



## **Impacts of Change of Supervisors on Effective Conduct of Senior School Certificate Examinations in Central Senatorial District of Ondo State, Nigeria**

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### **Authors' contributions**

*This work was carried out in collaboration between both authors. Both authors managed the literature searches, read and approved the final manuscript.*

### **Article Information**

DOI: 10.9734/SAJSSE/2020/v7i230186

#### Editor(s):

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(2) Dr. John M. Polimeni, Albany College of Pharmacy and Health Sciences, USA.

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(2) Andi Asrifan, Universitas Muhammadiyah Sidenreng Rappang, Indonesia.  
Complete Peer review History: <http://www.sdiarticle4.com/review-history/58207>

**Original Research Article**

**Received 02 May 2020**  
**Accepted 08 July 2020**  
**Published 17 July 2020**

### **ABSTRACT**

The change of supervisors is noticeable during the conduct of Senior School Certificate Examinations in Nigeria. This study investigated the impacts of such change on the effective conduct of SSCE in Public Secondary Schools, with a focus on the Central Senatorial District of Ondo State. It adopted a combination of descriptive and survey designs. The 107 Public Secondary Schools in the district, constituted the main population while the government-appointed and full-time teachers in the schools, who were supervisors of SSCE were targets. One question was raised while two hypotheses were formulated for the study. A self-developed questionnaire, validated and tested for reliability ( $r=0.85$ ) was used to collect data, which were analyzed using the Statistical Package for Social Sciences (SPSS). Hypotheses were tested using a chi-square statistic. It was found among others that a change of supervisor impacted in the areas of transportation of the supervisor, causing additional fund for the conduct of the examinations, as well as stress for the supervisor. No significant difference was found in the perception of male and female teachers (supervisors); highly experienced and less experienced teachers, on the impacts of the change of supervisors on effective conducts of SSCE. Provision of transportation means and adequate security for supervisors, to guarantee their safety; and examination materials, among others, are recommended.

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*Keywords: Impact; change; supervisor; conduct; examination; Senior School Certificate Examination; effective.*

## **1. INTRODUCTION**

In Nigeria, Examinations Agencies, in collaboration with the Ministry of Education, are in charge of the appointment of supervisors for the conduct of Senior School Certificate Examinations. Such supervisors must possess the required academic qualifications and experience. A supervisor must oversee the conduct of the examination. There are however routine duties he/she must perform, such as the: collection of questions papers, answer booklets, and other necessary materials from the Custodian Centre (selected for an area or zone); transportation of materials to the venue of examination; checking students into the hall, to ensure that no one harbor incriminating material(s); reading rules and regulations guiding the conduct of the examination to the students; distributing question papers and answer booklets to the students and guiding them on how to supply basic information required by the Agency; monitor the students while answering questions, to ensure that no case of malpractice is recorded; collect scripts from the students at the end of the examination, and return these safely to the center, as well as append signature on the form to be provided as evidence of successful conduct of the examination. Also, where the case(s) of malpractice is (are) recorded, he/she has to investigate and report in the form provided for this purpose by the Agency. As a manager, he/she must also prevent a crisis in the examination hall and where crisis erupts, should manage it appropriately, i.e. in a way that will not disrupt the smooth conduct of the examination.

### **1.1 Statement of Problem**

In Nigeria, the issue of examination malpractice has remained inseparable from the conduct of an examination, particularly the external examinations. The more efforts are made to curtail this menace, the more new strategies emanate from those involved in the act, to counter the efforts. For quite some time, it has been a norm for the supervisors, appointed for the supervision of the Senior School Certificate Examinations to be changed, particularly during English Language, Mathematics, and other core subjects. This is being practiced to checkmate this examination malpractice menace, guarantee effective conduct of the examinations, as well as improve its quality. Despite this practice, the

state of the conduct of the examinations leaves much to be desired. Today, issues, such as delay in the conduct of examinations, lateness in the arrival of questions, examination malpractices, just to mention a few, abound during the conduct of SSCE. Even though studies on the effectiveness of examinations, particularly examination malpractice abound in literature, those on the impacts of such a change of supervisors are hardly noticeable. This study is thus geared towards addressing this shortcoming, to help to add to the volume of literature on effective conduct of examinations.

