

UNIVERSITY OF EDUCATION, WINNEBA

EXAMINATION MALPRACTICES IN THE SENIOR HIGH SCHOOLS IN GHANA:  
THE CASE OF ASUTIFI NORTH AND SOUTH DISTRICTS, BRONG AHAFO



**A Dissertation in the Department of Educational Leadership, Faculty of Education  
and Communication Sciences, submitted to the School of Graduate Studies,  
University of Education, Winneba in partial fulfilment of the requirements for the  
award of the Master of Philosophy (Educational Leadership) degree**

JUNE, 2016

## DECLARATION

### STUDENT'S DECLARATION

I, PATRICK KOUFIE, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:.....

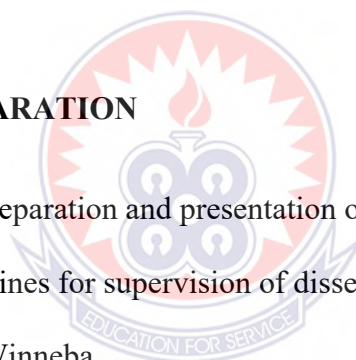
### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. STEPHEN BAAFI-FRIMPONG

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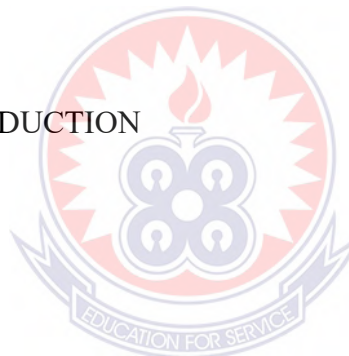
## **DEDICATION**

To my beloved wife, Mrs. Sarah Koufie, and the entire family members.



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## LIST OF ABBREVIATIONS

AEAA	Association for Educational Assessment in Africa
ANSD	Asutifi North and South Districts
ARG	Assessment Reform Group
BECE	Basic Education Certificate Examination
CA	Continuous Assessment
EM	Examination Malpractice
FDG	Focus Group Discussion
GBC	Ghana Broadcasting Corporation
GES	Ghana Education Service
GMT	Greenwich Mean Time
GNA	Ghana News Agency
ICT	Information and Communication Technology
JSS	Junior Secondary School
MOE	Ministry of Education
OLA	Our Lady of Apostles
PNDCL	Provisional National Defense Council Law
SDG	Sustainable Development Goal
SHS	Senior High School
SLT	Situational Leadership Theory
SSSCE	Senior Secondary School Certificate Examination
UNESCO	United Nations Educational, Scientific and Cultural Organization
WAEC	West African Examinations Council
WASSCE	West African Secondary School Certificate Examination

## ABSTRACT

The study sought to identify issues relating to examination malpractices and the role of the school leadership in controlling or eradicating this cankerworm in the educational system in Ghana. Asutifi North and South Districts (ANSD) of Brong Ahafo were used as study area. The study adopted the exploratory descriptive survey. The population was 4,480 students, 240 teachers in the four SHS and 2 district directors in the ANSD. A sample size of 519 which comprised 367 students, 150 teachers and 2 directors of education in the two districts was used. Purposive sampling was used to select heads of department, school heads and district directors of education. Simple random and stratified sampling methods were respectively used to select teachers and students for the study. Questionnaires, interviews and focused group discussion were used to gather data. Pilot testing was conducted to ensure validity of the instrument while Cronbach Alpha Coefficient was used to obtain reliability of the instrument which yielded a reliability coefficient of 0.94. Mixed analytical technique was used. Data gathered were analyzed using percentages and frequencies. Tables, chart were used in presenting the data. It was found that impersonation, copying answers from modules or text books and candidates intentionally writing exams in EM friendly centres were forms of EM among others; ill-preparation for examination, student's desire to pass at all cost, and over emphasis on acquiring certificates were the major causes of EM; while students, invigilators and supervisors were the principal agents of EM in the ANSD; and EM negatively affects schools, students and the society as a whole. It was concluded that exams officials lacked integrity and trustworthiness; and effective teaching and learning was lacking in schools. Therefore, it was recommended that school leaders should ensure effective teaching and learning in schools; and exams officials selected should be people of integrity and trustworthy.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

Education is the key to economic development. It is the only means for acquiring knowledge in every sphere of life, which is the bedrock of development. As a result, every nation invests heavily in educating its citizens to be knowledgeable in every area of the nation's economy. At every level of education, the educated is expected to exhibit some equal level of knowledge in order to contribute to the economic development of the nation as a whole. Therefore to prove that one has acquired the required level of knowledge he/she has to pass an examination at that level of education. The progress of an individual depends on the outcome or the results of the examination undertaken. Examination is one of the major measures and most practical way of determining the extent of student achievement in a particular course of instruction or study. "Any examination that will give a true measure of students' performance must be valid, reliable and devoid of examination misconducts" (Onuka & Durowoju, 2013 p. 342).

Examination serves as an instrument for decision making and therefore creates fear and anxiety in the heart of the candidates and some other stakeholders (Onuka & Durowoju, 2013). As a result, many candidates would want to pass examination by all means. In fact, this is a highway to malpractices in examination in our schools. The conduct of examination is therefore an important exercise in every educational institution since the exercise can lose its sense and purpose if not conducted well. Certain approved practices and principles must strictly be adhered to in conducting examination. Failure to follow such practices results in examination malpractices.

The Examination Act (1999) in Nigeria explains examination malpractice as any act of omission or commission by a person who in anticipation of, before, during, or after any examination fraudulently secure any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulation to the extent of undermining the validity, reliability authentically of the examination and ultimately the integrity of the certificates issued (as cited in Jimoh, 2009). Oluyebo and Daramola (as cited in Jimoh, 2009) remarked that examination malpractice is any irregular behavior exhibited by a candidate or anybody charged with the conduct of examination before, during or after examination that contravenes the rules and regulations governing the conduct of such examinations.

Examination malpractice has become a cancerous problem in the education system and it comes in diverse forms or nature. It is sad to note that the examination system of most countries, including African countries like Nigeria and Ghana, is plagued with examination misconducts or wrongdoings. Examination malpractices is one of the common social ills threatening the education sector at all levels and the fact that it is found among even the primary school pupils is even more worrisome. This is because the primary school is the foundation of any child's education development. Denga and Denga (as cited in Cornelius-Ukpepi & Nifor, 2012) affirmed that examination malpractice is thriving in nursery and primary schools where one would have thought that the children are young and innocent. It is even worse as you climb the ladder to higher educational level. This is because certificate is awarded for job search, promotion and furthering education.

Thus, it could be seen that examination plays a vital role in our educational system as well as the society as a whole. However, it is difficult to talk about incidence free examination which will ensure valid and reliable examination result nowadays

since there is ever increasing rate of examination malpractices in both internal and external examinations conducted nationwide. Malpractices in examination have been reported since 1914 till date but a recent case on the phenomena has been unprecedented (Adamu, 2013).

Report from WAEC Ghana, in 2012 clearly indicates that Brong Ahafo Region recorded the highest percentage (98%) of examination malpractices in 2011 BECE. It took over from Ashanti Region which recorded the highest in the two previous years (i.e. 37% in 2009 and 85% in 2010). Again, the report showed that in 2011 BECE, Brong Ahafo, Greater Accra, Northern & Western Regions had upward trends in the percentage of the candidates in their regions that indulged in malpractices. WAEC report indicated that Brong Ahafo Region again topped examination malpractices in both BECE and WASSCE in 2012 and 2013 (WAEC, 2013). It is sad to note that Asutifi District (now Asutifi South and North) topped the examination malpractice in both BECE, 2012 and WASSCE, 2013 in the whole Region and was ranked 1<sup>st</sup> in the menace.

One may ask what the school leaders are doing about this menace that is tearing our education system apart. Are the school and educational leaders in general not bothered about what is happening? The researcher believes that this is a leadership problem, since everything rises and falls on a leader. The school leaders are in the position to control this canker because they initiate the process of examination and ensure its proper implementation at any moment in time. As a result, accusing fingers have been pointed at teachers, principals, parents and invigilators as being agents of examination malpractice.

## **Statement of the Problem**

Examination malpractice has risen beyond comprehension in Asutifi Districts, Brong Ahafo and Ghana as a whole. This has put the districts, as well as the region, into a big shame and disgrace and has raised doubt about the validity and reliability of the certificates of graduates from the districts and the region under study. Such graduates might suffer in many ways in their job search, securing admission into higher institutions both within and outside the country. What makes this menace a serious issue demanding scientific and empirical research is that Ghana as a nation is tagged with “a champion in examination malpractices” since she topped in this evil practices in WASSCE 2013 among the West Africa member countries undertaking the same examinations. This has necessitated a study on examination malpractice in the second cycle institutions in Ghana with specific reference to Asutifi South and North Districts of the Brong Ahafo. There seem to be little or no evidence of scientific study on the role of the school leadership in curbing such wrong act in examinations in schools, and to fill the void, this study becomes more crucial.

## **Purpose of the Study**

The study focused on finding out issues relating to examination malpractices and the role of school leadership in controlling the menace in Ghana, with specific reference to the Asutifi South and North Districts of Brong Ahafo.

## **Objectives of the Study**

Specifically the study sought to:

1. Identify the forms of examination malpractices in SHSs in Asutifi District



2. Identify the agents and causes of examination malpractices in senior high schools (SHS) in the Asutifi North and South Districts
3. Find out effects of examination malpractice on students, school and the society in general
4. Find out measures to be taken to discourage, prevent or otherwise address cheating in examination by school leadership, the government and the examination body (WAEC)

### **Research Questions**

Based on the objectives of the study, the following questions were posed to guide the study:

1. What forms do examination malpractices in SHSs in the Asutifi North and South Districts take?
2. What are the causes of examination malpractices in the SHS's within the Asutifi South and North Districts?
3. Who are the agents of examination malpractices in the Asutifi North and South Districts?
4. What are the effects of examination malpractices in the Asutifi North and South Districts?
5. What measures should be taken to discourage, or prevent cheating in examination by school leadership, the government and the examination body (WAEC)?

### **Significance of the Study**

Many benefits will be derived from this study. Firstly, it will expose the extent to which students, parents and teachers are involved in examination malpractices in the Asutifi Districts. Secondly, it will provide a remedy if not a lasting solution to this social canker called examination malpractices in schools, should the findings be critically looked at and acted upon by educational leadership. Also, it will guide educators who are in the position to suggest ways and means of eliminating or controlling the incidence of examination malpractices in the districts and the nation as a whole. The study again, will go a long way in adding value to the certificate students obtain from WASSCE in the districts, region and the nation as a whole, since it will help curb examination malpractices, raising the validity and reliability of the examination result. Finally, the study will add to knowledge and literature.

### **Delimitation of the Study**

The study covers only S.H.S in the Asutifi South and North Districts of Brong Ahafo Region. The four schools in the two districts are Acherensua SHS, Hwidiem SHS, Our Lady of Appostles (OLA) Girls SHS and Gyamfi Kumanini SHTS. This study is delimited to identifying the forms, causes, effects of examination malpractice and how school leadership can control or curb this problem in the two districts. Data for the study was provided by students, teachers, school heads, and district directors of education in the two districts.

## **Limitations of the Study**

A major challenge was getting sufficient number of the questionnaires completed and returned within the time scheduled. In addition, some of the received questionnaires had unanswered questions. Some of such questionnaires were returned to the respondents and the researcher offered some assistance to the respondents to answer those questions. The other challenge pertained was the fact that some of the key informants did not honour their interview appointments and after several rescheduling, they still could not make it. Thus their responses were not captured for the study. This included the district directors of education and some heads of departments of the selected schools.

## **Definition of Terms**

1. **‘Apɔw’**: A situation whereby the candidates get knowledge of the examination questions before writing the examination through foul means.
2. **League Table**: The publication of examination results and performance of the various schools to the public for comparisons.

## **Organization of the Study**

The study is organized under five chapters. Chapter one is the introduction which comprises of the background of the study, problem statement, purpose of the study, research questions, significance, delimitation and limitations of the study. Chapter two is the related literature review on the subject matter which includes concept and meaning of examination, examination malpractices, student retention and promotion, the forms of examination malpractices, agents and causes of examination

malpractices, effects of examination malpractices, controlling measures, theoretical framework and conceptual framework. Chapter three is the methodology used for the study including design of the study; population, sample and sampling techniques; data sources, data gathering instruments; validity and reliability; data collection procedures; methods and tools of data analysis. Chapter four focuses on data presentation, analysis and discussion. Finally, chapter five was the summary, conclusions and recommendations of the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

The related literature relevant to the study has been organized under the following headings: the concept and meaning of education system, the concept/meaning of examination, tests and test administration in schools, school assessment, formative/continuous assessment, Summative assessment, teaching towards assessment, examination malpractice, student retention and promotion, guidance and counseling services in schools, forms of examination malpractice, agents and causes of examination malpractice, effects of examination malpractice and control measures for curbing examination malpractices, the role of school leadership in curbing examination malpractices, school leadership, theoretical framework, school culture, school discipline, conceptual framework and excellent school leadership.

#### Meaning of Education System

According to Wilayat (2009), education system is the instrument that every society uses to equip its people to lead productive public lives according to their talents and interests. She stresses that this system must be such that gifted individuals have full opportunity to develop their skills; it must give scope for the training of a leadership group and at the same time provide for the training of leadership group and for the development of all the vocational abilities needed for the creation of a progressive and democratic society. The priority at which we rate quality of education that we impart to our youth contributes largely to the formation of the attitudes they carry over into public life (Wilayat, 2009). This implies that whatever kind of seed we sow in the classroom, the manner in which we nurture it and the strength which it imbibes in its various stages

of growth will all determine the harvest that the nation will reap in the form of its educated youth coming out of the schools, colleges and universities. The imprint of these institutions of learning will become indelible marks clearly visible in all fields of our national life; be it a clerk in an office, a soldier in the battle field, a school master in a village school, a university professor, a politician running the administration in a seat of power, a clergyman in the church, or a lawyer in the courtroom (Wilayat, 2009).

Education is the key to economic development. It is the only means for acquiring knowledge in every sphere of life. Knowledge is the bedrock of development. One of the objectives of education in Ghana is to prepare the young ones to face future challenges and develop them to meet the nation's manpower requirements. "A school is a place where valuable information and knowledge are taught by trained personnel to certain individuals who have either been volunteered or have themselves opted for this" (Afful-Broni, 2004, p.226). He explains that schooling has to do with acquisition of knowledge that is perceived to have great value for the individual's growth and progress as well as for the progress of his immediate and bigger community.

### **Meaning of Examination**

Schools, as formal organizations, have within their life and culture the planned or formulated means by which they evaluate themselves. Tests or examinations are one major way in which schools assess themselves and their members. Therefore, to prove that one has acquired the required level of knowledge, he/she has to pass a test or an examination at that level of education. There is a slight difference between test and examination. Thus, a test is usually on a certain topic while examinations are focused on the entire semester's work. In other words, it is a short examination of skills and knowledge. Achio, Ameka, Kutsanedzie, Alhassan and Ganaa (2012) define

examination as “the measurement of proficiency or knowledge, skills, orally or written form, and judging the adequacy of these properties possessed by candidates, by evaluation” (p. 146). For the purpose of the study, the terms are considered as synonymous. Examination is the most practical way of assessment in education. It is expected that education provides a full training for children, and the training involves examination and other forms of assessment from time to time to ascertain the level of knowledge and skill acquisition, and for that matter, it must be conducted or managed very well (Oredein, 2006). Oredein (2006) argued that in order to have high achievement among all student groups and high public confidence in schools, there must be an acceptable method of measuring the achievement of students which in turn would promote public confidence in the school.

Examination serves as the pivot around which the whole system of education evolves (Ammani, 2011; Wilayat, 2009; Achio, et al., 2012). It must therefore be valid as well as reliable so it should be able to evaluate the performance or judge the scholastic attainment of pupils or students (Achio, et al., 2012). It is only when examination measures what it is supposed to measure that it puts value on the certificate awarded at the end of education pursuit. Examination plays several important roles in the teaching-learning process. It serves as incentive to study, a means of getting feedback and a yard-stick for evaluating the effectiveness of instructional delivery, selection, placement, and for employment. Nowadays, it is widely used as a medium for promotion in many parastatals (Cornelius-Ukpepi & Ndifon, 2012).

Examinations could be internal or external. It could be oral, written or both. Examples of internal examinations are continuous assessment tests, terminal, semester and annual or promotion examinations. Examples of external (public) examinations

common in Ghanaian schools are school certificates examinations conducted by West African Examination Council (WAEC).

### **Tests and Test Administration in Schools**

Schools are formal organizations with discipline that it professes to be competent in. Schooling may be explained as the acquisition of knowledge that is perceived to have great value for the individual's growth and progress as well as for the progress of his immediate and bigger community (Afful-Broni, 2004). Schools, therefore, have within their life and culture the planned or formulated means by which they evaluate themselves. Tests are one major way in which schools assess themselves and their members. Afful-Broni (2004) defines test as "a procedure which is aimed at establishing the quality, performance or reliability of something" It is a short examination of skill or knowledge. Every school has a set of tests that it conducts to evaluate itself, its leadership, staff, products and community. It is said, the unexamined life is not worth living. Therefore it is logical that those who come under the discipline of the school culture ought to be ready for the test that schools give.

The following are some of the purposes for tests, according to Afful-Broni (2004):

1. To evaluate the extent to which teaching and learning have occurred in the school
2. To evaluate the extent of teachers' and students' comprehension and application of the subjects taught and learnt
3. To access how well students understood what was taught and learned.

From the above, we can say that test is not:

1. Simply requirements to be fulfilled by students



2. Occasions to sift the wheat from the chaff, so to speak
3. Teacher's opportunity to get back at "Lazy" stupid or "rude" student.
4. Meant as traps for administration, teachers or students.

### **School Assessment**

Examination is a form of assessment that takes place in schools. Assessment is very important because it is the basis, upon which individuals can be allowed to get the educational support they need to succeed, effectiveness of different educational methods are evaluated, and to ensure that educational budgets are being spent effectively is based on it. It is an undeniable fact that assessment can make teachers, learners and institutions succeed or fail. "Assessment information has become a proxy measure that is supposed to facilitate judgments on the qualities of most elements of our education system: its teachers, head teachers, schools, support services, local authorities and even the government itself" (Mansell, James, & the Assessment Reform Group, 2009). The nature and impact of assessment depends on what the results of that assessment are to be used for. A system whose primary aim is to generate information for internal use by teachers on the next steps in pupils' learning may have different characteristics and effects from one where the purpose is to produce a qualification which will provide a grade on which an employer or a university admissions tutor might rely on in order to judge the suitability of a candidate for employment or further study (Mansell, James, & the Assessment Reform Group, 2009). When these data are used by teachers to make decisions about next steps for a student or group of students, to plan instruction, and to improve their own practice, they help inform as well as form practice; this is formative assessment. When data are collected at certain planned intervals, and are used to show what students have achieved to date, they provide a

summary of progress over time, and are summative assessment. Both types of assessment are important and useful for the purposes they serve.

Mansell, James and the Assessment Reform Group (2009) simplify the current uses of assessment by grouping them in three broad categories.

1. The use of assessment to help build pupils' understanding, within day-to-day lessons.
2. The use of assessment to provide information on pupils' achievements to those on the outside of the pupil teacher relationship: to parents (on the basis of in-class judgments by teachers, and test and examination results), and to further and higher education institutions and employers (through test and examination results).
3. The use of assessment data to hold individuals and institutions to account, including through the publication of results which encourage outsiders to make a judgment on the quality of those being held to account.

### **Formative/Continuous Assessment**

According to Mansell, James and the Assessment Reform Group (2009), formative assessment is the use of day-to-day, often informal, assessment to exploit pupils understanding so that the teacher can best decide how to help them to develop that understanding. Formative assessment is the assessment that takes place during a course or programme of study, as an integral part of the learning process, and as such it is down to the teachers or trainer to design and implement. It is often informal; that is to say it is carried out by teachers and trainers while teaching and training. It is sometimes defined as assessment for learning .It provides feedback to both teacher and learner about how the course is going, as it seeks answers to the following questions: How can learning be improved upon during the course? Are the learners doing what they need to

do? If not, are teaching and learning strategies chosen by the teacher or trainer in need of modification?

