. Vice Chancellor for enhancing the quality of our examinations on campus.

Ukwuije (1996) revealed that the ways test items are arranged by teachers make a difference in the examinees’ performance in the test. With the same set of items, different arrangements constitute different tests because such items will now possess different difficulty indices, discriminating indices and distracter indices. For optimal performance, test items should be arranged in a systematic way from the one that needs least ability to overcome to that which needs the most ability to

overcome. If the most difficult items are presented first, this will undoubtedly slow the speed of performance, and provoke unconducive psychological environment within an examinee that is not able to answer the first set of questions. Many examinations both public and internal adopt this technique (items rearrangements) to checkmate examination malpractice; it should be used with caution to avoid introducing other extraneous variables difficult to control.

Quality and quantity of teachers: Various studies by Abbas (2006), Audu (2001), Badmusr (2001), Maduabum (2001), and Ukwuije (1988) have shown that the quality of teachers (teaching method, years of teaching experience, quality of training received, and amount of training-qualification obtained) is probably the most important determinant of educational standard at all levels, and quantity of teachers (student-teachers ratio) is also strongly related to student achievement.’ “No education system *can rise above the quality of its teachers*” (*Federal Republic of Nigeria FRN 2004:39*).

The quality of teachers in any given educational business is “sine-qua-non”. Ukwuije (1988) and others have shown that teacher’s quality is significantly and positively correlated with students’ performance. It is therefore, expected that teachers must possess technical competence and professional skills through a well-coordinated teachers education programmes that can meet the various challenges relating to efficient learning environment. In an informal discussion with colleagues on the need for professional skills in teaching they always argue that they are born teachers, and I do remind them that all teachers are born but not made, and that a born teacher will be a good teacher, it must be understood that a born teacher trained will be the best teacher. Teachers also contribute in a great measure to the decline in the standards of

education vis-a- vis assessment, as many do not take time for their self development. They are teaching and assessing what they were taught many years ago. Education is dynamic and teachers must realize this and move with the times. We should not stick to the old methods of teaching and assessment and those who are not prepared should bow out honorably as they do not have business to do with the schools. Some of us here have not attended conferences or seminars for the past five years or so. The need to update our competences and skills is very vital.

The length of the paper itself set by teachers does influence assessment and can be daunting to some candidates. The format (essay or objective) of questions by teachers poses a lot of financial challenges on institutions and public examinations Mr. Vice Chancellor Sir, I am of the view that multiple choice types of questions be solely used in assessing candidates because;

- i. Larger part of syllabus can be covered with multiple-choice question than essay type.
- ii. Candidates question papers can be customized (with caution), in which case, two candidates writing the same paper will be having different arrangement of questions for each of the subjects to be attempted but in a whole the same questions will be asked, as it is done in UTME presently. This may introduce what is called differential item functioning which may influence the students performance as mentioned earlier.
- iii. It is easy to score and amenable to computer based testing.
- iv. It eliminates printing of answer booklets
- v. It has high scorer reliability and content validity.

- vi. It reduces incidence of some forms of examination malpractice
- vii. It will flow along with other examinations candidates took like UTME, NECO, SSCE and higher institutions where multiple choice questions are currently being adopted.
- viii. It is amenable to item analysis, item banking which necessary for the current trend in test construction – the item response theory IRT.
- ix. It can be used for any subject and can measure high levels of the Bloom’s Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor).
- x. One major disadvantage of objective test is the issue of guessing. This can be taken care by applying the correction for guessing formula. Before this is applied, the students must be informed that if they guess they will be punished.

The most commonly used correction formula is as shown in formula 1.

$$S = R - (W/K - 1) \quad (1)$$

Where S= Final score (corrected score)

R = Number of items got right

W = Number of items failed (assumed guessed)

K = Number of alternative answers.

Suppose in a 40 items multiple choice test three alternative answers, a student performs as follows:

Total number got correct = 2

Total number failed = 12

Total number not answered = 4

Then $S = 24 - 12 / (3 - 1) = 18$

This means that the less the number of alternatives, the higher the chances of guessing and therefore penalty is more. With true/false format of objective test, the chances of guessing is

50%; with three alternative it is 3.35%; four alternative 25%; five 20% and six 16.67% respectively. Many examiners both internal and external settle for four alternatives.

