

## **Evaluation of Learning Outcomes Through Examination Moderation, Monitoring and Coordination**

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### **Abstract**

*The overall goal of education is to prepare an individual to be useful to self, the community and the entire world. The National Policy on Education (FRN, 2004) revised in (2013) states that education shall continue to be highly rated in the national development plans because education is the most important instrument of change. The school system has a great role to play in achieving the goal. Evaluation in education is very essential for it judges quality and being the basis for all educational activities. Learning takes place in educational institution and other institutions of learning and instructions in the three domains of learning – cognitive, affective and psychomotor. To see whether individual learner, teacher and the institution are measuring up to the goal or objectives of setting up educational institutions, there is then a need for evaluation since learners' outcome in courses offering in educational institutions will determine the quantity and quality of future manpower of any nation. This paper therefore attempts to look at evaluation of learning outcomes through examination moderation, monitoring and coordination. The methodology of the paper is descriptive approach. After some discussions, the paper offers some useful recommendations which can assist certificate granting institutions and examination bodies among others.*

**Keywords:** *education, evaluation, learning outcomes, examination moderation, monitoring, coordination*

### **Introduction**

The Nigerian National Policy on Education (FRN, 2004) revised in (2013) states that education shall continue to be highly rated in the national development plans because education is the most important instrument of change. The overall

goal of education therefore is to make an individual useful to self, the community and the entire world. Any education received that cannot meet the needs of the society or make the recipients fit into the society or empower them socially, emotionally, financially, politically, economically and culturally is not the true education for positive change and empowerment. Education prepares individuals to be responsible members of a society and to perform specific functions in the society.

However, to see whether individual learner, teacher and the institution are measuring up to the goal or objectives of setting up educational institutions, then, there is need for evaluation. Moreover, since learners' outcome in courses offering in educational institutions will determine the quantity and quality of future manpower of any nation, the issue of evaluation of learning outcomes is paramount and must be seriously taken care of.

### **What is Evaluation?**

Evaluation includes test, measurement and assessment. Evaluation also includes measurement and non-measurement description of the learners' behaviour and both are essential to sound educational decision-making. According to Akinboye and Marvin C. Alkins (1987) in Onabanjo & Iyawe (2015), evaluation is the process of ascertaining the decisions to be made, selecting related information and collecting, organising, analysing and interpreting information in order to report summary data, useful to decision makers in selecting among alternatives. Information used to make evaluation may be quantitative or qualitative and it is better for evaluation to be formal.

### **What is Examination?**

Examination is the process of finding out how many of the behavioural objectives in cognitive, affective and psychomotor domains learners have learned in specific learning tasks commensurate with the level of study they subjected themselves to be examined on. Examination finds out what examinees have mastered during learning and preparation for the examination periods. Therefore examinations in educational institutions must be conducted with all the seriousness deserved and if it is not so, can lead to the production of incompetent professionals or graduates which can bring disaster to future development of any nation (Babarinde, 2003).

However, in order to really bring out what is in the learners after a course of study, certain features must be in place such as:

- adequate preparation of the learners for the examination in every aspect
- conducive examination environment garnished with lighting, ventilation, comfortable seats, good seating arrangement, cleanliness and noise free
- enough competent examination supervisors
- no threat to life and property – adequate security

- availability of sufficient examination papers and other useful materials
- provision of recording papers for attendance at examination venue and submission of exams answer booklets in order
- availability of rules and regulations guiding the conduct of examination to all stakeholders prior to the commencement of the examination
- Questions must not be ambiguous, but be in line with the syllabus and course outlines learners are exposed to through various methods and materials of teaching
- the examination should be within a fixed period of time and in a particular environment.

### **Moderation of Examination Questions**

Moderation is very important in ensuring that assessment is fair, transparent, valid and reliable. The purpose of moderation is to ensure that teachers are making consistent judgement about standards. Prior to examinations date, examiners should make a lot of effort to see that examination questions are valid and reliable and this can only be achieved through vetting or moderation of examination's questions to reduce further to the barest minimum all those threats to validity and reliability. It is important and ideal that a teacher or lecturer teaching a course should set the questions for examination of such course. The teachers or lecturers are expected to be experienced and professionals. Obanya (2006) in Omaze & Adewale (eds), Onabanjo & Iyawe (2015) suggested the following for good moderation of examination papers to be ensured:

- stating the specific group of examinees for whom the examination is intended
- the exact number of questions to be set
- whether or not choices are to be allowed
- the format of the questions i.e. essays or any type of the objectives
- the exact intellectual skills to be stressed e.g. recall of fact, the need for table of specification or test blue print
- conformity with syllabus requirements and instructional objectives
- clarity of instructions
- clarity of the wording of questions
- suitability of questions to the expected level of the students for whom the examination is intended.

