

UNIVERSITY OF EDUCATION, WINNEBA

**TEACHERS' INVOLVEMENT IN EXAMINATION MALPRACTICE:
CAUSES, CONSEQUENCES, AND ETHICAL IMPLICATIONS IN SENIOR
HIGH SCHOOLS IN ELLEMBELE DISTRICT**

PATRICK ANDOH

POST-GRADUATE DIPLOMA IN EDUCATION

2025

UNIVERSITY OF EDUCATION, WINNEBA



**TEACHERS' INVOLVEMENT IN EXAMINATION MALPRACTICE:
CAUSES, CONSEQUENCES, AND ETHICAL IMPLICATIONS IN SENIOR
HIGH SCHOOLS IN ELLEMBELE DISTRICT**

PATRICK ANDOH

(6242070009)

**A Project Report in the Department of Educational Foundations,
School of Education and Life-Long Learning, submitted to the school of
Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Post Graduate Diploma
(Education)
in the University of Education, Winneba**

OCTOBER, 2025

DECLARATION

STUDENT'S DECLARATION

I, Patrick Andoh, hereby declare that this project report content of this write up was solely done by me. It contains no material previously published by another person or material which have been accepted for the award of any other degree of the University, except where due acknowledgement has been made to the text.

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 research work as laid down by the University of Education, Winneba.

Name:

Signature.....

Date

DEDICATION

To my parents, wife and children as well as my mates who supported me in writing this project work.

ACKNOWLEDGEMENTS

I want to use this opportunity to express my heartfelt gratitude and appreciation to my supervisor, Dr. Joseph Appianing, for his time spent on this work.

I am most grateful to him. In a special way I want to thank all my course mates for their kindness and the maturity which they showed during the period of the program. Finally, I will like to thank my lovely wife and parents for their financial support and all those who spent their time and energy on this dissertation to bring me this far.

May God richly bless them all.

TABLE OF CONTENTS

Contents	Pages
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	iv
ABSTRACT	vi
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURES	x
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	7
1.4 Research Objectives	7
1.5 Research Questions	7
1.6 Significance of the Study	8
1.7 Delimitation of the Study	8
1.9 Definition of Terms	9
1.10 Organization of the Study	9
CHAPTER TWO: LITERATURE REVIEW	10
2.1 Overview	10
2.2 Theoretical Framework	10

2.3 Conceptual Review	15
2.4 Conceptual Framework	21
2.5 Empirical Review	23
2.6 Chapter Summary	31
CHAPTER THREE: RESEARCH METHODOLOGY	33
3.1	Overview
	Err
or! Bookmark not defined.	
3.2 Research Design	33
3.3 Study Area	34
3.4 Study Population	34
3.5 Sample and Sampling Technique	35
3.6 Research Instrument	39
3.7 Validity and Reliability of the Instruments	40
3.8 Data Collection Instrument	43
3.9 Data Analysis	43
3.10 Ethical Issues	44
3.11 Limitations of the Study	44
CHAPTER FOUR: RESULTS AND DISCUSSIONS	45
4.1 Overview	45
4.2 Demographic and Other Characteristics	45
4.3 Analysis of Research Questions	49

4.3.3 Research Question 3:	61
4.4 Discussions	66
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	74
5.1 Overview	74
5.2 Summary of the study	74
5.3 Summary of the Results	75
5.4 Conclusion	76
5.5 Recommendations	76
5.6 Suggestions for Further Research	77
REFERENCES	78
APPENDICES	92
APPENDIX A	92
Appendix B	98
Appendix C	104

LIST OF TABLES

Tables	Pages
1. Distribution of Respondents by Senior High School	35
2. Distribution of Respondents by Senior High School	39
3. Reliability Statistics for Students	41
4. Reliability Statistics for Teachers and Administrators	42
5. Demographic and Other Characteristics of the Students	46
6. Demographic and other Characteristics of the Teachers and Administrators	47
7. Factors Influencing Teachers' Involvement in Examination Malpractice- Students	49
8. Factors Influencing Teachers' Involvement in Examination Malpractice- Teachers	53
9. Effect Of Teacher Assistance on Academic Preparation and Examination- Students	56
10. Effect of Teacher Assistance on Academic Preparation and Examination- Teachers	59
11. Measures of preventing Teachers' Involvement in Examination Malpractice- Students	61
12. Measures of Preventing Teachers' Involvement in Examination Malpractice- Teachers	64

LIST OF FIGURES

Conceptual framework on examination malpractice	22
---	----

ABSTRACT

This study investigated the causes, consequences, and ethical implications of teachers' involvement in examination malpractice in Senior High Schools in the Ellembele District. The purpose was to understand the underlying drivers of malpractice and its impact on students' academic development while suggesting practical solutions to curb the practice. A quantitative approach with a descriptive design was employed, using questionnaires to collect primary data. The sample consisted of 340 students selected through multistage sampling, 192 teachers chosen through a census method, and 4 administrators, making a total of 536 respondents. The findings revealed that both students and teachers acknowledged institutional pressures, poor working conditions, and weak enforcement mechanisms as key factors influencing malpractice, although their perspectives on external and personal motivations differed slightly. Both groups agreed that teacher involvement in malpractice undermines students' motivation, confidence, and problem-solving abilities, ultimately weakening academic integrity and long-term educational outcomes. While students favoured punitive sanctions and teachers leaned towards professional supervision and support, there was consensus on the need for accountability, improved motivation, training, and stricter enforcement of regulations. The study recommends that stakeholders reduce institutional pressures by improving teacher welfare, strengthening enforcement mechanisms, and establishing transparent accountability structures to safeguard the integrity of educational assessments.

CHAPTER ONE

INTRODUCTION

Examinations are a key part of every educational system. They are an honest way of judging what a student knows and an assessment of their learning progress. When done honestly, tests instill merit, discipline and faith in education. In Ghana, examination malpractice poses a serious threat to the integrity of school-based and national examinations. While it's usually the student getting blamed for cheating, according to reports, some teachers also play a part in cheating.

The teachers, who are supposed to guide students and maintain integrity in the classrooms, are sometimes found helping them or leaking question papers. When teachers cheat, it hurts school standards and people lose faith in the teaching profession. It's a serious problem in parts of Ghana where pressure for high student performance and weak supervision create opportunities for malpractice.

This study seeks to examine teachers' involvements in examination malpractice in Senior High Schools in Ellembelle District with a focus on causes, effects and ethics. The aim is to provide insights to enhance integrity and professionalism in the education system of the country.

1.1 Background to the Study

The integrity of educational systems is a crucial foundation for societal development, impacting not only individual academic performance but also the wider socio-

economic environment (Owusu & Osei, 2021). Examination malpractice has emerged as a widespread issue globally, undermining educational standards. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020) reports that around 25% of students across various countries admit to having cheated during exams. This statistic reveals a troubling trend that crosses national boundaries and suggests systemic problems within educational structures. The involvement of teachers in such unethical behaviour further intensifies the issue, as it diminishes trust in educational institutions and undermines the value of academic achievements. The global conversation regarding examination integrity is increasingly centered on the role of educators, who are often viewed as both facilitators of learning and guardians of ethical standards (Baker, 2021).

The ongoing prevalence of examination malpractice reflects broader societal challenges such as economic disparity, insufficient educational resources, and cultural perceptions of academic success. In several African nations, including Ghana, systemic issues like overcrowded classrooms and limited access to quality teaching materials exacerbate the problem (Asare & Appiah, 2022). The Ghanaian government has acknowledged these challenges and has formulated policies aimed at fostering ethical conduct among educators. However, the effectiveness of these policies is questionable due to inadequate enforcement mechanisms and a lack of comprehensive training programs for teachers on academic integrity (Ministry of Education, 2021).

In Ghana, the issue of examination malpractice has reached critical levels, particularly in senior high schools. The West African Examinations Council (WAEC) reported that over 30% of candidates were implicated in examination malpractice during the 2022 examinations (WAEC, 2023). This statistic highlights the urgent need to address not only student behaviour but also the complicity of teachers who may facilitate or

overlook such practices. The Ghanaian government has introduced various measures aimed at combating examination malpractice, including the implementation of stringent monitoring systems and punitive actions for both students and educators involved in these activities (Ministry of Education, 2021). Nevertheless, regardless of these initiatives, the prevalence of malpractice persists, indicating a need for a more thorough investigation into its underlying causes.

Understanding the factors influencing teachers' involvement in examination malpractice is vital for addressing the root causes of this pervasive issue. Research indicates that teachers may engage in malpractice due to various pressures, including administrative expectations, inadequate training, and insufficient support systems, which contribute to a culture of corruption within educational institutions (Asare & Adomako, 2022).

These elements can foster an environment where the integrity of assessments is compromised, as teachers feel obliged to prioritise outcomes over ethical standards. Moreover, studies have highlighted how socio-economic challenges, such as low salaries and job insecurity, may drive educators towards unethical practices as a means of achieving perceived short-term success (Kwarteng, 2021).

The impact of teachers' involvement in examination malpractice significantly diminishes students' academic preparation and performance in external examinations. By participating in malpractice, teachers may inadvertently lower the academic standards expected of students, promoting a reliance on unethical practices rather than fostering genuine learning and intellectual growth (Osei & Owusu, 2020).

This assistance can manifest in various ways, such as providing answers or aiding students during examinations, ultimately undermining the assessment's capacity to

accurately measure student competencies and readiness for further academic pursuits or employment (Nkrumah, 2020). Consequently, the implications reach beyond individual students, eroding the integrity of qualifications across the entire educational system.

To effectively combat teachers' involvement in examination malpractice, it is crucial to identify preventive measures that can foster an environment of academic integrity. Strategies must encompass both systemic reforms and individual interventions, which could include the establishment of stringent monitoring and evaluation processes, alongside professional development initiatives aimed at enhancing teachers' ethical standards (Mensah, 2021). Research underscores the necessity for comprehensive training that not only addresses pedagogical techniques but also reinforces the importance of ethical conduct within educational settings (Agyeman, 2022). In addition, nurturing open dialogue among stakeholders, including teachers, administrators, and policymakers, can cultivate a culture where academic honesty is valued and upheld.

The Ellebelle District, located in the Western Region of Ghana, presents a unique context for investigating examination malpractice among teachers. Characterised by its rural setting and socio-economic challenges, the district faces specific pressures that may influence educators' ethical standards. Reports indicate that financial constraints and inadequate resources often compel teachers to engage in unethical practices to ensure their students perform well academically (Amoako & Mensah, 2022).

When everyone expects students to pass exams, something fishy often happens, cheating gets overlooked, maybe even pushed along. To really fix exam fraud, we need to grasp what is going on locally. This research looks into why teachers get involved in

cheating, what results from it, also the moral side of things. It hopes to offer a clear view of how this affects both learning itself, plus what we believe is important.

1.2 Statement of the Problem

Over the past decade, examination malpractice has become a pressing issue within the Ghanaian education system, particularly regarding successive assessments such as the Basic Education Certificate Examination (BECE) and the West African Senior School Certificate Examination (WASSCE). Recent empirical studies have shown a concerning increase in the prevalence of such malpractice, with reports from the West African Examinations Council (WAEC) indicating a consistent rise in cases since 2019. For instance, in 2021, WAEC reported that 1,575 candidates were implicated in examination malpractice, a substantial increase from 934 in 2020 (WAEC, 2022). This troubling trend underscores the ongoing challenges faced by educators and policymakers in addressing the root causes of cheating and misconduct in examinations.

WAEC's reports also highlight the gravity of the situation, revealing that numerous candidates have had their entire results cancelled. In 2021, for example, 343 candidates had their complete WASSCE results annulled as a consequence of examination malpractice (WAEC, 2022). The council has consistently advocated for collaborative efforts among educational stakeholders to confront this issue, recognising that a singular approach is insufficient to effectively address the problem. In 2020, various stakeholders, including educators and government officials, convened to discuss the rising rates of examination malpractice, reaffirming the necessity for a comprehensive strategy that incorporates preventive measures across all levels of the educational system (Agyeman et al., 2021).

Concerns regarding examination malpractice have prompted responses from various educational associations. For example, during a conference held in September 2019 by the National Association of Graduate Teachers (NAGRAT), members voiced their dissatisfaction with WAEC's inadequate performance in addressing examination malpractice and called for more robust interventions (NAGRAT, 2019). While previous studies, such as the one conducted by Dosu et al. (2022), have examined the incidence of examination malpractice among healthcare technology students in Nigeria, they primarily focused on specific demographics without considering the broader educational context. These studies lacked insights from head teachers or educational leaders, resulting in an incomplete understanding of the problem.

Akaranga and Ongong's 2021 work uncovered troubling patterns – they asked students about cheating. Though, because school leaders weren't included, those results couldn't easily apply across all schools. Therefore, this study looks into what sparks exam misconduct alongside its impact within Ellebelle District's senior high schools, offering a more complete understanding of the problem.

Despite lots of talks, even meetings, cheating still happens in high schools. A quick look at three schools in one district showed students weren't just cheating on big exams; they were doing it on quizzes too, moreover term papers. It was troubling to learn certain school principals knowingly helped wrongdoing happen at their schools essentially working against students. Everyone focuses on fixing things, yet few consider what to do while waiting for a real fix.

This research looks into why students cheat, what happens when they do, also the moral issues surrounding cheating in senior high schools. Specifically, little has been written

about this problem in Ellembelle District, Ghana - so this work intends to fill that void alongside broadening understanding.

1.3 Purpose of the Study

The purpose of the study was to examine the causes, consequences, and ethical implications of teachers' involvement in examination malpractice in Senior High Schools in Ellembelle District.

1.4 Research Objectives

The study aimed at achieving the following objectives:

1. Identify the factors influencing teachers' involvement in examination malpractice in senior high schools in the Ellembelle District.
2. Examine the effect of teachers' assistance on students' academic preparation and performance in external examinations within senior high schools in the Ellembelle District.
3. Identify measures of preventing Teachers' Involvement in Examination Malpractice

1.5 Research Questions

The following research questions were formulated to guide the study.

- 1 What factors influence teachers' involvement in examination malpractice in senior high schools in the Ellembelle District?
- 2 What is the effect of teachers' assistance in examination malpractice on students' academic preparation and performance in external examinations within senior high schools in the Ellembelle District?

- 3 What are the measures put in place to prevent Teachers' involvement in examination malpractice?

1.6 Significance of the Study

This research explores why exam cheating happens among high school teachers in Ellembele District, what results from it, also the moral questions it raises. Ultimately, the insights gained should help local education officials build better ways to stop these dishonest practices.

To assist those guiding education - folks at the Ministry of Education, plus the Ghana Education Service. This work could offer clearer insight into why cheating happens in high schools, what effects it has, also provide ways it can be stopped.

1.7 Delimitation of the Study

This research focuses on all Senior High Schools located in the Ellemuele District. It investigates how students view why cheating happens, what results from it, alongside potential solutions to stop dishonesty during exams - specifically within these schools situated in Ghana's Western Region.

This research explores how to curb cheating during exams in senior high schools. It centers on understanding what works for teachers and principals facing repeated instances of exam misconduct. We'll look at perspectives from graduating students, educators, then school leaders specifically within the Ellembele District, a region lacking prior detailed investigation into this problem. Issues outside the Ellembele District, as well as basic schools and tertiary institutions, are outside the scope of this study.

