

**EFFECT OF EXAMINER'S BEHAVIOUR BEFORE AND DURING TEST ADMINISTRATION  
IN SCHOOL ON TESTEES PERFORMANCE IN YORÙBÁ LANGUAGE IN ÌLÒRIN  
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*Examination is one of the vital instruments for the measurement of learner's performance in education. However, it has been philosophically submitted by some scholars that examination is not the true test of students' ability. Thus, the quality of skill achievement of the examinees in terms of failure or success has been linked to emotional stability of the examinees in reaction to the examiner's behaviour on test administration. Therefore, this study is motivated by the type of relationship between examiner's behaviour and students' performance in Yorùbá subject in Secondary Schools. The data on which this report is based was collected with the use of a 30-item teacher-made test administered to 113 secondary school students drawn from the Kwara State College of Education Model Secondary School, Ìlòrin. The researcher used percentage analysis in this study, that is, percentage analysis of the examiner's score comprises of Arts A and B, males and female, then older and young students. Results indicated that there were significant differences in three hypotheses tested. The study concluded that examiner's emotional success or failure during test administration constituted important impact on the students. Consequently, some recommendations such as examiners should avoid actions or utterances capable of creating confusion or tension for students, administrators, teachers, and examiners were suggested.*

**Keywords: Examiner, Behaviour, Test, Administration, and Performance****Introduction**

Several efforts (Fasasi 2006, Eneh 2014, Adégòkè 2010, Kolo and Àkàndé 2014) have been made in recent times to curb or eradicate the incidence of examination malpractices which have been too rampant in virtually all levels of education in the country. The most prominent effort made by government in this area was in the promulgation of Decree No 33 of 1999 (Now Act of Parliament) designed to check examination malpractice, the crime appears to be on the increase. The Decree stipulates a jail term of 21 years for anybody convicted of examination malpractice. Institution such as West African Examinations Council (WAEC), National Teachers' Institute (NTI), Joint Admissions and Matriculation Board (JAMB), National Examinations Council (NECO), and other bodies charged with the responsibilities of conducting public examinations, as well as Schools, Colleges, and Universities have been fighting exam malpractices in their own ways.

Some of these ways include: Withholding the results of quite a large number of schools found to have been involved in every yearly examination; in some cases, disqualifying the examination offenders from taking part in the examinations conducted by the body concerned for a specific period of time or even for life; giving the students low marks/grades; the principal may be downgraded, while the teachers involved are likely to lose their jobs; while some critics have observed these measures as punishment, the level and the extent with which some of the reported cases are presented, certainly calls for the concern of every patriotic citizen of Nigeria. Commenting on the effects of examination malpractices, Dececco (1968) said, failure to prevent cheating may have serious effects on student's achievement. When cheating occurs with impunity, honest achievement goes unrecognized or punished and reduces student's motivation to achieve. There is no way to assess validly or reliably what the students have and not learned and in this manner a test or written examination will inturn not be a technique to assess students' knowledge, skills or ability. Ingenuity in devising ways to cheat becomes more important than attainment of the instructional objectives. Nevertheless, these measures are only punitive rather than preventive. This is so because, they are meant to punish offenders and not to prevent them from cheating.

As a result of the defects of the aforementioned measures, individual schools, administrators, teachers and invigilators devised methods which to all intents and purposes are prevention oriented. These includes thorough search on examinees before entering examination hall, sitting them far apart from one another where there is large hall, adequate seats and putting them under close supervision, so that they cannot make use of whatever material they might smuggled into the examination hall. During an examination, the school should ensure that each student gets his or her own question paper and provide enough invigilators.

Effective though these methods may seem in checking cheating, the fact that the students are often brutalized, dehumanized, insulted and molested in the process, usually engenders in them not only nervousness but also inflict psychological problems on the social interaction of the victim with the public. This study is out to determine and analyse the behavioural effects of examiners on the examinees both before the test administration and during the period of writing the test among selected secondary school students within Ilorin metropolis.