Continuous assessment is formative by nature. Ecclestone (2002) has argued persuasively that formative assessment is often equated with continuous assessment whereas, in fact, they are quite different. Formative assessment is a learning process. Continuous assessment is the systematic accumulative of small summative assessment that may or may not be linked together to form a large submission, but all go towards assessing the learning that has taken place at the end of the programme of study. However, for the sake of the study, the researcher would like to equate the two as similar concepts.

A presentation at 21<sup>st</sup> Annual Association for Educational Assessment in Africa (AEAA) conference in 2003 by Mrs. Rebecca Bampah revealed that from 1953 up to 1987/88 the structure of examination at the junior secondary school level was terminal and external examination based (one-shot terminal examination) while from 1955 to 1998 the structure of the examination at the senior secondary school level was also terminal and external examination based (one-shot terminal examination). According to the presentation, owing to the inherent weaknesses of terminal assessment such as perceived unfairness and unnecessary stress, the Council (WAEC) did not object to the educational reform component which provided for the introduction of Continuous Assessment into the assessment procedures in order to conform to contemporary educational changes. Continuous Assessment has been part of both the Basic Education Certificate Examination (BECE) and the Senior Secondary School Certificate Examination (SSSCE) since 1990 and 1993 respectively

## Differences between Formative and Summative Assessment

“There are characteristic differences between the two uses of assessment:

1. Summative comes at the end of learning episodes, whereas formative is built in to the learning process;
2. Summative aims to assess knowledge and understanding at a given point in time, whereas formative aims to develop it;
3. Summative is static and one-way (usually the teacher or examiner judges the pupil), whereas formative is on-going and dynamic (feedback can be given both to the pupil and the teacher);
4. Summative follows a set of pre-defined questions, whereas formative follows the flow of spontaneous dialogue and interaction, where one action builds on (is contingent upon) an earlier one” (Mansell, James & ARG, 2009, p. 9).

Research by Paul Black and colleagues also reveals that summative tests can be used formatively if the pupils’ responses are discussed with them to develop an exploration of important aspects that their answers may reveal (cited in Mansell, James & ARG, 2009). The term “assessment for learning” is often used interchangeably with “formative assessment”. Assessment for learning has been defined by the Assessment Reform Group (1999) as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.” ARG also identified ten principles for formative assessment practice, arguing that it should:

1. be part of effective planning,
2. focus on how pupils learn
3. be central to classroom practice
4. be a key professional skill

5. be sensitive and constructive
6. foster motivation
7. promote understanding of goals and criteria
8. help learners know how to improve
9. develop the capacity for self-assessment
10. recognise all educational achievement

### **Uses of Formative Assessment**

There are several potential uses of formative assessment that are worth noting:

1. It helps to plan future lessons since it indicates what learners can do and cannot do so far;
2. It motivates and encourages the learner since he becomes active participant of learning and assessment process;
3. It facilitate learning;
4. It helps to see whether learning has taken place;
5. It ensures the provision of feedback to teachers and trainers on how learners are progressing, clarify for the teacher or trainer what can be done to improve, extend or enhance learning;
6. It provides feedback to learners concerning their own progress, clarify for the learner what he/she needs to do to improve, extend or enhance learning;
7. It also helps to diagnose learner's needs or barriers to learn and help inform any necessary changes to the course or programme of study.

### **Advantages of Continuous/Formative Assessment**

One of the expected advantages of continuous assessment lies in its being guidance oriented. Continuous assessment is an approach that would capture the full

range of learners' performance. Teachers and administrators would thus be able to assess learners' progress and would have time to correct the problems. Another advantage of continuous assessment is that it places teachers at the centre of all performance-assessment activities. According to Lewis (1997), with continuous assessment teachers must embed the assessment in their instructions, score the assessments and discuss standards for good learners' work with colleagues, parents and learners. Continuous Assessment (C.A) can be effectively adopted as an alternative effective technique in reducing examination malpractices in schools (Akanni & Odofin, 2015). This will make students work harder and make teachers become more innovative

### **Problems of Continuous Assessment**

The problems of continuous assessment that could be associated with the teachers include: their skills in test construction and administration, and their attitudes toward the continuous assessment approach and record keeping. One of the important aspects of continuous assessment is the availability of valid and reliable tests which could be used in all schools. Apart from the skills of test construction measuring cognitive aspects of learning, teachers should also be able to measure the learners' affective attributes such as attitudes, motives, interests, values and other personality characteristics. According to Alausa (2004), it is believed that anti-social behaviours such as truancy, lying, cheating, stealing and poor attitude to work could be corrected by providing affective education in schools.

Mrs Rebecca Bampoh, the senior deputy registrar of WAEC, Ghana , pointed out in her presentation at the 21<sup>st</sup> Annual AEAA Conference on the theme “Meeting Educational, Social and Economic Goals through Assessment and Certification”, that one problem the Council (WAEC) is facing is the unreliable continuous assessment scores from schools.

School-based scores are unreliable due to lack of skills for item development and the computation of the continuous assessment scores. Most teachers have not been objective in the scoring. In some cases, there is lack of materials such as record cards, stationery for developing testing instruments, calculators and computers.

For successful implementation of the continuous assessment approach, teachers need to give more tests, which mean more marking. They need to observe the learners more keenly to assess their affective outcomes, and there will be more records to be kept on the learners. Another problem with continuous assessment is the issue of record keeping (Alausa, 2004). Learners' records have to be adequately and meticulously kept over a long period of time. They should be properly stored and easily retrievable.

### **Summative Assessment**

Summative assessment is assessment of learning. Teachers and trainers use summative assessment to discover what a learner has achieved during the programme of study. It is normally carried out at or towards the end of a course. It is always a formal process, and it is used to see if learners have acquired the skills, knowledge, behaviour or understanding that the course set out to provide them with. It gives an overall picture of performance.

The characteristics of a summative assessment may vary according to what it will be used for, and also according to whether it is marked by the teacher of the pupil who is being assessed, or externally (Mansell, James & ARG, 2009). Summative assessment can therefore be divided into three:

1. Summative assessment by teachers to be used within their school.
2. Summative assessment by teachers for use externally, outside of their school.
3. Tests and examinations that are marked outside of the school.

With the first type, teachers routinely sum up what their pupils have learned to know the progress made. Its other purposes can include: reporting on a child's progress to parents; helping school managers decide which class a pupil is to be placed in; helping a pupil to decide which subjects to pursue in option choices; forming all or part of an external qualification; and providing information to the outside world on the standards reached by pupils in a particular school.

The second type of summative assessment, where teachers assess pupils for external use must be done professionally and without bias. The quality of this type of assessment is important, as it is used for example, when a pupil moves from one school to another; when the judgments made by a pupil's own teacher contribute towards an external qualification; and when summative assessment by teachers forms part of a wider system of assessment at local, regional or national level. For all assessment, pupils, parents and teachers need assurance that the results for a particular pupil are comparable across different teachers in a school and between schools. According to Mansell, James and ARG (2009), the reliability of results becomes more important when assessment data are intended to be used outside of a school to help form judgments on that institution, its teachers, a local authority, a nation or region, or public judgments on the levels of attainment of the pupils.

The third type of summative assessment is set and marked outside the school. Example of this type of assessment is BECE at the basic schools and WASSCE at the senior high schools. A test or examination of this nature should focus on what matters in the curriculum, rather than simply what is easy to measure. If the test is not measuring what matters in the curriculum, important untested aspects are likely to be downplayed in teaching (Mansell, James & ARG, 2009). This places a responsibility on teachers to complete the syllabus for the subject of the course of study in time and



adequately prepare the students before the pupils or the students can confidently sit for the test or examination without fear. Other than that candidates are likely to resort to cheating in examination.

Summative assessment must be designed and marked in such a way that they are compatible with the curriculum documents and criteria teachers receive from the awarding body. It has some problems: curriculum can change from one year to the next. For example, there can be inclusion of new topics in the syllabus as well as change in assessment format. Summative assessment invariably leads to the award of qualifications, grades, diplomas and certificates. Some qualification will lead to a new employment or changes to existing employment.

Others may need a qualification in order to progress to higher level of education provision. Both learners and tutors are concerned with the result of summative assessment. Many others, such as employers, awarding bodies and funding agencies have an interest in them. Qualifications are undeniably important. They act as a form of currency in the employment market, and are used by a variety of bodies (employers and educational training institutions) to predict the future performance or capacity of the learner.

### **Teaching towards Assessment**

“It is widely agreed that assessment influences what is taught and how teaching and learning are ‘delivered’. There is also widespread belief among educational researchers and practitioners that assessment can and often does constrain rather than enhance learning outcomes” (Cullen, et al., 2002, p. 1). Summative assessment constitutes a public recognition of achievement, and it should not be a surprise to us that our learners sometimes focus all their attention on the assessment rather than the course

as a whole. This explains why some learners resort to EM when they realize that they have not covered much, and are not adequately prepared for the examinations.

The researcher's experience as far as summative assessment is concerned has been that most students focus on some few areas of the course of study which they think are very significant for the particular examination (e.g. end of term, mock and even final exams), instead of focusing on the whole course of study. They are always interested in asking question such as 'will this be in the exams'? 'Will there be question on this in the exams'? 'Will we be assessed on this topic'? This clearly shows that learners usually do not pay attention to the acquisition of knowledge, skills and behaviour they are being taught but rather the focus is on which lesson, knowledge, skill and behaviour are crucial for the examination ahead of them.

Teachers are therefore tempted to draw students'/learners' attention to the knowledge, skills and behaviour that are very crucial or worthy of notice as far as examination is concerned. Sometimes teachers are pushed to the wall to tell students during revision week to concentrate on 'so' and 'so' topics for the sake of the exams. This practice encourages EM in the sense that students become familiar with the practice of knowing 'areas' to prepare on for internal examination. However, that is not what happens during the final examination (WASSCE). Teachers do not have the opportunity to tell their students the exact 'topics' or 'areas' the test or examination is to be based on. Consequently, students become very worried, and uncertain about what and where to study for the impending examination. This is what pushes them to go fishing for what actually is coming in the examinations ("nee eba") is popularly known as "Apɔw".

Teachers are advised to be very circumspective in guiding students to prepare for internal examinations. They must encourage students to study the whole course items and prepare adequately on every topic they have been taught, since they may not know which and what is coming in examinations. This practice will make the student become familiar with the conditions under external examination and will not be afraid of it.

### **Examination Malpractice**

Irrespective of the importance of examination in our educational system, there has been a total divergence from the laid down rules and regulations surrounding valid and reliable examination conduct. Examination malpractice may be explained to be any attempt to disregard the set rules, regulations and principles guiding the conduct of examination before, during and after examination. Many scholars have given myriad of interpretation and definitions to this menace. Sooze (2004) defined examination malpractice as all illegal means which students use to pass examinations. Examination malpractice is any illegal act committed by a student single handedly or in collaboration with others like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examinations in order to obtain undeserved marks or grades. Oredein (2006) simplified the definition of examination malpractice (EM), as any wrong doing before, during or after any examination. In an attempt to expand the meaning, Onuka, and Durowoju (2013, p. 342) explained that

“Examination malpractice is any dishonest or unauthorized action or deed committed by a student on his own or in collaboration with others like fellow students, guardians, parents, teachers, head teachers, examination officials, supervisors, invigilators, printers, security officers and anybody or group of people before, during or after examination in order to obtain undeserved marks or grades”.

Examination Malpractice continues to grow at all levels of the educational system. It has proved to be an incurable disease in the educational system making nonsense of the educational standard. Onuka and Durowuju (2013) also stated that, examination malpractice has become a cancerous problem in our educational system and it comes in diverse forms or nature. To hit the nail on the head, a report issued by the public Affairs Department of West Africa Examination Council and signed by its Head, Biodun Aduloju, after the Council's 61<sup>st</sup> annual meeting held in the Gambia, described the problem of examination malpractice "as a major threat to educational assessment and manpower development" (Daily Graphic, 2013). Achio, et al. (2012) added that not only is it immoral and illegal but also undermines the credibility of the education system. Examination irregularities are experienced at all levels of the education ladder – Primary, JSS / JHS, SSS / SHS, postsecondary, tertiary levels (Cornelius-Ukpepi & Nifor, 2012). Plagiarism in students' report and project works, as well as in published research works are also some forms of malpractices in academia (Achio, 2005; Achio, et al., 2012; Olatoye, 2000).

If the country continues to experience examination malpractices, it would affect the achievement of quality education which the country is yearning to achieve under the Sustainable Development Goals (SDGs). According to Ghana News Agency (GNA) report (2015), available evidence shows that since 2009 the incidence of EM has been on the rise, especially in the BECE and the WASSCE. For instance on the report of trends of irregularity cases recorded in the BECE from 2009 to 2011, WAEC made the following interesting revelations: in 2009, the number of candidates involved in EM stood at 525; 1,083 candidates in 2010 and 1,127 candidates in 2011.

Similar revelations were also made between 2012 and 2015. According to WAEC, 453 students who took part in 2015 WASSCE had their entire results cancelled.

WAEC in 2012, admitted to the fact that EM among students was increasing at an alarming rate and called for a joint effort among stakeholders in education to help deal with the situation since the Council could not single handedly deal with the problem.

### **Student Retention and Promotion**

The instructional policies and practices of Ghana Education Services (GES) with respect to student retention and promotion have also contributed to EM. The policy of wholesale promotion where student of poor academic performance are not retained (repeated) so that they can improve academically but are promoted to the next level has killed academic seriousness and hard work in students. One can be sure that students/candidates in such culture will use every means to pass examinations. Grade retention also known as non-promotion refers to a child repeating his or her current grade level again the following year (Jimerson, 2004). According to the author, research indicates that neither grade retention nor social promotion (the practice of promoting students with their same age peers although they have not mastered current level content) is likely to enhance a child's learning.

Research work by Leithwood et al. (2004) indicates that retaining/repeating students have dramatically different effects on different groups of students. For pupils with relatively robust sense of academic self-efficacy, the raising of standards with clear sanctions for failure can be positively motivating. In contrast, for those with a low sense of academic self-efficacy, the most likely response to the threat of being 'held back' is to give up and at the secondary level to drop out of school altogether. Therefore, making the correct retention or promotion decision is just the first step toward helping students; many students need additional assistance and support, whether

they are retained or promoted. Some of the assistance and support such non- performing students need include guidance and counseling services.

### **Guidance and Counselling Services in Schools**

According to Kesson (2013), the concepts of ‘guidance’ and ‘counselling’ carry differing but overlapping meanings. According to the author, “guidance as an educational construct involves those experiences that assist each learner to understand him/herself, accept him/herself, and live effectively in his/her society” (p. 25). UNESCO (2000) describes guidance as a process, developmental in nature, by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations. Guidance in the context of the study may be explained as programme designed to help each individual student adjust to his/her school environment, develop the ability to set realistic goals for him/herself, and improve his/her education. School guidance, according to Ubana (2008), has two broad goals: first to guide young people to pursue the right type of education that is necessary, and second to ensure that the right balance is kept in order to meet the human resource needs of a nation.

Counselling, however, is a process by which the helper (counsellor) expresses care and concern towards the person with a problem (counsee), and facilitates that person's personal growth and brings about change through self-knowledge (UNESCO, 2000). It is a learning-oriented process, which occurs usually in an interactive relationship, with the aim of helping a person learn more about the self, and to use such understanding to enable the person to become an effective member of society. The aims of school guidance and counselling include (Kesson, 2013):

1. Helping students to gain an insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions.
2. Altering maladjusted behaviour among students.
3. Providing students with the skills, awareness and knowledge, which will enable them to confront social inadequacy, such as, negative cultural and gender stereotypes
4. Helping young people and children to develop a positive self-image and a sense of identity, as well as establish a set of beliefs and a value system that will guide their behaviour and actions.
5. Helping students to cope with examination anxiety. Students are assisted to overcome pressure from fear of failure and the craving for the highest grades through counselling.
6. Assisting students to develop effective study habits. The students are assisted to improve their competence in reading, note-taking, and academic achievement.

The study of Alutu and Aluede (2006) revealed that majority of students had a very wrong notion about examination ethics; believing that examination ethics entail among others sitting next to someone in order to copy from his/her paper in the examination hall. The school counselors by virtue of their training are well equipped to guide students towards achieving optimal behavior during the conduct of examination. To ensure effective communication network between counselors and principals, teachers, students and significant others, they should give impromptu talks to individuals and group of students on expected behaviors before and during examinations. This aids in sensitizing the students and reduce phobia, anxiety and tension usually associated with examinations.

According to Sarkodie-Addo (2016), students have some myths or misconceptions integrity and corruption, which the guidance and counseling services can help students overcome. Some of these are:

1. Everybody is corrupt. The society has created the impression that everybody is corrupt that without it being corrupt, you cannot ‘succeed’.
2. The only means to succeed is to be corrupt. There is the notion that all who have become successful got there by being corrupt, hence the only means to make it in life is to be corrupt or to cheat.
3. It is not possible to live as a man or woman of integrity. Some people especially some of the youth have accepted that integrity is not possible.

Udoh (2011) recommended in his study that:

1. School counselors should endeavor to use their initiative and assist students to see educational certificates as a means to an end and not an end in itself. This can be accomplished through schedules of group counseling aimed at attitudinal reorientation of the students.
2. As facilitators in the teaching-learning process, school counselors should reach out to school teachers and appropriate authorities and remind them of the importance of covering the syllabuses prescribed for the students within the regulated course work period.
3. School counselors are in a better position to assist students develop effective study habits, therefore, they should not hesitate to proffer to their students study patterns or techniques that are appropriate.



## **The Forms Examination Malpractice Take**

Examination malpractice is not a recent phenomenon, though the trend is increasing (Olatoye, 2000). WAEC, 2004 report confirms this. Ruwa traced back examination malpractice to 1914 in Nigeria (as cited in Oredein, 2006). This menace has become very influential and taken a cultural dimension in our educational system, in that it is found and practiced in almost all schools in Ghana, especially, Brong Ahafo. The trend is increasing irrespective of the perceived frantic effort at curbing it. You cannot believe it. It takes diverse forms and the forms keep on changing from year to year. Researchers on this grievous menace have come out with different forms of examination malpractice in schools (Oredein, 2006). Onuka and Durowoju stated that the nature of examination malpractice include lateness of invigilators and supervisors to examination halls, lateness of students to examination hall, cheating, undue favouritism from invigilators to students, leakage of question papers in the process of setting, printing, packaging, storing and distribution, impersonation, disclosing candidates identity on answer books, and bribing/influencing examination staff, invigilators, examiners (as cited in Onuka & Durowoju, 2013). Some students buy question papers with money while some others buy question papers with their bodies if they are females (Maduka, 1993). Radio transmitters concealed in pens, personal stereos loaded with pre-recorded tapes and programmable calculators packed with data have all been smuggled into examination halls in Britain as reported by Fagbemi (2001). Achio, et al. (2012) grouped all these into three forms: EM before examination, EM during examination and EM after the examination.

Some specific means by which examination malpractice takes place according to Wilayat (2009) are outlined below:

1. Allotment of choice examination centre

2. Appointment of choice invigilating staff
3. Leaking information about question papers, identification of invigilating staff and paper setters or examiners
4. Bribing/influencing/terrorizing examination staff, invigilators and paper setters/examiners
5. Possessing cheating materials (written/printed /electronic device, etc) or copying from such materials
6. Giving/receiving assistance to copy in examination centre
7. Misrepresentation/impersonation
8. Changing/replacing roll numbers and answer books
9. Disclosing candidates identity in answer books
10. Misconduct, carrying offensive weapons, refusing/resisting the lawful orders of supervisory staff, creating disturbance, instigating other candidates, threatening or assaulting the invigilating staff, impeding the progress of examination in or outside the examination centre.
11. Smuggling answer books in or outside the examination centre.
12. Addition to answer books after examination
13. Manipulating marks through fictitious entries in award list/examination register.
14. Sale of examination centre to organized gangs where cheating/unfair means are arranged.
15. Helping the candidates in viva or voce practical examination.
16. Helping the candidates to use unfair means in any form and by any one.
17. Attempting or abetting the commission of any of the afore-said acts.

## **Agents and Causes of Examination Malpractice**

Literature clearly points out a host of agents or perpetrators of the menace and why they engage in such disgraceful act. Some of these agents and their reason(s) for engaging in the menace are outlined below.

### **Students as Agents of EM**

Students are top of the list of agents of EM since they are the ultimate beneficiary of the act.