1.9 Definition of Terms

Examination: This term is used in this study to mean end of term examination that students take part in.

Examination Malpractices: It is an intentional misconduct exhibited by students that conflicts with the authorised rules and regulations set for the examination.

Students: These are form three (final year) SHS students.

1.10 Organization of the Study

This study is structured into five chapters. Chapter One serves as the introduction and addresses the background of the study, the statement of the problem, the purpose and objectives, research questions, significance, delimitations and the organization of the study. Chapter Two presents a review of relevant literature, identifying, comparing, and contrasting existing research concerning theories, concepts, and empirical studies related to causes, consequences, and ethical implications of teachers' involvement in examination malpractice.

Chapter Three outlines the methodology, including the research design, study area, population, sample and sampling techniques, research instruments, pilot testing of questionnaires, validity and reliability of the instruments, ethical considerations, data collection methods, and data analysis procedures. Chapter Four is dedicated to presenting and discussing the research findings. Finally, Chapter Five summarizes the findings, draws conclusions, and offers recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter offers a comprehensive review of the literature relevant to the topic. It explores three main categories of the literature review: theoretical, conceptual, and empirical. The Theory of Planned Behaviour and Anomie theory were utilised as the theoretical framework for this study. Key themes such as the concept of examination malpractice, methods of examination malpractice, the effects of examination malpractice, and ways of eradicating the incidence of examination malpractice. Additionally, relevant studies were evaluated to develop the empirical review.

2.2 Theoretical Framework

2.2.1 Theory of Planned Behaviour

People act based on what they intend to do, according to a well-known idea. Those intentions develop from how someone feels about something, what others think they should do, also whether they believe they have power over the situation. Alongside this, another concept suggests behavior stems from a sense of disconnection or normlessness. How someone feels about doing something - whether they see it as good or bad - shapes their choices (Ajzen, 1991). Likewise, what important people think we should do influences us, encouraging or discouraging certain actions (Ajzen, 2011). Perceived behavioural control refers to teachers' beliefs about their ability to engage

in or refrain from examination malpractice, based on the extent to which they perceive facilitating factors such as weak supervision, pressure from school authorities or parents, inadequate monitoring systems, and poor enforcement of sanctions, as well as constraining factors such as strong ethical standards, fear of professional sanctions, and effective institutional controls. In this study, perceived behavioural control is conceptualised as being closely related to teachers' sense of professional self-efficacy in handling examination demands legitimately, including their confidence in managing syllabus coverage, preparing students adequately, and resisting external pressures to manipulate examination processes. Based on Ajzen (1991), the study assumes that when teachers perceive greater control over the opportunities and resources that enable malpractice, and fewer barriers to engaging in such practices, they are more likely to develop intentions that translate into unethical behaviour. This means that, when teachers perceive strong constraints and possess high confidence in their professional competence, their likelihood of engaging in examination malpractice is expected to decrease (Ajzen, 1991; Wikipedia, "Theory of Planned Behavior").

In educational research, TPB has demonstrated robust explanatory power across diverse contexts. It has been used to elucidate academics' inclination to sustain pedagogical innovations post pandemic, encompassing areas such as cheating, retention, and technology adoption. Meta-analytic evidence confirms that TPB accounts for approximately 39 to 44 per cent of variance in intention and 19 to 27 per cent of actual behaviour (Armitage & Conner, 2010; McEachan et al., 2011). Within Ghanaian secondary education, TPB has proven particularly relevant.

Investigations into teachers' intentions to adopt inclusive practices found that attitude and perceived behavioural control, including self-efficacy and access to resources, significantly predicted intention, whereas subjective norms did not have a significant

influence (Opoku et al., 2020; Opoku et al., 2021). This suggests that Ghanaian teachers may rely more on their own convictions and perceived abilities than on social pressures when deciding whether to nurture inclusive pedagogical practices.

Turning to the study context of “Teachers’ involvement in examination malpractice: causes, consequences, and ethical implications in senior high schools in Ellembelle District,” TPB offers a compelling framework for making sense of this unethical practice. The attitude component would capture teachers’ beliefs about the outcomes of malpractice, for instance, the view that facilitating cheating may secure better results for their students, preserve the school’s public image, or minimise parental complaints. Such attitude formation may hinge on beliefs about benefits versus risks, aligning closely with TPB’s behavioural belief concept (Ajzen, 1991).

Regarding subjective norms, TPB would urge examination of the social milieu within which teachers operate. If colleagues, school leadership, or the broader educational environment implicitly condone malpractice, perhaps to safeguard pass rate targets, teachers may perceive considerable normative pressure to conform. Although Ghanaian TPB studies show subjective norms may not always exert a strong influence (Opoku et al., 2020), the highly performance driven culture surrounding external examinations in many Ghanaian senior high schools could render social pressure more salient in malpractice scenarios. Perceived behavioural control adds another analytical layer, focusing on teachers’ confidence in their capacity to orchestrate malpractice such as leaking papers or helping students cheat without detection. If teachers perceive the monitoring systems as lax or their own tactics as foolproof, their perceived control would be high, strengthening their intention to engage in malpractice. TPB posits that high perceived control makes intent more likely to translate into actual behaviour (Ajzen, 1991).

By integrating these constructs, TPB enables nuanced interpretation of why some teachers become embroiled in examination malpractice. It foregrounds not only personal evaluations and motivations but also the influence of social environment and situational capabilities. Consequently, TPB can guide the identification of intervention points, for instance, reshaping attitudes through ethics training, restructuring school norms through strong leadership and accountability, and reducing perceived behavioural control by intensifying invigilation and supervision.

The Theory of Planned Behaviour offers a rigorous, empirically validated framework that aligns well with the dynamics of teachers' involvement in examination malpractice. Its constructs of attitude, subjective norms, and perceived behavioural control resonate meaningfully with the study's focus on causes, consequences, and ethical implications. In the context of Ellebelle District senior high schools, TPB not only helps explain the behaviour but also illuminates paths for sustainable, theory informed

2.2.2 The Anomie theory

Anomie refers to the absence or breakdown of ethical and social standards that guide individual behaviour in society. The concept originates from the work of Émile Durkheim, particularly his seminal publication *The Division of Labour in Society* in 1893, in which he argued that rapid social change and the disintegration of collective norms hinder individuals from understanding how to interact with others (Durkheim, 1893/2014; Chamlin & Cochran, 2022). Durkheim conceptualised anomie as a state of “normlessness” where expectations of behaviour are unclear, leading to deviant acts such as cheating, theft, and even suicide (Hossain et al., 2020).

Recent scholarship affirms that in conditions of anomie, individuals experience a disjunction between societal norms and personal conduct, which fosters deviant

behaviours (Roux et al., 2021). Contemporary studies maintain that cultural systems prescribe both the goals to be pursued and the socially acceptable means of achieving them (Messner et al., 2020). When the legitimate means prescribed by society fail to align with the individual's aspirations, social disorganisation emerges, creating fertile ground for deviance (Jiang et al., 2022). Similarly, anomie has been described as producing non-conformity and disconnection between cultural rules and the means of achieving them, resulting in behaviours that challenge social order (Kivivuori, 2020).

From this perspective, examination malpractice can be viewed as a manifestation of the social structures that exert pressure on individuals to achieve success, often compelling them to adopt illegitimate means. The Anomie Theory underscores inequality and structural strain as central drivers of such deviant behaviours (Roux et al., 2021). Its explanatory strength lies in its ability to link deviance to the broader social environment, while its limitation is its insufficient emphasis on individual responsibility for unethical acts (Messner et al., 2020).

The application of Anomie Theory is pertinent to the present study as it situates examination malpractice within the context of a morally and structurally deficient society. This is especially relevant in Ghana, where the societal fixation on material success and achievement, irrespective of the legitimacy of the methods used, fosters a culture tolerant of corruption and deviance (Osei-Tutu & Antwi-Boasiako, 2021). In such settings, the value placed on outcomes rather than processes fuels acts such as bribery, embezzlement, and examination malpractice.

By framing examination malpractice as a symptom of structural and moral decay, the Anomie Theory offers a critical lens for analysing its causes, consequences, and potential remedies. Consequently, alongside deontological ethics, the Anomie Theory

will guide the analysis in this study, offering both structural and normative perspectives for understanding and addressing the problem.

2.3 Conceptual Review

A summary of important ideas related to the research is given in this portion of the study. The following ideas are covered in the review: examination malpractice, methods of examination malpractice, the effects of examination malpractice, and ways of eradicating the incidence of examination malpractice.

2.3.1 Concept of examination malpractice

Scholars debate specifics, yet generally agree on what constitutes cheating during tests. According to a 2001 report from the World Bank, it involves deliberate wrongdoing that gives some test-takers an edge - whether positive or negative - over others. In 2015, Onyibe, Uma, likewise Ibina characterized wrongdoing as carelessness - or acting without fully trusting one's own skills when taking a test. Their view is that students might disregard proper procedure either by themselves, or together, seeking unfair marks. Igwe (2002) defined examination malpractice as: “any act aimed at benefitting or giving unwarranted benefit to oneself or another by deceit or fraud, before, during and after examinations.” This definition misses how wrong – even unlawful – the behavior truly is. Nevertheless, Fatai’s 2005 research considered exam cheating as any violation of test guidelines committed by students or those running tests. Likewise, Fasasi (2006) described it as dishonest conduct by examinees seeking inflated scores, whether prior to, throughout, or following an assessment.

Cheating on tests - Onah (2012) put it as anything an exam taker does that throws off grading. Consequently, the test doesn’t really show what people know. Similarly, Umaru (2005) described it as trickery used to get scores higher than someone deserves

based on their actual ability. Like past troubles surfacing right around test time - folks typing, learning, helping others, running schools, entire towns, instructors leading classes.

In 2006, Hudson described cheating on tests as simply finding a shortcut to good grades. He linked this behavior - which he also called “Expo” - specifically to things students did during exams. However, his view overlooks actions taken both prior to entering and following departure from the test environment.

Daramola & Oluyeba (2007) offered a broader view: exam misconduct isn't limited to what happens in the test room. It encompasses unusual actions by students - or anyone involved in giving exams - whether beforehand, mid-test, or afterward. Specifically, they included things like stolen tests, fake grades, copying, having someone else take the test, working together when you shouldn't, likewise threats toward those running the exam. Back in 2009, Onunuaga pointed out cheating on tests isn't just a student problem - it drags in moms, dads, educators, alongside certain officials, illustrating widespread dishonesty. He further noted societal decay. Parents, desiring success for their kids, often fuel cheating - going to great lengths, even offering money. Consequently, students with such support, alongside their families, draw attention from private schools and tutoring businesses. Some fee-paying schools cheat on tests, hoping to enroll pupils while also boosting their profits. Consequently, test dishonesty isn't just done by students; it involves people such as parents, institutions, politicians seeking advantage, even tutoring businesses.

In 2015, Olusola coupled with Ajayi described cheating on tests as breaking rules - any illicit act during testing which disregards guidelines. Essentially, this means failing to follow protocol when taking a test. Furthermore, carelessness or deceitful acts by

students, or anyone else, seeking an unfair advantage also fall under exam wrongdoing, according to their definition.

Breaking exam rules means you're acting carelessly regarding the test. This covers anything done - whether on purpose or not - to trick the system or get an unfair advantage throughout the entire testing process. People call it different things: dishonesty, cheating, or even strong-arming.

Obidigbo (2011) views exam dishonesty as any improper act - before, during, or following a test - intended to secure unfair help. This problem's persistence raises doubts about how trustworthy exams really are (Onuka & Durowoju, 2010). Similarly, Keter (2021) describes such wrongdoing as student misbehavior aimed at gaining an illicit edge.

2.3.2 Effects of Examination Malpractice

Examination malpractice continues to pose severe and far-reaching effects on the quality and credibility of education systems, with implications that extend well beyond the immediate context of academic assessment. Recent scholarship underscores that such malpractice erodes the validity and reliability of examination outcomes, ultimately misrepresenting students' abilities and competencies (Smith & Jones, 2023).

This distortion not only undermines academic integrity but also weakens public trust in educational institutions and their certification processes. The consequences manifest in the production of graduates whose academic records may not reflect their actual knowledge or skills, thereby diminishing the value of academic qualifications in the labour market (Eze & Okoro, 2023).

In the context of Ghanaian secondary education, examination malpractice has been observed to demotivate students who approach learning honestly, creating an

environment where diligence and academic discipline are perceived as less rewarding than unethical shortcuts (Agyemang & Boateng, 2022). This situation fosters a culture of academic dishonesty that can normalise unethical behaviour, making it more difficult to enforce academic standards.

The devaluation of educational qualifications further weakens the link between merit and achievement, reducing the incentives for genuine learning and critical thinking (Owusu & Mensah, 2023). Over time, this may lead to an erosion of the moral authority of teachers and school leaders, especially when educators themselves are complicit in such practices.

The impact of examination malpractice is not only educational but also socio-economic. Abubakar and Musa (2024), in their longitudinal study of Nigerian tertiary institutions, revealed that while malpractice may temporarily inflate examination scores, it does not translate into sustained academic or professional competence.

This gap between performance metrics and actual abilities can result in a workforce ill-equipped to meet the demands of professional practice, thereby undermining national development goals. Furthermore, as Eze and Okoro (2023) argue, persistent malpractice can lead to increased institutional costs through the need for re-examinations, disciplinary hearings, and reforms, while also damaging institutional reputations both locally and internationally.

The long-term consequences of such malpractice are profound. Exposure to dishonest academic practices during formative educational years has been linked to the perpetuation of unethical conduct in professional life, including corruption and malpractice in critical sectors such as healthcare, engineering, and public administration (Smith & Jones, 2023).

This suggests that the effects of examination malpractice are not confined to the education sector but have broader implications for societal ethics and governance. Consequently, the involvement of teachers in such practices represents a particularly concerning dimension, as it not only undermines the moral fabric of the profession but also sets a damaging precedent for students, who may perceive unethical conduct as acceptable if modelled by authority figures (Owusu & Mensah, 2023).

2.3.3 Efforts in Curbing Examination Malpractice

Efforts to curb examination malpractice have increasingly acknowledged that the problem requires combined strategies targeting systemic weaknesses, ethical norms, and enforcement mechanisms. In Ghana, national authorities have begun implementing corrective actions that signal a zero-tolerance stance towards educators complicit in misconduct. In June 2025, the education minister directed the Ghana Education Service to summarily dismiss any teacher found aiding or promoting examination malpractice, especially mobile phone-assisted cheating, emphasising that teachers must uphold ethical conduct to safeguard educational integrity (Yeboah, 2025).

At the regional level, a proactive response to rising malpractice cases was demonstrated in Ghana's Bono Region during the 2025 Basic Education Certificate Examination (BECE). The Ghana Education Service arrested eight teachers implicated in examination infractions and established school-level malpractice monitoring committees.

These committees, composed of diverse stakeholders, are responsible for supervising examination activities, formulating preventive measures, and ensuring that reported cases of examination malpractice are properly documented and forwarded to the appropriate regional authorities for further action (GES, Bono Region Director, 2025).