### **1.2 Purpose of the Study**

The study investigated the impacts of the change of supervisors on effective conduct of Senior School Certificate Examinations, in the Central Senatorial District of Ondo State, Nigeria. Also, it found if there was a significant difference in the perception of male and female supervisors, highly and less-experienced supervisors, on the impacts of frequent change of supervisors on effective conduct of Senior Secondary School Certificate Examinations.

### **1.3 Significance of the Study**

Through the findings of the study, the Government will be able to know the impacts of the change of supervisor on the conduct of Senior School Certificate Examination, which can go a long way in determining the strategies to improve the quality of the examinations in the educational system. Secondary school administrators, including the Principals, Vice-Principals, and Heads of Departments will also be sensitized on ways to improve the quality of examination in schools.

The findings will also serve as an eye-opener to teachers, particularly, the SSCE supervisors on how they can play a notable role in the effective conduct of the examination. The findings of the study will also keep Examination Agencies informed of the impacts of the change of supervisor on the conduct of SSCE, which has over the years been a usual practice.

Also, findings of the study will provide information for Education Policymakers towards the formulation of better policies on the conduct of examinations in the country, as well as add to the volume of knowledge in the literature.

## 1.4 Research Question

The study was guided by this question:

What are the impacts of the change of supervisors on effective conduct of Senior School Certificate Examinations?

## 1.5 Hypotheses

The following hypotheses guided the study:

There is no significant difference in the perception of male and female supervisors teachers on the impacts of the change of supervisors on effective conduct of Senior School Certificate Examinations.

There is no significant difference in the perception of highly and less-experienced teachers on the impacts of the change of supervisors on effective conduct of Senior School Certificate Examinations.

## 1.6 Examination Concept and Importance

According to Olatunbosun & Omogerie (2010), cited in [1], an examination is the best tool for objective assessment and evaluation of what learners have acquired after a period of schooling. [2] defines it as the 'spoken or practical test at school or college, especially an important one that one needs to do to get a qualification' It is also described as an organized assessment technique which presents individuals with series of questions or tasks, geared towards ascertaining the individual's acquired knowledge and skills [3], the measurement of proficiency, knowledge, or skills, in oral or written form, and evaluating the adequacy of these proficiencies possessed by candidates. [4]; part of the evaluation in education, aimed at determining learner's level of skill acquisition or intellectual competence and understanding after a given training [5], the act of testing student's ability or skills, through various methods, to ascertain their levels of quality, proficiency, and competence [6] and the process of finding out how much of the objectives of specific tasks a learner has learned [7] It can be further described as an assessment, intended to measure a test taker's knowledge, skill, aptitude, physical fitness, or classification in other topics and a formal test of a person's knowledge or proficiency in a particular subject or skill. The person who decided how well a student has performed is the examiner while the student being tested is the examinee. An

examination may however be in written, on-screen, or practical form.

An examination is important in the educational system because it compels students to learn and study hard. Malik & Shah (1998), cited in [8] stressed that it is not only a process of assessing the progress of students but also motivates and helps them to know their academic strengths and weaknesses, while also providing teachers with opportunities to try new methods of teaching. Charles, cited in [9] also posits that examination promotes competition among students, helps in developing one's personality and confidence., provides necessary qualities in life, such as hard work, patience, creativeness, and leadership, gives the ability to overcome their weaknesses, to be successful in life. It also helps to improve the memory power of a person and allows students to convey their understandings. It also stimulates the brain, teaches one how to manage the learning process under a given period, helps an individual to stay calm during the chaotic learning process (Stress management).

According to [10], school examinations are a tool for measuring learners' mastery of content and instructors' effectiveness in delivering the content at different levels of schooling in education systems all over the world. Examination also helps a student to express his/her thought and ideas in a manner others can understand. It also shows that the student has acquired a certain amount of knowledge in some branches of study, and helps employees, others to assess their mental or general ability. Examinations also compel students to read as much as they can and as they do so, they absorb knowledge unconsciously.