### **Moderation of Examination Answer Scripts**

Moderation of marked answer scripts is needful and highly essential especially if it is a public examination (external) or final examination (internal) at all levels of education. Obanya (2006) in Omaze & Adewale (eds) noted that

examinations can be moderated empirically i.e. statistically, judging the test by the way it actually behaves when it is used in situations similar to the ones in which it will eventually be used. This is commonly used for objective tests, in which case, pre-testing of the test items would yield a table like the following:

**Table 1: Psychometric Properties of Test Act**

<i>Item</i>	<i>Difficulty (A)</i>	<i>Discrimination (B)</i>	<i>Point-Biserial Correlation (C)</i>
1	90	.11	.12
2	66	.42	.65
3	62	.54	.58
4	66	.60	.64
5	59	.64	.70
6	70	.48	.72
7	72	.66	.66
8	54	.69	.74
9	24	.18	-.15
10	18	.14	-.18

A = the percentage of testees getting the item right.

B = the extent to which the test item shows the difference between good and bad examinees.

C = the relationship between score on each item and score on the entire test.

*Source: Obanya, Pai (1980) cited in Omaze & Adewale (eds) (2006).*

As revealed in the table 1 above, test developers would on the basis of empirical evidence reject items 1, 9 and 10 because item 1 is too easy (90% of the examinees got it right) while items 9 and 10 are too difficult. The three items did not discriminate sufficiently between good and bad examinees as they all show very low relationship with the entire test.

However, the internal and final examinations in Nigerian tertiary institutions are usually in both essay and objective forms. The form of moderation can be internal and external. In the internal or in-house moderation, professionals or experts are called together to moderate the questions set and to review the answer question papers. In the external, experienced examiners from similar institutions are invited with appropriate curriculum course outline to do the moderation both before and after the examination.

### **Monitoring of Examination**

Monitoring here refers to regular checking of all activities relating to examination to see whether such activities are carried out as planned. Monitoring of examination must be put in place to ensure that all materials, workers and other logistic issues are in place as planned.

### **Coordination of Marking of Examination Scripts**

Coordination of examination scripts is necessary so as to be able to detect where adjustments are needed and to ensure these are done for the safe and proper conduct of examinations. These will be reflected in different markers scoring similarly different scripts of examinees at different locations depending on the performance of each candidate. To ensure proper coordination of examinations, certain features such as marking scheme, joint marking of Dummy Scripts, marking scripts, review of marked scripts and post-mortem review of examination must be looked into.

### **Statement of the Problem**

In an age of mass education, increasing economic competition, challenges to the harmony and traditional social fabric of life, and since learners' outcome in courses offering in educational institutions will determine the quantity and quality of future manpower of any nation, ensuring the issues of evaluation of learning outcomes is of paramount importance and must be taken care of. There is need to ascertain whether individual learner, teacher and institution are measuring up to the objectives of setting up educational institutions and to do this there is need for evaluation.

### **Research Questions**

Three research questions were raised in order to guide the study.

1. To what extent are the Colleges of Education prepared for examinations?
2. What are the qualities of examination questions in Colleges of Education?
3. What are the qualities of examination administration in terms of monitoring, supervision and coordination of examination scripts in Colleges of Education?

### **Methodology**

The research design adopted for the study was descriptive survey. The target population comprised of all Colleges of Education, their students and lecturers in South-West Nigeria. Six Colleges of Education (3 Federal and 3 States) were selected by stratified random sampling technique. That is, from Oyo, Ogun and Lagos. Five lecturers were purposively selected from each of six Colleges, making a

total of 30 lecturers. Twenty students were randomly picked from each College, giving a total of 120 students which were used for the study.

Three instruments were used to collect data which are:

- (i) Students' Questionnaire (SQ)
- (ii) Lecturers' Questionnaire (LQ)
- (iii) Anecdotal Records

The SQ and LQ are ten and twelve items respectively, developed by the researcher. The analyses of their results using Kuder Richerdson Formular 20 yielded reliability estimates of 0.74 and 0.69 respectively. Experts from the Institute of Education in the University of Ibadan ascertained the content, construct and face validity of all the instruments. The instruments used were valid and reliable.

The questionnaires were distributed by the researcher and collected back after treatment. The percentage of return was 100%.

Frequency counts and percentages were used as descriptive statistics to provide answers for the research questions.

## Results

### Research Question (1):

To what extent are the Colleges of Education prepared for examinations?