1. **Too much emphasis on paper qualification:** Jimoh (2009) is of the opinion that too much emphasis on certificate is one of the factors responsible for examination malpractice. More emphasis on paper qualification is making students' concentration shift from the acquisition of knowledge and skills to the certificate that qualifies them as graduates. Until less emphasis is laid on paper qualification and we place emphasis on the skills acquired in order to function well in the society, the issue of examination malpractice will continue to persist.
2. **Lack of confidence:** Lack of confidence to pass examinations due to ill-preparedness has also been advanced as a student factor (Ijaiya, 2004; Achio, et al., 2013). Students normally feel insecure to write examination and pass well due to lack of preparation for the exams.
3. **Fear and anxiety:** Again, students, more often than not, become fearful and anxious about examination (Achio, et al., 2013). This happens to even the well prepared if enough guidance and counseling is not given to candidates.
4. **Truancy and absenteeism:** Truancy and absenteeism have been noted as the main causes of examination malpractice (Achio, et al., 2013). Rev. Asare Bediako, a bishop of the Methodist Church of Ghana commented that the nation's education system was in jeopardy with the prevailing trend of truancy

and absenteeism in many schools (Daily Graphic, 2013). For most students, the moment they register to become candidates of WASSCE, they refuse to attend classes. Teachers will be willing to teach them and prepare them very well for the exams but the students will not avail themselves.

5. **Poor educational environment:** Students are victims of their poor educational environment (Ijaiya, 2004). From poor infrastructure in the school to inadequate number of teachers as well as poor attitude of teachers to work, parental carelessness and government's inadequate budget for education, the environment appears hostile for even serious students while the unserious ones use it for making excuses for their non-performance (Olatoye, 2000). This is very typical in schools in the rural Ghana where students from such schools at the end of the day write the same standardized examination just as their colleagues in well-endowed schools in the urban areas. This situation compels students to use any means available to pass their exams.
6. **Lack of culture discipline:** The findings of a study conducted by Adeyemi (2010) revealed that one major cause of examination malpractices in the schools was indiscipline among students that made many of them to be involved in examination malpractices.
7. **Non-implementation of examination laws:** The author added non-implementation of the examination malpractices decree and the lack of effective supervision of students during examinations to the list of factors responsible for EM in schools.

## **The School as Agent of EM**

The school as agent of EM basically comprises of the school head/principal, supervisors and the teachers.

1. **Headteachers/Principals/Proprietors.** The following are some reasons for their involvement:
  - a. **School popularity:** According to Achio et al. (2013), some proprietors tend to lure supervisors to allow their candidates to be taught during the examination so that their schools will be famous as successful ones. In this regard the candidates are also often forced to pay monies to proprietors, to enable them arrange for the deal.
  - b. **Proof of hard work:** According to Wilayat (2009), one of the main causes of EM is the strong desire by some GES officials including some districts directors, school administrators and head teachers to produce very good results in their districts and schools as a proof of their hard work.
2. **Teachers.** Teachers have been accused of abating examination malpractice (Cornelius-Ukpepi & Ndifon, 2012). Denga and Denga (1998) affirmed that teachers read answers to pupils/students in examination hall and even work sums for them to copy quickly before they are cleaned.
  - a. **Fear of criticism for not being effective:** Cornelius-Ukpepi and Ndifon (2012) explained that teachers indulge in examination malpractices because they may feel that if the pupils fail to perform well, it will be a slap on their faces, hence the public will know that they did not carry out their teaching effectively.
  - b. **For boasting of high percentage pass in examination.** Cornelius-Ukpepi and Ndifon in citing Denger and Denger, emphasised that teachers do this to

boast that their school has the highest number of credit and distinction passes, thereby making children believe that, that is the fastest way to achieve success.

- c. For public reputation: The World Bank Group (2001) affirmed that teachers and school reputations depend on the success of the students in public examinations (as cited in Cornelius-Ukpepi & Ndifon, 2012). This is true where official league table of schools are published after examination.

### **Parents as Agents of EM**

Parents of students ranked 3<sup>rd</sup> out of 14 agents of EM in a study by Iyaiya (2004) to find out the strongest link in EM in Nigeria. Some of the reasons for their involvement are as follows:

1. **A strong desire for success for their wards:** Some parents and guardians who are often anxious to see their children acquire good grade connive with examination officials to procure exams questions for their wards (Wilayat, 2009). Parents go the extent of hiring people to write examinations for their children, bribing teachers and examiners to assist their children.
2. **Wrong perception for success in examination:** According to Cornelius-Ukpepi and Ndifon (2012), parents also play a very important role in pupils' behaviour and academic performance in the school. They further added that parents now believe that their children cannot do well in examinations, both internal and external.
3. **Failure of parental responsibilities:** Sometimes, some parents fail in their responsibility to provide the necessary learning materials for their children to enhance their learning. However, when the children are not performing up to expectations, the parents turn around to pressurize them, blame the teachers or

resort to fraudulent means to help the children pass examination (Cornelius-Ukpepi & Ndifon, 2012).

A study undertaken by Nyamwange, Ondima and Onderi (2013) to identify factors influencing examination cheating among secondary school students revealed that the major factors influencing examination cheating include: examination anxiety, lack of facilities, stiff competition, poor preparations, and inadequate invigilation of the examinations.

### **Effects of Examination Malpractice**

The negative effects of examination malpractice on students, school/institution, society or the nation as a whole, cannot be overemphasized. The West African Examination Council Law 1991 (PNDCL255) gives a comprehensive description of the various types of examination offences and the commensurate punishment to that particular offence to the individual student, teacher, invigilator, supervisor, school just to mention few. Ijaiya (2004) reported on the dismissal of ten school principals from the Kwara State by Government from its service due to their involvement in examination malpractice during the 2003 Senior Secondary School Certificate Examinations (SSCE). Ghanaian newspaper, The Herald (2013) reported of a request by WAEC to GES to sanction 28 teachers whose actions and inactions led to EM in the May/June 2012 WASSCE. Again on the 5<sup>th</sup> April, 2014 OMG Ghana staff through myjoyonline, FM station in Ghana, informed the general public about teachers of Okomfo Anokye SHS, in the Ashanti region, who were caught using 'What Sapp' to help students in the 2014 WASSCE. Teachers who were caught are in cell now. Teachers who must ensure discipline are now helping indiscipline in schools. The students of the said school, according to the statement issued by WAEC, Ghana, have been prevented from writing

the exams in the exam centre in the school. Since then they have been writing the WASSCE 2014 at the WAEC Examination Hall in the Ashanti Regional capital, Kumasi, using their own means to and fro.

For those who succeed, the pay offs have been good. The candidate scores higher marks than the ability and secures admission into the university while the collaborators smile to the bank (Ijaiya, 2004). Most students who get to the university through this means normally get themselves in trouble by being sacked as a result of poor performance or attempting to cheat in examination in the university. To emphasize the seriousness of cheating in examinations and its implications for professionalism, Rani (as cited in Ijaiya, 2004) opines that:

... considering the fact that if a medical doctor makes a mistake, the patient dies, if an engineer makes a mistake, the bridge collapses, but if a teacher makes a mistake, it affects the unborn generation, showing that while the mistake of the medical doctor and the engineer have immediate repercussions, that of the teacher is eternal (p. 2).

Examination malpractices technically tend to weaken the validity of any examination and the results become unreliable and worthless. Ghanaian certificate has lost international recognition. It defeats the purpose of examination making it difficult to assess candidates' performance based on the certificate they hold. To be precise and concise, Wilayat (2009) outlined the negative effects of examination malpractices as follows:

1. Examination malpractices discourage good candidates from studying hard. Good candidates are demotivated to put in their best to study. Even their corrupt colleagues constantly discourage them from learning. They usually comfort



themselves with words like ‘we will not learn but we will score’, why worry yourself learning.

2. Discredits certificates. Examination malpractice discredits certificates issued by national and examination bodies and institutions of higher learning and the nation as a whole.
3. Denies innocent students’ opportunity for admission. Many good students have been denied admission by the corrupt ones who through examination malpractice have better scores and grades. The best brains that could help in research and development are likely to be thrown out or frustrated while seeking admission.
4. Delays the processing of examination scores and grades. Due to increase in examination malpractices investigations are thoroughly made before results are released. Some results are withheld pending determination of cases and some are decided before results are released. The 2015 WASSCE result was a typical example. As at May 2016, the certificates for said examination had not been released to schools. WAEC released about three different provisional results in the same examination. This extends the processing time.
5. Dissatisfies candidates. Many candidates become dissatisfied with certificates they possess which they cannot defend. Some even refuse to present their certificates for job or admission because they cannot defend it.
6. Decreases job efficiency. Examination malpractice has a serious implication on the gross domestic product of the country and standard of life. This is because square pegs are put in round holes. Thus people are put in some positions they do not actually fit.

An article posted on Ghanaweb by Samuel Addai Akapule on Saturday, 17<sup>th</sup> October, 2015 pointed out some of the negative effects of examination malpractices. In the first place, it erodes the quality of the human resource base of a country. This is because, a dysfunctional evaluation and assessment system puts a nation at risk since she is likely to be building on a loose soil of incompetent and poor quality human capital. This happens when people are employed based on their paper qualification rather than experience. Secondary, the country stands to lose not only her image, but also the foreign students who see Ghana a place for quality education and therefore enrich our economy with foreign exchange. This happens when the education system of the nation is perceived to be fraudulent. Moreover, the more serious risk would be the mortgaging of the moral integrity of the youth, who are taught at a very early age that it is acceptable to cheat or steal. Again, it compromises the hard work of teachers since examination evaluation systems are not only meant to assess how much knowledge or expertise a student has acquired in a given period or how ready he or she is for the next level or for a job, but also serves to evaluate the quality of the teacher or professor. Hence students inclined to cheat in examination are an indictment on the teacher for failing to make the required impact on the students. Finally, the state and parents suffer financial loss while candidates go through a great deal of psychological trauma when examinations are cancelled and have to be re-written.

### **Controlling Measures**

Malpractices in examination have been in existence since 1914 (Anzene, 2014). What is disturbing is that solution and controlling measures have been instituted but the rate of occurrence of the phenomena has been unprecedented. WEAC as an examination body is now at its wit end. A communiqué issue from 61<sup>st</sup> Meeting of

Ghana National Committee of the WAEC contained a number of interventions the Council had put in place to curb the canker of examination malpractice. These include:

1. the revision of the rule for bringing mobile phones into the examination hall from the cancellation of subject results to cancellation of entire results with effect from 2014;
2. the swapping of Supervisors for the May/June WASSCE with effect from the 2014 examination;
3. the banning of Invigilators from using mobile phones at examination centres during the performance of examination duties with effect from the 2014 diet of examinations;
4. the introduction of metal detectors at the various examination centres;
5. biometric registration and verification of identity of private candidates.
6. the BECE will be conducted over a 5-day period and that the two papers for each BECE subject will be composite and administered at one sitting without a break;
7. all papers for the West African Senior School Certificate Examination (WASSCE) will start at 08:30 GMT for the morning sessions and 13:00 GMT for the afternoon sessions to synchronize the start of the examination in all member countries.

All these efforts have been to no avail. The current case reported about the menace in Okomfo Anokye SHS affirms this. The body is crying for possible solution to curb this menace. There must surely be a solution to this.

The researcher is of the opinion that this menace is consistently increasing and destroying the fiber of our educational system in Ghana just because there is serious break down of discipline in schools these days. The findings of Adeyemi (2010)

confirmed that examination malpractice is a function of indiscipline in the school system. Thus, indiscipline is the root cause of examination malpractice. One most important thing that any education system must not take for granted is discipline. From the viewpoint of the researcher, the culture of discipline in most of our schools in Ghana is nothing to write home about. If our education system will realize its purpose, discipline must be esteemed high. Many researchers have given various suggestions as to how the menace can be controlled and if possible eliminated from our educational system. Ayedemi, (2010) recommended strongly that concerted efforts should be made at improving the level of discipline among students in the schools. In a school where there is a culture of discipline, it will influence the tom and herry of the school. According to Afful–Broni (2004), a person is disciplined when this individual follows set rules faithfully or adheres to laid down principles in such a way that their lives are in tune with the nature of their organizations and that they are looked up to in the community. Discipline involves paying due respect to the authority, structure, and the law of the nature of things. A culture is known to be the way of life of a group of people who have common interest. Therefore a culture of discipline will be the way of life of everybody in the school including the school leadership or management, teachers, non-teaching staff and students and even the parents/guardians of the students.

The result of a study by Iyaiya (2004) trying to find out the strongest link in EM in Nigeria showed that students, peer group influence, parents, principals and teachers ranked 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> respectively out of 14 agents in examination malpractice. It can be argued that the school as a group or community comprising of principals, teachers and students, is highly responsible for EM in schools. In an empirical study carried out by Uwadiae (as in Iyaiya, 2004) to find out how school factors predict examination malpractice in the Senior Secondary School Examinations (SSCE)

Mathematics in Nigeria, he found that school factors accounted for as much as 66% of the variance in examination malpractice. This means that, EM can only decline or be eradicated, to a large extent, if it is tackled at the school level. The logic is that if the school leadership cultivates and maintains the culture of discipline with the vision of eliminating EM the school head/principal will always frown the face on EM and punish the culprit accordingly. The teachers will also comply with this vision and ensure its implementation to the latter. Teachers knowing this will make sure students are fully prepared to take examination of any kind, be it class test, internal examinations or external examinations. Also, they will work hard to complete the syllabus in time and have ample time to help students solve questions in all the topics taught. In this way, students who are disciplined will never think of cheating in examination and subsequently putting pressure on the parents to either give them money to buy questions or parents buying questions themselves for their wards.

It is recommended that more emphasis should be laid on the acquisition of knowledge and skills rather than on paper qualification. When most teachers do not teach effectively and the students must pass examination, the resultant effect is examination malpractice. This implies that there is little incentive to cheat when learning is most highly valued by both teachers and pupils. But when grades matter most, cheating increases as students begin to use every available means to increase their class ranking or be seen as helpful to friends when they offer work to be copied. Again, Ayedemi (2010) and Jimoh (2009) suggested that there should be the full implementation of the examination malpractices decree as well as increased efforts at effective supervision of students during examinations both internally and externally. The author again suggested the termination of appointment of examination officials and

teachers involved in perpetrating examination malpractices should be in force to serve as a deterrent to others.

It must also be mentioned that adequate infrastructure must be provided by the government and made available for use by school to boost teaching and learning in the schools. Parent must also do their part by providing the needs of their wards to enhance smooth teaching and learning for higher academic performance. If qualitative teaching does not take place because of poor educational environment, how would the students not resort to examination malpractice to make their papers? To this end, all the stakeholders in education at all levels; government, parents, community, school principals, teachers and students alike will have to put in all efforts to provide and use all necessary facilities to improve teaching and learning in schools. To ensure this, Jimoh, Omoregie and Ehigbor (2013) suggested that an enhanced welfare package should be given to teachers in rural schools to compensate for the inconveniences they experience in the course of the discharge of their duties. A study on “The Remote Causes of Examination Malpractices” by Udoh (2011) revealed that the rising tide of examination crime could be tamed through the students and educational stakeholders by exposing the influence of poor study habits, non-coverage of prescribed syllabuses, and lack of educational facilities.

### **The Role of School Leadership in Curbing Examination Malpractices**

The literature reviewed has demonstrated clearly that it has become highly impossible to talk about examination without talking about examination malpractice especially in Ghana and other African countries. It is a worldwide problem but it has eaten deep into the educational system in most African countries. The problem is still lingering and increasing on geometric progression, despite the decree passed by government, training on EM in various schools of higher learning and even examination

bodies like WAEC. The question is how can this social canker be uprooted from our school system? The researcher is convinced that the problem is a typical leadership problem. This is because the rise and fall of everything depends on a leader. Therefore if educational systems and principles are breaking down and is getting out of hand, it can be attributed to poor school leadership without mincing words. There is growing evidence that there is a significant and positive relationship between effective leadership and students learning and achievement (Johnson, Uline & Perez, 2011). Robinson, Iloyd, and Rower (2008) hit the nail on the head by stating that school leaders have greatest influence on student outcomes when their efforts are instructionally focused (as cited in Johnson, Uline, & Perez, 2011). This reveals that school leadership plays very vital role in improving the academic performance of students in schools. In a review of research on “How Leadership Influence Students Learning”, Leithwood, et al. (2004) in affirming the cardinal role of school leadership, opines that “effective educational leadership influence makes a difference in improving learning. There is nothing new or especially controversial about that idea” (p. 3). As explained earlier, one of the objectives of education in Ghana is to prepare the young ones to face the future challenges and develop them to meet the nation’s manpower requirements. Examination therefore becomes one most appropriate means of assessing the performance of students and the school as a whole. The success of a school is usually measured by the academic achievement (success) of its students. The secret behind an excellent school is an excellent leadership and that of a failing school is a weak leadership (Leithwood & Riehl, 2003).

Therefore examination malpractice is a function of poor school leadership. An excellent school leadership is characterized by positive school culture and a higher sense of discipline in the school. A school whose leadership is not effective is usually

seen by its negative culture and high level of indiscipline which is clearly demonstrated in examination malpractices. The result of a study by Adeyemi (2010) confirmed this. According to him, examination malpractice is a function of indiscipline in the school system. Effective school leadership is in no way the panacea to eradicate examination malpractices, to a large extent, if it is tackled at the school level.

### **School Leadership**

Leadership like other complex human activities has no concise definition. Afful-Broni (2004) put it this way “leadership is a universal and complex phenomenon, and its definitions are equally numerous” (p. 127). Rost (1991) defined leadership as “an influence relationship among leaders and followers who intend real changes that reflect their mutual purpose” (p. 102). For Drath and Palus (1994), “leadership is the process of making sense of what people are doing together so that people will understand and become committed” (p. 4). Again, leadership is also defined by House et al. (1999) as “the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organization” (p. 184). Robins and Judge (2011) adds to the definitions that “leadership is the ability to influence a group toward the achievement of a vision or set of goals” (p. 410). Leadership has two main functions, providing direction and exercising influence (Leithwood & Riehl, 2003). Therefore to adopt as a working definition, leadership may be defined as the art of mobilizing and working with others to achieve shared goal. According to Leithwood and Riehl (2003), “school leaders are those persons, occupying various roles in the school, which provide direction and exert influence in order to achieve the school’s goals” (p. 4). Basically, school leadership focuses on setting direction for the school, development of people and developing the organization (Leithwood & Riehl, 2003).



The following are five major claims by Leithwood and Riehl as a result of major findings from research on school leadership.

1. Leadership has significant effects on students learning, second only to the effects of the quality of curriculum and teachers' instructions. School leaders influence students learning by helping to promote vision and goals and by ensuring that resources and processes are in place to enable teachers to teach well.
2. Effective educational leaders help their schools to develop vision that embody the best thinking about teaching and learning.
3. Effective leaders help the school to become a professional learning community to support the performance of all key workers, including teachers and student.
4. Successful school leaders respond productively to challenges and opportunities created by the accountability oriented policy context in which they work.
5. Successful school leaders respond productively to the opportunities and challenge of educating diverse groups of students.

School leaders can promote equity and justice for all students by establishing school climates where patterns of discrimination are challenged and negated. School leaders can help strengthen family educational cultures by doing things that promote trust and communication between families and school, by helping to provide resources to families, by educating and supporting families in matters connected to parenting and schooling, and by adjusting school practices to accommodate the educational cultures that families do have (Leithwood & Riehl, 2003).

In conclusion, based on the above discussion, school leadership is most successful when it is focused on teaching and learning. However, the result of a study

by Rautiola (2009) indicates that school leadership has more indirect impact on student success.

### **Theoretical Framework**

Leadership is a universal phenomenon; no society or organization can do without it. “Great nations have collapsed, others have made progress; simple, poor societies have flourished, and other poor ones have remained just about the same, if not worse” (Afful-Broni, 2004, p. 129). According the author, a lot of this is traceable to who led these organizations. Organizations such as schools need strong leadership and strong management for optimal effectiveness. Today, we need leaders to challenge the status quo, create visions for the future, and inspire organizational members to want to achieve. We also need managers to formulate detailed plans, create efficient organizational structures, and oversee day-to-day operations.

It is in the light of this that the researcher is looking at the study through the lenses of effective leadership theories. There are a number of theories of effective leadership. Three of these theories which are relevant to effective school leadership will be highlighted. These are trait, behavior and contingency theories. Out of these three schools of thoughts, more attention will be placed on the contingency theory as the underlying theory of the study.