In the opinion of [6], the rationale for conducting Examination includes the following:

**Performance:** To measure student's performance on a percentage basis.

**Merit Rating:** To discriminate between the relative merits of a set of students.

**Achievement:** To measure a student's ability in a specific skill.

**Aptitude:** To measure specific abilities considered important for a particular role or task.

**Diagnosis:** To identify critical weaknesses in basic educational skills, to be able to take remedial action.

**Intelligence:** To measure various mental skills relevant to intelligence.

**Personal Identification:** to identify dominant traits and interest of students, to classify them into career occupations.

### **1.7 Senior School Certificate Examinations in Nigeria's Context**

Senior School Certificate Examination is the examination that a student in the terminal year of Senior Secondary Education has to take. It is being coordinated by the National Examinations Council (NECO) and West African Examinations Council (WAEC). The West African Senior School Certificate Examination (WASSCE) is administered by the West African Examinations Council (WAEC) and limited to candidates from Anglophone West African countries.

There are two different types of examination:

WASSCE May/June, being taken by final year students in Senior Secondary Schools, during summer (i.e. April to June).

WASSCE Nov/Dec, also known as General Certificate Examination (GCE). It is a private examination that has to be written during autumn and taken by secondary school leavers who want to correct deficiencies in their results.

### **1.8 Effective Conduct of Examination**

Examination conduct is defined by [2] as to how an examination is directed, controlled, or managed. It involves the management of human and material resources, to ensure high standard, ethical, moral, and academic conduct during the examination process, for reliable and valid results upon which important future decisions on human progress and development, depend.

In Nigeria, an examination administrator is popularly referred to as a 'supervisor'. It is his/her duty to ensure proper conduct of the examination. Specifically, he/she has to ensure that the hall and environment are quiet and conducive for examination and that there are no malpractices of any sort. The supervisor also ensures the security of examination materials and answer scripts, among others. They are not supposed to connive with students to perpetrate acts of indiscipline.

Examinations are conducted according to the assessment rule. It is thus expected that every candidate for an examination and those invigilating or supervising the exam will abide by

the set rules to have a smooth operation. Some of these rules based on the experiences of the researchers (who were supervisors in the past) include:

Candidates are admitted into Examination Hall at least 30 minutes before the commencement of the exam after they have certified their registration for such examination. - Seats are allocated to candidates according to their registration numbers or according to their names which must be in alphabetical order.

Electronic devices, textbooks, and notebooks, notes, papers, manuscripts, etc must be kept away from the Examination Hall.

Candidates are not allowed to start the examination unless instructed to do so by the supervisor.

No candidate is allowed to leave his/her seat for another student's seat.

Candidates are given both the start and stoppage times and are not allowed to leave the examination hall until 30 minutes have elapsed from the commencement of the examination.

## **2. METHODOLOGY**

### **2.1 Research Design**

The researcher adopted a combination of descriptive and survey designs for the study, This was used because a portion of the entire population was subjected to analysis and the findings were generalized on the entire population. This research is also descriptive because data collected were analyzed, to describe the impact of a current situation, i.e. change of supervisors, on effective conduct of Senior Secondary School Certificate Examinations (SSCE) in Ondo State, Nigeria.

### **2.2 Population**

All the 107 Public Secondary Schools in the Central Senatorial District of Ondo State constituted the main population while all the Government appointed and full-time teachers who were also supervisors of Senior Secondary School Certificate Examination in the schools were targets.

### **2.3 Sample and Sampling Technique(s)**

All the 107 Public Secondary Schools in the Central Senatorial District of the State as at the

time of carrying out the study (i.e. 2019) were used for the study. 107 copies of the Questionnaire were produced and distributed (a copy for each school). Where a school had more than one SSCE supervisor, the most experienced among them in terms of the number of years already spent in the act of supervision was considered. Where a school did not have WAEC or NECO May/June supervisor, a teacher who had experience in Nov/Dec SSCE supervision was considered. All the 107 administered Questionnaires were retrieved from the respondents which indicated one hundred percent return rate.