Students' Questionnaire was analysed and used to answer this question. The summary of the analysis is as bellows:

**Table 2: Analysis of Students' Responses**

S/N	Items	Agree %	Disagree %
1.	The students are always well taught before the examination commences.	51	49
2.	The environment is conducive in terms of lighting, ventilation, seating arrangement, cleanliness and noise free.	47	53
3.	There are always enough competent supervisors in the exam halls to take care.	71	29
4.	Students do always have sufficient time to prepare for exams, locate their exam halls and numbers.	39	61

S/N	Items	Agree %	Disagree %
5.	There is always peace throughout examination periods, no threat to life and properties, no distraction.	68	32
6.	Examination question papers are always available before the commencement of the examinations.	81	19
7.	Availability of attendance sheets, and answer booklets is 100 percent.	90	10
8.	The questions are always relevant and in line with the syllabus.	64	36
9.	All the questions are ever meaningfully typed and are readable.	72	28
10.	Rules and regulations guiding the conduct of examinations are always available and read to us from time to time.	26	74

Table 2 revealed that only 51% of the students agreed that they are always well taught before any examination holds while 49% disagreed. 53% stuck to the fact that the environment is not conducive for examinations while only 47% accepted the fact. 71% agreed that they do have enough supervisors to supervise the examination halls, while 29% disagreed. 61% of the students claimed that they do not always have enough time to prepare for examinations and locate their venue and numbers, while only 39% agreed. 68% agreed that examination atmospheres are always peaceful while 32% said no to it.

81% of the students agreed that examination question papers are always ready before exams commences, while 19% disagreed. 90% agreed to it that answer booklets and attendance sheet are always available. 64% agreed that their questions are relevant and in line with the syllabus while 36% disagreed. 72% agreed that their exams questions are meaningfully typed and readable, but 28% disagreed. 74% is on the side that exams rules and regulations are not always available and read to them, but 26% agreed that, they are available and read to them.

**Research Question (2):**

What are the qualities of examination questions moderated in Colleges of Education?

Records from the six Colleges of Education (from 2014 – 2018) were used to answer the question – Anecdotal record.

**Table 3:**  
*Summary of the Records from 2014 – 2018 showing the Qualities of Examination Papers Moderated*

<i>Observed Records</i>	<i>College A</i>	<i>College B</i>	<i>College C</i>	<i>College D</i>	<i>College E</i>	<i>College F</i>
Past Questions of 300L students in General Education Studies.	Three questions to answer 2 for 2 units courses	Some question papers have no status and units written	30 multiple choice questions against the curriculum implementation guideline	Some questions are outside the course contents	There were some typographical errors found in some questions	
Standard and qualities of the questions	The questions were of good quality	The questions were not of high quality.	Questions of fair quality	Fair standard and quality	Fair standard and quality	Good standard and quality
Curriculum coverage	Wide coverage	Widecoverage	Low coverage	Fair coverage	Fair coverage	Wide coverage
Availability of marking guide	Available	Not available	Not available	Available	Available	Available
Qualities of marking guide	Detailed and meaningful			Not comprehensive	Fairly detailed	Well detailed and comprehensive
Marking of the scripts	Marking did not totally follow the marking guide	Marking partially followed the marking guide	Scoring not totally in line with the guide	Marking and scoring were in order	Marking were in line with the marking guide	Marking and scoring were in line with the guide
Answer scripts: Organization and Numbering	Some scripts were not well arranged	Scripts were well organized	Scripts well arranged	Scripts were not totally arranged	Scripts were well arranged and numbered	Scripts were well numbered and arranged
Students' performance: Old scores and moderated scores	Compared and not significant difference	Not compared	Not compared	A bit of difference	Not much difference	Highly correlated
Average performance of the students	Fairly Good	Very Fair	Very Fair	Very Fair	Just Fair	Good
Suggestions	Students are advised to work harder	Advised to buckle up	Advised to try more	Encouraged to put more efforts	Encouraged to study more	Advised to read more

Table 3 above showed certain qualities that are peculiar to the examination papers being moderated. The analysis is as tabulated above.

**Research Question (3):**

What are the qualities of examination administration in terms of monitoring, supervision and coordination of examination scripts in Colleges of Education?

Lecturers' Questionnaire was used to answer this research question.