Teachers' expectations do affect students' performance. It plays a very critical role on how students perform in class. This is because teachers set the stage consciously or unconsciously as to what happens in the classrooms. The teachers' expectations are influenced by various factors such as previous records of the student's work and test records, the student's dress, name, physical appearance, sex, language, parent's occupation, and the way student responds to the teacher's questions etc. studies have shown that students tend to perform to certify the expectations of their teachers thus creating 'self-fulfilling prophecy' in which teachers expect less and students give less.

Ukwuije and Ubulom (2000) investigated the influence of teacher's expectation on students' performance. Using the stratified random sampling method 300 students were selected for the study. Peoples Expectancy Scale (PES) and a teacher made test were used to collect data from teachers and students respectively. A statistical analysis of the results showed a high positive correlation between expectancy and students' achievement at 0.05 level of significance. The implication of this is that if students define situations as real, they are real. Therefore, the student's perception of his strengths and weaknesses is a significant factor in the learning process and assessment. For effective learning, teachers should help students to resolve false conceptions about their ability to succeed in their work and help them in development of realistic self-concept.

Societal Factors

A nation cannot rise above its quality of family, moral and societal values (Osindeinde, 2004:11). A society where mediocres are celebrated at the detriment of honest and sound morals is on the path of precipice. The rot in the assessment system is brought about largely because of changes in societal values and attitudes. Unfortunately, learners too have become extremely lazy, and are not interested in their studies. Nwachukwu (2007) observed that learners are of the opinion that they can always find a way round their studies and examination. Further, emphasis on paper qualification in place of competency must be checked. There is also the influence of unequal distribution of human and material resources; some people are advantaged over others based on socio-economic status, access to resources like medical facilities, public utilities, quality and quantity of teachers. A topical case in point is the agitation by people of the Niger Delta Region to redress the issue of imbalance by the Federal Government. In some places cases wars, militancy, communal clashes, religious riots, students' unrest, strikes and other violence are challenges to the smooth running of public examinations thereby disrupting the conduct of examination and thus leading to wide spread cases of examination malpractice (leakages). They equally hinder examinations from holding, the examination bodies or institutions would have to set another questions and other financial commitments that will go a long way to increase the cost of administering the examination, which will affect the sanctity and credibility of the examination.

Public examination bodies and institutional examinations have been subjected to litigations. Even the issues of examination malpractices have attracted legal wars with both Federal Ministry of Education in Nigeria and examination bodies, and being dragged to court on various occasions. Institutions of

higher learning are not left out in this case as they are plethora of cases in court involving cancellation of results, de-registration, and improper assessments.

The school has a big role to play as far as assessment is concerned. Therefore, for optimal performance there must be adequate and available instructional inputs and equipment, adequacy in curriculum delivery and coverage, availability of text books or and necessary fund to buy the required text books and payment of teachers as at when due.

(iv) **The Government**

The government both State and Federal compound assessment issues, by students in the fact that they respond to agitations or request from staff and students by shutting down the institutions and truncating their academic calendars. The just concluded FG vs ASUU, FG Vs Medical Doctors, FG vs News reporters are some immediate examples. They do not fund adequately the institutions. This is also coupled with frequent structural shifts in the educational system and policies (6-6-2-3;6-5-2-3; 6-5-4; 6-3-3-4; & now 9-3-4) since independence (primary, secondary and tertiary) and in the past twelve years since the present democracy education has witnessed various political thoughts with about eight to ten ministers of education. The government determines the quality of education derived in any particular state or country. Therefore, government must provide basic infrastructure for students to learn. Teachers must be adequately and professionally remunerated to dissuade them from the inducement of candidates during examination.

Government inadequate funding of education and consequently examinations both internal and external (public examinations) in Nigeria pose a major challenge, occasioned by Federal Government's budget of less than eight percent of

national budget allocated to education as opposed to UNESCO's recommendation of 26 percent and the bulk of this amount is for recurrent expenditure and little for capital expenditure.

In Nigeria education is used as a political tool to canvas for support from the electorates. The politicians make promises such as "Free Education at all levels" and payment of examination fees for its candidates. This has also contributed to the pressure on examination bodies. These factors discussed so far do not augur well for optimal performance of students and as far as these factors persist, our students should be given some kudos for performing well under these unfavourable conditions.