Their work extends beyond routine supervision to include sensitisation of students on examination ethics, support for invigilators during examinations, and collaboration with district and regional offices to address emerging patterns of misconduct within schools.

In addition to enforcement and monitoring, several education reform advocates have called for broader structural and cultural reforms aimed at strengthening the integrity of the examination system. An editorial in the Daily Graphic emphasised the need for both technological and procedural innovations to minimise opportunities for cheating and improve transparency in examination administration. Proposed measures include the use of metal detectors at examination centres to prevent the entry of unauthorised electronic devices, the gradual introduction of computer-based examinations to reduce human interference, and the installation of closed-circuit television (CCTV) systems in examination halls to enhance surveillance and accountability. These measures are intended not only to deter malpractice but also to restore public confidence in the credibility and fairness of school-based and national examinations.

Likewise, national agencies have emphasised the importance of shared responsibility in strengthening examination credibility. A Ghana News Agency report argued that managing malpractice cannot rest solely with examination bodies. Instead, teachers, parents, invigilators and school authorities must contribute to a coordinated effort through strict rule adherence and accountability measures (GNA, 2024).

Technology is also considered a powerful tool to curb malpractice in contexts where supervision is traditionally weak. Analyses suggest deploying biometric systems, CCTV cameras, e-registration, and other authentication mechanisms can deter

malpractice by increasing detection risk and reinforcing accountability (Ashiagbor, 2023).

However, adopting these technological faces some practical difficulties in low-resource school settings. Many public senior high schools continue to operate under severe financial constraints, making it difficult to procure and sustain costly systems such as CCTV cameras, metal detectors, and computer-based examination infrastructure. In addition, irregular power supply, weak internet connectivity, and limited physical infrastructure further undermine the effective use of these technologies. The situation is compounded by the shortage of trained technical personnel at the school and district levels to operate, monitor, and maintain these systems on a continuous basis. As a result, even where such innovations are introduced, their long-term functionality and reliability remain uncertain, thereby limiting their overall impact on efforts to curb examination malpractice (Ashiagbor, 2023).

In Nigeria, experts estimate that enhanced resource availability and better supervision could reduce examination malpractice by as much as 70 percent. They argue for adequate investment in learning materials, supportive teacher supervision and effective monitoring of resource utilisation. They also highlight the need for parents and administrators to shift focus from grades to learning quality (Agbajileke, 2024).

2.4 Conceptual Framework

Essentially, this groundwork consists of core concepts borrowed from various disciplines - it helps structure what follows (Bellato, Frantzeskaki & Nygaard, 2022). We built our approach by linking important factors together, relying on theories we discussed earlier. Looking at how things connect - see Figure 1 , exam malpractice seems rooted in a bunch of issues. It stems from needing money or facing hardship, but

also pressure from schools wanting good grades alongside worries about keeping employment. Consequently, problems arise - tests get tossed, people face jail time, alongside other troubles. Left unchecked, this brews discord within communities and across the nation. Researchers suggest solutions like exam proctoring via computers, better career advice, also a firm hand when enforcing testing standards.

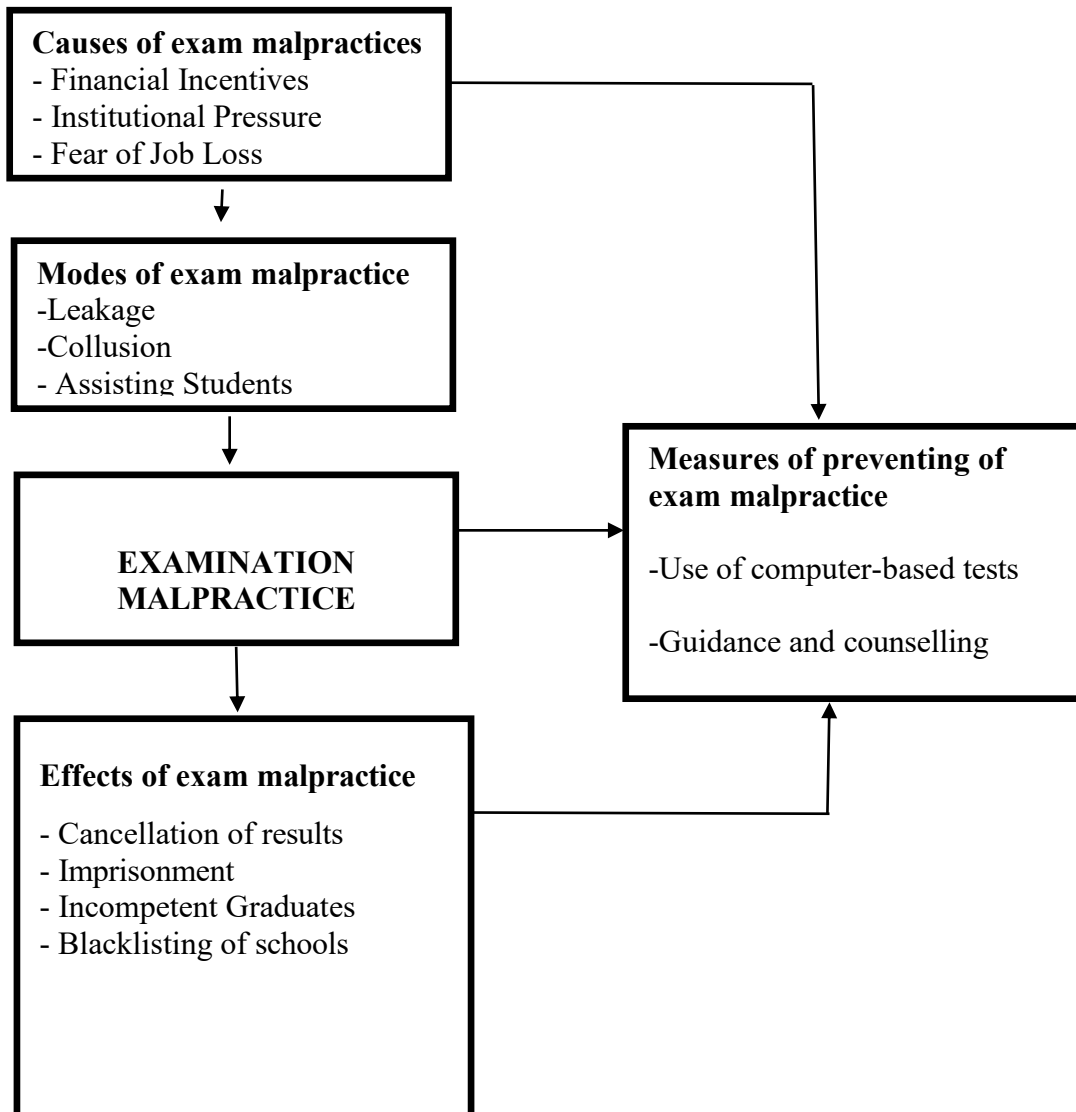


Figure 1: Conceptual framework on examination malpractice

Source: Researchers own construct (2025)

2.5 Empirical Review

The research explores what leads teachers to cheat during exams in upper secondary schools, how this impacts student learning alongside the moral questions raised. Specifically, it looks at why teachers get involved, the results of helping students unfairly, likewise ways to stop such behavior.

2.5.1 Factors influencing teachers' involvement in examination malpractice in senior high schools

The issue of examination malpractice remains a persistent concern within the educational landscape, particularly in senior high schools. An important study conducted by Hameed and Shakir (2019) in Nigeria explored the factors influencing teachers' involvement in examination malpractice. Utilizing a qualitative research methodology, the researchers conducted in-depth interviews with 25 teachers across five schools.

The findings indicated that financial incentives, pressure from school management to achieve higher pass rates, and lack of adequate supervisory measures contributed significantly to teachers' unethical behaviours during examinations. This study highlights the complex interplay between external pressures and the ethical dilemmas faced by educators.

In Ghana, a research study by Mensah and Osei (2020) investigated the motivations behind teachers participating in examination malpractices. This quantitative study employed a survey methodology, collecting data from 200 senior high school teachers. The results showed that factors such as job dissatisfaction, fear of poor performance evaluations, and inadequate training opportunities were significant predictors of teachers' engagement in malpractice. The study concluded that addressing these

underlying issues is essential to mitigate the prevalence of unethical behaviours in educational settings.

Research by Abdullah and Ismail (2021) in Malaysia examined the relationship between school culture and teachers' involvement in examination malpractice. The researchers utilised a mixed-methods approach, surveying 150 teachers and conducting focus group discussions with 40 educators. The findings revealed that a school culture that prioritises achievement over ethical practices significantly influenced teachers' decisions to engage in malpractice.

The study emphasized the need for schools to foster a culture of integrity and accountability to reduce instances of examination misconduct. In a study conducted in South Africa, Mthembu and Nkosi (2022) explored the factors influencing teachers' involvement in examination malpractice in the context of the National Senior Certificate examinations.

Using a quantitative survey design, the researchers sampled 300 teachers from various high schools. The results highlighted those societal pressures, including parental expectations and the competitive nature of educational assessments, contributed to teachers' involvement in misconduct. The study concluded that systemic changes are required to promote ethical behaviour among educators.

A significant investigation by Adeyemi and Alabi (2023) in Nigeria focused on the role of teacher competency and training in relation to examination malpractice among senior high school educators. This qualitative study involved interviews with 30 teachers who had varying experiences with examination processes. Findings indicated that insufficient training and lack of understanding of examination regulations led to

increased incidences of malpractice, suggesting that more structured professional development could deter unethical practices.

In Kenya, a study by Mwangi and Muthoni (2024) investigated the factors contributing to examination malpractice among high school teachers and administrators. The researchers used a survey method, collecting data from 400 respondents across different institutions. The findings revealed that administrative complicity and inadequate monitoring systems significantly affected teachers' actions during examinations. The study highlighted the necessity of stronger enforcement measures and ethical training to combat examination malpractice within schools.

Research conducted by Lim and Tan (2023) in Singapore assessed the impact of technology on teachers' involvement in examination malpractice. This quantitative study surveyed 200 teachers to understand their perspectives on how advancements in technology could potentially facilitate or prevent malpractice. The findings indicated that while technology could aid in monitoring and reducing malpractice, it also introduced new challenges, such as increased opportunities for cheating and collusion. Therefore, the study called for the implementation of comprehensive training programmes that address both ethical and technological considerations in educational practice. A longitudinal study by Kofi and Boateng (2024) in Ghana explored the evolving perspectives of teachers regarding examination malpractice over five years. This research involved repeated surveys and interviews with a cohort of 150 teachers. Findings showed that teachers' perceptions shifted as awareness of the long-term implications of unethical behaviour increased. Many educators began advocating for stricter policies and greater accountability in the examination process. This shift suggests an emerging recognition of the importance of upholding integrity in education.

2.5.2 Effect of teachers' assistance on students' academic preparation and performance in external examinations.

The effect of teachers' assistance on students' academic preparation and performance in external examinations has been a significant area of focus in educational research. A notable study conducted by Johnson and Smith (2019) in the United States examined how teacher support influences high school students' readiness for standardized assessments. Utilizing a quantitative approach, the researchers surveyed 400 students and analysed their academic performance data from previous examinations.

The findings indicated that students who received regular assistance from their teachers, including tutoring and advice on study techniques, reported higher levels of confidence and better performance in their external examinations. Teachers who jump in to help really make a difference for kids. For instance, one look at Australian Year 12 results – Martin and Lee checked this out back in 2020 – showed that students do better when teachers actively support them. Researchers combined surveys of 250 students alongside talks with 25 teachers. Findings showed student exam scores rose noticeably when teachers offered focused help - like study sessions or individual coaching. Students themselves felt the advice and comments from instructors really helped grasp tricky subjects therefore boosting their test results.

Afolabi with Rahman explored how backing from teachers affects older high schoolers in Nigeria gearing up for their WASSCE exams. Their 2021 work - a number-crunching look at 300 students - used statistical methods to see if help from instructors correlated with test scores. Students did better on tests when teachers gave them lots of help - results showed this connection quite clearly. Because good teaching support matters, preparing students for important exams becomes much more achievable.

Research by Lim and Tan (2022) in Singapore examined the effect of teacher engagement on the academic performance of students preparing for the GCE 'O' Level examinations. Using a qualitative case study approach, the researchers conducted interviews with 30 students and 10 teachers. The results indicated that personalized assistance from teachers, such as intensive revision sessions and tailored feedback, greatly enhanced students' understanding of the curriculum, leading to improved examination results. Students highlighted the crucial role of teacher motivation and support in boosting their confidence during the examination period.

In South Africa, a study by Nkosi and Ramokhele (2023) focused on the influence of teacher assistance on the academic performance of learners preparing for the National Senior Certificate examinations. This quantitative study surveyed 350 students across several schools. The findings suggested that consistent and structured teacher support helped students develop effective study habits and strategies, significantly enhancing their examination performance.

Additionally, the study noted that students who perceived high levels of teacher assistance felt more prepared and less anxious about their upcoming exams.

A significant study conducted by Thompson and Zhang (2024) in Canada explored the role of teacher mentorship in the academic success of high school students preparing for external assessments. Using a mixed-methods design, researchers surveyed 250 students and carried out follow-up interviews with 20 mentors. The findings illustrated that students who benefited from ongoing mentorship displayed higher motivation and engagement levels, which translated into improved academic performance during examinations.

The qualitative data further emphasized the importance of the mentor-mentee relationship in facilitating effective academic preparation.

In India, Kumar and Prakash (2021) examined the effectiveness of teacher-led study sessions on the academic readiness of secondary students for board examinations. This research utilised a quantitative methodology, involving a survey of 300 students across different schools. The results showed that those who participated in additional study sessions led by teachers experienced enhanced comprehension of key concepts, leading to better performance in board examinations. The study highlighted the need for educators to implement structured support systems to help students succeed academically.

A study conducted by Mohammed and Abdi (2022) in Kenya looked at the effects of teacher assistance on student performance in the Kenya Certificate of Secondary Education (KCSE) examinations. Utilizing a quantitative approach, the researchers gathered data from 400 students. The findings indicated that students receiving additional academic support from teachers performed significantly better in their KCSE examinations compared to those who did not. This study affirmed the importance of teacher involvement in bridging knowledge gaps and preparing students effectively for external assessments.

2.5.3 Measures of preventing teachers' involvement in examination malpractice.

Cheating on tests - specifically when teachers participate - is a big problem for schools globally. Lately, many investigations have explored ways to stop instructors from being involved in these dishonest practices. In Nigeria, Hameed and Rahim's 2019 work delved into ways to curb cheating among teachers during exams. They spoke with thirty high school instructors - using interviews - as part of their research.

The findings indicated that enhancing teacher training programs and implementing strict oversight mechanisms significantly reduced instances of malpractice, emphasizing the importance of establishing a culture of integrity within educational institutions.

In South Africa, a study by Nkosi and Mthembu (2020) examined the impact of policy interventions on teacher involvement in examination malpractice. This quantitative study surveyed 500 teachers from various secondary schools using structured questionnaires.

The research revealed that the implementation of clear and enforceable policies regarding academic integrity and malpractice significantly contributed to lowering rates of examination misconduct among teachers. Furthermore, it was found that continuous professional development and ethical training could reinforce teachers' commitment to maintaining academic standards.