## 2.4 Instrument

A Questionnaire, entitled: 'Impacts of Change of Supervisors on Effective Conduct of Senior School Certificate Examination (SSCE)' was designed and used to gather the needed data. It was divided into Sections A and B. Section A sought the background information of the respondents, i.e. years of experience, gender, qualification, etc. Section B contained statements on the impacts of the change of supervisors on effective conduct of SSCE, being the topic of the study. It also consisted of close-ended questions that required the respondents to tick the best option and structured on a four-point Likert scale with the options Strongly Agree, Agree, Disagree, and Strongly Disagree. The researcher adopted this scale because of the perception that it was not necessary to include the fifth option 'Undecided' because of the confusion it causes for respondents.

## 2.5 Validity and Reliability of Instrument

A draft of the questionnaire was prepared and given to a colleague in a university, for critique, suggestions, and comments. After taking into cognizance, the suggestions/comments, the final questionnaire was prepared for administration.

The test-retest method was adopted, to determine the reliability of the instrument. Copies of the Questionnaire were administered on the supervisors of SSCE (WAEC and NECO) in 10 schools. Similar Questionnaires were administered on the same respondents after two weeks. Using the Pearson Product-Moment Correlation Coefficient, a co-efficient of reliability was calculated for the two sets of scores. A correlation of 0.85 was obtained and therefore considered high to judge the Instrument as reliable for the study.

## 2.6 Method of Data Collection and Analysis

The researchers personally visited the selected Public Secondary Schools during the period of data collection. They established a rapport with the school administrators, who introduced them to the SSCE supervisors. 107 copies of the Questionnaire were distributed. The researchers guided the respondents on how to complete the questionnaires. After two weeks, the researcher retrieved all the questionnaires, which were subjected to analysis.

Data collected were analyzed, using the Statistical Package for Social Sciences (SPSS). The hypotheses were tested using the chi-square statistic, using the formula:

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

where,

$O_i$  = Observed Value and  $E_i$  = Expected Value

$\Sigma i$  = summation of all items in 1 term

$x^2$  = chi-square

## 3. RESULTS AND DISCUSSION

Data in Table 1 shows the number and percentages of the respondents. Males accounted for 61 (57.01%) of the total sampled respondents while the females also accounted for 46 (42.99%) of the total sampled respondents. All the sampled respondents were from public schools.

### 3.1 Research Question

What are the impacts of the change of supervisors on the effective conduct of the Senior School Certificate Examination?

In other to be able to determine the agreement or disagreement of statements itemized, a benchmark was determined using  $(4+3+2+1)/4 = 10/4 = 2.5$ , hence the determined value of 2.5 is set as the determining mean for all identified statements. Any weighted mean below the benchmark is termed disagreement while weighted mean equal or above the benchmark is termed agreement.

Table 2 revealed the impacts of the change of supervisors on effective conduct of SSCE as the creation of problems of transportation for the

supervisors; Giving of room to school for additional expenses on examination administration; discouragement of familiarity of the supervisor with the school management; discouragement of familiarity of the supervisor with the students; creation of stress for supervisors; curbing of examination malpractices during SSCE; guaranteeing of security of supervisor during the conduct of examinations; discouragement of corrupt practices by some supervisors; provision of opportunity for supervisors to have varied experience in the act of supervision; provision of influences on effective conduct of the examination; and provision of credibility to the examination.

conduct of Senior School Certificate Examinations.

Ha1: There is a significant difference in the perception of male and female teachers on the impacts of the change of supervisors on effective conduct of Senior School Certificate Examinations.

Results of the analysis indicated in Table 3 showed that the  $\chi^2$  calculated value of 7.881036 is less than the  $\chi^2$  table value of 77.929, hence the null hypothesis which states that there is no significant difference in the perception of male and female teachers on the impact of a change of supervisors on effective conduct of SSCE is retained.

### 3.2 Test of Hypotheses

#### 3.2.1 Hypothesis 1

H<sub>01</sub>: There is no significant difference in the perception of male and female teachers on the impacts of the change of supervisors on effective

#### 3.2.2 Hypothesis 2

H<sub>02</sub>: There is no significant difference in the perception of highly and less-experienced teachers on the impacts of the change of supervisors on effective conduct of Senior School Certificate Examinations.