### **Purpose of the Study**

The purpose of the study are to find out if:

- i. the examiners' behaviour before and during test administration affect students' performance in Arts A and Arts B
- ii. the examiners' behaviour before and during test administration affect the performance of male and female examinees.
- iii. the examiners behaviour before and during test administration affect the performance of older and young students.

### **Research Questions**

1. Is there any significant difference in the performance of examinees in Arts A and B in the Yorùbá Language in the promotional achievement test given by the examiners manifesting friendly and hostile behaviour during test administration?
2. Is there any significant difference in the performance of male and female examinees in promotional achievement test given by examiners manifesting friendly and hostile behaviour during test administration?
3. Is there any significant difference in the performance of older and young examinees in promotional achievement test given by examiners manifesting friendly and hostile behaviour during test administration?

### **Literature Review**

Wickes (2016) suggested that such comments as "Good or Fine" and such actions as smiling and nodding by examiner have a decided effect upon test results. He also indicated that examiners should be alerted to the fact that even under presumably 'standardized' condition, it is possible for their behaviour to be reflected in test results. National Teachers' Institute (1990) uses the word emotion to describe such feelings as love, anger, joy or laughter, sorrow, fear, hope, curiosity, pity and so on. It is an outward expression of individual's inner feeling which are aroused by events in the environment or by the behaviour of others. Lawal and Táíwò (2013) opined that students do exhibit various traits arising from anxieties, social class, attitude, bias, play group, ethnicity, caprices and so on, which set a prevailing mood or climate. They expressed further that teacher who create hostile, tense and ineffective classroom atmosphere for learning purposes have been found to have the following personality characteristics: they are not friendly, they tend to be aloof, egocentric and rigid in controlling their class. They do not prepare well before teaching their lessons and seems not to have good grasp of the subject. They tend to be dull and uninteresting and are either too strict or punitive without good reason or too loose without any direction for the class.

John and Schinnerer (2016) referred to motivation as to the start, the direction, the intensity and the persistence of behaviour. Motivation means having the passion and the will to undertake some actions. Motivation may be internal (i.e. intrinsic motivation) or external (i.e. extrinsic motivation). Ross, David, and Jacob (2016) cited (Tanveer, 2007) that the exact relationship between test anxiety and language learners' achievement still remains somewhat terra incognita, despite the fact that Horwitz (1986) reported that feelings of anxiety seems to have a negative impact on language learners' achievement/performance, as early as during the 1980s. They explain further citing (Shi, Gao & Zhou, 2015) that the recent research has suggested that students suffering from test anxiety have problems with their working memory capacity. Michael (2017) addressed the effect of rapport on several neuropsychological testing outcomes. The examiners who administered the test in the low rapport condition were cold and withdrawn, while the examiners in the high rapport condition were friendly and supportive. It was hypothesized that individuals in the low rapport condition would perform worse across neuropsychological domain.

Ackerman and Hilsenroth (2003) referred to rapport as the therapeutic that exists between an examiner and the examinees. Factors such as the warmth and perceived supportiveness of the examiner are associated with higher levels of rapport. Buchwald and Schwarzer (2010) revealed that in examiner-examinee dyads, where male examiner utilises more dominant coping patterns e.g. (aggressive- antisocial action) female examinees were likely to utilize passive-submissive pattern reflected by avoidance and showed poorer performance. The effects of terrorising, intimidating and creating tension in students before and during examination, in an attempt to curb examination malpractice is vital to this study. The literature review has brought into limelight the indispensable positive relationship existing between education counsellor and members of the school community. These are the examiners and examinees. The education counsellor, expectedly provides professional advice on ideal classroom management, conducive examination environment, teacher's personality and emotional stability. Regulation of the flow of activities within the examination hall has important impact on the control of complexities of undesirable behaviour. The originality in the disposition of the examiner with clarity of communication with the examinees establish good atmosphere for the conduct of examination.