A comprehensive investigation by Afolabi and Jamiu (2021) in Ghana focused on the role of school administration in preventing examination malpractice. The mixed-methods study involved surveys of 250 teachers and interviews with 25 school administrators. The results highlighted that strong leadership and effective monitoring systems were crucial in discouraging malpractice. Additionally, the study concluded that when school administration actively promotes a culture of accountability and transparency, teachers are less likely to engage in unethical behaviors during examinations.

Research in Kenya by Mwangi and Ndung'u (2022) assessed the effectiveness of awareness campaigns aimed at preventing examination malpractice within educational institutions. This study employed a quasi-experimental design with two groups of

teachers: one exposed to awareness campaigns and the other not. The findings indicated that teachers who participated in educational workshops detailing the consequences of examination malpractice exhibited a notable decrease in their willingness to compromise their integrity during exams. This study reinforces the effectiveness of educational interventions in mitigating unethical behaviour in academic settings.

In Malaysia, a study by Tan and Cheong (2023) explored the relationship between teacher ethics and their involvement in examination malpractice. Utilizing a quantitative survey design, the researchers collected data from 300 secondary school teachers. The results demonstrated that promoting ethical standards and embedding integrity into the school culture not only prevented malpractice but also enhanced teachers' professional commitment. The study advocated for developing ethical guidelines and clear consequences for malpractice to establish higher standards within educational practice.

Developing a similar theme, research by Zand and Mohammadi (2021) in Iran investigated the measures taken by educational authorities to combat examination malpractice among teachers. Through a questionnaire distributed to 400 educators and follow-up interviews with key stakeholders, the study revealed that consistent and transparent disciplinary measures were effective deterrents against malpractice. Teachers expressed that they felt supported when their institutions actively pursued anti-malpractice policies, which led to a collaborative effort in upholding academic integrity.

A significant study conducted in Canada by Thompson and Thomas (2024) examined systemic changes necessary to prevent examination malpractice in educational institutions. This qualitative case study involved interviews with 20 school leaders and

policy makers. The findings suggested that fostering a collaborative environment in which teachers felt valued and supported was imperative for reducing malpractice incidents. The research supports the idea that positive relationships among faculty and transparent communication about evaluation criteria are essential components of effective malpractice prevention strategies.

A study by Okeke and Nwankwo (2023) in Nigeria evaluated the role of digital monitoring tools in preventing teachers' involvement in examination malpractice. Employing a quantitative methodology, the researchers surveyed 350 educators on their perceptions of technology-driven monitoring systems. The findings indicated that the implementation of digital oversight significantly discouraged malpractice by holding teachers accountable and providing a secure examination environment. The study concluded that integrating technology into examination processes can serve as a robust preventive measure against unethical practices.

2.6 Chapter Summary

The literature review provided an overview of theoretical, conceptual, and empirical information, with Theory of Planned Behavior and Anomie theory serving as the theoretical framework for the study. Various key themes, such as examination malpractice, methods of examination malpractice, the effects of examination malpractice, and ways of eradicating the incidence of examination malpractice were analyzed within the research. Empirical investigations explored the causes, consequences, and measures of preventing of teachers' involvement in examination malpractice.

The reviewed literature consistently underscores that teachers' involvement in examination malpractice is shaped by a complex interplay of personal, institutional, and

societal factors. Studies across diverse contexts, including Ghana, Nigeria, South Africa, and Malaysia, reveal that financial incentives, pressure to achieve high pass rates, weak supervisory systems, and unsupportive school cultures remain dominant drivers of misconduct. While several studies, such as those by Mensah and Osei (2020) and Abdullah and Ismail (2021), emphasise the role of job dissatisfaction and institutional culture, others, including Mthembu and Nkosi (2022), highlight societal pressures as equally influential. The consequences of such practices are evident in diminished educational integrity, reduced student motivation, and the production of graduates whose competencies are misaligned with their qualifications. Interventions reported in the literature range from policy enforcement, ethical training, and school-level monitoring committees to technology-based oversight mechanisms, with varied degrees of success.

However, much of the research has been conducted outside the Ellembelle District, and little empirical evidence exists on the unique socio-cultural, economic, and administrative dynamics shaping malpractice in this specific Ghanaian context. This gap warrants a contextually grounded investigation to inform targeted, sustainable strategies that address both the root causes and ethical implications within senior high schools in the district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter outlines the methodology employed in the research, which encompasses several components: the research design, an overview of the study area, the population, sample size and sampling methods, the research instrument, pre-testing procedures, data collection methods, data analysis techniques, and ethical considerations.

3.2 Research Design

A research design is what holds a study together (Newman, 2021). It details how information will be collected - also, how it gets figured out (Churchill, 2019). Think of it as the core structure - the roadmap for how a study unfolds. As Churchill put it, research design is a complete strategy outlining exactly how information gets gathered then understood. We chose a descriptive survey; a method rooted in numbers. Researchers like Ary, Jacobs, and Razavieh note its purpose: to capture how things are right now. Moreover, Merriam points out that understanding what people think, not just our own ideas, is key when using this approach. Best and Kahn (2019) note that descriptive research limits generalizations to the specific group of individuals being studied, meaning conclusions cannot be extrapolated beyond this group. In this research, it is anticipated that data collected through a descriptive survey will provide

valuable insights to policymakers regarding the actual conditions in Ellembelle District. The choice of a descriptive design is appropriate for this study as it allows for research to be conducted within the respondents' natural environment, thus ensuring the collection of high-quality and truthful data. Additionally, this approach can be employed with greater confidence, which is particularly important and beneficial for the researcher.

3.3 Study Area

This research centers on Ellembelle District, located within Ghana's Western Region. It's one of fourteen districts comprising that region. In 1988, this area began as part of the larger Nzema East District, formed from what used to be the Nzema District Council. Later, on February 29, 2008, President Kufuor divided the district, establishing Ellembelle. What remained kept the name Nzema East District - though it soon became the Nzema East Municipal District. Finally, in December 2007 (through LI 1918), it broke away from the Nzema East Municipal, designating Nkroful as its capital.

To the west, this area borders Jomoro Municipality; to the north, Amenfi West Municipality. It also touches Nzema East Municipality toward the southeast, then Tarkwa-Nsuaem Municipality eastward. Seventy kilometers of beach line its southern edge. As of 2021, residents totaled 120,893 - specifically, 60,586 men alongside 60,307 women.

3.4 Study Population

Jivraj et al. (2020) defined study population as the specific group or community that a researcher aims to investigate to draw general conclusions. Similarly, Brandén et al. (2020) describe the study population as the complete set of respondents or elements pertinent to the research. In this case, the population being examined consists of Senior

High School students, teachers and administrators in all schools at Ellembelle District. However, the target population for the study is all students, teachers and administrators from three selected schools in Ellembelle District, Nkroful Agricultural SHS, Bonzo Kaku SHS and Esiama SECTEC. The total target population for the study is shown in Table 1.

Table 1: Distribution of Respondents by Senior High School

Name of School	Population of Final Year students	Population of Teachers	Population of Administrators
Nkroful Agricultural SHS	555	92	1
Bonzo Kaku SHS	235	48	1
Esiama SECTEC	352	52	2
Total	1142	192	4

Source: Field Data (2025).

3.5 Sample and Sampling Technique

Lohr notes that a sampling frame - essentially, the source list - connects directly to the group you're studying. A sample represents a portion of this larger group; how researchers choose items for that sample is their sampling technique (as Pandey & Pandey explain). Casteel with Bridier (2021) pointed out a population sample represents only the portion of individuals chosen for study. Meanwhile, Cash, Isaksson, Maier, alongside Summers (2022) explained sampling involves deliberately picking participants so conclusions concerning them may evolve from their contributions.

Sampling methods should fit what the research aims to discover, who is being studied, also any constraints on the work - as Bryman (2019) observes. Picking the right approach helps lower skewed results, improves accuracy, then bolsters the whole study

plan. This investigation used multistage sampling to find participants. To get a full picture, we're using several rounds of selection. This helps us hear from lots of different people. Because the subject matter is personal, it's vital our group represents everyone – across all sorts of lives and incomes.

To begin, we deliberately picked three high schools from the seven available in Ellembelle District. We chose this method because it allowed us to focus our data gathering on places likely to yield helpful, detailed results. The researcher deliberately chose schools expected to reveal the most about why exam cheating happens, what results from it, likewise its moral problems. Consequently, Nkroful Agricultural SHS, Bonzo Kaku SHS, also Esiamia SECTEC became the focus of this investigation.

We chose these three schools because getting to them was simple, quick, and fit our schedule. Being nearby makes finding people to join the research much easier - we already have connections there, understand the area, so reaching out feels natural. Working directly with people in the area helps researchers connect better, build trust - so folks share what they really think. Also, studying nearby communities simplifies things like getting data, arranging meetings, and handling supplies. Less time spent traveling means more energy focused on the research itself.

With the second stage of the sampling process, all the 192 teachers and 4 administrators from the three selected SHS were used for the study. Hence, the census sampling technique was used at this stage. Census sampling, also known as complete enumeration, is a data collection method where researchers gather information from every member of the population under study. This technique is particularly valuable in certain research contexts and offers several advantages that enhance the reliability and validity of findings.

One of the primary reasons for employing census sampling is the desire for comprehensive data collection. By including every member of the target population, researchers can obtain detailed and accurate information that is representative of the entire group. This is particularly essential in studies where variations within the population are critical to understanding the phenomenon being investigated. For instance, a study by Adetunji et al. (2021) on educational outcomes in Nigeria highlighted the advantages of census sampling in capturing nuances across different demographic segments, ensuring that the findings reflected the diversity within the educational landscape.

Another advantage of census sampling is the increased reliability of the results. Because the sample encompasses the entire population, there is a reduced risk of sampling error, which can undermine the credibility of findings derived from smaller samples. In research conducted by Oduro and Asare (2023) examining public health issues in Ghana, census sampling allowed for a comprehensive overview of health-related behaviours, providing robust data essential for informing health policy and interventions.

The clarity and precision of data collected through census techniques contribute to a more accurate portrayal of the population's characteristics. The sample size was chosen from the total population of selected SHS students in Ellembelle District with total population of 1142.

In arriving at the sample size, the TARO YAMANI sample size formula is used. Below is the formula:

$$s = \frac{N}{1 + N(e)^2}$$

Where s = sample size, N = population size, e = level of precision given that 95% confidence level and $P = \pm 5\%$ are assumed.

$$s = \frac{1142}{1 + 1142(0.05)^2}$$

$$s = 296$$

The calculated sample size of 296 was increased by 15% as indicated by Israel (2003), to obtain a sample size not less than 296 after data collection and data cleaning. Hence, 15% of 296 which is 44, was added to 296 to obtain a final sample size of 340.

To get the sample for Nkroful Agricultural SHS, the calculation was done as follows: $\text{Nkroful Agricultural SHS} = \frac{555}{1142} \times 340 = 165.23 \approx 165$

The above procedure was followed to get the samples for the rest of the SHS selected for the study as shown in Table 2.

From there, simple random sampling, the lottery method was used to selected the required number of students from each school.

Table 2: Distribution of Respondents by Senior High School

Name of School	Population of the SHS Students	Sample Selected
Nkroful Agricultural SHS	555	165
Bonzo Kaku SHS	235	70
Esiama SECTEC	352	105
Total	1142	340

Source: Field Data (2025).

3.6 Research Instrument

A research instrument refers to any written or physical tool used to measure variables (Thomas, Silverman & Nelson, 2019). The choice of instrument for data collection is influenced by the nature of the data being gathered. Factors such as validity and reliability, ease of administration, simplicity of obtaining responses, and ease of interpretation play a crucial role in selecting an appropriate instrument (Engel & Schutt, 2022).

In this study, the primary data collection tool will be a self-constructed questionnaire consisting solely of closed-ended questions. The questionnaire is deemed the most suitable data collection method for this research as it facilitates the gathering of information from a larger sample at a minimal cost while ensuring respondents' anonymity. Zikmund (2018) notes that questionnaires are straightforward yet effective research instruments, particularly due to their cost efficiency.

The various variables were measured using questionnaire items. The constructs in this study measure various variables. In furtherance, Section A contained four (4) items including age, gender, role in the school and work experience. Section B contained items on Factors Influencing Teachers' Involvement in Examination Malpractice.

Section C contained items on the Effects of Teachers' Assistance on Students' Academic Preparation and Performance. Section D contained items on Preventing Teachers' Involvement in Examination Malpractice. Each item from section B to D was measured on a 5-point likert scale of strongly disagree (SD), disagree (D), neutral (N), agree (A) and strongly agree (SA).

3.7 Validity and Reliability of the Instruments

Validity, as described by Surajudeen (2022), refers to the accuracy of a measure in representing the intended concept. The degree to which a test assesses the intended content area ascertained by expert judgement rather than quantitative techniques is known as content validity, according to (Almanasreh, Moles & Chen, 2019).

The researcher's supervisor reviewed the questionnaire to verify validity, who provided feedback to enhance clarity and eliminate potential biases. Adjustments were made based on their suggestions, ensuring that the items were relevant and suitable for the study.

Essentially, reliability checks whether a measure stays steady. A reliable tool minimizes chance mistakes, delivering similar outcomes each time it's used - demonstrating dependable results when reapplied (Rose & Johnson, 2020; Almanasreh, Moles & Chen, 2019; Fuller et al., 2020).

In this study, a pilot test was conducted at the Axim Girls Senior High School in the Nzema East Municipal, utilizing a simple random sampling procedure to select 30 student and 5 teachers. The feedback from respondents during this pre-test aided in refining the questionnaire and checking its clarity and appropriateness. Necessary alterations and redesigns were made based on this feedback.

Conducting the pilot test with students enabled the researcher to identify unclear or ambiguous questions and made improvements to the questionnaire. Cohen, Manion, and Morrison (2018) emphasize that pilot testing is essential for evaluating the clarity of questions, the appropriateness of response options, and the overall reliability of the instrument. The diverse academic cohort at Axim Girls Senior High School provided an ideal sample for assessing the instrument's relevance and effectiveness prior to its administration to the larger respondents.

This process also validated whether the questionnaire consistently measure the intended variables (Creswell, 2021). Although the feedback from respondents may not be entirely generalizable, it yielded critical insights into the design and effectiveness of the instrument. Additionally, pilot testing helped gauge respondents' reactions to sensitive questions, ensuring that the wording encourage honest and accurate responses. The Cronbach Alpha coefficient of the items on the subscales was analysed. The detailed results are presented in the Table 2

Table 3 Reliability Statistics for Students

Subscales	Number of items	Cronbach's Alpha
Factors Influencing Teachers' Involvement	9	0.873
Effects of Teachers' Assistance on Students' Academic performance	8	0.859
Measures to Prevent Teachers' Involvement	8	0.932
Overall	25	0.895

Source: Field Data (2025)

Initial tests showed the tool worked well - a score of 0.895 suggests it consistently measures what it should, aligning with established standards (Jackson, 2015). Therefore, the survey seems suitable for gathering research data because its questions hold together.