**Table 4: Analysis of the Lecturers' Responses to Question 3**

S/N	Items	Agree %	Disagree %
1.	Before the commencement of any examinations, College makes adequate preparation as regards numbering of halls, production of question papers and answer scripts, attendance sheets, etc.	98	02
2.	All examination questions are properly moderated and kept before examinations.	95	05
3.	Examinations activities are always well organized during examination periods.	93	07
4.	We always have enough competent exam supervisors.	89	11
5.	Our examination questions are meaningfully typed, clear and cover the syllabus.	72	28
6.	During examinations, the sick students are taken care of so that nobody misses examinations.	85	15
7.	The College always makes adequate provision for monitoring during examination period to see that all activities are carried out normally and properly as planned.	68	32
8.	Markings are centrally carried out and coordinated in our College, especially in general courses.	00	100
9.	Examination Marked Scores (EMS) and answer scripts are properly moderated after examinations.	95	05
10.	Consideration of results normally takes place at unit, departmental, sub- board, school board and Academic Board levels before the release of results to the students.	88	12
11.	Lecturers do carry out postmortem review of examination to see to the 'why' of the outcome of the results.	00	100
12.	Release of Results to the students is always timely.	10	90

Table 4 showed that Colleges do make adequate preparations for exams in all ramifications as 98% of the lecturers agreed to this while only 2% disagreed.

95% agreed that all examination questions are properly moderated and kept safe before examinations while only 5% disagreed. 93% agreed that all examinations' activities are always well organised during examination periods while 7% disagreed. 89% agreed that they do have enough competent supervisors. 72% agreed that exams questions are meaningfully typed and cover syllabus. 85% agreed that abnormal cases like the sick, etc. during exams are taken care of. 65% agreed that Colleges make provision for monitoring during exams to see that all activities are carried out normally as planned while 32% disagreed.

Also, 100% disagreed that marking are centrally carried out and coordinated. 95% of the lecturers agreed that Exams marked scores and answer scripts are properly moderated after examinations. 88% agreed that results are considered at all levels of the schools before getting to the academic school board which is the highest level.

100% of the lecturers disagreed that they carry out post-mortem review of examination to see to the 'why' of the outcome of the result whether bad or good. 90% disagreed that the release of the students' results is always timely. This means students' results are always delayed in some of our Colleges of Education.

### **Discussion of Results**

From the analyses of the students' responses, there are indications that our Colleges have competent lecturers/supervisors to teach and supervise their exams and Colleges do make adequate preparations for the exams in terms of making provisions for exams question papers, answer sheets, attendance sheets and all other essentials. Students attempted moderated questions in their different Colleges and their questions are meaningful to them.

Nevertheless, it was pointed out by the majority that the environment has not been conducive in terms of electricity, cleanliness and noise. Also, majority don't have enough time to prepare for their exams though their questions are ever relevant and always in line with the syllabus. It was also pointed out by the larger percentage that the rules guiding the conduct of examinations are not always made known to them from time to time. All these points are very vital and can have negative effect on the outcomes of the students' results. The Colleges should take note and put efforts on having electricity throughout the exams period and make sure that the halls are conducive, clean and noise free to allow concentration. The students should also be allowed to have enough time to study on their own before exams. Rules and regulations of exams should be made known to them as well.

It was also pointed out that some of the question papers moderated is of good qualities, high standard and with the marking guides available. On the other hand, some question papers do not have correct instruction; marking guide was not made available. The College authorities should see to it that the lecturers are up to the

task of making the issues of examinations very serious as per marking with guide as this determines the future of our students.

More so, it has been revealed in this study that marking in our Colleges are not centrally carried out and coordinated especially in general courses. The Colleges are advised to see to this as it will help our students' learning outcome. Issues concerning exams scores can be discussed and solutions to cases can be fetched. Also, it was found out that lecturers do not carry out post-mortem review of exams in order to know the reasons behind failure or success of students' results. Lecturers are advised to see to this and carry it out after each examination as the feedback will help out students' outcome. It was also noted that the results in the majority of the Colleges are not always released on time. This should be curbed. The students need to have their results before moving to the next level. However, the Colleges attitude of adequate preparation and good coordination of all exams activities as agreed in this study should be maintained and sustained.

### **Conclusion and Recommendations**

The local and international opinion about the quality of certificates awarded in Nigeria matters. Therefore, it is necessary that all stakeholders must ensure that the whole issue of examination process that leads to evaluation must be treated with all seriousness. For the possibility of this, the following recommendations are made:

- \* Examination question papers and detailed marking guide should be properly moderated.
- \* The questions must be meaningful and be of good quality and high standard.
- \* Students must be well taught and fully prepared for the examinations.
- \* Students should be allowed to prepare on their own for the examinations.
- \* Colleges are advised to make the environment conducive for the students in all ramifications so that they can perform very well.
- \* Examiners are advised to carry out post-mortem review after each exam as a feedback to the examinees.
- \* Examiners of the same courses are advised to coordinate and carry out marking centrally instead of individually.
- \* The Colleges should release students' results on time.
- \* Examiners to be appointed by certificate granting institutions must be professional.
- \* Continuing education for all examiners especially for school leaving and professional certificates should be encouraged.
- \* College authorities must appropriately remunerate examiners (lecturers) so that they can be motivated to do their work conscientiously.

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