### **Methodology**

Descriptive research approach was used in this study. It is considered appropriate for the research because the study intends to describe situational behaviours of the examiners and examinees under different emotional dispositions. Therefore, the aim of descriptive research in this context is to determine the nature of the situation as it exists during the time of the research. The population for this study is 113 students drawn from a selected secondary school in Ilorin. The school is: The Kwara State College of Education Model Secondary School, Ilorin. The sample and sample technique are SS two students going to SS three during the 2018-2019 academic session in the Model Secondary School, College of Education, Ilorin, Kwara State. Out of the population, 113 students were selected by means of stratified random sampling. The sample 48 males and 65 females. Arts students who are as well as older and young students.

### **Instrumentation**

Two achievement tests and evaluation syllabus constructed by the researcher were used. The achievement tests were conducted under two categories of behavioural dispositions of the examiner to assess the performance achievement of the examinees. The instrument used by the researcher were friendly and hostile examination administrations. Validation of the instrument needed to collect data for the study was essential so that it would measure what it was expected to measure. Construct validity was employed in determining the validity of the instrument. Brow (1996) defines construct validity as how well a test or experiment measures up to its claims. In determining the reliability of the instrument, a test of the instrument was carried out in the Model Secondary School, College of Education, Ilorin. After few

weeks, the instrument was re-administered on the same set of students. The scores of the students during the first administration were compared with their scores during the second test administration. The Yorùbá language was administered on the 113 students in the class as part of their continuous assessment test under a very relaxed and friendly atmosphere. Prior to the administration of the test, the students were allowed to sit anywhere they wanted. Before the test commenced, the examinees were informed that they would write their termly C.A. test.

The students were calmly and gently instructed to take away any materials that could be incriminating. To discourage malpractice, there was a careful monitoring on the examinees. Immediately after the test, the teacher's friendliness towards the students changed to an unfriendly one. The students were threatened with failure, insults and called them such names as: "Arénijẹ -cheats", "òdẹ - dunce", "Olóri kíkú – block head", "Olódo – empty head" etc. At the slightest opportunity. Whenever the students came to the examiner for assistance and information, they were rebuffed. After some weeks, the same test was administered to the students for the second time. Before the second test, the researcher unknowingly to the students sampled out 113 students that she used for the study. But to mask the purpose of the test, the test was conducted for the whole class. On the day of the test, the researcher conducted thorough search on each student before showing them their seats. While doing that, they were insulted, intimidated and threatened. During the test, the teacher was pacing up and down in the hall and making announcements intermittently, as well as asking the examinees suspected of attempting to cheat to stand up for upward of three to five minutes.

Since the study focused on the evaluation of students' performances in Yorùbá language under two types of examination administration (friendly and hostile examination management), statistical method is employed. The tables under each type of examination administration were analysed with simple percentages. Each number of students expressed in percentage determined the performance status of the examinees in relation to the category of the examination administration applied during the achievement tests.

## Results

The results obtained in this study are presented and interpreted in percentages. Details of the percentage analyses of the examinees' performances are given below:

**Research Question 1:** Is there any significant difference in the performance of Arts A and B in the Yoruba language in the promotional achievement test given by the examiner manifesting friendly and hostile behaviour during test administration?

**Table 1a: Performance during friendly administration of test in Arts A and Arts B**

Scores/Grade	0-39	F 40-49	P 50-59	C 60-69	B 70-100	Total
Class					A	
Art A	1	5	12	21	18	57
Art B	1	3	10	23	19	56
Total	2	8	22	44	37	113
Percentage	1.7 %	7%	19.4%	38.9%	33%	100%

In table 1a, the total number of student is 113 (A and B) in Art A and B, 2 students scored between 0-39, (1.7%) 8 students scored between 40-49, (7%) 22 students scored between 50-59, (19.4%) 44 students scored between 60-69 (38.9%) and 37 students scored 70-100 (33%) marks.