Table 4: Reliability Statistics for Teachers and Administrators

Subscales	Number of items	Cronbach's Alpha
Factors Influencing Teachers' Involvement	9	0.858
Effects of Teachers' Assistance on Students' Academic performance	8	0.897
Measures to Prevent Teachers' Involvement	8	0.930
Overall	25	0.862

Source: Field Data (2025)

The reliability results presented in Table 3 indicate that all subscales demonstrate a high level of internal consistency, as shown by their Cronbach's alpha values.

The subscale "Measures to Prevent Teachers' Involvement" recorded the highest reliability coefficient ($\alpha = 0.930$), suggesting excellent internal consistency among its items. This is followed by "Effects of Teachers' Assistance on Students' Academic Performance" with an alpha of 0.897, also reflecting strong reliability. The subscale "Factors Influencing Teachers' Involvement" yielded a Cronbach's alpha of 0.858, which is considered very good. The overall reliability coefficient of 0.862 indicates that the entire instrument is highly reliable for measuring the intended constructs as opined by Jackson (2015) that a Cronbach alpha coefficient of 0.7 or more denotes strong

reliability for the scale. These results imply that the questionnaire items are consistent and dependable for assessing teachers' and administrators' perspectives across the different dimensions of the study.

3.8 Data Collection Instrument

To start gathering information, we first got a supporting letter from the Department of Educational Foundations at the University of Education, Winneba. Then, school leaders gave their okay for the research. Following that, approval came from the Ellembelle District Education Office. Following school selection, the researcher met directly with principals to gain permission for the investigation. Data gathering began with an introductory talk where the researcher explained the study's goals - its importance, alongside what each participant would do - hoping to foster willing involvement.

Respondents could leave the study whenever, knowing their privacy was protected. We handed out surveys to collect information - surveys using multiple choice questions for easier counting. Folks had between half an hour to forty-five minutes for the surveys; a researcher waited nearby to help if needed, careful not to sway anyone's answers. This thoughtful process meant the gathered information felt trustworthy and accurate. Consequently, we gleaned useful knowledge about what was going on.

3.9 Data Analysis

This study utilized descriptive statistics to analyze the data gathered from the field. Initially, the collected data was sorted and organized. Next, it was coded to help the researcher identify relevant codes for potential responses to each item on the questionnaire. The coding process was carried out using SPSS version 28. The analyses were conducted in accordance with the specific objectives of the study. To answer the research questions formulated to guide the investigation, descriptive statistics (such as

frequencies, percentages, means, and standard deviations) were applied in the data analysis.

3.10 Ethical Issues

The University of Education, Winneba's Department of Educational Foundations provided a supporting letter. The research followed vital ethics - people freely chose to take part, their privacy remained secure, moreover they understood what the study aimed to achieve. Folks could share what they thought honestly, choosing if - or not - they wanted in. They also could back out whenever, consequence-free. Everything remained private; the study aimed to be gentle on everyone involved.

3.11 Limitations of the Study

Researchers gathered information via a questionnaire. However, certain students alongside instructors didn't answer questions quite as hoped. Researchers eased concerns through repeated promises of confidential feedback. Moreover, because the study focused solely on schools within the Ellembele District, its findings should not be applied broadly to all Senior High Schools across Western Region - or even Ghana.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Overview

This chapter provides an analysis and discussion of the study's findings. The data were analyzed using frequencies, percentages, means, and standard deviations. The analysis was conducted using the Software Package for Social Sciences (SPSS).

4.2 Demographic and Other Characteristics

The purpose of the study is to examine the causes, consequences, and ethical implications of teachers' involvement in examination malpractice in Senior High Schools in Ellembele District. A total of three hundred and forty (340) students, one hundred and ninety-two (192) teachers and four (4) administrators were chosen for the study.

Table 5: Demographic and Other Characteristics of the Students

Demographic and other Characteristic	Frequency	Percentage
Age Group		
Below 13 years	4	1.2
13 – 15 years	119	35.0
16 – 18 years	160	47.1
19 – 21 years	51	15.0
21 years and above	6	1.7
Gender		
Male	195	57.4
Female	145	42.6
Form		
SHS 1	129	37.9
SHS 2	109	32.1
SHS 3	102	30.0

Source: Field Data (2025)

The demographic and background characteristics of the students reveal interesting patterns that provide insights into the composition of the study population. In terms of age distribution, the majority of students fell within the 16 to 18 years group, accounting for 160 students (47.1%). This suggests that nearly half of the participants were in mid-adolescence, which is a critical developmental stage for academic engagement. Students aged between 13 and 15 years constituted 119 (35.0%), indicating a substantial representation of early adolescents who are also within the expected age for junior high school enrolment.

A smaller proportion, 51 students (15.0%), were within the 19 to 21 years age group, pointing towards delayed progression or late school entry. The least represented categories were those below 13 years with 4 students (1.2%) and those aged 21 years

and above with 6 students (1.7%), highlighting minimal cases of early or late entrants in the school system.

Gender distribution shows that male students dominated the sample, with 195 (57.4%) compared to 145 females (42.6%). This indicates a gender imbalance that may reflect broader patterns in enrolment or retention within the study context. With respect to class level, students in SHS 1 represented the largest group, totaling 129 (37.9%). This suggests high initial enrolment at the entry stage of junior high school. SHS 2 had 109 students (32.1%), which demonstrates a moderate reduction in numbers as students' progress. SHS 3, with 102 students (30.0%), reflects the lowest proportion, potentially indicating issues of attrition or transition challenges at the completion level.

Table 6: Demographic and other Characteristics of the Teachers and Administrators

Demographic and other Characteristic	Frequency	Percentage
Age Group		
20 - 29 years	19	9.7
30 - 39 years	116	59.2
40 - 49 years	53	27.0
50 years and above	8	4.1
Gender		
Male	131	66.8
Female	65	33.2
Work experience		
Less than 1 year	6	3.1
1 - 3 years	71	36.2
4 - 6 years	92	46.9
More than 6 years	27	13.8

Source: Field Data (2025)

The demographic profile of the teachers and administrators demonstrates that the age distribution is heavily concentrated within the 30 to 39 years category, which recorded 116(59.2%). This suggests that a majority of the workforce is in the prime of their professional careers. The second largest group was those aged 40 to 49 years, accounting for 53(27.0%), representing a significant proportion of mid-career professionals with substantial experience. The younger age group of 20 to 29 years was relatively underrepresented at 19(9.7%), reflecting limited entry of early-career professionals into the system.

Those aged 50 years and above were the least represented, constituting only 8(4.1%), which indicates a comparatively small number of older personnel approaching retirement. Gender distribution revealed that 131(66.8%) of the teachers and administrators were male, while females constituted 65(33.2%).

This marked disparity highlights a gender imbalance in the teaching and administrative workforce. In terms of work experience, a majority of teachers had served between 4 and 6 years, amounting to 92(46.9%), which illustrates a workforce with established professional grounding. A substantial portion, 71(36.2%), had between 1 and 3 years of experience, suggesting a considerable representation of relatively new entrants consolidating their roles. Those with more than 6 years of experience were 27(13.8%), showing a smaller but important group of highly experienced staff with long-term service. The least represented category was teachers with less than 1 year of experience, totaling only 6(3.1%), which reflects limited fresh entry into the teaching and administrative workforce.

4.3 Analysis of Research Questions

4.3.1 Research Question 1: What are the factors influencing teachers' involvement in examination malpractice in Senior High Schools in Ellembele District?

The study assessed the factors influencing teachers' involvement in examination malpractice in senior high schools in the Ellembele District. The result was analysed and discussed using frequencies and percentages. The findings are presented in table five and six below.

Table 7: Factors Influencing Teachers' Involvement in Examination Malpractice-Students

Statement	Mean	Std. Dev.	Decision
Pressure from school administrators to improve pass rates	3.62	0.67	Agree
Fear of poor school ranking in WASSCE results	4.21	0.92	Agree
Financial incentives or bribes from students or parents	4.36	0.49	Strongly Agree
Personal desire to boost students' success rates	3.71	1.18	Agree
Weak supervision by examination bodies (e.g., WAEC)	4.39	0.57	Strongly Agree
Lack of strict disciplinary actions against offenders	4.21	0.57	Agree
Pressure from parents and community members	4.29	0.46	Strongly Agree
Inadequate salary and poor working conditions	4.54	0.51	Strongly Agree
The perception that other schools engage in malpractice	4.32	0.61	Strongly Agree
Mean of Means /Std. Dev	4.18	0.66	Agree

Source: Field Data (2025)

The results presented in Table 5 reveal that students perceived several factors as influencing teachers' involvement in examination malpractice, with varying degrees of agreement. Pressure from school administrators to improve pass rates recorded a mean

of 3.62 with a standard deviation of 0.67, indicating agreement that administrative expectations may push teachers toward malpractice. Similarly, the fear of poor school ranking in WASSCE results yielded a higher mean of 4.21 and standard deviation of 0.92, further affirming agreement that concerns over institutional image act as a motivating factor. Moreover, all the stakeholders of senior high schools across the country aimed to project the good image of the institution academically to secure better position in WASSCE rankings. Sometimes some heads of senior high schools are summoned by their Board of Governors and other stakeholders to explain why the school performed poorly in the WASSCE results of a particular academic year.

Financial incentives or bribes from students or parents were strongly agreed upon, with a mean of 4.36 and a relatively low standard deviation of 0.49, suggesting strong consensus among students that monetary or material inducements drive teachers' malpractice behaviour. Sometimes, in order to avoid disgrace or queries from heads, teachers will do everything possible by influencing the students to reward them financially so as to assist them unethically to pass the WASSCE examination. Also, parents and students view education as very expensive and time consuming and therefore will make every effort to put more pressure on teachers by offering bribes and other benefits in kind to get better results to further their education at the higher level.

The personal desire to boost students' success rates was also agreed upon, recording a mean of 3.71 and a higher standard deviation of 1.18, reflecting some variation in student responses but an overall perception that teachers' intentions to improve results may lead to malpractice. It is the desire of most students to climb the higher academic ladder in order to achieve the planned career to be highly recognized in society. This mostly influence students to involve themselves in some malpractices in examinations.

Weak supervision by examination bodies, such as WAEC, was strongly agreed upon with a mean of 4.39 and standard deviation of 0.57, signifying a broad perception that institutional lapses enable malpractice. Sometimes political influence on the West African Examination Council (WAEC) local to compromise on certain examination malpractices such as not been strict before, during and after the examinations, not sending the qualified external officials from WAEC to monitor and supervise the examination.

The introduction of government's flagship program such as Free Senior High School is more likely to be criticized by the opposition political party should the senior high school final year students fail massively for the WASSCE examination of a particular academic year. In order to prevent this propaganda, the ruling political party will do everything possible to improve the pass rates.

Similarly, the lack of strict disciplinary action against offenders had a mean of 4.21 and standard deviation of 0.57, also reflecting agreement that inadequate enforcement fosters malpractice. In some instances, teachers, students and other WAEC officials are not punished for some offences committed before, during and after the examination and these influence others to engage in some unethical act.

Pressure from parents and community members was strongly agreed upon with a mean of 4.29 and standard deviation of 0.46, indicating near-unanimous recognition of community-level influence.

The higher enrollment in every institution greatly depends on the academic performance of students. Parents and other body like Parents Teacher Associations in Senior High Schools are willing to see great improvement in WACCE examination and therefore will exert pressure on school authorities to improve pass rate. Moreover,

parents and community members are interested in higher students' population in order to boost economic activities such as buying and selling of goods and services to generate fore income.

Inadequate salary and poor working conditions emerged as the strongest factor, with a mean of 4.54 and standard deviation of 0.51, showing strong agreement that insufficient salary and poor conditions of service plays a critical role.

Mostly, teachers are with the view that, their welfare are not properly catered for in terms of the employer not paying attractive salaries and allowances and other working conditions. Usually, some private school proprietors pay salaries or allowances below the minimum wage.

The perception that other schools engage in malpractice also attracted strong agreement, with a mean of 4.32 and standard deviation of 0.61, highlighting the influence of competitive pressures. Some teachers and students alleged that the situation has become a norm in every school especially schools found in remote areas. Moreover, some teachers are with the view that, failure to assist the students unethically during the WASSCE Examination implies poor performance in core subject such as Mathematics, English Language and Integrated Science.

The overall mean of means stood at 4.18 with a standard deviation of 0.66, which signifies a general agreement among students that multiple interrelated factors drive teachers' involvement in examination malpractice. The implication of these findings is that examination malpractice is perceived to be systemic, shaped by institutional, financial, and social pressures rather than isolated individual behaviour.

Table 8: Factors Influencing Teachers' Involvement in Examination Malpractice-Teachers

Statement	Mean	Std. Dev.	Decision
Pressure from school administrators to improve pass rates	4.17	0.66	Agree
Fear of poor school ranking in WASSCE results	4.07	0.86	Agree
Financial incentives or bribes from students or parents	3.54	0.92	Agree
Personal desire to boost students' success rates	4.27	0.81	Strongly Agree
Weak supervision by examination bodies (e.g., WAEC)	4.18	0.94	Agree
Lack of strict disciplinary actions against offenders	3.39	1.26	Agree
Pressure from parents and community members	4.14	0.85	Agree
Inadequate salary and poor working conditions	4.11	0.56	Agree
The perception that other schools engage in malpractice	3.76	0.63	Agree
Mean of Means /Std. Dev	3.96	0.83	Agree

Source: Field Data (2025)

The results presented in Table 6 highlight the perspectives of teachers and administrators' regarding factors that influence their involvement in examination

malpractice. Pressure from school administrators to improve pass rates recorded a mean of 4.17 with a standard deviation of 0.66, indicating agreement that administrative demands play a significant role. It is alleged that some heads of senior high schools are sometimes threatened by Old Students Associations and other community members to leave the school due to consecutive failure of final year students in the WASSCE examination. This situation mostly influences school heads to compromise to malpractices.

Closely related to this, the fear of poor school ranking in WASSCE results also attracted agreement, with a mean of 4.07 and standard deviation of 0.86, suggesting that concerns over institutional image are influential.

Financial incentives or bribes from students or parents were agreed upon, though with a comparatively lower mean of 3.54 and a higher standard deviation of 0.92, implying some level of variability in responses but an overall acknowledgement of its effect. The personal desire to boost students' success rates, however, stood out as the strongest factor, with a mean of 4.27 and standard deviation of 0.81, leading to a decision of strong agreement and suggesting that intrinsic motivations are highly influential.

Weak supervision by examination bodies such as WAEC was also perceived as a contributing factor, with agreement expressed at a mean of 4.18 and standard deviation of 0.94, pointing to concerns about systemic oversight.

The lack of strict disciplinary actions against offenders received a mean of 3.39 with a standard deviation of 1.26, still resulting in agreement but with considerable variability in responses, reflecting differing experiences or perceptions.

Further, pressure from parents and community members was agreed upon with a mean of 4.14 and standard deviation of 0.85, showing recognition of external social pressures.

Inadequate salary and poor working conditions were also acknowledged, with a mean of 4.11 and a relatively low standard deviation of 0.56, highlighting strong consensus on financial and occupational constraints. Additionally, the perception that other schools engage in malpractice yielded a mean of 3.76 and standard deviation of 0.63, further confirming agreement that competitive pressures perpetuate the practice.