#### **Trait Theories**

Trait theories generally focus on the identifying what type of persons makes a good leader. The assumption underlying this approach was that some people are natural leaders, endowed with certain traits not possessed by other people (Yukl, 2010). It is argued under these theories that effective leaders share a number of common

personality characteristics or “trait”. Trait theories help us identify traits and qualities (for example, integrity, empathy, assertiveness, good decision-making skills, and likability) that are helpful when leading others. However, none of these traits or any specific combination of them will guarantee success as a leader. This is because “certain individuals who possess these qualities are not necessarily effective leaders” (Afful-Broni, 2004, p. 140). Therefore, what is important is how the leader behaves in his situation.

### **Behavioural Theories:**

This approach began in the early 1950s after many researchers became discouraged with the trait theories and began to pay close attention to what managers actually do on the job (Afful-Broni, 2004; Yukl, 2010). Afful-Broni (2004) in citing Wright (1996) gave the four major styles of leaders at work:

1. **Concern for People:** Such leaders do much better when they see their staff as people with needs, interests and problems. They do this by giving consideration to the needs of subordinates, displaying concern for their welfare, and creating a friendly climate in the work place.
2. **Concern for task:** Effective leaders emphasized the need to achieve concrete objectives. They look for high levels of productivity, and ways to organize people and activities in order to meet those objectives.
3. **Directive Leadership:** Effective leaders do not always consult or wait for staff input; they characteristically make decisions for others, and expect them to follow.
4. **Participative Leadership:** But good leaders also share decision-making with their colleagues or subordinates.

Though these findings seemed very appealing, they suffered criticisms as well. “The general critique of this theory was that the styles that leaders can adopt are far more affected by those they are working with, and the environment they are operating within, than had been originally thought by the behaviourists” (Afful-Broni, 2004, p. 147). Robbins and Judge (2011) put it clearer, “some leaders may have the right traits or display the right behaviours and still fail” (p. 415).

### **Contingency Theories**

The failure by researchers to obtain consistent results led to a focus on situational influences. The assumption behind this school of thought is that “ a leader must be flexible and sensitive enough to respond to the particular indigenous circumstances within which he finds himself” (Afful-Broni, 2004, p. 148). Put in another way, a trait or behaviour a leader may display so effectively and successfully in a particular situation may not necessarily work in another different situation. For instance, in the Ghana Education Service, there is one vision and mission statement for all schools towards which every headmaster or headmistress must direct the efforts of the school organization. Though we are one nation with common destiny, schools and people (working in the schools) differ from each other based on the tribe and the culture of the people, school culture prevailing in the school, size and infrastructure of the school. An effective leadership trait and behaviour to be displayed achieve success in a school like Wesley Girls High School in Cape Coast; Central Region is likely to fail if the same leadership strategy is adopted in a school like Gyamfi Kumanini Senior High School in Womahinso, in the Asutifi North District, Brong Ahafo Region. This is because the two schools differ in many ways, such as school culture, size, population, values and organizational structures. Each of these has an implication to effective

leadership. Therefore a leader on transfer from one school to another must be open enough to the particular situation of his new school in order to be effective.

The relationship between leadership style and effectiveness suggested that under condition *a*, style *x* would be appropriate, whereas style *y* was more suitable for condition *b*, and style *z* for condition *c* (Robbins & Judge, 2011). A more direct approach is to determine how leader traits or behaviours are related to indicators of leadership effectiveness in different situations. It is one thing to say leadership effectiveness depends on certain situations and another to be able to identify those situations. Therefore researchers have reviewed this theory and have come out with several approaches and models to isolating situational variables. The researcher considered three of these theories or approaches on contingency theories: Fiedler model Hersey and Banchard's situational theory and House's path-goal theory.

### **The Fiedler Model**

“The Fiedler contingency model proposes that effective group performance depends on the proper match between the leader's style and the degree to which the situation gives the leader control” (Robbins & Judge, 2011, p. 415). According to the authors, Fiedler assumes that an individual's leadership style is fixed. Therefore, there are only two ways to improve leader effectiveness. First, the leader can be changed to fit the situation. For instance, if a school's situation is unfavourable but it is currently led by a relationship-oriented leader, the school's performance could be improved under a task-oriented leader. The second alternative is to change the situation to fit the leader, by restructuring tasks or increasing or decreasing the leader's power to control factors such as salary increases, promotions and disciplinary actions.

## **Situational Leadership Theory (SLT)**

The SLT is contingency theory developed by Hersey and Blanchard (1977) that specifies the appropriate type of leadership behavior for different levels of subordinate “maturity” in relation to the work, as cited in Yukl (2010). A high-maturity subordinate has both the ability and confidence to do a task, whereas a low-maturity subordinate lacks ability and self-confidence. The theory says successful leadership is achieved by selecting the right leadership style contingent on the followers’ readiness, or the extent to which they are willing and able to accomplish a specific task (Robbins and Judge, 2011). According to the authors, a leader should choose one of four behaviours depending on the follower readiness.

“If the followers are unable and unwilling to do a task, the leader needs to give clear and specific directions; if they are unable and willing, the leader needs to display high task orientation to compensate for followers’ lack of ability and high relationship orientation to get them to “buy into” the leader’s desires. If followers are able and unwilling, the leader needs to use a supportive and participative style; if they are both able and willing, the leader doesn’t need to do much” (Robbins & Judge, 2011, p. 418).

## **Path-Goal Theory**

Developed by Robert House, path-goal theory says it is the leader’s job to provide followers with the information, support, or other resources necessary to achieve their goals. Thus, the term path-goal implies that effective leaders clarify followers’ paths to their work goals and make the journey easier by reducing roadblocks (Robbins & Judge, 2011). The authors explain that

according to path-goal theory, whether a leader should be directive or supportive or should demonstrate some other behavior depends on complex analysis of the situation. The theory predicts the following:

1. Directive leadership yields greater satisfaction when tasks are ambiguous or stressful than when they are highly structured and well laid out.
2. Supportive leadership results in high performance and satisfaction when employees are performing structured tasks.
3. Directive leadership is likely to be perceived as redundant among employees with high ability or considerable experience.

### **Application of the Theories in Dealing with Examination Malpractices**

The success or failure of the school organization depends on how effective the leader is. Lack of effective leadership in the schools has contributed to the increase in examination malpractice to the extent that it has gained cultural status. Thus, the practice has been embraced by almost all the stakeholders of education such as teachers, students, parents, communities and the society, as a whole. Therefore, dealing with examination malpractices in the education system today, will be a great stride towards effective school leadership. The school leadership, consisting of the headmasters and teachers has the responsibility to apply these leadership theories, i.e. trait, behavioural and contingency theories, reviewed above, to deal with examination malpractices.

In using trait theories to deal with examination malpractices in schools, school leaders should have some unique qualities or traits like integrity, assertiveness, and

decisiveness as they go about their leadership roles. A teacher, possessing such qualities, for instance, will always challenge students to imitate him/her. Students naturally develop special respect and reverence for such teachers and usually take the word of advice given by these teachers. Since leaders' role is to influence followers to achieve a desirable goal of an organization. Leaders living the life of integrity for example will under no circumstances encourage or endorse examination malpractices. This kind of life prohibits malpractices such as EM.

Behavioural theories believe that leaders are not borne but can be made. The theory encourages the school leadership to learn certain leadership behaviours that are necessary to be effective in school environment. Leadership behaviours required to deal with examination malpractices in the school include:

1. **Concern for People:** School leaders will do better in dealing with EM when they see their staff and students as people with needs, interests and problems. Teachers for instance must consider the needs of their students, displaying concern for their academic welfare, and creating a friendly climate in the school and in the classroom.
2. **Concern for task:** Effective leaders emphasized the need to achieve concrete objectives. In the school situation, such behaviour will always be geared toward achieving excellent academic performance. Such a leader can deal with EM by making sure that teachers complete their syllabus on time and students are well prepared for both internal and external examination.
3. **Directive Leadership:** Effective leaders do not always consult or wait for staff input; they characteristically make decisions for others, and expect them to follow. A leader with this behaviour will focus on instilling discipline in the



school, and will not tolerate any form of indiscipline behaviour from either staff members or students with respect to examination malpractices

4. **Participative Leadership:** Good leaders also share decision-making with their colleagues or subordinates. School leaders who behave this way convince the teachers to buy into the corporate vision of the school, which will eventually lead to eliminating EM.

The contingency theory holds that there is no one best leadership style, and that an effective leader is someone who is able to adopt the most appropriate style of leadership which is most suitable to the work environment of the organization. With the application of contingency theory, the school leaders, in dealing with examination malpractices, have to study the school environment to determine the leadership trait or behaviour that will be very suitable for effective school organization. This is because schools differ from one another based on the school environment. Therefore, it is important that the school leader should be well versed with the school environment so as to adopt the appropriate style of leadership to ensure success. For a new headmaster or teacher transferred from one school to another, he/she will do well when the culture and climate of the new school is known; whether, for instance, the school environment is examination malpractice prone or not. This will help in choosing the most suitable style of leadership, whether a leader should be directive or supportive or should demonstrate some other behavior that will help deal with the menace. This is very crucial because the leadership strategy that was effectively used in school 'A' may not necessarily lead to effectiveness in school 'B' should the same be used. Teachers, in applying the theory in teaching will ensure effective teaching and learning which will eventually lead to reduction in EM in schools.

## School Culture

According to Jones (2004), organizational culture is “the set of shared values and norms that controls organizational members’ interactions with each other and suppliers, customers and other people outside the organization“(p. 9). This definition brings:

1. creation of shared values,
2. the establishment of norms or traditions and
3. a system of control that influences how people respond to situations and reactions within an organization.

Research on effective schools has identified the culture of a school as an important effectiveness variable (Purkey & Smith, 1982 as cited in Snowden & Gorton, 2002, p. 113). The Education Commission of the States (1996) has found that quality learning experiences start with an organizational culture that values high expectations and respects diversity of talents and learning styles. Therefore, if school leaders desire to improve the morale and productivity of those they lead, it is imperative that they strive to understand and enhance the organizational culture of their school or school district.

Snowden and Gorton (2002) define culture as a set of values, goal, principles, procedures and practices that help define what an organization is all about. Organizational culture has the following elements:

1. **Values and Ideals:** The values and ideals that the school represents. They are the beliefs and values which are held intensely, share widely and guide organizational behaviour.

2. **Norms:** The value and ideals of a school are usually reflected in its norms. “The unwritten rules stating what people should do and should not do” (Josefowitz, 1980, p. 56 as cited in Snowden & Gorton, 2002). They regulate and control behaviour. Norms are not values that an administrator can impose on a group (Snowden & Gorton, 2002).
3. **Expectations:** The expectations of an organizational culture are the norms applied to a specific situation.
4. **Sanctions:** Expectations, if they are to be effective in shaping the behavior of the people associated with the school, must carry sanctions. The sanction may be negative or positive and they may be exercised formally or informally.
5. **Communication through symbolism:** The expectations and sanctions of a school or a group associated with a school may be communicated through symbolic activity. An organization’s symbolic activity according to Smircich (1983), may take different forms including story telling about important events, such as how an organization faced up to a particular challenge, group rituals, such as the annually banquet at which awards of recognition are presented, or organizational slogan such as “Excellent is our goal” (cited in Snowden & Gorton, 2002).

### **Cultural element of an effective school**

According to Snowden and Gorton (2002), researchers have recently emphasized the importance of developing and maintaining a positive organizational culture, however, if a school is to be effective. Accordingly, Purkey and Smith have concluded that “an academically effective school is distinguished by its culture: a

structure, process and climate of values and norms that channel staff and students in the direction of successful teaching and learning” (cited in Snowden & Gorton, 2002, p. 68)

Thus, an effective school is characterized by a positive school culture. The following are some of the characteristics of an effective school.

1. **Emphasis on Academic Effort and Achievement:** Research on effective school stresses that the norm of an academically effective school will give the highest priority to academic effort and achievement.

These norms usually reflect in an organization’s mission statement, educational goals, or other documents (Snowden & Gorton, 2002). Norms are expressed in the form of expectations for the members of the organization. Therefore in an effective school, these expectations emphasize academic effort, improvement and accomplishment, for example, “Striving for Excellence”.

2. **Belief that all students can achieve:** A second important expectation for teachers in an effective school is adopting the attitude that all students are capable of achieving, and therefore that teachers should behave accordingly.

3. **Ongoing faculty development and innovation:** There is an expectation that the faculty members should strive to improve themselves, in part by helping each other, and in part through experimenting with different approaches.

4. **A safe and orderly learning environment:** Teachers and students will behave in ways contributing to a safe and orderly school environment. Therefore, all teachers take responsibility for all students all the time everywhere in the school whereas students are well-disciplined with a sense of community, marked by mutually agreed upon behavioural norms.

According to Glickman, et al. (2010), findings of Edmonds (1979) were consistent with those of other early effective schools studies. He found that effective schools were distinguished by the presence of the following:

1. Strong leadership
2. A climate of expectation
3. An orderly but not rigid atmosphere
4. Communication to students of the school's priority on learning the basics
5. Diversion of school energy and resources when necessary for maintaining priorities
6. Means of monitoring student (and teacher) achievement

Students get a lot of benefits from effective school culture. Students improve in areas such as self-efficacy, relationships with peers and adults, general mental health, achievement on standardized tests, and classroom grades. Also, effective school culture ensures the child's total development – social, moral, physical and psychological.

It is rather unfortunate that the schools have adopted a bad and negative culture which is destroying the very fiber of our education system. This negative culture that is being adopted and cultivated by almost all schools in Ghana is examination malpractice. It has gained cultural status because it has become a tradition at all levels of education in many African counties (Onuka & Durowoju, 2010). This evil act, as seen in the literature reviewed, is perpetuated by the school leadership involving the school heads, teachers, non-teaching staff and students. The role of the school leadership is to create and cultivate the culture of discipline in the school rather than promoting examination malpractices.

## **School Discipline**

According to Afful-Broni (2004) a person is disciplined when this individual follows set rules faithfully or adheres to laid down principles in such a way that their lives are in tune with the nature of their organizations and that they are looked up to in the community. Discipline involves paying due respect to authority, structure, and the law of the nature of things. Discipline is therefore not only for the ruled, but for the rulers as well. “A perfect way of instilling discipline is by example” (Afull-Broni, 2004, p. 223). Thus, teachers must live a disciplined life for the students to see rather than tell what it is.

One cannot talk about effective school without talking about high sense of discipline in the school. Today our schools are full of indisciplinary acts, among which are examination malpractices, stealing, rioting, bullying, sexual immorality, smoking and alcoholism, not forgetting occultism. Indiscipline in schools is one of the talking points about educational issues in Ghana. On November 25, 2013, the Speaker of Parliament, Edward Doe Adjaho, described as worrying the drastic decrease in moral decadence among Ghanaians particularly the youth (GBC). According to him, the source of proper discipline can be traced to the church and education. This is because in Ghana the history of education can be traced to the missionaries who established churches and subsequently schools to educate the children and the youth. In such schools one could be sure that discipline was at its peak as it was in the church and the society as a whole. Today, what do we see in our churches, schools and the society as a whole with respect to discipline and morality? The speaker of parliament attributed this cause of the moral decadence among the people to the fact that, “though churches are springing up in all corners of the country, most of them preach only prosperity and material well-being”.

Part of the problem can also be attributed to the loss of control over the mission schools by the churches. This is because, people can attest to the fact that even now that churches are not in full control of the mission schools, discipline in such schools are better than that of the circular schools. Therefore, discipline and morality could have improved better if the churches were to have full control over their schools. In the light of this the speaker of parliament, Mr. Edward Doe Adjaho welcomed a request by the paramount chief of the Anfoega Traditional Area, Togbe Tepre Hodo to return mission schools to the missions to enable them instill discipline and other moral values in pupils and students. President Mahama underscored the need for churches to change the attitudes of the citizenry to reverse the moral decadence in society in an address to the opening ceremony of the Seventh General Assembly of the Evangelical Presbyterian (E.P.) Church in Ho on 30<sup>th</sup> August, 2015 (Daily Graphic, 2015).

### **An Example of a School with a Culture of Discipline**

In the quest for information about school leadership marked by positive culture of discipline, the researcher came across a catholic missionary school in the Ashanti Region by name St. Hubert Seminary. The culture of discipline in the school is very strong, such that the moment you enter the school you need not to be told that there is discipline in the school. You can see discipline drawn in the face of teaching and non-teaching staff of the school as well as the students. Even the structures and the objects on the school compound tell of the level of discipline in the school. Unlike some schools especially in the Asutifi North and South Districts in the Brong Ahafo Region of Ghana, where students do not report to school on re-opening day, no student can stay in the comfort of his home on re-opening day without receiving proper punishment,

unless proper permission was sort from the school authorities. With the exception of OLA Girls SHS, a catholic mission school, a typical student from any of the rest of the schools in the study area – Asutifi North and South District- will stay comfortably in the house for two weeks before reporting to school after school re-opening date and mid-term break. About four weeks go down the drain every term with no effective teaching and learning taking place. No wonder the districts have been topping examination malpractices in the region because of lack of adequate preparation for examinations.

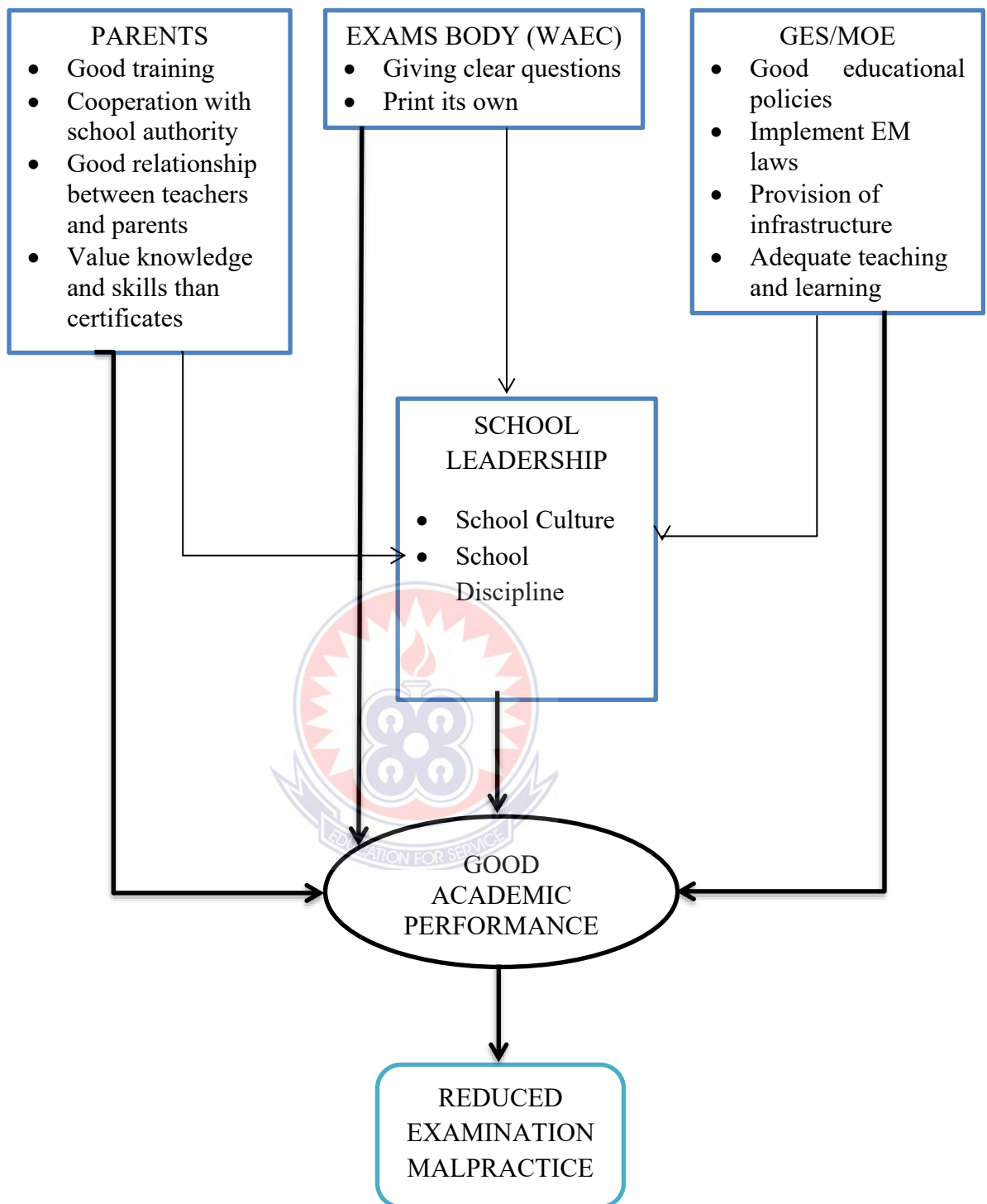
Examination malpractice is something not mentioned in the school under discussion (St. Hubert Seminary). The act is not tolerated at all. Woe betides any students caught cheating in exams. Such a student goes on two weeks external suspension after which internal punishment is also given. As a result students take their academic work serious and are always looking for opportunities to learn. Non performing students are referred to the guidance and counseling unit of the school for counseling. While students of other schools may take exeat and go home on statutory holidays, students of the said school wish there are no holidays. This is because they do more serious learning than any other day. They go for prep four times on holidays. Indiscipline acts are met with dismissals. An official of the school made a remarkable statement that portrayed the state of the culture of discipline in the school: “the hobby of the school is dismissal; that is what is keeping the school”. Because of that students know their fate should they be caught receiving visitor without permission, stealing, fighting, bullying and the likes. The school is without gate but who dare you go out without exeat. If all schools were to have this kind of culture of discipline in place, there will be little or no examination malpractice in our schools and the nation as a whole.