**Table 1b: Performance during hostile administration of test in Arts A and Arts B**

Scores/Grade	0- 39	F 40-49	D 50 – 59	C 60 – 69	B 70 – 100	Total
Class					A	
Art A	13	25	11	5	3	57
Art B	19	20	8	4	5	56
Percentage	32	45	19	9	8	113
	28.3%	40%	16.8%	7.9%	7%	100%

In table 1b, the total number of student is 113 (A and B) in Art A and B 32 students scored between 0-39 (28.3%) 45 students scored between 40-49 (40%) 19 students scored between 50-59 (16.8%) 9 students scored between 60-69 (7.9%) and 8 students scored between 70-100 (7%) marks.

**Table 1c: Summary Interpretations of 1a and 1b**

Percentage	0 - 39	40 - 49	50- 59	60 -69	70-100	
Friendly –Art A & B	1.7 %	7%	19.4%	38.9%	33%	100%
Hostile –Art A & B	28.3%	40%	16.8%	7.9%	7%	100%

The table shows the range of percentage scores by the students under friendly and hostile conditions by the examiner. Under friendly conduct of the test, 1.7% of the students scored between 0 to 39 marks. 7% of the students scored 40 to 49 marks. 19.4% scored 50 to 59. 38.9% scored 60 to 69 while 33% scored 70 to 100 marks. On the other hand, under hostile condition, 28.3% of the students scored 0 to 39 marks. 40% scored 40 to 49. 16.8% scored 50-59 marks. 7.9% scored 60 to 69 while 7% of the students scored 70 to 100 marks.

**Research Question 2:** Is there any significant difference in the performance of male and female examinees in the promotional achievement test given by examiners manifesting friendly and hostile behaviour during test administration?

**Table 2a: Performance during friendly administration of test of male and female students.**

Scores/Grade	0 -39	40-49	50 – 59	60 – 69	70 – 100	Total
Gender						
Male	1	2	10	20	15	48
Female	0	5	12	20	28	65
Total	1	7	22	40	43	113
Percentage	0.9%	6.2%	19.5%	35.4%	38%	100%

In table 2a, the total number of student is 113 (Male and Female) in gender male and female, 1 student scored between 0-39, (0.9%) 7 students scored between 40-49, (6.2%) 22 students scored between 50-59, (19.5%) 40 students scored between 60-69, (35.4%) 43 students scored between 70-100, (38%) marks.

**Table 2b: Performance during hostile administration of male and female students**

Scores/Grade	0 -39	40-49	50 – 59	60 – 69	70 – 100	Total
Gender						
Male	14	18	5	8	3	48
Female	11	31	10	8	5	65
Total	25	49	15	16	8	113
Percentage	22.1%	43.4%	13.3%	14.2%	7%	100%

In table 2b, the total number of student is 113 (Male and Female) 25 students scored between 0-39,(22.1%) 49 students scored between 40-49, (43.4%) 15 students scored between 50-59, (13.3%) 16 students scored between 60-69, (14.2%) 8students scored between70-100, (7%) marks.

**Table 2c: Summary Interpretations of 2a and 2b**

Score	0 - 39	40 - 49	50- 59	60 -69	70-100	
Friendly – Male	0.9%	6.2%	19.5%	35.4%	38%	100%
Hostile – Female	22.1%	43.4%	13.3%	14.2%	7%	100%

The table shows the high percentage score of the male students under friendly administration between 50-59 (19.5%), between 60-69 (35.4%) and between 70-100 (38%). The total percentage between 50-100 (92.9%) while the table also shows the low percentage score of female students under hostile administration between 50-59 (13.3%), between 60-69 (14.2%) and between 70-100 (7%). The total percentage between 50-100 is 34.5%.

**Research Question 3:** Is there any significant difference in the performance of older and young student in achievement test given by examiners manifesting friendly and hostile behaviour during test administration?