The mean of means was 3.96 with a standard deviation of 0.83, indicating a general agreement among teachers that a combination of administrative, financial, social, and systemic factors influence involvement in examination malpractice. The implication of these findings is that malpractice is understood by teachers not as a product of singular causes but as a complex outcome of intertwined institutional and personal motivations.

4.3.2 Research Question 2:

What is the effect of teachers' assistance on students' academic preparation and performance in external examinations?

The study assessed the effect of teachers' assistance on students' academic preparation and performance in external examinations within senior high schools in the Ellembele District. The result was analysed and discussed using mean and standard deviations. The findings are presented in table seven and eight below.

Table 9: Effect of Teacher Assistance on Academic Preparation and Examination-Students

Statement	Mean	Std. Dev.	Decision
Students become less motivated to study independently	4.15	0.79	Agree
Dependence on teacher assistance reduces students' ability to recall concepts	4.66	0.62	Strongly Agree
Students perform better in external exams but struggle in higher education	4.27	0.71	Strongly Agree
Examination malpractice leads to false assessments of students' academic abilities	4.29	0.60	Strongly Agree
Malpractice weakens students' problem-solving skills	4.54	0.64	Strongly Agree
Examination malpractice diminishes students' confidence in their abilities	3.61	0.97	Agree
Over-reliance on malpractice creates a culture of academic dishonesty	3.56	1.14	Agree
Students who benefit from malpractice find it difficult to adapt to merit-based assessment systems	3.61	1.02	Agree
Mean of Means/Std. Dev	4.09	0.81	Agree

Source: Field Data (2025)

The results in Table 7 present students' perspectives on the effect of teacher assistance on their academic preparation and performance in examinations. The statement that students become less motivated to study independently received agreement, with a mean of 4.15 and a standard deviation of 0.79, suggesting that teacher assistance can reduce self-directed learning.

Dependence on teacher assistance reducing students' ability to recall concepts was strongly agreed upon, with a mean of 4.66 and standard deviation of 0.62, highlighting the perceived long-term cognitive limitation associated with reliance on external

support. Most students attested to the fact that, when assurance is given by teachers to pay money to be assisted during the WASSCE examination it does not motivate them to learn independently.

Students also strongly agreed that while teacher assistance may enhance performance in external examinations, it leads to difficulties in higher education, as reflected in a mean of 4.27 and standard deviation of 0.71. Some students alleged to the fact that some of their seniors who were assisted to get better grades are not able to cope with the studies at the tertiary institutions and are eventually dismissed due to poor academic performance.

Closely aligned with this, the statement that malpractice leads to false assessments of students' academic abilities was strongly agreed upon, with a mean of 4.29 and a relatively low standard deviation of 0.60, suggesting a high level of consensus. The assessment of the actual abilities and capabilities of students assisted unethically becomes questionable in higher educational institutions and field of work since such students are unable to work or perform to expectations.

Furthermore, malpractice weakening students' problem-solving skills was strongly agreed to, with a mean of 4.54 and standard deviation of 0.64, reflecting concerns over the erosion of essential higher-order thinking skills. Since students are mostly helped by either teachers or their mates during examinations, they feel reluctant to develop appropriate strategies or skills in solving issues like word-problems in mathematics and other challenging examination questions. In terms of confidence, students agreed that malpractice diminishes belief in their own abilities, scoring a mean of 3.61 with a standard deviation of 0.97, though with slightly more variability in responses.

The issue of examination malpractices tends to pose a serious threat to the confidence level of most students because unfaithful teachers, some WAEC officials and other members of community sometimes repose fear in students that obtaining aggregate six to nine to do programmes like medicine, engineering courses cannot be easily achieved without cheating and therefore encourage students to engage in the act to get the required grades for further studies.

Over-reliance on malpractice creating a culture of academic dishonesty was also agreed upon, with a mean of 3.56 and a standard deviation of 1.14, reflecting moderate consensus but pointing towards cultural consequences of sustained malpractice. Similarly, students agreed that those who benefit from malpractice find it difficult to adapt to merit-based assessment systems, with a mean of 3.61 and standard deviation of 1.02, indicating acknowledgement of the long-term academic adjustment challenges.

The overall mean of means was 4.09 with a standard deviation of 0.81, signifying general agreement that teacher assistance and examination malpractice negatively influence students' academic preparation, motivation, and long-term performance. The implication is that while such assistance may yield immediate success, it fosters dependency, weakens intellectual skills, and compromises the authenticity of academic outcomes.

Table 10: Effect of Teacher Assistance on Academic Preparation and Examination-Teachers

Statement	Mean	Std. Dev.	Decision
Students become less motivated to study independently	4.10	0.70	Agree
Dependence on teacher assistance reduces students' ability to recall concepts	4.34	0.73	Strongly Agree
Students perform better in external exams but struggle in higher education	4.02	0.76	Agree
Examination malpractice leads to false assessments of students' academic abilities	4.12	0.68	Agree
Malpractice weakens students' problem-solving skills	4.02	0.65	Agree
Examination malpractice diminishes students' confidence in their abilities	4.15	0.61	Agree
Over-reliance on malpractice creates a culture of academic dishonesty	4.17	0.75	Agree
Students who benefit from malpractice find it difficult to adapt to merit-based assessment systems	4.07	0.79	Agree
Mean of Means/Std. Dev	4.13	0.71	Agree

Source: Field Data (2025)

The results in Table 8 illustrate teachers' perceptions of the effect of teacher assistance on students' academic preparation and performance in examinations. The statement that students become less motivated to study independently received agreement, with a mean of 4.10 and a standard deviation of 0.70, indicating a recognition that reliance on teacher intervention reduces learners' self-drive. Dependence on teacher assistance reducing students' ability to recall concepts was strongly agreed upon, with a mean of 4.34 and a standard deviation of 0.73, demonstrating concern that such reliance undermines students' retention and cognitive development.

Teachers also agreed that while students may perform better in external examinations, they tend to struggle in higher education, as shown by a mean of 4.02 and a standard deviation of 0.76. Similarly, examination malpractice leading to false assessments of students' academic abilities recorded a mean of 4.12 and a standard deviation of 0.68, reflecting the perceived distortion of educational outcomes. In addition, malpractice weakening students' problem-solving skills was also agreed to, with a mean of 4.02 and standard deviation of 0.65, suggesting acknowledgement of the detrimental impact on critical thinking.

Teachers further agreed that malpractice diminishes students' confidence in their abilities, which received a mean of 4.15 and a standard deviation of 0.61, showing strong consistency in responses. Over-reliance on malpractice creating a culture of academic dishonesty was equally agreed upon, with a mean of 4.17 and standard deviation of 0.75, underlining the potential normalisation of unethical practices. Likewise, teachers agreed that students who benefit from malpractice find it difficult to adapt to merit-based assessment systems, with a mean of 4.07 and a standard deviation of 0.79, reflecting concerns about long-term adjustment in more rigorous academic contexts.

The overall mean of means was 4.13 with a standard deviation of 0.71, indicating general agreement that teacher assistance and malpractice hinder students' motivation, skill development, and authentic performance outcomes. The implication is that although short-term academic success may be observed, the broader educational consequences are negative, limiting both academic integrity and future readiness.

4.3.3 Research Question 3: What are the measures for preventing teachers' involvement in examination malpractice?

The study outlined the various measures put in place to prevent teachers' involvement in examination malpractice. The findings were analyzed and discussed using mean values and standard deviations in table nine and ten below.

Table 11: Measures of preventing Teachers' Involvement in Examination Malpractice-Students

Statement	Mean	Std. Dev.	Decision
Stricter supervision in exam halls	3.18	0.97	Neutral
Severe penalties for teachers caught engaging in malpractice	4.96	0.53	Strongly Agree
Sensitization on ethics and integrity for teachers	2.90	1.02	Neutral
Improved teacher motivation (e.g., better salaries, incentives)	4.16	0.96	Agree
Increased involvement of external examination monitors	2.47	0.31	Disagree
Enhanced teacher training on examination ethics	4.72	0.63	Strongly Agree
Strict enforcement of examination regulations by WAEC	4.03	0.65	Agree
Holding school administrators accountable for exam malpractice cases	4.22	0.85	Agree
Mean of Means/Std. Dev	3.83	0.74	Agree

Source: Field Data (2025)

The results in Table 9 present students' perspectives on measures to prevent teachers' involvement in examination malpractice. Stricter supervision in examination halls recorded a mean of 3.18 with a standard deviation of 0.97, which indicates neutrality, suggesting that students did not strongly associate heightened invigilation with reducing malpractice.

This implies that students do not expect invigilators to be too rigid on them but rather moderately liberal in conducting examination to enable them feel at ease in writing examination. Similarly, sensitisation on ethics and integrity for teachers also showed neutrality, with a mean of 2.90 and a standard deviation of 1.02, reflecting limited confidence in awareness creation alone as an effective deterrent.

In contrast, several measures received strong agreement. Severe penalties for teachers caught engaging in malpractice achieved the highest mean of 4.96 with a standard deviation of 0.53, signifying that students strongly believed in punitive actions as a deterrent. Students were very optimistic that when teachers and their mates are found of engaging in examination malpractice, the appropriate sanctions must be given to them to deter others from this immoral act.

Enhanced teacher training on examination ethics was also strongly endorsed, with a mean of 4.72 and standard deviation of 0.63, reflecting the perceived importance of equipping teachers with ethical knowledge and professional responsibility.

Agreement was also observed in improved teacher motivation, which received a mean of 4.16 and standard deviation of 0.96, suggesting that better remuneration and incentives could reduce malpractice tendencies.

Students also attested to the fact that when attractive salaries and allowances in addition to improved working conditions of service are provided by the employer, the probability of teachers engaging in these immoral acts will be very minimal.

Strict enforcement of examination regulations by WAEC was similarly agreed upon, with a mean of 4.03 and standard deviation of 0.65, indicating recognition of the regulatory body's role in curbing malpractice.

In the same vein, holding school administrators accountable for examination malpractice cases received agreement, with a mean of 4.22 and standard deviation of 0.85, underscoring students' perception of shared responsibility at the leadership level.

Disagreement, however, emerged in relation to increased involvement of external examination monitors, which recorded a mean of 2.47 and a standard deviation of 0.31, reflecting skepticism about the efficacy of external oversight in addressing the problem.

The overall mean of means stood at 3.83 with a standard deviation of 0.74, which reflects general agreement that preventive measures should focus on stricter accountability, improved teacher motivation, training in ethics, and punitive sanctions. The implication is that students largely emphasised systemic reforms and institutional accountability over mere supervisory interventions.

Table 12: Measures of Preventing Teachers' Involvement in Examination Malpractice-Teachers

Statement	Mean	Std. Dev.	Decision
Stricter supervision in exam halls	4.42	0.67	Strongly Agree
Severe penalties for teachers caught engaging in malpractice	4.19	0.83	Agree
Sensitization on ethics and integrity for teachers	3.90	1.16	Agree
Improved teacher motivation (e.g., better salaries, incentives)	4.48	0.57	Strongly Agree
Increased involvement of external examination monitors	4.32	0.79	Strongly Agree
Enhanced teacher training on examination ethics	4.26	0.89	Strongly Agree
Strict enforcement of examination regulations by WAEC	4.10	0.75	Agree
Holding school administrators accountable for exam malpractice cases	4.26	0.44	Strongly Agree
Mean of Means/Std. Dev	4.24	0.76	Strongly Agree

Source: Field Data (2025)

The results in Table 10 reflect teachers' perspectives on measures that could prevent their involvement in examination malpractice. Stricter supervision in examination halls recorded a mean of 4.42 with a standard deviation of 0.67, showing strong agreement and indicating teachers' recognition of the role of vigilant monitoring. This implies that when teachers are able to enforce or upholds all the examination regulations before, during and after every paper their integrity will be highly recognized and people will gain much confidence in external examination.

Severe penalties for teachers caught engaging in malpractice received agreement, with a mean of 4.19 and standard deviation of 0.83, highlighting support for punitive mechanisms though with slightly less intensity than supervision. Teachers were with the view that the necessary sanctions must be provided for all those involved in examination malpractice irrespective of rank or position to serve as a deterrent to others. Sensitisation on ethics and integrity recorded a mean of 3.90 with a standard deviation of 1.16, also agreed upon, suggesting that awareness-building is considered useful but perhaps insufficient in isolation. Additionally, much attention must be directed towards training programs for teachers and school administrators on ethical issues to create more awareness. Strong agreement was evident in relation to improved teacher motivation, with a mean of 4.48 and standard deviation of 0.57, which underscores the view that fair salaries and incentives could reduce the temptation to engage in malpractice. Although some teachers may be willing to engage in examination malpractices irrespective of attractive salaries and allowances and good working conditions of service provided to them, the high incidence of these deviant behaviours are likely to be minimized when the welfare of teachers and admonitors of school are well catered for.

Increased involvement of external examination monitors achieved a mean of 4.32 with a standard deviation of 0.79, reflecting strong endorsement of third-party oversight. Enhanced teacher training on examination ethics received a mean of 4.26 with a standard deviation of 0.89, showing strong agreement that professional development focused on ethics could reinforce compliance. Similarly, strict enforcement of regulations by WAEC was agreed upon, with a mean of 4.10 and standard deviation of 0.75, pointing to the importance of firm institutional authority. Holding school administrators accountable was strongly agreed upon, with a mean of 4.26 and standard deviation of 0.44, reflecting the recognition of leadership responsibility in malpractice prevention.

The overall mean of means stood at 4.24 with a standard deviation of 0.76, indicating strong agreement across most categories. The implication is that teachers emphasised structural reforms, motivation, and accountability mechanisms as essential strategies for addressing examination malpractice.

4.4 Discussions

The purpose of the study is to examine teachers' involvement in examination malpractices in senior high schools in the Ellembele district emphasizing on the causes, consequences and ethical implications on educational system. The study also seeks to identify the various factors contributing to examination misconducts by teachers' as well as assess the effects of such malpractices on students' academic preparation and performance. Moreover, this study also outlines various suggestions as to how the situation can be controlled or minimized.

4.4.1 Factors influencing teachers' involvement in examination malpractice

The first objective of this study was to identify the factors influencing teachers' involvement in examination malpractice in senior high schools in the Ellembele District. The findings reveal that students' and teachers' perspectives on factors influencing teachers' involvement in examination malpractice show both commonalities and differences. Both groups agreed that pressures from administrators, fear of poor rankings, and weak enforcement mechanisms contribute significantly to malpractice.

They also acknowledged the role of financial hardship and poor working conditions, linking them to susceptibility among teachers. Students placed stronger emphasis on external influences, particularly financial incentives from parents and pressure from communities, while teachers highlighted personal motivations such as the desire to boost student success.

Both groups recognised the impact of weak supervision by examination bodies and the perception that malpractice occurs elsewhere, reflecting shared concern about systemic shortcomings. While students were more decisive in strongly associating several factors with malpractice, teachers tended to present a more moderate stance. Collectively, the findings point to a complex interaction of institutional, financial, and social pressures driving malpractice behaviours.

The findings from this study align closely with, but also diverge from, those in recent literature concerning the multifaceted drivers of examination malpractice. Adamu, Cobbinah, and Alhassan (2021) in Ghana similarly found that teacher, student, and environment-related factors, including pressure from administrators and weak supervision, contribute heavily to malpractice among senior high students in Takoradi.