**Table 1. Distribution of respondents by their category status**

Category/Status	Frequency	Percentage
<b>Type of School</b>		
Mixed	92	85.98%
Single-sex	15	14.02%
<b>Gender</b>		
Male	61	57.01%
Female	46	42.99%
<b>Age of School</b>		
Below 10 years	3	2.80%
Between 10 and 20 years	21	19.63%
Between 20 and 30 years	47	43.92%
Above 30 years	36	33.65%
<b>Qualification of Teacher</b>		
B.Ed	11	10.28%
B.Sc. Ed	25	23.36%
B.A. Ed.	27	25.23%
BSc + PGDE	17	15.89%
BA + PGDE	14	13.08%
HND + PGDE	1	0.93%
BTech + PGDE	1	0.93%
M.Ed.	2	1.87%
M.Sc	2	1.87%
PhD	2	1.87%
NCE	4	3.74%
Others	1	0.93%
<b>Years of Experience of Teacher</b>		
Below 5 years	27	25.23%
Between 5 and 10 years	41	38.32%
Between 10 and 15 years	28	26.17%
Above 15 years	11	10.28%
Total Respondents	107	100.00%

**Table 2. Responses on impacts of the change of supervisors on effective conduct of Senior School Certificate Examination**

S/N	Statement	SA	A	D	SD	Mean	Remark
1	Creates problems of transportation for the supervisors	22	38	35	12	2.7	Agreed
2	Gives room for a school to spend additional money on examination administration	21	30	39	17	2.5	Agreed
3	Does not encourage too much familiarity with the supervisor with the school management	31	61	5	10	3.1	Agreed
4	Does not encourage too much familiarity with the supervisor with the students	38	48	13	8	3.1	Agreed
5	Creates stress for the supervisor	21	34	33	19	2.5	Agreed
6	Helps to curb examination malpractices during SSCE	35	43	18	11	3.0	Agreed
7	Encourages lateness in the commencement of examination	15	21	41	30	2.2	Disagreed
8	Encourages lateness in the submission of examination scripts by supervisors	14	25	42	26	2.3	Disagreed
9	Guarantees the security of supervisor during the conduct of examinations	23	62	16	6	3.0	Agreed
10	Discourages corrupt practices by some supervisors	45	45	12	5	3.2	Agreed
11	Gives room for hoodlums to hijack examination materials on the way	8	25	41	33	2.1	Disagreed
12	Gives room for supervisors to have varied experience in the act of supervision	46	48	9	4	3.3	Agreed
13	Affects the academic performance of students	7	14	35	51	1.8	Disagreed
14	Encourages leakage of questions	8	23	34	42	2.0	Disagreed
15	Influences effective conduct of the examination	33	45	20	9	3.0	Agreed
16	Gives credibility to the examination	35	52	9	11	3.0	Agreed
						2.7	

**Table 3. Teachers' perception of the impacts of the change of supervisors on effective conduct of Senior School Certificate Examination**

Variables	Type of respondents	N	Mean	Std.dev	Df	$X^2_{cal}$	$X^2_{tab}$
Impact of change of supervisors on effective conducts of SSCE	Male	61	2.68	0.4581	105	7.881036	77.929
	Female	46	2.63	0.5133			

**Table 4. Teachers' perception of the impacts of frequent change of supervisors on effective conducts of Senior School Certificate Examination**

Variables	Type of respondents	N	Mean	Std.dev	Df	$X^2_{cal}$	$X^2_{tab}$
Impact of change of supervisors on effective conducts of SSCE	Highly Experienced	80	2.71	0.5333	105	6.463344	77.929
	Less Experienced	27	2.50	0.316			

**Ha2:** There is a significant difference in the perception of highly and less-experienced teachers on the impacts of the change of supervisors on effective conduct of Senior School Certificate Examinations.

Results of the analysis indicated in Table 4 showed that the  $\chi^2$  calculated value of 6.463344 is less than the table value of 77.929, hence the null hypothesis which states that there is no significant difference in the perception of highly experienced and less-experienced teachers on the impact of a change of supervisors on effective conduct of SSCE is retained.