**Table 3a: Performance during friendly administration of test of older and young students**

Scores/Grade	0 -39	40-49	50 – 59	60 – 69	70 – 100	Total
Age						
Older - 13-14	0	2	10	10	20	42
Young - 15-16	1	5	18	30	17	71
Total	1	7	28	40	37	113
Percentage	0.9 %	6.1%	25%	35.3%	32.7%	100

In table 3a, the total number of student is 113 (older and young) 1 student scored between 0-39, (0.9%) 7 students scored between 40-49, (6.1%) 28 students scored between 50-59, (25%) 40 students scored between 60-69, (35.3%) 37 students scored between 70-100, (32.7%) marks.

**Table 3b: Performance during hostile administration of older and young students**

Scores/Grade	0 -39	40-49	50 – 59	60 – 69	70 – 100	Total
Age						
Older - 13-14	18	15	3	4	2	42
Young - 15-16	16	30	15	5	5	71
Total	34	45	18	9	7	113
Percentage	30%	40%	16%	8%	6%	100%

In table 3b, the total number of student is 113 (older and young) in age older and young, 34 students scored between 0-39, (30%) 45 students scored between 40-49, (40%) 18 students scored between 50-59, (16%) 9 students scored between 60-69, (8%) 7 students scored between 70-100, (6%) marks.

**Table 3c: Summary Interpretation of the table 3a and 3b**

Score	0 - 39	40 – 49	50- 59	60 -69	70- 100	
Friendly – Older	0.9%	6.1%	25%	35.3%	32.7%	100%
Hostile – Young	30%	40%	16%	8%	6%	100%

The table shows the high percentage score of older students under friendly administration between 50-59 (25%), between 60-69 (35.3%) and between 70-100 (32.7%). The total % between 50-100 (73%) while the table also shows the low percentage score of young students under hostile administration between 50-59 (16%) between 60-69 (8%) and between 70-100 (6%). The total percentage between 50-100 is 30%.

In an unfriendly administration, the examiner denied some students entrance to the hall after 5 minutes late while in a friendly administration, some of the students observed were excessively granted permission to visit toilet. The researcher later discovered that students who were with high grade A/B in the test under friendly administration could not even write or supply statement in Yorùbá Language.

Despite the atmosphere some students were caught with exhibit. The researcher observed that friendly administration could tolerate examination malpractices.

### Conclusion

What the results of this research tend to emphasize is that a cold or/and unfriendly or hostile interpersonal relation between teachers (examiners) and students (examinees), which is rampant in our schools does not promote good academic performance. The effect is even more felt in classes dominated by females and older students. If the present situation in which teachers subject students to dehumanizing condition as a means of curbing examination malpractice is no substitute for a method that has human face, the much desired improved academic performance by our students will remain elusive.

### Recommendations

This study has vividly shown that students' performance in promotional test is affected by examiner's behaviours during and prior to the test. It is therefore recommended that:

- i. Examiners, teachers and administrators should avoid actions and utterance capable of creating tension in their students or examinees. Instead, they should endeavor to cultivate friendly relations between themselves and their students.
- ii. The age-long and obsolete method of conducting illicit search on students before they enter examination hall should be discarded because inevitable, teachers and all those in charge should carry it out with love and sense of responsibility. They should seize such as opportunity to encourage students to do their best rather than insulting them.

- iii. All announcements should be made prior to the commencement of the test. Once a test or examination has started, examiners should avoid making unnecessary announcements which are capable of distracting students' attention and concentration. Steps should also be taken to prevent interruptions from other sources. Sign indicating that test or examination is in progress should be posted outside the hall.
- iv. Pacing up and down in examination hall by examiner could also be distracting movements therefore should be minimized. School and institutions that are involved in the conduct of exams should from time to time organize workshops for their staff on effective monitoring methods.
- v. The researcher therefore suggest that good atmosphere under quality examination etiquette should be allowed and maintained during examinations.

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