Socio-psychological implications of test/examination

Throughout this lecture we have praised or glorified assessment/test as bread and butter of teaching and learning, but like most good things, tests have some socio-psychological implications which all stake holders must be aware of so as to guide their conclusions and generalizations based on test data. Achievement test results are usually used to place stigma on testees as discussed earlier in this lecture. Pupils are labeled moron, dull, intelligent, and mentally retarded. The use of test results to confine individuals in terms of their measured abilities may result in self fulfilling prophecy in which they tend to behave what the results of the test has labeled them.

Tests make individuals responsible citizens by inculcating into them desirable social habits and values. For example during examination/test individuals learn and internalize the concepts of honesty, self reliance, and judicious use of time, patience and perseverance. Successful examination elicits a feeling of happiness, sense of achievement and general good disposition

to the examinees; those who do well become models for emulation by others and their social status elevated. Test results can enhance good rapport between teachers and parents and can also bridge the gap between home and school. It safeguards the society from incompetent and inept practitioners. For example individuals have to pass examination before they are allowed to practice in their respective professions. It will be catastrophic if medical doctors, nurses, engineers, pharmacists are not tested before they are allowed to practice. It helps in use of scarce social resources.

Too much test taking may lead to apathy towards learning among students and may cause students to become sadists when they are wrongly used by teachers to punish them. Test results have been used to deny people certain rights and privileges. For example in Nigeria, some states maintain that they are educationally backward and should they depend on examinations like SSCE, UTME, NECO etc, the gap between them and others states will continue to widen and this resulted in the creation of quota system of admission, employment, and award of scholarships etc. They see tests as perpetuating social class classification.

Testing is an anxiety provoking experience. There have been instances where people/students collapse in examination halls. Test causes pressure, strain and tension to students. Some students suffer anxiety, stress, pains and lose sleep from the time they start to prepare for examination to the release and publications of results. Sometimes parents unintentionally compound the problems of making unwarranted comparisons with other more intelligent students and relatives. It does not give room for different circumstances like emotional state of the testee, health, fatigue and other impairments, during test all

are expected to start at the same time and end within a specified time. Sitting for a test is a lonely experience, at this time you are completely on your own, no friends, no brothers, no sisters, and no relatives. You are entirely on your own unless you are not dedicated. Others are merely there to compete with you. It equally creates a conflict of ideas in children. At home, the slogan is cooperation while during test, it is individuality.

It is also being argued that tests especially personality test invade testees privacy, that is to have their behaviours, records, knowledge, thoughts, interests, feelings attitude, likes and dislikes and so on free from inspection and evaluation from other person. This issue is not very pertinent to Nigeria situations as we are yet to adapt the culture of personality testing, unless in Guidance and Counselling where personality tests are administered for purpose of counselling.

Conclusion

Mr. Vice Chancellor, distinguished ladies and gentlemen, for the past one hour or so, we have been discussing this very important activity needed for quality education. No proper learning can take place without assessment of the learner and the assessor. Various factors that tend to hinder the effectiveness of educational assessment have been highlighted in this lecture and modalities to ameliorate their influence suggested, because of the negative impact this will generate in the society and for national development. For effective and successful assessment in schools and achieve quality education, the assessor must possess the required skills and instruments which include;

- i) Test preparation techniques
- ii) Test administration techniques
- iii) Critical observation techniques

- iv) Scoring, recording and reporting information techniques
- v) Storing and retrieval capability
- vi) Skills for analyzing and synthesizing data
- vii) Ability to use and interpret the data collected.

The assessors ought to be assessed by themselves, their students, faculty members, This is aimed to assist the improving on their instructional delivery effectiveness.