### 3.3 Discussion

A lot of findings which are of significance were revealed from this study. First and foremost is the fact that the change of supervisor creates a problem of transportation for supervisors during the conduct of SSCE. This is not far from the truth because a supervisor who initially supervised in an urban school will certainly find it difficult to move to another school in a rural area and even in difficult terrain. The movement of examination materials might also not be easy especially if the subjects to be taken in a day require that the supervisor returns the scripts of the first paper written in the morning, before the collection of the afternoon paper.

Also, it was found that the change of supervisor gives room for a school to spend additional money on the administration of examinations, which is expected. It is a fact that when a supervisor is changed, this has cost implications for the school. Such a school needs to spend additional money on the examination administration. A mobile supervisor will find it easier unlike another supervisor to cope with such change. The school might have to bear the cost of transportation of the supervisor, examination materials, and the supervisor.

It was also found that the change of supervisor during an examination, puts the supervisor at risk, i.e. open to the attack by hoodlums, especially if the new area is remote and new to him/her. There is the thus possibility of hoodlums attacking such a supervisor, collect the questions papers, and the answer scripts from him/her on the way.

Another finding from the study is the fact that the change of supervisor gives room for varied experiences during the supervision exercise,

which is a truism. It is not a gainsaying that throughout the entire period of the SSCE, a supervisor might have the experience of supervising in rural and urban schools, single-sexed and co-educational schools, old and new schools, densely and sparsely populated schools, as well as boarding and day schools. This will enrich the supervisor's experience in the act of supervision.

Besides, the study found that the change of supervisor creates stress for the supervisor, which is expected because when a supervisor is changed from one location to another, he/she has to contend with the need to travel over long distances during the period, which is capable of creating stress for him/her.

It was also found that the change of supervisor helps to curb examination malpractice. This finding is also in the right direction because, over the years, the issue of examination malpractice has been a monster in Nigeria. It is believed that the change of supervisor in the course of writing SSCE will not give room for the students to track a supervisor to a particular school.

It was also found that the act of changing the supervisor helps to guarantee the security of the supervisor during the conduct of examinations. This finding is also expected. This is because a supervisor who remains in a school throughout supervision is capable of being planned for by the students and even teachers.

Another finding from the study was that the change of supervisor helps to discourage corrupt practices by supervisors during the conduct of examinations. This finding is also in the right direction because ordinarily, a supervisor will want to be careful and courteous in the course of the supervision when he/she knows that transfer will come anytime in the course of the supervision.

It was also found that the act of changing the supervisor influences the effective conduct of the examination. This finding is expected because the major motive of introducing this idea of a change of supervisor during examinations, by WAEC and NECO, is to curb the menace of examination malpractice and improve the quality of the examination, the certificates, as well as the confidence of people in it.

The study further found that the change of supervisor does not encourage too much



familiarity with supervisors with the students and school management. This is a truism because changing supervisors will discourage students and school administrators from being too familiar with the supervisor and school, believing that such a supervisor will be transferred to another school anytime while writing the examinations.

Also, it was found that there was no significant difference in the perception of male and female teachers, highly and less-experienced teachers, on the impacts of the change of supervisors on effective conduct of Senior Secondary School Certificate Examination. It thus implies from the finding that the respondents (Supervisors) were very objective while responding to the items in the Questionnaire, i.e. they did not allow their sense of judgment to be overridden by sex, type of school and level of their experience.

#### **4. CONCLUSION AND RECOMMENDATIONS**

From the findings of this study, it can be concluded that the change of supervisors has a lot of impact on the conduct of SSCE. Also, supervisors, irrespective of gender, experience, have the same perception of impacts of the change of supervisors on effective conduct of SSCE.

To improve on the idea as well as achieve effective conduct of SSCE in schools, the following are recommended:

The principal of each school should arrange with any of the mobile teachers in the school, for the daily transportation of the supervisor from the school to the custodian center and vice versa. Where none of the teachers has a vehicle, hiring a motorbike can serve as an alternative. Examination Agency should however release the Transportation Allowance to the supervisors, before the commencement of the examination, so that they can arrange for the fuelling of the vehicle assigned to them which will guarantee the easy movement of the supervisor daily.