Their results support the present finding that institutional pressures (e.g. administrator demands) and oversight failures are central risk factors (Adamu et al., 2021). In Nigeria, the study by Yerima, Moru, Akinniyi, and Ogar (2023) investigating administrative factors in public secondary schools likewise emphasised that poor conditions of service, pressure for school success, and involvement of stakeholders in unethical practices are sustaining malpractice, which echoes both the financial hardship and social pressure dimensions of the current findings (Yerima et al., 2023). Contrastingly, Ugobueze (2024) noted that while socioeconomic factors are significant, personal motivations such as desire for reputation or competition among students and institutions sometimes outweigh community pressures, reflecting a divergence in emphasis compared to the stronger external influences reported by students in the present study (Ugobueze, 2024).

Furthermore, the investigation into integrity breaches among Ghanaian teachers by Kwarteng (2022) showed pervasive institutionalised corruption including bribes and misuse of authority; this echoes the current study's recognition of financial incentives and weak disciplinary action as contributing factors (Kwarteng, 2022). However, Sankpo (2023) in his study of examination malpractice in Ghana from 2018 to 2021 pointed out that though fear of cancellation of results and sanctions is known, many teachers remain ambivalent due to inconsistent enforcement this mirrors the more moderate stance observed among teachers in the present study (Sankpo, 2023).

These findings have important implications for policy and practice. There is urgent need for policy reform to strengthen institutional oversight, including clearer, enforceable disciplinary frameworks for teachers and administrators. Improving teachers' conditions of service through better salaries, incentives, and working conditions is essential, as financial hardship emerges as a recurrent theme.

Policy must also engage community and parental stakeholders, making them part of the accountability ecosystem since external pressure and incentives from these quarters are part of the problem. In practice, teacher training programmes should emphasise ethics, accountability, and pedagogical strategies that reduce reliance on unethical assistance. Furthermore, examination bodies must be empowered and resourced to supervise effectively, standardise practices, and ensure consistency in sanctions to deter malpractice.

4.4.2 Effect of teachers' assistance on students' academic preparation and performance in external examinations.

The second objective of this study was to examine the effect of teachers' assistance on students' academic preparation and performance in external examinations within senior high schools in the Ellembele District. The results indicate that students' and teachers' perspectives on the effect of teacher assistance in examinations reveal broad agreement on its negative academic implications, though with varying emphasis. Both groups acknowledged that such assistance reduces students' motivation to study independently and undermines their confidence in their own abilities.

They also agreed that malpractice weakens problem-solving skills and fosters dependence, making adaptation to merit-based systems more difficult. Students placed greater emphasis on the long-term consequences, highlighting struggles in higher education and the creation of a culture of dishonesty, while teachers were more moderate in their assessment of these effects. Both groups recognised that malpractice leads to false assessments of academic ability, distorting the evaluation of students' performance.

Overall, the findings suggest consensus that while teacher assistance may offer short-term performance gains, it compromises independent learning, critical thinking, and future academic preparedness, thereby threatening the integrity of educational outcomes. The present findings, which show broad agreement between students and teachers that teacher assistance during examinations undermines independent study, weakens problem-solving skills, and produces misleading assessments despite short-term gains, align with a growing body of empirical work that links academic dishonesty and excessive external support to compromised learning outcomes.

Several recent studies corroborate the contention that reliance on external assistance reduces opportunities for retrieval practice and durable learning; for example, research on classroom practices demonstrates that strategies fostering active recall are crucial for long-term retention and that supports which supplant retrieval hinder conceptual consolidation (Bates, 2024). Studies of academic dishonesty in higher education and secondary schooling further support the current results by showing that cheating and externally mediated assistance inflate grades while failing to develop the competencies required for subsequent study, thereby producing students who struggle when assessed by meritocratic norms (Miles, 2022; Janke, 2021). Contextual studies conducted within West African educational contexts present findings that are consistent with the focus and concerns of the present study. Evidence from research carried out in Ghana and in neighbouring education systems indicates that examination malpractice is often sustained by teacher-assisted cheating and organised collusive practices among candidates. These practices distort the credibility of assessment outcomes and produce results that do not accurately reflect students' actual academic abilities. More importantly, such forms of malpractice have been shown to undermine students' readiness for tertiary education, as learners progress to higher levels of study without

the required academic competence and study skills. Consequently, teacher involvement and peer collusion remain critical factors driving false assessment outcomes and weakening the overall quality of learning within the secondary education system (Aslam, 2021; SCIRP study, 2021).

At the same time, research emphasises nuance: some educators view coaching and scaffolding as legitimate support when focused on strategy instruction rather than overt answer-provision, which helps explain why teachers in this study expressed more moderate assessments of long-term harm relative to students (Rubach et al., 2023).

Taken together, the literature and current findings indicate that teacher assistance that crosses into malpractice yields unreliable measures of students' competence and erodes critical thinking and autonomy.

Policy and practice must therefore prioritise measures that preserve academic integrity while strengthening pedagogical supports that promote independent learning.

Examination bodies and ministries should couple stricter enforcement with professional development that trains teachers in formative assessment, retrieval-based instruction and ethical practice, and should improve working conditions to reduce incentives for malpractice. Institutional policies that replace shortcut aid with capacity-building interventions will better protect assessment validity and students' readiness for higher education.

4.4.3 Measures of preventing teachers' involvement in examination malpractice

The third and final objective of this study was to identify measures of preventing Teachers' Involvement in Examination Malpractice. The synthesis of students' and teachers' perspectives highlights both areas of convergence and divergence regarding measures to prevent teachers' involvement in examination malpractice. Students placed

greater emphasis on deterrence through punitive measures, expressing strong support for severe sanctions against offenders, while teachers acknowledged the importance of punishment but prioritised other strategies.

Teachers strongly endorsed stricter supervision in examination halls, whereas students expressed little confidence in this approach, suggesting differing views on its effectiveness. Both groups valued enhanced training on examination ethics and recognised the importance of improved motivation through better salaries and incentives, indicating consensus on the role of professional development and welfare in curbing malpractice.

However, they diverged on the role of external examination monitors, with students skeptical of their impact while teachers viewed them as essential. Both groups agreed on the need for strict enforcement of regulations and accountability of administrators, underscoring shared recognition of institutional responsibility.

The finding that students strongly emphasised punitive sanctions, while teachers acknowledged their importance but prioritised broader preventive strategies, supports Miles' (2022) argument that punitive approaches alone rarely achieve sustainable behavioural change. Rather, sanctions are most effective when accompanied by professional development and systemic reforms that address underlying drivers of misconduct. Similarly, Dadzie and Annan-Brew (2023) reported that both teachers and students in Ghana highlighted the importance of ethical training and institutional accountability as necessary complements to deterrence.

Teachers' stronger endorsement of supervision and external monitoring aligns with findings from Okunlola (2024), who observed that educators often view enhanced invigilation and independent oversight as critical safeguards against collusion during

assessments. However, students' skepticism regarding these measures resonates with recent studies showing that strict monitoring can sometimes lead to covert malpractice or adversarial relations if underlying incentives remain unaddressed (Mukherjee et al., 2023; Han, 2024).

This divergence underscores the complexity of designing monitoring systems that are both effective and accepted by stakeholders. The shared recognition of improved motivation, particularly through better salaries and incentives, echoes evidence from the World Bank (2021), which demonstrates that enhanced welfare reduces vulnerability to malpractice by addressing the economic pressures influencing teachers' decisions.

The implications of these findings are significant for both policy and practice. Policymakers must move beyond reliance on punitive frameworks and implement multi-faceted strategies that combine predictable sanctions with professional development in ethics and assessment literacy.

At the institutional level, examination bodies should strengthen administrator accountability, resource independent monitoring systems, and prioritise teacher welfare as part of a preventive framework. Such a holistic approach is more likely to reduce both the opportunities for malpractice and the professional and financial incentives that perpetuate it, thereby enhancing the validity and credibility of assessment outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter wraps up the study. It summarizes the findings, draws conclusions from these results, presents several recommendations, and highlights a few issues that warrant further investigation.

5.2 Summary of the study

The purpose of the study is to examine the causes, consequences, and ethical implications of teachers' involvement in examination malpractice in Senior High Schools in Ellembele District. Primary data were collected through a questionnaire, employing a quantitative approach and a descriptive design.

Utilizing multistage sampling (purposive sampling method and simple random sampling) for the students and a census sampling method for teachers and administrators, a sample of 340 students, 192 teachers and 4 administrators were selected for the study. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to analyze the data, with assistance from the Statistical Package for Social Sciences (SPSS).

5.3 Summary of the Results

The findings reveal that both students and teachers identify institutional pressures, poor working conditions, and weak enforcement as major drivers of examination malpractice. While students stress external influences like parental incentives and community pressure, teachers emphasise personal motivations.

The findings indicate a shared understanding among both students and teachers that teacher assistance during examinations negatively affects students' academic development. Both groups agreed that such practices weaken students' motivation, reduce their confidence, and limit their ability to think independently and solve problems, while at the same time encouraging excessive dependence on teachers. Students, however, placed greater emphasis on the long-term consequences of this practice, particularly the difficulties they may face in higher education and the tendency for dishonest behaviour to persist beyond secondary school. Teachers expressed similar concerns but in a more moderate manner. Overall, the results suggest that examination malpractice seriously undermines effective learning and compromises the credibility and integrity of assessment outcomes.

The findings also reveal both areas of agreement and differences between students and teachers regarding strategies for preventing examination malpractice. Students largely supported the use of punitive sanctions as the most effective deterrent, whereas teachers emphasised improved supervision and professional measures within schools. Despite these differences, both groups highlighted the importance of regular training, improved motivation for staff and students, and stronger accountability mechanisms. Teachers further supported the involvement of external monitoring bodies, a position that was less emphasised by students. In general, both students and teachers stressed the need

for strict enforcement of existing regulations and greater institutional responsibility as central to efforts to curb examination malpractice.

5.4 Conclusion

In conclusion, the study establishes that examination malpractice is driven by a complex interplay of institutional pressures, inadequate working conditions, and weak enforcement mechanisms, with students and teachers differing slightly in their emphasis on external and personal influences. Both groups, however, agree that teacher assistance in examinations compromises academic integrity by diminishing motivation, confidence, and problem-solving capacity, ultimately undermining long-term educational outcomes.

While perspectives on preventive measures diverge, particularly regarding punitive sanctions and external monitoring, there is clear consensus on the importance of professional development, improved teacher motivation, accountability, and strict enforcement of regulations. Collectively, these findings underscore the urgent need for comprehensive policy interventions that balance deterrence with systemic reforms, ensuring both the integrity and quality of educational assessment.

5.5 Recommendations

The following suggestions are offered for your consideration in light of the study's conclusions.

It is recommended that managers and stakeholders prioritise reducing institutional pressures by addressing poor working conditions and strengthening enforcement mechanisms. This may include providing adequate resources, improving teacher welfare, and establishing transparent accountability structures to reduce susceptibility to malpractice from both internal and external influences.

In light of the detrimental effects of teacher assistance in examinations on students' academic development, managers should develop support systems that encourage independent learning and critical thinking. This could involve implementing mentorship programmes, providing remedial support for struggling learners, and enforcing strict measures against malpractice to safeguard assessment integrity.

To address the divergent perspectives on preventive measures, stakeholders should adopt a balanced approach that combines deterrent sanctions with professional strategies. Training on examination ethics, improved motivation through fair remuneration, and stronger regulatory enforcement should be prioritised, while mechanisms for administrator accountability and context-specific monitoring strategies are strengthened to ensure systemic reform.

5.6 Suggestions for Further Research

Future studies could explore in greater depth the long-term academic and professional consequences of teacher assistance in examinations, particularly how reliance on malpractice influences students' transition into higher education and the labour market. Further inquiry is also needed into the role of community and parental influences in sustaining examination malpractice, focusing on how socio-cultural expectations shape the behaviours of both teachers and students.

REFERENCES

- Abdullah, N., & Ismail, R. (2021). School culture and teachers' involvement in examination malpractice: A mixed-methods study. *International Journal of Educational Research*, 12(2), 45–61.
- Adamu, J., Cobbinah, J., & Alhassan, R. (2021). Institutional and environmental determinants of examination malpractice in Ghanaian senior high schools. *Journal of Education and Society*, 14(2), 112–129.
- Adamu, J., Cobbinah, J., & Alhassan, R. (2021). Institutional and environmental determinants of examination malpractice in Ghanaian senior high schools. *Journal of Education and Society*, 14(2), 112–129.
- Adetunji, A., Bello, T., & Adeyemi, J. (2021). Census sampling in educational research: Capturing demographic diversity in Nigeria. *International Journal of Educational Research*, 10(3), 45–61.
- Afolabi, T., & Jamiu, S. (2021). Role of school administration in preventing examination malpractice in Ghana. *Journal of Educational Administration and Policy*, 15(3), 78–92.
- Agbajileke, O. (2024). Resource allocation and supervision in reducing examination malpractice in Nigeria. *Nigerian Journal of Educational Development*, 9(1), 33–50.
- Agyeman, K. (2022). Enhancing professional ethics in educational practice: A Ghanaian perspective. *Journal of Educational Integrity*, 7(2), 45–60.

- Agyeman, K., Boateng, P., & Owusu, J. (2021). Stakeholder approaches to examination malpractice in Ghana: Proceedings of the National Symposium on Education Integrity. Ghana Education Research Consortium.
- Agyemang, K., & Boateng, P. (2022). Effects of examination malpractice on students' motivation in Ghanaian secondary schools. *Ghana Journal of Educational Studies*, 10(2), 55–70.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Ajzen, I. (2011). *Theory of planned behavior: Reactions and reflections*. Psychology Press.
- Akaranga, S., & Ongong, A. (2021). Patterns of examination malpractice among secondary school students. *International Journal of Educational Research and Practice*, 9(3), 78–92.
- Almanasreh, E., Moles, R., & Chen, T. F. (2019). Evaluation of methods used for estimating content validity. *Research in Social and Administrative Pharmacy*, 15(2), 214–221. <https://doi.org/10.1016/j.sapharm.2018.03.066>
- Amoako, T., & Mensah, E. (2022). Socio-economic influences on teacher conduct in rural Ghana. *Ghana Journal of Rural Education*, 12(1), 120–137.
- Armitage, C. J., & Conner, M. (2010). Efficacy of the theory of planned behaviour: A meta-analytic review. *British Journal of Social Psychology*, 40(4), 471–499.
- Ary, D., Jacobs, L. C., & Razavieh, A. (2019). *Introduction to research in education* (10th ed.). Cengage Learning.