Mr. V. C. Sir, since Professor Otonti Nduka found me in this university in 1981 as a youth corper and a permanent staff in 1982 almost thirty years ago, I have spent most of my time teaching and researching in test instrumentation. My first assignment as a psychometrician in this university was the construction and validation of aptitude test used for admission of students into the Mature Students Programme in 1982. This was done in collaboration with Dr. J. A. Adeyinka and Prof. A. I. Joe. In 1986 with other psychometricians like Prof. T. Hassan, Prof, A.I Joe and Prof. D. Ojerinde (now Director of JAMB) and others acted as consultants to Federal Ministry of Education, Guidance and Counselling Unit, where I developed and validated “Technical and Vocational Interest Scale for Junior Secondary School in Nigeria”, which is used as a resource material nationwide. Other instruments developed by me include Patriotic Scale, Attitude Scale towards Special Education and Situation Test to measure attitudes of teachers towards Continuous Assessment, etc.

In addition to these and others, I have authored/co-authored a number of text books which are used as reference text books in Educational Measurement and Evaluation, Research Methodology in Education. A mention of three of these books here will be highly pertinent;

- i) Peanuts Educational Statistics. Port Harcourt; Laser Engineering Consultants. 1994
- ii) Educational Measurement and Evaluation for Teachers. Onitsha; Effective key Publishers, Ltd. 1989.
- iii) Empirical Research: Procedure and Statistics for Education Students. Ughelli Eddy Joe Publishers. 1994.

Mr. Vice Chancellor Sir, my concern over the years has been the application of my research findings to improve the quality of teaching and assessment in the school system. In terms of teaching in the university, I have done it with great passion and vigor. I have taught various courses at the undergraduate, master's and doctorate degree levels and produced many PhD students. Mr Vice Chancellor, permit me to single out two of such students. Dr. P. Kpolovie who won the Nigerian Universities Doctoral Theses Award Scheme in 2003 and Dr. (Mrs.) G. W. Orulwene who won the Association of African Universities' Small Grant Theses and Dissertations 2006/2007 academic year. Two of them are currently employed in our department. These and others I hope to hand over the baton on my exit, I have also been an external examiner to many Nigerian Universities and assessed many lecturers for promotion to different academic positions.

Vice Chancellor Sir, Ladies and gentlemen, I have in this lecture looked at the meaning, history, functions and implications of educational assessment in the Nigerian school system which, in my own opinion a task that must be done- A sine qua non for quality education. This lecture has given us the opportunity to know more about educational assessment and to enable those who are directly involved in their implementation (students, teachers, parents, government and employers) and the end users to be aware of their strengths and blemishes/weaknesses.

Mr. Vice Chancellor, Ladies and Gentlemen, as I conclude this inaugural lecture, I want to say that those of us who are engaged in shaping the characters of youths, the future leaders of this country to ponder and take a second look at the tools or instruments we use to assess these youths in order to award certificates, classify and employ them. If the instruments are faulty and do not meet the psychometric properties, the decisions based on them will be catastrophic. This will be short of producing the needed high level skilled human resources that will face the challenges of globalization in the world today. It will equally affect the attainment of the Millennium Development Goals by 2015, the actualization of Vision 20-20-20 and Presidents transformation agenda.

Finally sir, I wish to recommend that teachers who are doctorate degree holders in tertiary institutions be assisted to attend Post Doctorate Diploma in Education Programme to acquire relevant competencies in teaching skills, students' assessment, and higher institution administration etc and be registerable with Teachers Registration Council (TRC) as professionally trained teachers.

Vice chancellor Sir, Distinguished Ladies and Gentlemen, entire audience, I say thank you for your good listening and attention, wishing you God's guidance and blessings.

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CITATION ON
PROFESSOR REGINALD P. I. UKWUIJE



Introduction

It is indeed my pleasure to present a citation on an accomplished scholar and a dedicated teacher who happens to be one of my colleagues in the Faculty of Education, here in the University of Port Harcourt, Professor Reginald Priscilla Ihebuzajuwunwa Ukwuije. The journey to the peak is never an easy one, but requires a well defined vision and mission, total dedication, patience, hard work and above all, prayers to the Almighty God for His will to be done. One is happy that with dedication and fear of God, Professor Ukwuije was able to go through the journey successfully.