## Conceptual Framework

The figure 1 is a model that illustrates the conceptual framework of the study. The model further explains that academic excellence does not only depend on the school factor but also external factors like parent, government (GES / MOE) and WAEC. All these stakeholders have unique role to play to support the efforts put in by the school factor.





**Figure1: A Model of Factors Influencing Reduced Examination Malpractices**

From Figure 1 it is clear that factors responsible for EM include the school (school head, teacher and non-teaching and students), parents, GES/MOE and WAEC. It is also clear that school factor contribute highly to EM than all other factors. Therefore controlling such menace will be highly impossible if not tackled from the school level. This is because, other factors like parents, GES/ MOE and WAEC have very little contribution to make towards the academic success of the student, and they only complement the effort of the school factor. The school factor which comprises the school leadership, teaching and non-teaching staff as well as students, is responsible for the success and failure of students' academic performance.

I therefore conceptualize that EM can be reduced to the lowest level, if not completely eradicated, if students' academic success can be assured because there is an excellent leadership in place. This is because, in such a situation, students are very convinced and assured of good academic success in an impending examination. Such a student will not have an urge to use any fowl means to succeed in the examinations. Here, the students as well as the teachers have made adequate preparation towards the examinations and for that matter there will be no pressure on the teachers to use dubious means to assist their students to pass/succeed in an examination. This also depicts a situation where the syllabus is fully completed and enough questions and exercises have been solved and made respectively on all topics. It is an undisputable fact that such an ideal situation cannot be possible unless there is high level of discipline and hard work on the part of both students and teachers. High level of discipline and hard work cannot become reality without an excellent school leadership which upholds very good and positive school culture.

## Excellent School Leadership

Excellent school leadership may be explained as successful school leaders. Thus, those who make the school achieve its primary goals and objectives. In other words, they make school effective. Mortimore (1991) has defined an effective school as one in which students progress further than might be expected from consideration of its intake. Thus, an effective school adds extra value to its students' outcomes in comparison with other schools serving similar intakes. By contrast, in an ineffective school, students make less progress than expected given their characteristics at intake. School leadership is, therefore, responsible for effective instructional supervision in the school (Glickman, et al., 2010). If school leadership is very effective in school, there will be drastic reduction in EM, since the academic success of the student will be assured.

The school factor comprises the school head, teaching and non-teaching staff and students. The school leadership (school head) as explained above is the key determinant of the behavior and conduct of both the teaching and non-teaching staff, as well as the students in the school. This is because the success and failure of the school depends on the leader; as it is said that the rise and fall of every organization depends on a leader. According to Kouzes and Posner (2007), to get extraordinary things done in organizations, leaders engage in these five practices of exemplary leadership: model the way; inspire a shared vision; challenge process; enable others to act and encourage the heart. Leaders model the way. For school leaders to effectively model the behavior they expect of others, they must be clear about their guiding principles. According to the authors, leaders should clarify their personal values and set the example by aligning actions with shared values. A school leader who has positive value different from exam

malpractices will make such values clear and share such values with his/her teaching and non-teaching staff and students alike.

Secondly, a leader inspires a shared vision. Leaders must have a vision – a desire to make something happen, to change the way things are, to create something that no one else has ever created before. To achieve this, they envision the future by imagining exciting and enabling possibilities and enlisting others in a common vision by appealing to shared aspirations.

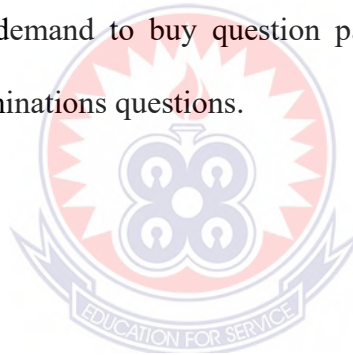
Thirdly, leaders challenge the process. The negative culture of examination malpractices, for example, has become a big challenge that every school leader has to face squarely. Any leader who wants to overcome this phenomenon has to search for opportunities by seeking innovative ways to change, grow, and improve; and experiment and take risks by constantly generating small wins and learning from mistakes.

Fourthly, leaders enable others to act. They foster collaboration by promoting cooperative goals and building trust. The grand dream of the school cannot become reality through the actions of a single person. Leadership is a team effort (Kouzes & Posner, 2002). Leaders do everything possible for others to do good work. They strengthen others by sharing power and discretion. Thus, an exemplary school leader should find a team of staff members as well as students who can and are willing to do the work and then give them the commensurate power to the work so that the common goal of the school would be achieved.

Finally, leaders encourage the heart of their constituents to carry on. This can be done in two ways: recognizing the contributions of the people by showing appreciation for individual excellence; and celebrating the values and victories by creating a spirit of

community. In most cases, the fourth and fifth exemplary leadership practice are almost absent in our schools and as a result some staff members are no more committed to the achievement of the cooperate goal of the school. Leadership has a vital role to play in achieving the purpose of the school and for that matter education, which must go a long way to eradicate examination malpractices.

The other three factors (Parent, GES /MOE and WAEC) responsible for EM will have very little influence on students/candidates who have been fully prepared for examinations to succumb to EM temptation. For example students will not put pressure of parents to buy the examinations question papers (Apow), neither will parents put pressure on teachers to use every means possible to help their wards in examinations. There will also be little demand to buy question papers from WAEC officials and contractors who print examinations questions.



## CHAPTER THREE

### METHODOLOGY

#### **Introduction**

This chapter examines the method adopted by the study to provide answers to the research questions. The methodology of the research encompasses the research design, population, sample and sampling procedures, data collection tools, data collection procedures and data analysis procedures and tools.

#### **Research Design**

This exploratory study adopted a descriptive survey design. A descriptive study is concerned with and designed only to describe the existing distribution of variables, without regard to causal or other hypotheses (Grimes, as cited in Kesson, 2013). Descriptive research gathers quantifiable information that can be used for statistical inferences on the target audience through data analysis. According to Kesson (2013), descriptive study data are inexpensive and efficient to use. However, an important limitation to descriptive study is that temporal associations between putative causes and effects might be unclear and investigators might draw causal inferences when none is possible. A descriptive design is therefore adopted because the study seeks to ultimately describe the pertaining situation of examination malpractices within SHSs in Asutifi North and South Districts.

An exploratory descriptive research is conducted to describe something for the first time when enough is not yet known about the phenomenon (Ogah, 2013). This research design is considered appropriate because though examination malpractices is

on the increase in the two districts, no empirical study has been made on finding lasting solution to the menace.

### **Population**

The population of the study was the 4,480 students and 243 teachers (including heads, examination supervisors and heads of departments) in the four senior high schools (SHS) in the Asutifi North and South Districts. The four (4) schools were Acherensua SHS, Hwidiem SHS, Our Lady of Apostles (OLA) Girls SHS and Gyamfi Kumanini Senior High Technical School. With the exception of OLA SHS which was a missionary and a girls' school, the rest were mixed as well as secular schools.

### **Sample and Sampling Procedure**

There was a census study of all the 4 schools in the two districts. A total sample size of 519 was used comprising of 367 students, 150 teachers from the four schools and 2 directors of education in the two districts. Multi-stage sampling methods were employed for the study. Purposive sampling was used to select heads of department, school heads and district directors of education. Simple random and stratified samplings were respectively used to select teachers and students for the study. Again, proportional sampling technique was used to select female and male teachers.

The district directors of education are the overall managers of education in their respective districts. They were selected so as to obtain relevant information from them about the issue of study at their respective districts and schools. The selection of the school heads and examination supervisors stems from the fact that, the former ensure the implementation of policies of Ghana Education Service (GES), including examination policies, at the grass root level while the latter assist them in the supervision of examinations in the schools. They are directly in charge of examinations



in the school and therefore, possess vital information about the study. Heads of departments (academic and non- academic) also ensure higher performance of teachers and students belonging to their departments. Therefore, they should be interested in a discussion about examination and examination malpractices in schools.

Teachers are very significant in the study because they are directly involved in the teaching and learning process and preparation of students for both internal and external examinations in the school. They were selected using simple random sampling technique to give each teacher equal and non-zero chance of being selected. Male and female teachers were selected proportionately to ensure that female and male teachers were adequately represented in each school. Students, who are the main subject of school examination, were grouped into their respective forms such as SHS 1, SHS 2 and SHS 3 before they were randomly selected.

### Sample Size Determination

In order to draw a sample from the respondents (teachers and students), the researcher used the mathematical method to determine their sample size. The formula below, propounded by Miller and Brewer (2003), was used to calculate the sample size for the study.

$$n = \frac{N}{1+N(\partial^2)}$$

Where:  $n$  = Sample size

$N$  = Sample Frame

$\partial$  = Margin of error (5%)

Thus, using a sample frame of 4480 for the students,  $n = \frac{4480}{1+4480(0.05^2)} = 367$

Again, using a sample frame of 240 for the teachers,  $n = \frac{240}{1+240(0.05^2)} = 150$ , as shown in Table 1 below.

**Table 1: Determination of Sample Size from Sample Frame**

Name School	Population of Teacher	Sample Size Of Teachers	Population of Students	Sample Size Of Students
Acherensua SHS	65	41	1000	82
Gyamfi Kumanini SHS	45	28	550	45
Hwidiem SHS	67	42	1800	147
OLA SHS	63	39	1130	93
Total	240	150	4480	367

### Sources of Data

The research employed both secondary and primary sources of data collection for the study. The secondary sources included interested materials, textbooks, articles, journals, and reports. These sources provided information on the meaning of examination (concept of examination) and examination malpractices, causes and agents of examination malpractices, its effect and the role of school leadership in controlling examination malpractices. The primary sources included information that was gathered from the district education directors, classroom teachers, school heads, students, examination supervisors and heads of departments through the use of interview, questionnaires and focused group discussion.

## **Instrumentation**

The main tools of data collection for the study were questionnaires, interview guide and focused group discussion protocol. The researcher considered questionnaires very useful for collecting data from teachers and students because they are literate and the sample size was too large for other instrument like interview guide to be used. Two separate but related sets of questionnaires were prepared, one for teachers and the other for students. Both questionnaires basically investigated the opinions of both teachers and students on forms, agents, causes and effects of examination malpractices and how such negative practices can be controlled or eradicated.

Interview, as another useful instrument, involves person-to-person interaction between two or more individuals with a specific purpose in mind (Zainul-Deen, 2011). It was useful in gathering data from heads of schools and district directors and examination supervisors since the sample size was relatively smaller and could be reached within the shortest possible time. The interview guide was both structured and unstructured. In the case of the former, predetermined set of questions were asked by the interviewer using the same wording and order as specified in the guide. The latter was used sparingly to ask very vital questions which had not been captured by the structured questionnaire. Separate questionnaires were designed for the interviewees i.e. district directors of education, school heads and examination supervisors.

Furthermore, focus group discussion (FGD) was employed to gather data from the heads of departments of the selected schools. The FGD centered on the role of school leadership in controlling and providing lasting solution to examination malpractices. The use of these instruments is strategic in getting all the necessary information and ensuring consistency in the provision of answers.

### **Validity and Reliability**

Validity simply means that ability of an instrument to measure or test what it is supposed to measure or test. To test content validity, the questionnaire was given to my supervisor for proof reading and scrutiny. I also conducted pilot testing to ensure thorough scrutiny. The pilot testing was conducted in Tewa Senior High School and Mabang Senior High Technical School in the Ahafo Ano North District in the Ashanti Region. This is because the district shares borders with the study area and more importantly, has similar characteristics as that of study area (Asutifi South and North Districts). Fifty students and twenty teachers were selected from each of the schools. As a result of the pilot study, it came to light that some of the questionnaire items were ambiguous and made the respondents not to understand those items of the questionnaire. The instruments were modified, taking into consideration the shortcomings identified. The reliability was carried out to test the internal consistency of the instrument using Cronbach Alpha Coefficient method. This yielded a reliability coefficient of 0.94, suggesting very good internal consistency reliability. This is because values above 0.7 are considered acceptable and values above 0.8 are preferable (Pallant, 2011).

### **Data Collection Procedures**

The researcher requested for an introductory letter, through the supervisor, from the Department of Education Leadership, University of Education, Winneba. The introductory letter was used to request for some secondary data and also for permission to carry out this study from the targeted districts and schools. Upon agreement to carry out the study in the targeted schools and districts, arrangement was made through phone calls to agree with the schools and districts as to when the questionnaires would be

administered, and when the interview and the FDG would also be done. This ensured the availability of the respondents. Two set of questionnaires were prepared and administered: one for teachers and the other for students. Both types of questionnaires were administered on the same day. When the day and the time for data collection were agreed upon with a particular school, both data collection instrument: questionnaires and interview guide were made available.

The first point of call in any school data collection took place was the assistant headmaster's (academic) office to register my presence in the school and to secure permission for the exercise officially. The assistant headmaster usually assigned some teachers to assist me carry out the exercise in the school without difficulty. Such teachers would then lead me to the classrooms for the students' questionnaires to be administered as well as in the staff common rooms for that of teachers to be administered. In most of such cases, the data were collected from the students and the teachers the very day they were administered. It was only in one school whose academic headmaster asked me to leave the questionnaires with him so that he would administer them for me. After three days, I went to collect the data gathered. In all, 517 questionnaires were administered to 367 students and 150 teachers. Out of this, 366 answered questionnaires were returned comprising 271 from students and 95 from teachers.

The focus group discussions with the heads of departments and examination supervisors took place within three days which were usually spent in each school. Interviews with the heads of such schools were also conducted within the three days. Interviews with district directors of education also took place in two days; one day for each district director of education. The FDG and the interviews were recorded. It is

worthy of mention that all these personalities opened their doors to me for the data collection.

### **Ethical Issues**

Prior to the administration of the questionnaires and interview guides, a letter of introduction from the Department of Educational Leadership, University of Education, Winneba was sent to all the targeted institutions and the districts. This enabled the researcher to acquire permission for the needed support or co-operation from the headmasters and the district directors. The purpose of the research was explained to all respondents and respondents were interviewed or given the questionnaires based on their informed consent and voluntary participation. Respondents were also assured of their anonymity and the confidentiality of their responses. The study also adhered to other codes of ethics regarding data collection and information retrieval, as well as attributing secondary data to the valid sources.

### **Data Analysis Procedure and Tools**

Data gathered was processed through editing, coding and tabulating in preparation for statistical analysis. All statistical analysis was done with the use of Statistical Product and Service Solutions (SPSS) version 21. The researcher employed both qualitative and quantitative analytical techniques. Tables, charts, graphs and percentages were used to analyze the data gathered from the questionnaires based on the research questions.

The responses from interview guides were transcribed and edited. Similarities and disparities between responses were discussed along with quantitative analysis of students' and teachers' responses. The discussions of key informants' responses were

used to triangulate the responses of students and teachers where applicable. They were presented in quotes and transcriptions.



## **CHAPTER FOUR**

### **DATA ANALYSIS, FINDINGS AND DISCUSSIONS**

#### **Introduction**

This section of the study has been divided into two parts. The first part deals with the analysis, findings and discussion of the demographic data collected. The second part deals with the analysis, findings and discussions of the main data according to the research questions. It is important to note that the 366 answered questionnaires were retrieved from 271 from students and 95 from teachers, out of 517 questionnaires administered to 367 students and 150 teachers, were used for the quantitative analysis.

#### **Analysis of the Demographic Factors**

The demographic data collected and analyzed under this section include participated schools in the Asutifi North and South Districts, gender, education qualification of respondents, forms/class of the students, number of years of teaching experience, type of basic school attended by students and age of the respondents.

#### **Participated Schools in the Districts**

Table 1 shows the names and percentage of the participated schools in the two districts.



**Table 1: Participated Schools in the Districts**

Name of Schools	Frequency	Percentage
Acherensua SHS	106	29.0
Hwidiem SHS	93	25.4
OLA SHS	116	31.7
Gyamfi Kumanini SHS	51	13.9
Total	366	100.0

All the four public senior high schools in the two districts participated in the study. Both teachers and students of each of these schools responded to the questionnaires. The total number of the respondents was 366. Out of this, 116 (32%) respondents were from OLA Girls Senior High School, followed by 106 (29%) from Acherensua Senior High School, 93 (25%) from Hwidiem Senior High School and finally 51 (14%) of the respondents came from Gyamfi Kumanini Senior High School. The difference in the sample size for the various schools is explained by the fact that proportional sampling was carried out according to the school's population.

### Gender of Respondents

Table 2 depicts the percentage of males and females who responded to the questionnaire.

**Table 2: Gender of Respondents**

Sex	Frequency	Percentage
Male	186	50.8
Female	180	49.2
Total	366	100

There was virtually equal representation of both sexes in responding to the questionnaires. Thus, 186 males (50.8%) and 180 females (49.2%) responded to the questionnaire. This was as due to the fact that both male and female students and teachers were selected proportionately to ensure that male and female teachers and students were adequately represented. This ensured an unbiased gender opinion on the issues at stake.

### **Educational Qualification**

Table 3 depicts the educational qualification of the respondents.

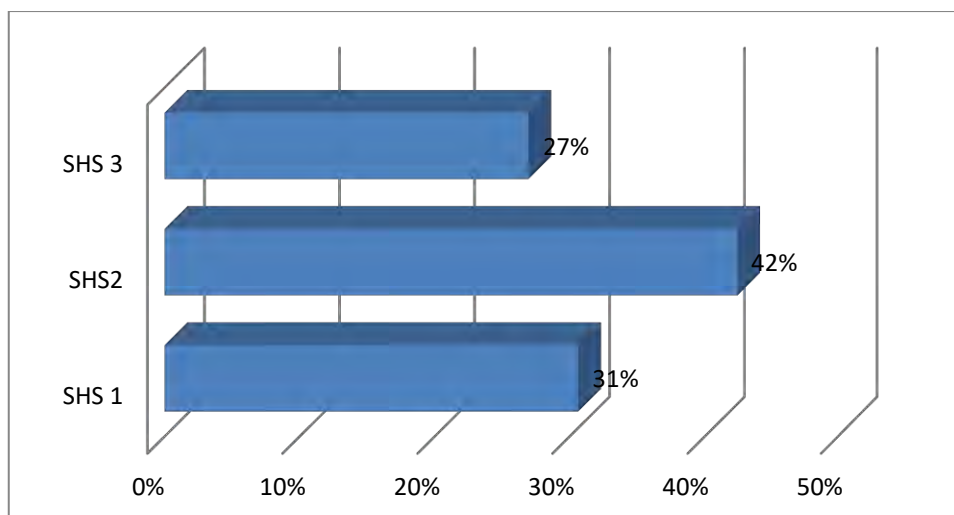
**Table 3: Educational Qualification of Respondents**

Educational Level	Frequency	Percentage
Senior High School	271	74.0
Bachelor's Degree	84	23.0
Master's Degree	11	3.0
Total	366	100

Out of the 366 respondents, 271 (74%) were students at the second cycle institutions while 95 (26%) were teachers who have had tertiary education. Among the teachers, 84 (88%) were first degree holders while only 11 (12%) of them had master's degree. The most interesting thing is that all the teachers were university graduates

### **Forms of Students Respondents**

Figure 2 shows the forms of the students who participated in the study.