The security of supervisors in the course of the supervision, particularly those in the rural areas, should be guaranteed, through combined efforts of the Examination Agency and School.

Examination Agency should give room for free time/days while drawing Time Table for the examinations. This is necessary so that the supervisors can rest in those days, which will

reduce the stress they experience while discharging their duties.

Examination Agency should make financial provision for schools in the difficult terrain and the rural areas because of the difficulty they face during the conduct of SSCE. This will enable them to cope with the financial implication of paying for the supervisor's trip twice daily.

No supervisor should be posted to a school where he/she works, to prevent undue familiarity with the school management and students which can undermine the effective conduct of the examination.

Daily posting of supervisors should be carried out confidentially and objectively, to prevent indulgence in corrupt practices and leakages of the questions.

Supervisors of SSCE should be given orientation regularly, to help them have a positive mindset towards effective conduct of the examination.

Supervisors should be opened to change and avoid lobbying to be retained in a particular center or sent to a particular center because of the incentives he or she might receive from such schools.

#### **CONSENT**

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

#### **COMPETING INTERESTS**

Authors have declared that no competing interests exist.

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## QUESTIONNAIRE ON IMPACTS OF CHANGE OF SUPERVISORS ON EFFECTIVE CONDUCT OF SENIOR SCHOOL CERTIFICATE EXAMINATION

Dear Sir/Madam

This Questionnaire is aimed at ascertaining the impacts of the change of supervisors on effective conduct of the Senior Secondary School Certificate Examination in Ondo State, Nigeria. You are please required to supply the necessary information as indicated in Sections A and B. where applicable, tick one of the boxes provided. Note that data and information supplied will be used for academic purposes only and treated confidentially.

### SECTION A: BACKGROUND INFORMATION

**Name of School:** .....

**Location of School:** Rural [ ] Urban [ ]

**Age range of school:**

- Below 10 Years [ ]
- Between 10 and 20 Years [ ]
- Between 20 and 30 Years [ ]
- Above 30 Years [ ]

**Types of School:** Public [ ] Private [ ]  
Boarding [ ] Day [ ]  
Single (Boys) [ ] Single Girls [ ] Coeducational (Mixed) [ ]

**Gender:** Male [ ] Female [ ]

**Highest Qualification:**

- B.ED [ ] B.SC [ ] B.A.ED [ ]
- B.SC + PGDE [ ] B.A + PGDE [ ] HND + PGDE [ ] B TECH + PGDE [ ]
- M.ED [ ] Ph.D [ ] NCE [ ] OTHERS [ ]

**Level of Experience in Supervision:**

- Below 5 Years [    ]
- Between 5 and 10 Years [    ]
- Between 10 and 15 Years [    ]
- Above 15 Years
- Number of Times Changed During SSCE Supervision [    ]

**SECTION B**

There are four options after each of the statements in this section. You are required to choose the best option as applicable to each statement.

S/N	Statement	A	SA	D	SD
	In my opinion, frequent change of supervisor				
1	Creates problems of transportation for the supervisors				
2	Gives room for a school to spend additional money on examination administration				
3	Does not encourage too much familiarity with the supervisor with the school management				
4	Does not encourage too much familiarity with the supervisor with the students				
5	Creates stress for the supervisor				
6	Helps to curb examination malpractices during SSCE				
7	Encourages lateness in the commencement of the examination				
8	Encourages lateness in the submission of the examination scripts by supervisors				
9	Guarantees the security of supervisor during the conduct of the examination				
10	Discourages corrupt practices by some supervisors				
11	Gives room for hoodlums to hijack examination materials on the way				
12	Gives room for supervisors to have varied experience in the act of supervision				
13	Affects the academic performance of the students				
14	Encourages leakages of the questions				
15	Influences effective conduct of the examination				
16	Gives credibility to the examination				

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*Peer-review history:*  
 The peer review history for this paper can be accessed here:  
<http://www.sdiarticle4.com/review-history/58207>