Education

Professor Ukwuije was born in Umunjam, a rural village in Mbieri, Mbaitoli LGA, Imo State, where he had his primary education. He attended Methodist Boys' High School, Oron (now in Akwa Ibom) and obtained the West African School Certificate. His excellent performance gained him an appointment as an untrained teacher in Mathematics at ZION Methodist College, Obazu, Mbieri. Professor Ukwuije's thirst

for a strong foundation in the teaching profession propelled him to gain admission into the Advanced Teachers' Training College (ATTC), now Alvan Ikoku College of Education (AICE), Owerri, Imo State. On successful completion and award of the Nigerian Certificate in Education (NCE), Professor Ukwuije was employed to teach Mathematics at Aggrey Memorial College, Arochukwu in Abia State and Mbawuar Secondary School, Ihu, Mbawuar, Benue State respectively, before proceeding to the United States of America for further studies in 1975. Professor Ukwuije obtained the Bachelor of Arts (B.A), Master of Arts (M.A) and Master of Science (M.S) degrees in Education from the University of Northern Colorado. The quest to get to the peak of his academic pursuit made him proceed immediately to Texas Technical University, Lubbock, Texas, where he bagged a doctorate degree in Education, on successful completion of the programme.

Academic Career

Having equipped himself with the exceptional skills a teacher of high repute must acquire, Professor Ukwuije decided to return to Nigeria to impart the wealth of knowledge in his specialized area. Firstly, he was deployed in 1981, during his National Youth Service year to teach in the Faculty of Education, University of Port Harcourt. His brilliant performance in the teaching profession, coupled with his humility and dedication attracted Professor Otonti Nduka, the then Dean of the Faculty, to recommend him to the University of Port Harcourt authority to be retained in the Faculty of Education as a permanent academic staff. Consequently, he was appointed Lecturer II in the then School of Educational Studies (now Faculty of Education) to teach Measurement and Evaluation and Educational Research Methods in the current Department of Educational Psychology, Guidance and

Counselling. He rose through the ranks to the position of a Professor in 1997.

Administrative and Professional Experiences

Since his appointment in the University, Professor Ukwuije has held many positions. These include two-tenure Deanship, Faculty of Education, two-tenure Acting Head of Department, Coordinator, Post Nigerian Certificate in Education (PNCE) programme and member of Senate for many years. In addition, Professor Ukwuije was a Board member of the University Demonstration Primary School (UDPS) and University Demonstration Secondary School (UDSS) respectively at different times; Chairman, Degree Result Verification Committee; one-time member of NUC Accreditation Committee; External Examiner at both undergraduate and graduate levels to some Colleges of Education and Universities; Editor of many reputable academic Journals locally, nationally and internationally. He is a member of the Nigerian Academy of Education.

Since his appointment in the University, Professor Ukwuije has, no doubt, demonstrated special teaching qualities in many ways. He has been teaching courses at the undergraduate and postgraduate levels. He has supervised and graduated hundreds of first degree students, scores of Masters Degree and tens of doctorate degree students. It is gratifying to note that some of Professor Ukwuije's products are currently holding important positions in their various fields of endeavour.

Professor Ukwuije has published many articles in refereed Journals, co-authored and authored several books that are currently in high demand. He has developed and standardized assessment instruments such as Technical and Vocational Interest Scale for Junior Secondary Schools in Nigeria as well

as Attitude Scales towards *Patriotism* and *Continuous Assessment* respectively.

Private Life

In spite of quality time he spends on academic activities, Professor Ukwuije still finds time to socialize when any opportunity arises. He also derives great interest in farming and some out-door activities. Equally, he enjoys watching football as he was once a footballer in his youthful years.

Concerning his family life, the common saying that '*beside every successful man is a woman*' is quite relevant in Professor Ukwuije's private life. He is happily married to a loving and caring wife, Mrs Rosaline Ukwuije, a Chief Matron at the University of Port Harcourt Teaching Hospital (UPTH). The marriage is blessed with children.

Conclusion

Mr. Vice Chancellor Sir, ladies and gentlemen, it is my honour to present a rare breed, a born and trained teacher, a behavioural scientist, a psychometrician, an administrative icon and a role model whose content and vision should be explored, analyzed and sermonized, the 83rd Inaugural Lecturer who happens to be the first from the Department of Educational Psychology, Guidance and Counselling in the Faculty of Education, Professor Reginald Priscilla Ihebusajuwunwa Ukwuije, to deliver his lecture entitled "Educational Assessment: A Sine Qua Non for Quality Education".

Thank you.

Professor (Mrs) Elizabeth C. Okeke