**Figure 2: Forms of Student Respondents**

Respondents from SHS 1, SHS 2 and SHS 3 were 83 (31%), 115 (42%) and 73 (27%) respectively. This clearly shows that SHS 2 students participated in the study more than students from other forms. This again was due to the proportionate sampling method adopted to ensure proportional representation of respondents. It can also be attributed to the fact that form ones admissions had not been completed, while the final year (form three) students had probably been screened very carefully by the schools and were left with only those who were capable of sitting for impending West African Secondary School Certificate Examination (WASSCE). Due to that those students who could not make the pass mark were made to repeat in form two, which is also another reason for the higher number in form two.

### **Number of Years of Teaching Experience**

Table 4 indicates the number of years of teaching experience of the teachers who responded to the questionnaire.

**Table 4: Years of Teaching Experience**

Years	Frequency	Percentage
1-5	30	32
6-10	31	33
11-15	21	22
16-20	5	5
21-25	5	5
26 and above	3	3
Total	95	100

From the table it is clear that 30 teachers (32%) had teaching experience of between 1 to 5 years, 52 (54%) of the teachers had teaching experience from 6 to 15 years. Only 15 teachers (16%) have teaching experience from 16 years to 26 years and beyond. It is interesting to note that 65 (68%) of the teachers had over 5 years teaching experience. This has a positive effect on the study results since opinions of more experienced teachers would dominate that of less experience.

### **Type of Basic School Attended**

Table 5 shows the type of basic school students respondents attended.

**Table 5: Type of Basic School Attended by Students**

Type of school	Frequency	Percentage
Public school	194	72
Private School	77	28
Total	271	100

As much as 72% (194) of the students who participated in the study attended public schools while 28% (77) of them attended private schools. This means that the senior high schools in the Asutifi North and South Districts are fed mainly by public basic schools in the districts. Also, it can be attributed to the fact that there are very few private schools and/or with low enrollment. This means the two districts have more rural communities than urban communities.

### Age of the Respondents

Table 6 depicts the details of age of the respondents.

**Table 6: Age Categories of Students and Teachers**

Categorised Age	Frequency	Percent
Missing	14	4
Teenage Students	250	68
Adult Students	15	4
Teachers in their twenties	15	4
Teachers in their thirties	50	14
Teachers in their forties	16	4
Teachers in their fifties and beyond	6	2
Total	366	100.0

The least age among the respondents was 13 years while the oldest age is 56. Almost all students in the senior high school (2nd cycle institutions) were in their teens. Thus, 250 out of 271 students were in the ages of 13 to 19 years which is 68% of the total respondents (366). Only 15 students (4%) were in adult age (20 -22 years). It is

interesting to know that 50 teachers (14%) of the total respondents (366). Teachers in their twenties were 15 (4%), while 16 (4%) were in their forties.

### Analysis of the Main Data

Analysis of the main data is organized in line with the research questions.

**Research Question 1:** What form do examination malpractices in SHS in the Asutifi Districts take?

Responding to this question, data on both teachers' and students' perceptions of the forms examination malpractice take in SHS in the districts were collected from the responses to the questionnaire. The data were analyzed using frequencies and percentage. Table 7 shows the different views of the respondents on the forms examination malpractice take in senior high schools in the districts

**Table 7: Forms of Examination Malpractices in Senior High Schools in the Asutifi North and South Districts**

Ways and means of examination malpractices	Total No.	Agree	%	No Comment	%	Disagree	%
Bringing prepared answers to examination halls	362	227	63	43.0	12	92.0	25
Copying other students' work during examinations	364	207	57	47.0	13	110.0	30
School authorities colluding with examination officials and invigilators to assist students	359	193	54	77.0	21	89.0	25
Invigilators conniving with	364	228	63	37.0	10	99.0	27

Ways and means of examination malpractices	Total No.	Agree	%	No Comment	%	Disagree	%
students to cheat in examination halls							
Sending of prepared answers by teachers to students during examinations	367	227	62	51.0	14	89.0	24
Copying answers directly from modules or textbooks during examinations	363	251	69	38	10	74	20
Hiring other people to write the examinations through impersonation	363	254	70	42	12	67	18
Writing the examinations in special centres noted for examination malpractices	366	234	64	62	17	70	19
Average total	364	228	63	50	14	86	24

From the table, 254 of the respondents (70%) claimed that examination malpractices took the form of hiring other people to write the examinations through impersonation. Other forms of examination malpractices given by the respondents included copying answers directly from modules or textbooks during examinations (69%), writing examination in special centres noted for examination malpractices (64%), bringing prepared answers to examination halls (63%), invigilators conniving with students to cheat in examination halls (63%) and sending of prepared answered by

teachers to students during examinations (62%). Others are copying other students' work during examinations (57%) and school authorities colluding with examination officials and invigilators to assist students (54%). On the average, 228 of the respondents (63%) claimed that all the forms of examination malpractices took place in the schools.

It is surprising that the entire list in Table 7 has received approval from the respondents that they were all forms of examination malpractices in the districts. The identified devices used in examination malpractices in secondary schools in the Asutifi Districts in Ghana are the exact devices employed in accomplishing examination malpractices in Nigerian schools. The findings of Adeyemi (2010) confirm this. However, while the study reveals that the predominant form of examination malpractices in Ghana is having other people to write the examination through impersonation, the predominant device employed in Nigeria from the study of Adeyemi (2010) was students bringing prepared answers to examination halls. This is probably due to the fact that in Ghana, before the advent of ICT, the most popular and well known examination malpractices device has been impersonation. What actually happens in impersonation is that a very good candidate will register in the name of someone who is academically weak so that the academically good student/candidate will write the examination for the weak students or candidates. This will ensure that the certificate from the examination written bears the name and details of the weak student. In those days, it was difficult to detect such cases since ICT had not been employed fully in most examination processes i.e. from registration of candidates up to marking of the examination scripts. In the ICT era it is difficult to impersonate in examination because the photograph of the candidate who is registering is usually taken and embossed on the registration form, examination attendance sheet, and even on the



certificate that is awarded to the candidates after the examination. Notwithstanding this, all the other forms of examination malpractices endorsed by the respondents in the study are in direct agreement with that of Adeyemi (2010).

It is clear from the findings that the next predominant form of examination malpractices in the two districts is copying of answers directly from modules or textbooks during examinations. It is amazing how candidates are able to sneak into the examination hall with text books, pamphlets and other foreign materials and copy answers from them. From personal experience in invigilating both internal and external examination, students hide these materials in funny places on their bodies like in their underwear (e.g. panties, supporters, boxers, vests and singlets), footwear and socks. Some manage to hide them under their desk on which they will be sitting on to write examinations. Wilayat (2009) confirmed this finding.

Responses from some headmasters the researcher interviewed confirmed that writing examination in special centres noted for examination malpractices, was one of the key forms of examination malpractices in the districts. According to the heads of schools, this problem had led to low enrolment in schools that are not examination malpractice friendly and increase in enrolment in schools noted for being accommodative to this evil practice. Parents usually enquire about schools that support this immoral practice and send their wards there. When the schools are about to register for the final examination, WASSCE, some students who know they can only survive through examination malpractice, leave their EM unfriendly schools to the EM friendly ones to register.

The finding that bringing prepared answers to examination hall was another common form of examination malpractices in the districts is supported by the work of

Adeyemi (2010). This is made possible as a result of some unscrupulous examination officials making examination questions available to candidates by leaking question papers in the process of setting, printing, packaging, storing and distributing (Onuka & Durowoju, 2013). Some parents and students even pay huge amount of money to examination officials for such question papers. It is sad to note that some female students buy question papers with their bodies (Maduka, 1993). The common practice today is that, because technology has advanced, questions are circulated to every candidate through the social media such as 'whatsapp'. From personal experience students sometimes wait for such questions and solve them when it is about 30 minutes or one hour for the paper to start. They therefore manage to enter the examination hall with these prepared answers and copy from them.

The study also revealed another form of examination malpractice; invigilators and supervisors conniving with students to cheat in examination halls. It is pathetic that teachers who should know the best and teach the best are rather championing such a negative act. Researcher's personal experience in invigilation has convinced him that EM cannot exist and grow in a school, except that the school leadership (comprising of the headmasters and the teachers), who are made the supervisors and the invigilators, fully accept the practice. Some school officials make it a policy for parents and students to pay monies to pave their way out for the act. The studies of Achio et al. (2013), Cornelius-Ukpepi and Ndifon (2012) and Denga and Denga (1998) affirm this finding. When students succeed in paying sums of money to invigilators and supervisors, teachers of the particular subjects are contracted to make sure that answers to the questions are provided to candidates during examination. Sometimes they solved the questions on the chalk board for the candidates to copy. Nowadays the common practice is that after the general fees paid for the act by all candidates, special

contribution is made and given to an invigilator who will allow massive cheating in the hall. So that the invigilator who do not compromise so much to the act will not get any 'cola' from candidate after the invigilation. Unfortunately, an invigilator, who does not compromise to this shameful act, becomes nuisance to the students, colleague teachers and even the school management, who are in support of examination malpractice. School leaders must apply the leadership theories to make them succeed as effective leaders of schools. The school leadership should exhibit and inculcate certain qualities lacking in the school today like integrity, dignity and assertiveness to help reverse the negative influence of examination malpractice.

**Research Question 2:** What are the causes of examination malpractices in senior high schools in the Asutifi North and South Districts?

In addressing this question, data on the causes of examination malpractices in secondary schools in Asutifi North and South District, Brong Ahafo as perceived by both teachers and students were collected from the responses to the questionnaire and analyzed using frequencies and percentages. The results are shown in Table 8.

**Table 8: Causes of Examination Malpractices**

Responses	Total	Dis-	%	No	%	Agree	%
	No.	agree		Comment			
General indiscipline among students in the schools	316	136	43	44	14	136	43
Non-implementation of the examination malpractices decree which provides for the imprisonment of culprits	357	141	39	80	22	136	38
Lack of effective supervision of students during examinations	363	143	39	58	16	162	45
Insufficient preparation for the examinations among many students	362	98	27	42	12	222	61
Desire among many students to pass the examinations at all cost	363	96	26	53	15	214	59
Leakages of question papers by examination officials	364	124	34	76	21	164	45
Leakages by the school authorities	354	161	45	61	17	132	37
Lack of adequate preparation towards examination by candidates	360	109	30	51	14	200	56
Inadequate guidance and counselling for candidates	359	133	37	71	20	155	43

Too much emphasis on certificates rather than acquisition of knowledge and skills	362	95	26	66	18	201	56
Poor educational environment such as poor infrastructure, inadequate teachers, parental carelessness, and government inadequate budget for education	362	137	38	50	14	175	48
Publication of examination results (League Table of Schools' performance)	363	104	29	62	17	197	54
Average Total	357	123	35	60	17	175	49

As observed in Table 8, the opinion of the respondents varied on the causes of examination malpractices in senior high schools in the Asutifi Districts. One major cause of examination malpractices given by 222 of the respondents (61%) was insufficient preparation for the examinations among many students. Another important response given by 214 of the respondents (59%) was the desire among many students to pass the examination at all cost. Other responses include lack of adequate preparation towards examination by candidates (56%), too much emphasis on certificates rather than acquisition of knowledge and skills (56%), and publication of examination results on the league table of schools' performance (54%). Others include the poor educational environment such as poor infrastructure, inadequate teachers, parental carelessness, and government inadequate budget for education (48%), leakages of question papers by

examination officials (45%), lack of effective supervision of students during examinations (45%) and inadequate guidance and counseling for candidates (43%).

However, 161 of the respondents (46%) as against 132 (37%) disagreed with the statement that examination malpractices is caused by leakages by the school authorities. Again, 141 of the respondents (40%) disagreed with the statement that non-implementation of examination malpractices decree which provides for the imprisonment of culprits lead to examination malpractices. On the average, 175 of the respondents (49%) claimed that all the items listed in Table 8 were causes of examination malpractices while 123 of the respondents (35%) disagreed, however, 60 of the respondent (17%) had indifferent opinion on these items listed in Table 8.

Table 8 clearly portrays that the greatest cause of examination malpractices in Asutifi District is insufficient preparation for examination among many students. This means that examination malpractices could be minimized should student be adequately prepared for examinations both internal and external. This finding is in agreement with that of Ijaiya (2004) and Achio, et al., (2013) who opined that students develop lack of confidence to pass examination due to ill-preparedness for examination. As a result, they feel insecure, become anxious and fearful about examination. The finding that an examination malpractice is caused by the desire among many students to pass the examination at all cost is not surprising at all. This is because most students are fearful, anxious and not confident about the examination due to lack of preparation and as a result they use any fraudulent means to pass the examinations. This is in agreement with the findings of Adeyemi (2010), who explains that many students might not have been well groomed for the examinations and they would want to pass by all means.

The finding that there was too much emphasis on certificates rather than acquisition of knowledge and skills reveals exactly what is happening in the education system in Ghana and most African countries. The focus on education is no more on acquisition of knowledge, behaviour and skills necessary for national or economic development but rather on certificates and paper qualification. That is why more graduates are being churned out from the ever increasing schools (even universities) yet the problems in the nation are getting compounded every now and then. This explains why there are many ‘round pegs in square holes’ in the nation. In agreement to this finding is the study of Jimoh (2009) who opined that students engage in short-cut means of acquiring these certificates during examinations. Nwandiani (2005) also added to this finding by explaining that the market place value and reward for the level and face value quality of certificates promote tendencies for acts of cheating in the process of certification (cited in Jimoh, 2009). Closely connected to the above findings is that of publication of examination result on the league table of school’ performance. This implies that all schools are expected to perform excellently well by all standard. The question is how can the performance of grade ‘A’ school be compared on the same ground with that of grade ‘D’ school in the remotest part of the region or district? Practically this is impossible. Response from the focused group discussion (FGD) confirms this finding. “Some deprived schools are forced to indulge in EM in order to redeem the school’s public image on the league table”. This is in complete agreement with the findings of Wilayat (2009) that one of the main causes of EM was the strong desire by some GES officials including some district directors, school administrators and head teachers to produce very good results in their districts and schools as a proof of their hard work.

The result of the study revealed that poor educational environment such as poor infrastructure, inadequate teachers, parental carelessness, and government inadequate budget for education was one of the reasons for examination malpractices. This finding is in consonance with that of Ijaiya (2014) and Olatoye (2000). The findings of Jimoh, Omoregie and Ehigbor (2013) also buttress this finding. They found that teachers in rural areas are more predisposed to EM than those in urban areas.

**Research Question 3:** Who are the agents of examination malpractices in the Asutifi North and South Districts?

In addressing this question, data on the agents of examination malpractices as perceived by both teachers and students were collected from the responses to the questionnaire. The data were analyzed using frequencies and percentages. Table 9 indicates the results.

**Table 9: Agents of Examination Malpractices**

Responses	Total	Disagree	%	No	%	Agree	%
	No.			Comment			
School heads	364	171	47	72	20	121	33
Invigilators	362	131	36	55	15	176	49
Supervisors	362	139	38	77	21	146	40
Parents	361	188	52	75	21	98	27
Students	363	98	27	72	20	193	53
Teachers	358	113	32	78	22	167	47
Community – chiefs, past students, etc.	361	167	46	85	24	109	30
Average total	362	144	40	73	20	144	40



Table 9 gives very sharp different views of the respondents on agents of examination malpractices in the senior high schools in the Asutifi North and South Districts. As many as 193 of the respondents (53%) claimed that students were the principal agents of examination malpractices. Other agents of examination malpractices agreed upon by the respondents were invigilators (49%), teachers (47%) and supervisors (40%). However, 188 of the respondents (52%) were of the opinion that parents were not agents of examination malpractices. Also, 171 of the respondents (47%) as well as 167 of them (46%) were of the opinion that school heads and community – chief, past students, etc. respectively were not agents of examination malpractices.

The finding that students are the principal agent of examination malpractices is supported by Aderogba (2011). In every instance of examination malpractices students' involvement is agreed to be 100% since they are the ultimate beneficiary of the act. However, Onuka and Durowoju (2013) have stated that these agents are not limited to the students; they include all educational stakeholders and those in governance. True to this statement, the analysis in Table 9 clearly shows that apart from the students, invigilators, teachers and supervisors follow suit, as agents of examination malpractices in the Asutifi districts. The findings are consistent with the annual report of WAEC (2009), which stated that other prominent forms of examination malpractices and irregularities was collusion/assisted cheating involving teachers, invigilators, supervisors and even proprietors of schools. In addition, studies of Cornelius-Ukpepi and Ndifon (2012) and Ijaiya (2004) confirms this. The finding, however, contradicts that of other studies which add school proprietors/heads of schools, parents and the community as part of agents of EM (Achio, et al., 2013). This may be because the involvement of parents and school heads might not have come to light clearly in the

Asutifi District. However, it is a fact that parents and school heads are part of the agents of EM. In agreement with this findings the studies by Alutu and Aluede (2006) and Kpangban, Ajaja and Umudhe, (2008) revealed that students, parents/guardians, schools' management and their staff, ministry officers and examination officers are all involved in EM (cited in Jimoh, Omoregie & Ehigbor, 2013).

**Research Question 4:** What are the effects of examination malpractices in the Asutifi North and South Districts?

In addressing this question, data on effects of examination malpractices from the responses of both students and teachers to the questionnaire was gathered. The data were analyzed using frequencies and percentages. Table 10 shows the results.

**Table 10: Effects of Examination Malpractice on the School/Institution**

Responses	Total No.	Dis-agree	%	No Comment	%	Agree	%
The school, the principal and teachers gain popularity if successful in the act	355	104	29	59	17	192	54
Dismissal, imprisonment of the school head and teachers	355	148	42	78	22	135	38
Cancellation of the entire school results of the school	355	135	38	63	18	165	46
Change of examination centre from the school	355	133	37	48	14	178	50
School heads and teachers in the act smile to the bank to enrich their pocket	355	152	43	82	23	123	35
Average Total	355	134	38	66	19	159	45

Table 10 clearly shows the varied views on the effects of examination malpractices on the school. As many as 192 of the respondents (54%) claimed that examination malpractices makes the school, the principal, and teachers popular if they are successful in the act; 178 of the respondents (50%) agreed to the fact that examination malpractice leads to change of examination center from the school if apprehended in the act; 133 of the respondents (37%) opposed to this opinion while 48 (13%) of the respondents made no comment. Again, 165 of the respondents (46%) agree to the statement that examination malpractice usually leads to the cancellation of the entire results of the school, even though 135 of the respondents (38%) disputed this and 63 of them (18%) had no comment. Averagely, 159 of the respondents (45%) agreed to all the five items measuring the effects of examination malpractices on the school, 134 of the respondents (38%) disagreed while 66 of them (19%) made no comment.

From the analysis in the Table 10 the result indicated that examination malpractice makes the school, the principal and the teachers popular if they are successful in the act. By implication this means that most schools indulge in examination malpractices with the aim of gaining popularity for performing well in examination. This has become possible due to the introduction of the league table publication of examinations result of schools and determining which and what school did well or did not do well. No school, of course, wants to be noted for non-performance in examination. The school's performance in examination affects its enrolment. Response from interview session with the heads of school selected for the study and FGD conducted for the heads of department of these schools in the district lends credence to this finding. Some of the responses they gave on effect of examination malpractices on the school were:

1. “It leads to increase in enrolment since successful schools gain popularity”.
2. “The heads of such schools and teachers are hailed by the society- the community, past students and even the nation as a whole”.

The study, however, found two negative consequences of examination malpractices on schools that do not become successful in the act. Firstly, change of examination center from the school. This finding confirms what happened to Okomfo Anokye SHS in Ashanti Region, which was caught in the act of examination malpractices using “whatsapp” to cheat in the 2014 WASSCE. WAEC (Ghana) issued a statement to cancel the examination centre in the school with immediate effect. The candidates of the said school continued writing their exams at the WAEC examination hall in the Ashanti Regional Capital, Kumasi, using their own means of transportation. The second negative consequence of the act is cancellation of the entire result of the school. By implication this means if a school, not an individual student/candidate, is caught in examination malpractices the entire result of the school will be cancelled. This happens when the school head and the teachers are involved in perpetuating this act. WASSCE 2015 report by WAEC supports this finding. According the report, results of all candidates presented by 185 out of 810 public and private second cycle schools had been withheld pending investigations into alleged examination malpractices. Out of the 268,771 candidates who took part in the examinations, one thousand eight hundred and fifty-nine (1,859) had their subjects cancelled while 453 candidates had their entire results cancelled. Also, candidates, who had their entire results cancelled, have been barred from taking any form of WAEC’s examinations for two years. Moreover, another statement issued by WAEC on WASSCE 2015 stated that over 70% of withheld results were cancelled after investigations and 119 head teachers

had also been made to sign bond of good behavior for assisting students to cheat in the examinations

It was found that majority of the respondents (42%) disagreed to the fact that examination malpractices can lead to the dismissal, imprisonment of the school head and teachers who are caught. This is not surprising since the West African Examination Council Law 1991 (PNDCL255), which prescribes more punishment such as dismissal and imprisonment to culprits of examination malpractices, had not been implemented to the latter. Most offenders maneuver their way through and are set free. This is not deterring enough. The result of Adeyemi (2010) lends credence to this.

Table 11 shows the views of the respondents on effects of examination malpractice on individual students.

**Table 11: Effects of Examination Malpractices on Individual Students**

Responses	Total No.	Dis-agree	%	No Comment	%	Agree	%
Candidates score higher mark than their ability and secure admission to higher level of education	359	90	25	59	16	210	58
Students are sacked for poor performance or for continuing cheating in examination in the tertiary	362	104	29	49	14	209	58
Innocent students are denied admission into the tertiary institution	361	103	29	52	14	206	57
Candidates become dissatisfied	360	111	31	55	15	194	54
Discourages good students from studying hard	355	125	35	39	11	191	54
Average Total	359	107	30	51	14	202	56

From Table 11, 210 of the respondents (58%) agreed to the fact that candidates score higher mark than their ability and secure admission to higher level of education as a result of examination malpractices. Interestingly, 209 of the respondents (58%) confirmed that such candidates who maneuver their way to tertiary institutions through examination malpractices are sacked for poor performance or for continuing cheating in examination in such institutions. Also 206 of the respondents (57%) claimed that innocent students are denied admission into the tertiary institutions since they may not score higher marks than their counterpart who indulged in the examination malpractices. Other negative effect of this menace include discouragement of good students from studying hard (54%) and candidates becoming dissatisfied with examination results (54%). Averagely, 202 of the respondents (56%) agreed to all the five list of items measuring the effects of examination malpractices on the individual students.

Analysis of results in Table 11 reveals diverse ways examination malpractices affect individual students. The finding that candidates normally engage in examination malpractices purposely to score higher marks than their ability in order to secure admission to higher level of education is in line with that Ijaiya (2004). According to Abdullahi (2009), the purpose of examination malpractices especially at the secondary level of education is to excel and gain access through dubious means into tertiary institution. The author argues that this is a clear reflection of laziness, lack of self-reliance and dishonesty on the part of the students involved as well as the corruption in the adult society. This is because the society is no more honouring and valuing the acquisition of knowledge and skills but rather the acquisition of certificate in itself without thorough investigation into how the certificate was acquired. That is why examination malpractice is on the increase and even forgery of certificate for further

education, and employment. In the words of Abdullahi (2009), “the students, the home and even the school have a measure of contribution” (p. 17).

The results in the Table 11 reveal that 58% of the respondents agreed that students who use dubious means to secure admission into tertiary institution are usually sacked for poor performance or for continuing cheating in examination in the tertiary institutions. It is unfortunate that many people, in fact almost all the stakeholders of education, have wrong impression about university or tertiary education. The idea of Abdullahi (2009) should be understood; “Many are called to primary and secondary level but few will be chosen at the tertiary level” and everybody that enters primary education has opportunity to enter tertiary level provided “he is willing and able”. Since understanding of this idea is lacking, many resort to EM in order to secure admission into tertiary level only to suffer dismissal for poor performance or cheating in exam at this level.

Table 12 portrays the diverse views of both teachers and students on the effects of examination malpractices on the society.

**Table 12: Effects of Examination Malpractices on the Society**

Responses	Total No.	Dis- agree	%	No Comment	%	Agree	%
Production of inefficient workforce	346	96	28	51	15	193	56
Defeats the purpose of examination, making difficult to assess candidate’s performance based on certificate they hold	347	102	29	75	22	170	49
Delays the processing of examination scores and grades	350	116	33	69	20	165	47
Discredit certificates	351	99	28	74	21	178	51
Average Total	349	103	30	67	19	177	51

As many as 193 of the respondents (56%) claimed that examination malpractices affect the society by producing inefficient workforce; followed by 178 of the respondents (51%) who agreed to the fact that examination discredits the certificates awarded to graduates in the society where examination malpractice is practiced. Other effects are defeat of the purpose of examination, making it difficult to assess candidates' performance based on certificate they hold (49%) and delay in the processing of examination scores and grades (47%). On the average, 177 of the respondents (51%) agreed to all the four items listed to measure effects of menace on the society.

It is clearly evident that examination malpractices affect the society by producing inefficient work force (Table 12). Jimoh (2009) affirms this finding by saying that examination malpractices render the goal of education invalid. The country will be full of graduates who are incompetent, unknowledgeable and unskillful to exploit the resources of the nation. How can the country develop if people are placed in responsible positions based on qualifications they claim to have (through examination malpractices) but they cannot perform their roles very well? Onuka and Durowoju (2013) consented to this finding by arguing that when opportunities are given to candidates who indulged in this act to hold leadership positions either in private or public sector, they exhibit dishonest and treacherous behaviour such as corruption, bribery, fraud and mischievous acts.

The finding that examination malpractices discredit certificates is in consonance with that of Jimoh (2009) who found that examination malpractices lead to irreversible loss of credibility, locally and internationally. According to the author the implication is that documents such as certificates awarded by or coming from educational institutions



of a country noted for examination malpractices are treated with disbelief and suspicion. For example, Ghana enjoyed great reputation for her educational standards internationally, and students from Ghana could further their education abroad without any restriction. Today the story has changed. The international communities do not trust certification coming from Ghana anymore.

The finding that examination malpractices defeats the purpose of examination making it difficult to assess candidates' performance based on certificate they hold is in agreement with that of Onuka and Durowoju (2013). To hit the nail on the head, the authors asserted that examination is no more considered as a test for evaluating the performance or judging the scholastic attainment of students. On the other hand, examination, according to them, is an instrument for decision making. However, it has lost this purpose due to the fact that today, the examination system of most countries is plagued with examination misconduct.

**Research Question 5:** What measures should be taken to discourage, prevent or otherwise address cheating in examination by school leadership, the government and the examination body (WAEC)?

In response to this question, data on measures that could be taken by the school leadership, the government and the examination body to discourage, prevent or otherwise address cheating among students of senior high schools in examination in the district were collected from the responses to the questionnaire. The data collected were analyzed using frequencies and percentages. The results are presented in Table 13.

**Table 13: Controlling Measure for Examination Malpractices**

a. Curbing Examination Malpractices by the School Leadership	Total No.	Dis- agree	%	No Comment	%	Agree	%
Maintenance of culture of discipline in schools	346	60	17	51	15	235	68
Adequate guidance and counselling on examination malpractices	342	76	22	45	13	221	65
Maintenance of effective exam C'ttee	340	69	20	51	15	220	65
Effective teaching and learning, monitoring and supervision	341	63	18	38	11	240	70
Completion of syllabus	340	67	20	48	14	225	66
Adequate preparation of students for both internal and external examination.	342	76	22	41	12	225	66
<b>b. Controlling measures by the government/society</b>							
Publication of examination result on league table should cease	342	117	34	59	17	166	49
Provide conducive educational environment for all schools and candidates	343	51	15	55	16	237	69
More emphasis should be placed on acquisition of knowledge than certificates	339	63	19	55	16	221	65
Good parental upbringing	344	66	19	58	17	220	64

Applying examination malpractices Act 1999	335	92	27	70	21	173	52
Increasing the quality of teaching and learning in schools	336	46	14	48	14	242	72
<b>c. Controlling measures by the examination body (WAEC)</b>							
Good incentives should be given to examination officials- supervisors, teachers, and invigilators	340	61	18	53	16	226	66
Termination of appointment of examination officials with any case of examination malpractice	343	91	27	76	22	176	51
Average Total	341	71	21	53	16	216	63

Table 13 shows the opinions of respondents given on measures that could be taken by the school leadership, government and WAEC to discourage, prevent or control examination malpractices among senior high schools in the districts. Among the controlling measures under school leadership, effective teaching and learning, monitoring and supervision had the largest number of respondents (70%). This was followed by the respondent' opinion that maintenance of culture of discipline in schools (68%) and the completion of syllabus (66%) as well as adequate preparation of students for both internal and external examinations (66%). Other measures include adequate guidance and counseling on examination malpractices (55%) and maintenance of effective examination committee (65%).

Under controlling measures by the government, as many as 242 of the respondents (72%) were of the opinion that increasing the quality of teaching and learning in schools by government is very instrumental in preventing examination malpractice in senior high schools; 237 of the respondents (69%) also claimed that provision of conducive educational environment for all schools and candidates is very vital in preventing cheating in examination; 221 of the respondents (65%) were also of the view that more emphasis should be placed on acquisition of knowledge than certificates. Other measures include good parental upbringing (64%), applying examination malpractices Act 1999 (52%) and publication of examination result on league table should cease (49%). Under controlling measures by the examination body (WAEC), 226 of the respondents (66%) were of the view that good incentives should be given to examination officials, supervisors, teachers, and invigilators while 176 of the respondents (51%) also agreed to the fact that termination of appointment of examination officials with any case of examination malpractice could discourage and control the menace. On the average, 216 of the respondents (63%) agreed that measures suggested in Table 13 should be taken to discourage, prevent or otherwise address cheating in examinations in the schools.

Analysis in Table 13 indicates that effective teaching and learning, monitoring and supervision are number one measures to be put in place to curb examination malpractice by the school leadership. The school leadership has an onerous task to ensure effective teaching and learning in school. Most school leaders are guilty of this responsibility of theirs, explaining why examination malpractice is on the increase these days. An effective school leader has the achievement of the aims and goals of the school at heart. Every school has a goal of achieving higher academic performance through effective teaching and learning. If the school leadership creates environment for

effective teaching and learning in schools, students will have very little urge to think of cheating in examination. Effective teaching and learning demands the availability of qualified and competent teachers, appropriate pedagogy employed in teaching, adequate teaching and learning materials as well as the availability of good and conducive school atmosphere. Again, there should be effective principal leadership as well as effective instructional and supervision (Johnson, Uline & Perez, 2011) in order to achieve higher academic performance. Unfortunately, effective teaching and learning are no more taking place in many schools (Olatoye, 2000). According to him, students and for that matter candidates are conscious of examinations and only want salient points to pass rather than to learn. To ensure effective teaching and learning, wholesale promotion of students where students who do not pass are promoted should cease. Students who fail internal exams should not be promoted but rather repeated. These practices encourage and promote lack of seriousness and laziness in students which consequently leads to examination malpractices. This is because students who don't qualify to become candidates are definitely registered. The reality is those candidates who are not academically serious and good cannot perform "magic" to pass the exams except to indulge in examination malpractices.

The study also found that another measure of controlling examination malpractice is to maintain the culture of discipline in schools for both internal and external examinations. This is a clear indication of the breakdown of discipline in schools. Discipline in school should be embraced by both teachers and students. Teachers must set a very good example for students to emulate them in following the laid down principles of the school and paying due respect to authority and structure (Afful-Broni, 2004). A disciplined teacher will always work hard to complete the syllabus, attend class regularly, mark and discuss exercises and assignments of students,

live a morally up right life, punish and reward deserving students. Disciplined students will not be absent during classes hours, not refuse to write internal exams, be serious with the academic work by taking part in every assignment given by teachers as well as adhering to the school laid down rules and regulations. Examination malpractice can be a thing of the past if the culture of discipline is upheld in schools. The finding of Adeyemi (2010) is in agreement with this finding.

The study also revealed that completion of syllabus and adequate preparation of students for both internal and external exams will go a long way to curb and reduce the incidence of examination malpractice. A host of researchers have confirmed this finding. Teachers should ensure that they adequately cover the syllabi, work to their conscience by ensuring that they attend school and classes regularly (Onuka & Durouwoju, 2013). Naturally, candidates become more anxious and are ever ready to agree to any suggestion that may lead to success in their examinations. Their fear and anxiety usually become intensified when they are aware that they could not finish treating all the syllabi. Also, candidates become more disturbed if they are not adequately prepared to take the examinations. On the other hand, they can face the examinations with boldness and confidence if preparation is adequate. Teachers, therefore, have the onerous task of preparing their students very well so that examination malpractices can be reduced or eradicated. This can be done by giving them enough exercises, trial questions, mocks and solving past questions with them to assure them of their ability to write the examinations and pass well.

Adequate guidance and counseling on examination malpractices in schools is found to be very significant in curbing examination malpractices by the school leadership, according to the study. The findings of Alutu and Aluede (2006) consented

to this. Their study revealed that majority of students had a very wrong notion about examination ethics; believing that examination ethics entail among others sitting next to someone in order to copy from his/her paper in the examination hall. The school counselors by virtue of their training are well equipped to guide students towards achieving optimal behavior during the conduct of examination. To ensure effective communication network between counselors and principals, teachers, students and significant others, they should give impromptu talks to individuals and group of students on expected behaviors before and during examinations. This aids in sensitizing the students and reduce phobia, anxiety and tension usually associated with examinations.

As part of controlling measures for examination malpractices by the government/society, the study revealed that the government should make every effort to improve the quality of teaching and learning in schools. This can be done by providing sufficient text books, teaching and learning material (TLM), libraries and infrastructure. Government should ensure provision of qualified teachers in schools by giving incentives packages to colleges of education to entice more people into the teaching profession. This is because research reveals that most schools in the rural areas lack professional teachers who are competent to effectively teach students for higher academic achievement. Adeyemi (2010) found that there was a higher rate of examination malpractices in rural schools than in urban schools, which indicate that the rural schools lack competent teachers. Sometimes, professional teachers may be available in a school but may lack a conducive educational environment for quality teaching and learning to take place in such school. This situation will definitely promote examination malpractices in such school. Therefore, the finding that government should provide enabling environment for all schools and candidates is in order. The study of

Zainul-Deen (2011) confirms this. Teacher empowerment, according to Jimoh (2009), should be embraced by the government wholeheartedly and should centre on teacher professional development, teacher reward system and job environment.

The study also indicates that to curb examination malpractices, the society should place more emphasis on acquisition of knowledge rather than certificates. It is rather unfortunate that so much value and emphasis are placed on certificates instead of knowledge, skills and competence. As we have already discussed, this over emphasis and value placed on the face value of certificate promotes cheating in examination. As a result many school leavers and drop-outs have certificates without the necessary knowledge and skills (Jimoh, 2009). No wonder in Ghana and other West African Countries we have more social problems. For instance, the manufacture and sale of fake drugs by pharmacists, collapse of buildings, embezzlement of funds and miscarriage of justice in the courts, which are the fruits of over emphasis and value placed on certificates. If this trend does not change, according to Orbit (2006), ‘the country will end up with doctors who cannot differentiate between vein and artery, lawyers who cannot differentiate between an accused person and the complement and teachers who may not be able to spell the names of their schools correctly’, (cited in Jimoh, 2009, p. 5).

The time has come for the nation to place more emphasis on the acquisition of knowledge, behaviors and skills rather than taking certificates as passports to jobs or higher education. This implies that continuous assessment should be taken serious and effectively implemented. Students should not be assessed based on only one time final examination (WASSCE). But rather it should be based on the continuous assessment covering the whole period the students stayed in the school. This will eventually make students take their studies serious and sit up and learn hard resulting in very high



confidence to write examination with little or no desire to cheat. Observations made by the researcher during final examination invigilation sessions (WASSCE) over the past five years support the fact that effective implementation of continuous assessment will go a long way to reduce the incidence of examination malpractices. Some unfortunate and unsuspecting incidence during examinations such as sicknesses and accidents happen to candidates which have serious negative effects on their performance in the examinations. Sometimes invigilators have to show human face to rescue a very good student who may be a victim of some of these unfortunate incidences from failure in the 'one time final examination'. A properly instituted continuous assessment system will surely reduce the fear and anxiety of students/candidates in taking one time final examination which has the potential of reducing the urge students/candidates have to pass their final examinations by hook or crook.

Another measure to control the menace as revealed by the findings is to cease publication of examination result on league table. The league table promotes unhealthy competition among schools, especially between more endowed schools and lesser ones. On what basis should the result of an old big school with all the necessary infrastructures and structures in place be compared with that of a new small community based school with no properly laid-down structures and with little or no infrastructures in place? This is an unfair and unjustifiable basis of comparison. The researcher is of the view that there should be publication of available and unavailable educational facilities or infrastructure which hinder or enhance quality teaching and learning in the various schools on the league table. This will attract the attention of international donors to come to the aid of the poor schools and bring them to a level acceptable and appreciable.

Parents as part of stakeholders in education have a role to play in curbing examination malpractice, by ensuring good parental up-bringing. It is said that charity begins at home. It follows then that students' disposition to cheat in examination is somehow attributed to parental upbringing. Most parents do not portray good example to students. This finding is in consonance with that of Cornelius–Ukpepi, and Ndifon (2012) who concluded that parents should show good example to their children by stopping pressurizing them to pass their examination at all cost. The authors found that there was a significant relationship between parental influences on pupils cheating behaviour and their academic performance in primary science. Parents have now thrown away the practice of instilling and valuing moral discipline in their children. Parents now believe that their children cannot perform better both in internal and external examinations and therefore go to the extent of hiring people to write examinations for their children, bribing teachers and examiners to help their children. This confirms an observation the researcher made during a P.T.A meeting in a school. A parent stood up and pleaded with the school authorities to do everything possible to “assist” their wards during the final exams, even if it will mean paying money, they were ready to pay it so that their wards will get very good grades. In the study by lyaiya (2004) to find out the strongest link in examination malpractice in Nigeria lends credence to this fact, where parents of students ranked 3rd out of 14 agents of examination malpractice. Parents can help curb the increasing rate of examination malpractice in schools if they support the school leadership to instill discipline in their wards. Through P.T.A., parents should support the government to provide the necessary educational facilities and infrastructure to ensure quality and effective teaching and learning in the schools. They must carry out their responsibility of providing their

children with all the necessary learning materials to enhance their learning. Again they should live exemplary lives for the children to emulate.

As part of controlling measures to this menace by the examination body (WAEC), the analysis of the results indicates that good incentives should be given to examination officials such as supervisors, teachers and invigilators who are directly involved in the conduct and supervision of examination. A special welfare package put in place for examination official will discourage them from financial and material inducements from students, parents and others (Jimoh, 2009).



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

This chapter summarizes the key findings of the study that boarder on forms, causes, agents, effects and controlling measures of examination malpractices. It offers conclusions based on the findings and provides recommendations on how examination can be controlled, especially, by the school leadership.

#### Summary of the Study

Examinations in the senior high schools, especially, in Ghana and other West African countries, have seriously been infested with an unprecedented increase in examination malpractices. This has resulted in the loss of reliability and credibility in the certificates obtained from such examinations. The goal of the research is to identify the most effective means of controlling or eradicating this cankerworm in the educational system so that the lost reliability and credibility in examinations and certificates from such examinations in the senior high schools would be regained with Asutifi North and South Districts as study area. The findings and recommendations that emerged from the study can contribute to educational discourse in finding lasting solutions to the social canker of examination malpractices in education in Ghana as well as other West African countries.

The study adopted exploratory descriptive survey. The population of the study was 4,480 students and 243 teachers (including school heads, examination supervisors and heads of departments) in the four SHS in the Asutifi North and South Districts. The four schools involved in the study were Acheresua SHS, Hwidiem SHS, Our Lady of

Apostles (OLA) Girls SHS and Gyamfi Kumanini SHS. A sample size of 519 was used which comprised of 376 students, 150 teachers and 2 directors of education in the two districts. Purposive sampling was used to select heads of department, school heads and district directors of education. Simple random and stratified samplings were respectively used to select teachers and students for the study. Questionnaires, interviews and focused group discussion were used to gather data. Pilot testing was conducted to ensure validity of the instrument while Cronbach Alpha Coefficient was used to calculate the reliability of the instrument which yielded a reliability coefficient of 0.94. The study employed both qualitative and quantitative analytical techniques. Quantitative data were presented and analyzed using tables, charts, graphs, frequencies and percentages. Qualitative data were transcribed and edited. Similarities and disparities between responses were discussed along with quantitative analysis of students' and teachers' responses. They were presented in quotes and transcriptions.

### **Summary of Key Findings of the Study**

The key findings of the study were that:

- 1 Hiring other people to write examinations through impersonation, copying answers directly from modules or text books, writing examinations in EM friendly centres, bringing prepared answers to examinations hall and invigilators conniving with students to cheat in examination halls were found to be amongst the most prevalent forms of examination malpractices in the Asutifi North and South District.
- 2 Four major causes of examination malpractices were insufficient preparation for the examinations among students; the desire among students to pass examination at all cost; too much emphasis on certificates rather than

acquisition of knowledge and skills; and publication of examination results on the league table of school's performance.

- 3 The four key agents of examination malpractices were found to be students, invigilators, teachers and supervisors.
- 4 Three main effects of examination malpractices on schools are successful schools in the act gain popularity, the examination results of schools caught in the act are cancelled and examination centre taken away from such school.
- 5 Two top effects of examination malpractices on individual students are EM enables students to score higher marks than their ability for admission into the tertiary institutions and such students are sacked for poor performance or for continuing cheating in examination in the tertiary institutions.
- 6 EM affects the nation by producing inefficient workforce for the state as well as discrediting certificates obtained in the examination.
- 7 Three key measures found to be employed by the school leadership to control EM were ensuring effective teaching and learning, monitoring and supervision; maintenance of culture of discipline in school and providing adequate guidance and counseling services in schools
- 8 Three major measures to be taken by government/society to control EM were improving quality teaching and learning in schools; provision of equal and conducive educational environment for all students and candidates; and placing more emphasis on acquisition of knowledge rather than certificates.
- 9 Giving good incentives to examination officials and terminating appointment of examination officials were the two main measures found to controlling EM by the examination body (WAEC).

## Conclusions

The following conclusions could be drawn after a critical look at the findings:

1. The examination officials, including supervisors and invigilators do not do their work well as expected. This is because students would find it very difficult, if not impossible, to use any device or strategy to cheat in examinations if supervisors and invigilators do their work effectively and competently. They behave like dogs who cannot bark or watchmen who cannot keep awake to give signals for any foreseeable danger. This may be due to the fact that students might have paid big sums of money to such supervisors and invigilators to keep them mute and make them blind over any form of EM they choose to employ.
2. Effective teaching and learning, monitoring and supervision may be lacking in schools. Effective teaching and learning will ensure that teachers complete syllabuses on time, motivate, encourage and assist students to solve and practice enough questions in preparation towards examinations. Effective monitoring and supervision by the school leadership during and outside instructional periods will go a long way to ensuring effective teaching and learning in the school.
3. Students may lack self-confidence to write and pass examinations, and as a result they resort to examination malpractices.
4. The policy of 'wholesale' promotion, whereby non-performing/weak students have to be promoted to the final year to sit for examinations may give credence to emphasis on acquisition of certificates rather than acquisition of knowledge.
5. Adequate guidance and counseling may also be lacking. This is because; the guidance and counseling department can help students/candidates to understand issues relating to examinations, acquisition of knowledge and certificates.

6. It will be extremely difficult to halt EM if special and concerted efforts are not made by all the identified agents to discourage the act. This is because the officials who can ensure examination malpractice free were found to be key agents
7. Punishments given to culprit of EM have not been deterrent enough. Probably that is why the students and the school as a whole indulge in the act.
8. The procedure for admission into the tertiary institutions is too simple that it is unable to detect students who passed their examinations through EM.
9. The future of the nation is very bleak. It will be characterized by bribery and corruption, under development and unproductivity. This is because people will be occupying positions they do not merit.
10. Effective school leadership is lacking in schools which has accounted for the increase in EM.
11. The government/society has misplaced priority on acquisition of certificates rather than ensuring quality education and acquisition of knowledge.
12. Incentives schemes for examination officials are appealing enough and punitive actions against culprits are not deterrent enough. This opens doors for the examination officials to enrich themselves through EM and go 'scot free'.

## **Recommendations**

Based on the findings of this study, the following recommendations are made:

1. The examination body as well as the school leadership should select teachers who are trustworthy, faithful and full of integrity to go through training as supervisors and invigilators. Such men and women of integrity cannot look on



for any form of examination malpractice to go on before, during or after examinations.

2. Supervisors and invigilators and other examination officials should promptly be given very good and attractive incentives by the examination body (WAEC) so that they will not be tempted to accept quick monies from students and parents to allow such evil acts to go on.
3. The school leadership should do well to ensure effective teaching and learning, monitoring and supervision. Effective teaching and learning will ensure that teachers complete the course syllabuses on time, motivate, encourage and assist students to solve and practice enough questions in preparation towards both internal and external examinations. This will go a long way to reduce EM, since the main cause of EM was found to be inadequate preparation for examinations.
4. There should be proper instructional supervision, ensuring that teaching and learning materials are available for enhancing effective teaching and learning in the school. This will also ensure completion of syllabus and adequate preparation of students for the impending examination.
5. The school leadership should ensure that students are given adequate guidance and counseling services so that it will annul their fears and boost their self-confidence to write and pass their examinations. Guidance and counseling services are very crucial to calm students' anxieties; educate students on effects of EM; guide students to make decisions pertaining to repetitions and promotions; educate students on the value of acquiring knowledge rather than acquiring mere certificates in their education.
6. The school leadership in conjunction with school guidance and counseling unit should carry out programmes that will instill into students, some moral values

and qualities like integrity, discipline, hard work, and honesty from the beginning of their education till the end. Students must be encouraged and challenged to live this kind of life in order to enjoy its numerous benefits, even though it very difficult to is live as such in time like this.

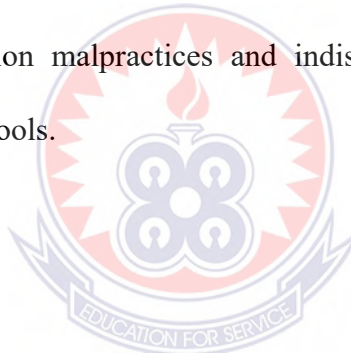
7. The policy of 'wholesale' promotion should be done away with. Students who perform poorly must be withdrawn or repeated and not promoted; otherwise, such student will find ways and means of passing the examinations which he/she knows very well that it would be difficult for him/her.
8. All educational stakeholders should make concerted efforts to discourage EM, especially the school leadership. This is because the school leadership has the upper hand to control EM since the four strong agents of EM were found in the study (students, supervisors, invigilators and teachers) are all within the school domain. The school leadership, however, cannot succeed in the fight against EM alone. It needs the supports and co-operation from the examination body, government/society and even the parents/guardians of the students.
9. The government must take punitive actions against students and teachers involved in the examination irregularities to deter others from indulging in the act.
10. The government should ensure full implementation of the examination malpractice law, which provides for the imprisonment of culprit. This is because the arrest and prosecution of students and teachers caught in examination malpractices would always serve as a lesson to others.
11. The examination body should terminate the appointment of examination officials and teachers who are involved in perpetrating examination malpractices to serve as a deterrent to others.

12. Admissions into the tertiary institutions should require a true copy of transcripts of the applicant as part of admission requirement. This will make students serious with their continuous assessment from first year to final year of schooling, which will in turn reduce EM because their attention will be solely on the external/final examinations. This will again aid administrators of tertiary institutions to identify applicants who indulged in EM to pass their examinations and then to deny such applicants admissions.
13. The government should make it a policy that a true copy of transcript should be part of documents required for employment, so that anyone found to have indulged in EM would be denied the job in the nation.
14. The government must provide enabling educational environment for all schools and candidates to feel good and write the examinations with confidence either from rural area or urban school.
15. The society should place more emphasis on acquisition of knowledge rather than certificates by upholding and implementing continuous assessment effectively.
16. Politicization of educational policies should be abolished and government attention should be focused on enhancing quality education. In the same way protocol system being used by most government officials to secure admission for weak and non- performing students in schools should be done away with, since it leads to examination malpractices and breeds corruption in schools.
17. The school leadership should ensure that efforts at controlling and eradicating examination malpractice begin right from the first year of the SHS education through to the final year. By so doing the students will become familiar with proper examination practices.

18. The school heads should ensure an effective examination and/or supervision committee that will be committed to ensuring that both internal and external examinations are conducted and supervised under strict conditions, minimizing or eradicating examination irregularities before, during and after the examinations.

### **Areas for Further Studies**

Findings of the study have revealed that school leadership has upper hands in controlling examination malpractices, among other stakeholders. Further studies are suggested in the area of the type of school leadership, school cultures needed to control or eliminate examination malpractices in school systems. Further investigations should be made about examination malpractices and indiscipline with respect to circular schools versus mission schools.



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## APPENDIX A

### QUESTIONNAIRE ON EXAMINATION MALPRACTICE FOR STUDENTS

Dear Student,

This questionnaire is part of a study designed to investigate into examination malpractices, its causes and effects on students, the school and the society and how it can be controlled by the school leadership in the senior high schools. I would therefore be grateful to have you participate in the study.

Please, be informed that your participation is voluntary and responses will be treated confidentially and used for academic purpose only.

Thank you very much in anticipation of your co-operation.

#### SECTION A: DEMOGRAPHICS

1. Name of school .....
2. Sex: 1. Male [ ] 2. Female [ ]
3. Age:.....
4. Form: 1. SHS 1 [ ] 2. SHS 2 [ ] 3. SHS3 [ ]
5. Programme or course of study .....
6. Which type of institution did you attend in your basic education?
  1. Public school [ ]
  2. Private school [ ]

**SECTION B: FORMS OF EXAMINATION MAL PRACTICES**

**Instructions:** Please, tick (√) in the appropriate box to indicate the extent to which you agree or disagree with the following statements using the following scale:

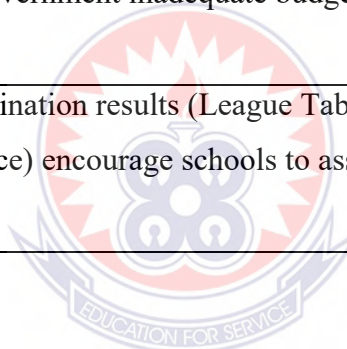
Strongly Disagree = 1; Disagree = 2; No Comment = 3; Agree = 4; Strongly Agree = 5

No.	Forms of examination malpractices	1	2	3	4	5
7	Bringing prepared answers to examination halls					
8	Copying other students' work during examinations					
9	School authorities colluding with examination officials and invigilators to assist students					
10	Invigilators conniving with students to cheat in examination halls					
11	Sending of prepared answers by teachers to students during examinations					
12	Copying answers directly from modules or textbooks during examinations					
13	Hiring other people to write the examinations through impersonation					
14	Writing the examinations in special centres noted for examination malpractices					

**SECTION C: CAUSES OF EXAMINATION MALPRACTICES**

No.	Reasons for examination malpractices in schools	1	2	3	4	5
15	General indiscipline among students in the schools					
16	Non-implementation of the examination malpractices decree which provides for the imprisonment of culprits					
17	Lack of effective supervision of students during examinations					

18	Insufficient preparation for the examinations among many students					
19	Desire among many students to pass the examinations at all cost					
20	Leakages of question papers by examination officials					
21	Leakages by the school authorities					
22	Lack of adequate preparation towards examination by candidates					
23	Inadequate guidance and counselling for candidates					
24	Too much emphasis on certificates rather than acquisition of knowledge and skills					
25	Poor educational environment such as poor infrastructure, inadequate teachers, parental carelessness, and government inadequate budget for education					
26	Publication of examination results (League Table of Schools' performance) encourage schools to assist their students					



#### SECTION D: EXTENT OF INVOLVEMENT

No.	Agents of examination malpractices	1	2	3	4	5
27	School heads					
28	Invigilators					
29	Supervisors					
30	Parents					
31	Students					
32	Teachers					
33	Community – chiefs, past students, etc.					



**SECTION E: EFFECTS OF EXAMINATION MALPRACTICES**

No.	a. Effects on the school/institution	1	2	3	4	5
	The school, the principal and teachers gain popularity if successful in the act					
34	Dismissal, imprisonment of the school head and teachers					
35	Cancellation of the entire school results of the school					
36	Change of examination centre from the school					
37	School heads and teachers in the act smile to the bank to enrich their pocket					
	<b>b. Effects on the individual student</b>					
38	Candidates score higher mark than their ability and secure admission to higher level of education					
39	Students are sacked for poor performance or for continuing cheating in examination in the tertiary					
40	Innocent students are denied admission into the tertiary institution					
41	Disciplined candidates become dissatisfied with exams results					
42	Discourages good students from studying hard					
	<b>c. Effects on the Society</b>					
43	Production of inefficient workforce					
44	Defeats the purpose of examination, making difficult to assess candidate's performance based on certificate they hold					
45	Delays the processing of examination scores and grades					
46	Discredit certificates					

**SECTION F: SOLUTION/CONTROLLING MEASURES TO EXAMINATION  
MALPRACTICES**

No.	a. <b>Curbing Examination Malpractices by the School Leadership</b>	1	2	3	4	5
47	Maintenance of culture of discipline in schools					
48	Adequate guidance and counselling on examination malpractices					
49	Maintenance of effective examination committee					
50	Effective teaching and learning, monitoring and supervision					
51	Completion of syllabus					
52	Adequate preparation of students for both internal and external examination.					
	<b>b. Controlling measures by the government/society</b>					
53	Publication of examination result on league table should cease					
54	Provide conducive educational environment for all schools and candidates					
55	More emphasis should be placed on acquisition of knowledge than certificates					
56	Good parental upbringing					
57	Applying examination malpractices Act 1999					
58	Increasing the quality of teaching and learning in schools					
	<b>c. Controlling measures by the examination body (WAEC)</b>					
59	Good incentives should be given to examination officials- supervisors, teachers, and invigilators					
60	Termination of appointment of examination officials with any case of examination malpractice					

## APPENDIX B

### QUESTIONNAIRE ON EXAMINATION MALPRACTICE FOR TEACHERS

Dear Teacher,

This questionnaire is part of a study designed to investigate into examination malpractices, its causes and effects on students, the school and the society and how it can be controlled by the school leadership in the senior high schools. I would therefore be grateful to have you participate in the study.

Please, be informed that your participation is voluntary and responses will be treated confidentially and used for only academic purpose.

Thank you very much in anticipation of your co-operation.

#### SECTION A: DEMOGRAPHICS

1. Name of school .....
2. Sex: 1. Male [ ] 2. Female [ ]
3. Age: .....
4. Department: .....
5. Highest educational qualification
  1. Diploma [ ] 2. 1<sup>st</sup> Degree [ ] 3. Master's Degree [ ]
6. Number of years of teaching experience
  1. 1 - 5 [ ] 2. 6 - 10 [ ] 3. 11 - 15 [ ] 4. 16 - 20 [ ]
  5. 21 - 25 6. 26 and above [ ]

**SECTION B: FORMS OF EXAMINATION MALPRACTICES**

**Instructions:** Please, tick (√) in the appropriate box to indicate the extent to which you agree or disagree with the following statements using the following scale:

Strongly Disagree = 1; Disagree = 2; No Comment = 3; Agree = 4; Strongly Agree = 5

No.	Ways and means of examination malpractices	1	2	3	4	5
7	Bringing prepared answers to examination halls					
8	Copying other students' work during examinations					
9	School authorities colluding with examination officials and invigilators to assist students					
10	Invigilators conniving with students to cheat in examination halls					
11	Sending of prepared answers by teachers to students during examinations					
12	Copying answers directly from modules or textbooks during examinations					
13	Hiring other people to write the examinations through impersonation					
14	Writing the examinations in special centres noted for examination malpractices					

**SECTION C: CAUSES OF EXAMINATION MALPRACTICES**

No.	Reasons for examination malpractices in schools	1	2	3	4	5
15	General indiscipline among students in the schools					
16	Non-implementation of the examination malpractices decree which provides for the imprisonment of culprits					
17	Lack of effective supervision of students during examinations					

18	Insufficient preparation for the examinations among many students					
19	Desire among many students to pass the examinations at all cost					
20	Leakages of question papers by examination officials					
21	Leakages by the school authorities					
22	Lack of adequate preparation towards examination by candidates					
23	Inadequate guidance and counselling for candidates					
24	Too much emphasis on certificates rather than acquisition of knowledge and skills					
25	Poor educational environment such as poor infrastructure, inadequate teachers, parental carelessness, and government inadequate budget for education					
26	Publication of examination results (League Table of Schools' performance)					

#### SECTION D: EXTENT OF INVOLVEMENT

No.	Agents of examination malpractices	1	2	3	4	5
27	School heads					
28	Invigilators					
29	Supervisors					
30	Parents					
31	Students					
32	Teachers					
33	Community – chiefs, past students, etc.					

**SECTION E: EFFECTS OF EXAMINATION MALPRACTICES**

No.	a. Effects on the school/institution	1	2	3	4	5
34	The school, the principal and teachers gain popularity if successful in the act					
35	Dismissal, imprisonment of the school head and teachers					
36	Cancellation of the entire school results of the school					
37	Change of examination centre from the school					
38	School heads and teachers in the act smile to the bank to enrich their pocket					
	<b>b. Effects on the individual student</b>					
39	Candidates score higher mark than their ability and secure admission to higher level of education					
40	Students are sacked for poor performance or for continuing cheating in examination in the tertiary					
41	Innocent students are denied admission into the tertiary institution					
42	Candidates become dissatisfied					
43	Discourages good students from studying hard					
	<b>c. Effects on the Society</b>					
44	Production of inefficient workforce Defeats the purpose of examination, making difficult to assess candidate's performance based on certificate they hold					
45	Delays the processing of examination scores and grades					
46	Discredit certificates					

**SECTION F: SOLUTION/CONTROLLING MEASURES TO EXAMINATION  
MALPRACTICES**

No.	a. <b>Curbing Examination Malpractices by the School Leadership</b>	1	2	3	4	5
47	Maintenance of culture of discipline in schools					
48	Adequate guidance and counselling on examination malpractices					
49	Maintenance of effective examination committee					
50	Effective teaching and learning, monitoring and supervision					
51	Completion of syllabus					
52	Adequate preparation of students for both internal and external examination.					
	<b>b. Controlling measures by the government/society</b>					
53	Publication of examination result on league table should cease					
54	Provide conducive educational environment for all schools and candidates					
55	More emphasis should be placed on acquisition of knowledge than certificates					
56	Good parental upbringing					
57	Applying examination malpractices Act 1999					
59	Increasing the quality of teaching and learning in schools					
	<b>c. Controlling measures by the examination body (WAEC)</b>					
60	Good incentives should be given to examination officials- supervisors, teachers, and invigilators					
61	Termination of appointment of examination officials with any case of examination malpractice					

## APPENDIX C

### INTERVIEW GUIDE ON EXAMINATION MALPRACTICES FOR HEADS OF SCHOOLS AND DEPARTMENTS AND DISTRICT DIRECTORS OF EDUCATION

Dear Sir/Madam,

This interview is part of a study designed to investigate into examination malpractices, its causes and effects on students, the school and the society and how it can be controlled by the school leadership in the senior high schools. I would therefore be grateful to have you participate in the study.

Please, be informed that your participation is voluntary and responses will be treated confidentially and used for only academic purpose.

Thank you very much in anticipation of your co-operation.

1. Name of School/District .....
2. The existence of examination malpractice cannot be over emphasized. Which form does it take in the schools in the district?  
.....  
.....
3. Who are those involved? .....
4. Rank the following agents of the examination malpractices in term of the rate of involvement, using the following scale: very high = 1; high = 2; low = 3; and lowest = 4.
  1. Teachers .....
  2. Invigilators .....
  3. Supervisors.....
  4. Parents .....
  5. Students .....
  6. School heads .....
  7. Community .....
  8. Influential people .....



5. Give reasons for your ranking

.....  
.....

6. Why do such agents engage in examination malpractice?

.....  
.....

7. What are the effects of examination malpractice on

1. Students .....

.....

2. The School/Institution .....

.....

3. The Society/Nation .....

.....

8. What measures must be put in place to control or curb examination malpractice by

1. School leadership .....

.....

2. Government .....

.....

3. Examination Body (WAEC) .....

.....

9. Which of the three agents of examination malpractice in 8 above has upper hands in curbing the menace?

1. School Leadership [ ]

2. Government [ ]

3. Examination Body (WAEC) [ ]