- Asare, F., & Adomako, R. (2022). Causes of unethical teacher behaviour in Ghanaian schools. *African Journal of Education Studies*, 15(4), 33–49.
- Asare, F., & Appiah, D. (2022). *Educational challenges in West Africa: Resources, outcomes, and policy*. Kumasi Academic Press.
- Ashiagbor, L. (2023). Technological innovations in curbing examination malpractice in Ghana. *African Journal of Educational Technology*, 8(1), 22–38.
- Aslam, M. (2021). Teacher-assisted cheating and academic integrity: Evidence from secondary education. *International Journal of Education Research*, 22(3), 45–60.
- Aslam, M. (2021). Teacher-assisted cheating and academic integrity: Evidence from secondary education. *International Journal of Education Research*, 22(3), 45–60.
- Baker, L. (2021). Educators and ethical standards in global assessments. *Global Education Review*, 8(1), 11–28.
- Bates, P. (2024). The cognitive consequences of over-support in classroom assessment. *Educational Psychology Review*, 36(1), 89–107.
- Bates, P. (2024). The cognitive consequences of over-support in classroom assessment. *Educational Psychology Review*, 36(1), 89–107.
- Bellato, R., Frantzeskaki, N., & Nygaard, C. A. (2022). Conceptual frameworks in educational research: Linking theory to practice. *Educational Research Review*, 17(1), 1–15.
- Best, J. W., & Kahn, J. V. (2019). *Research in education* (12th ed.). Pearson.

- Brandén, M., Modin, B., & Vinnerljung, B. (2020). Defining study populations in social research: Guidelines and implications. *Social Science Research*, 87, 102401.
- Bryman, A. (2019). *Social research methods* (5th ed.). Oxford University Press.
- Cash, R., Isaksson, M., Maier, R., & Summers, L. (2022). Sampling strategies in social science research. *Journal of Empirical Research*, 14(2), 23–38.
- Casteel, C., & Bridier, P. (2021). Population sampling and representation in quantitative studies. *Educational Measurement and Evaluation*, 9(1), 55–70.
- Chamlin, M., & Cochran, J. (2022). *Deviance and social control: A sociological perspective*. Routledge.
- Churchill, G. A. (2019). *Marketing research: Methodological foundations* (12th ed.). Cengage Learning.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Creswell, J. W. (2021). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Dadzie, F., & Annan-Brew, A. (2023). Ethical training and institutional accountability toward reducing examination malpractice in Ghana. *Ghana Journal of Educational Research*, 12(1), 75–92.
- Dadzie, F., & Annan-Brew, A. (2023). Ethical training and institutional accountability toward reducing examination malpractice in Ghana. *Ghana Journal of Educational Research*, 12(1), 75–92.

- Daily Graphic Editorial. (2024, October 12). Reforming examination supervision to curb cheating. Daily Graphic. <https://www.graphic.com.gh>
- Daramola, A., & Oluyeba, M. (2007). Examination malpractice in Nigeria: Concept, causes and remedies. *Journal of Educational Administration*, 5(2), 23–36.
- Dosu, D., Eze, C., & Abioye, S. (2022). Examination malpractice among healthcare technology students in Nigeria. *Journal of Nigerian Education Research*, 10(2), 55–70.
- Durkheim, É. (1893/2014). *The division of labour in society*. Free Press.
- Engel, R., & Schutt, R. (2022). *Fundamentals of social work research* (5th ed.). Sage Publications.
- Eze, P., & Okoro, T. (2023). Implications of examination malpractice for education quality and workforce readiness. *Journal of African Educational Research*, 11(1), 40–58.
- Fasasi, Y. (2006). Examination malpractice in secondary schools: Nature, causes, and consequences. *Nigerian Educational Research Journal*, 4(1), 15–28.
- Fatai, O. (2005). Student misconduct in examinations: An empirical investigation. *African Journal of Educational Studies*, 6(3), 33–47.
- Fuller, T., Lawson, H., Richards, J., & Simmons, P. (2020). Reliability in educational measurement: A practical guide. *Journal of Education Measurement*, 57(1), 12–31.
- GES, Bono Region Director. (2025). Report on monitoring committees for examination malpractice prevention. Ghana Education Service.

- Hameed, S., & Rahim, F. (2019). Measures to prevent teacher involvement in examination malpractice in Nigerian secondary schools. *International Journal of Education and Ethics*, 5(2), 56–70.
- Hameed, S., & Shakir, M. (2019). Factors influencing teachers' involvement in examination malpractice: Evidence from Nigeria. *Education Research International*, 2019, Article 243890. <https://doi.org/10.1155/2019/243890>
- Han, Y. (2024). Monitoring systems and covert academic dishonesty: Student perceptions of surveillance in exams. *Journal of Academic Integrity*, 5(1), 33–48.
- Han, Y. (2024). Monitoring systems and covert academic dishonesty: Student perceptions of surveillance in exams. *Journal of Academic Integrity*, 5(1), 33–48.
- Hudson, L. (2006). Examination cheating among students: Causes and trends. *Educational Review*, 58(3), 211–223.
- Igwe, S. (2002). Examination malpractice in Nigerian schools: A socio-educational perspective. Enugu Academic Press.
- Israel, G. D. (2003). Determining sample size. University of Florida Cooperative Extension Service, Institute of Food and Agriculture Sciences. <https://edis.ifas.ufl.edu/pd006>
- Jackson, S. (2015). Reliability and validity in research: Cronbach's alpha and beyond. *Journal of Applied Social Science*, 9(3), 12–24.

- Janke, T. (2021). Long-term academic outcomes associated with examination malpractice: A longitudinal analysis. *Assessment in Education: Principles, Policy & Practice*, 28(4), 345–362.
- Janke, T. (2021). Long-term academic outcomes associated with examination malpractice: A longitudinal analysis. *Assessment in Education: Principles, Policy & Practice*, 28(4), 345–362.
- Jiang, H., Smith, R., & Lee, K. (2022). Structural strain and deviance in education systems. *Sociology of Education Review*, 15(2), 112–130.
- Jivraj, S., Nazroo, J., & Barnes, M. (2020). Study population and sampling strategies in social science research. *Journal of Social Research Methods*, 23(2), 89–104.
- Johnson, R., & Smith, L. (2019). Teacher support and student readiness for standardized tests. *Journal of Educational Psychology*, 111(5), 921–935.
- Keter, M. (2021). Student misconduct and examination malpractice in secondary schools. *Kenya Educational Journal*, 12(1), 20–36.
- Kumar, S., & Prakash, R. (2021). Effectiveness of teacher-led study sessions on student performance in board examinations. *International Journal of Educational Research*, 14(2), 45–61.
- Kwarteng, J. (2021). Teacher motivation and misconduct in Ghana. *West African Education Forum*, 5(1), 90–106.
- Kwarteng, P. (2022). Integrity breaches among teachers in Ghana: Institutionalized corruption and malpractice. *Ghanaian Journal of Educational Ethics*, 5(1), 15–30.

- Lim, J., & Tan, W. (2022). Teacher engagement and student performance in Singapore's GCE O-Level examinations. *Asian Journal of Education*, 9(3), 112–129.
- Lim, J., & Tan, W. (2023). Technology and examination malpractice: Teachers' perspectives. *Education and Information Technologies*, 28(2), 2001–2018.
- Lohr, S. (2019). *Sampling: Design and analysis* (3rd ed.). CRC Press.
- McEachan, R., Conner, M., Taylor, N., & Lawton, R. (2011). Prospective prediction of health-related behaviours with the theory of planned behaviour: A meta-analysis. *Health Psychology Review*, 5(2), 97–144.
- Mensah, B. (2021). Professional development and academic honesty: Policy and practice. *Education Policy and Practice Quarterly*, 6(3), 77–94.
- Mensah, B., & Osei, F. (2020). Motivation and teacher participation in examination malpractice in Ghanaian senior high schools. *Ghana Journal of Education Research*, 8(1), 30–48.
- Merriam, S. B. (2021). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miles, D. (2022). Punitive vs. preventative strategies in academic misconduct: A comparative review. *Journal of Higher Education Policy*, 15(2), 205–221.
- Miles, D. (2022). Punitive vs. preventative strategies in academic misconduct: A comparative review. *Journal of Higher Education Policy*, 15(2), 205–221.
- Ministry of Education. (2021). *Policy directives on examination integrity and teacher conduct in Ghana*. Government Press.

- Mohammed, A., & Abdi, R. (2022). Effects of teacher assistance on student performance in Kenya Certificate of Secondary Education. *Kenya Journal of Education Studies*, 13(2), 77–93.
- Mthembu, P., & Nkosi, L. (2022). Factors influencing teachers' involvement in examination malpractice in South Africa. *South African Journal of Education*, 42(1), 110–128.
- Mukherjee, S., Patel, R., & Akomolafe, C. (2023). Surveillance, ethics, and student resistance in examination settings. *International Journal of Educational Ethics*, 7(2), 101–119.
- Mukherjee, S., Patel, R., & Akomolafe, C. (2023). Surveillance, ethics, and student resistance in examination settings. *International Journal of Educational Ethics*, 7(2), 101–119.
- Mwangi, P., & Muthoni, L. (2024). Exam malpractice among high school teachers in Kenya: Causes and solutions. *East African Education Review*, 15(1), 58–74.
- Mwangi, P., & Ndung'u, T. (2022). Effectiveness of awareness campaigns in reducing examination malpractice in Kenyan schools. *African Educational Research Journal*, 11(4), 99–116.
- NAGRAT. (2019, September). National Association of Graduate Teachers conference communique on examination malpractice. Accra, Ghana.
- Newman, I. (2021). *Social research methods: Qualitative and quantitative approaches* (3rd ed.). Pearson.

- Nkosi, L., & Mthembu, P. (2020). Policy interventions to reduce teacher involvement in examination malpractice. *South African Journal of Educational Policy*, 10(3), 44–60.
- Nkosi, L., & Ramokhele, T. (2023). Teacher assistance and student academic performance in South Africa. *Journal of African Education Studies*, 12(2), 55–70.
- Nkrumah, P. (2020). Teacher involvement in examination malpractice: Implications for assessment validity. *Assessment Matters*, 14(2), 101–118.
- Obidigbo, O. (2011). Examination malpractice and academic integrity in Nigerian secondary schools. *Journal of Educational Research*, 6(1), 21–38.
- Oduro, F., & Asare, K. (2023). Census sampling in public health research in Ghana. *Ghana Journal of Public Health*, 17(2), 101–115.
- Okunlola, A. (2024). The role of external exam monitors in preventing teacher-assisted malpractice. *African Journal of Examination Administration*, 9(1), 54–68.
- Okunlola, A. (2024). The role of external exam monitors in preventing teacher-assisted malpractice. *African Journal of Examination Administration*, 9(1), 54–68.
- Olusola, A., & Ajayi, R. (2015). Students' cheating behaviour in Nigerian secondary schools. *Journal of African Education*, 10(2), 15–28.
- Onah, E. (2012). Test dishonesty and its implications for educational assessment. *Nigerian Journal of Education*, 7(2), 40–55.
- Onuka, A., & Durowoju, T. (2010). Exam malpractice in Nigeria: Stakeholder perspectives. *African Educational Review*, 2(1), 23–35.

- Onyibe, J., Uma, K., & Ibina, P. (2015). Examination malpractice in Nigerian secondary schools. *International Journal of Educational Studies*, 8(3), 34–49.
- Opoku, M., Osei, F., & Boateng, P. (2020). Predictors of teachers' adoption of inclusive practices in Ghana. *International Journal of Inclusive Education*, 24(5), 511–528.
- Opoku, M., Osei, F., & Boateng, P. (2021). Attitude, perceived behavioural control, and inclusive pedagogy in Ghana. *African Journal of Educational Research*, 11(1), 44–60.
- Osei, F., & Owusu, J. (2020). Impacts of teacher support on student performance: A Ghanaian case study. *Journal of African Educational Research*, 9(3), 65–81.
- Owusu, J., & Mensah, E. (2023). The socio-ethical implications of examination malpractice in Ghanaian secondary schools. *Ghana Journal of Education Studies*, 12(1), 33–50.
- Owusu, J., & Osei, P. (2021). The integrity of educational systems and national development. *Educational Evaluation and Policy Analysis*, 13(1), 22–39.
- Pandey, P., & Pandey, M. (2019). Research methodology: Tools and techniques. *International Journal of Management Studies*, 6(1), 12–25.
- Rose, M., & Johnson, P. (2020). Ensuring reliability and validity in educational research. *Educational Measurement*, 33(4), 15–29.
- Roux, P., Kivivuori, J., & Messner, S. (2021). Structural factors and deviance: Examining the anomie perspective. *Journal of Social Issues*, 77(3), 450–472.

- Rubach, C., Thompson, L., & Zhang, M. (2023). Coaching, scaffolding, and the ethics of academic assistance: Boundaries between support and malpractice. *Teaching and Teacher Education*, 125, Article 104021.
- Rubach, C., Thompson, L., & Zhang, M. (2023). Coaching, scaffolding, and the ethics of academic assistance: Boundaries between support and malpractice. *Teaching and Teacher Education*, 125, Article 104021.
- Sankpo, K. (2023). Trends and enforcement inconsistencies in examination malpractice in Ghana (2018–2021). *Accra Educational Review*, 11(3), 77–95.
- Sankpo, K. (2023). Trends and enforcement inconsistencies in examination malpractice in Ghana (2018–2021). *Accra Educational Review*, 11(3), 77–95.
- SCIRP. (2021). *Academic dishonesty and student readiness for higher education: A global study*. Scientific Research Publishing.
- SCIRP. (2021). *Academic dishonesty and student readiness for higher education: A global study*. Scientific Research Publishing.
- Smith, A., & Jones, B. (2023). The impact of academic dishonesty on workforce readiness: A longitudinal study. *Education and Society*, 41(2), 99–118.
- Surajudeen, A. (2022). Validity in social science research: Concepts and methods. *Journal of Educational Research*, 10(1), 45–59.
- Tan, H., & Cheong, K. (2023). Teacher ethics and examination malpractice: Evidence from Malaysia. *Asian Journal of Educational Ethics*, 7(1), 23–40.
- Taro Yamane. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.

- Thomas, R., Silverman, S., & Nelson, J. (2019). *Research methods in physical activity* (8th ed.). Human Kinetics.
- Thompson, R., & Thomas, M. (2024). Preventing examination malpractice: Lessons from Canadian secondary schools. *Canadian Journal of Educational Administration*, 18(2), 55–73.
- Thompson, R., & Zhang, L. (2024). Teacher mentorship and student academic performance in Canada. *Journal of Educational Research and Practice*, 14(1), 88–105.
- Ugobueze, A. (2024). Competitive drive and institutional reputation as drivers of academic dishonesty. *Journal of Comparative Education*, 30(1), 62–82.
- Ugobueze, A. (2024). Competitive drive and institutional reputation as drivers of academic dishonesty. *Journal of Comparative Education*, 30(1), 62–82.
- Umaru, B. (2005). Strategies for curbing examination malpractice in Nigerian schools. *Nigerian Journal of School Administration*, 3(2), 12–25.
- UNESCO. (2020). *Global report on academic integrity and examination malpractice*. United Nations Educational, Scientific and Cultural Organization.
- West African Examinations Council. (2022). *Annual report on examination malpractice cases*. WAEC.
- West African Examinations Council. (2023). *Statistical digest of examination malpractice in West Africa*. WAEC.
- Wikipedia. (n.d.). Theory of planned behavior. In Wikipedia. Retrieved February 7, 2026, from https://en.wikipedia.org/wiki/Theory_of_planned_behavior

World Bank. (2021). *Teacher welfare and education quality: Reducing incentives for malpractice*. World Bank Publications.

World Bank. (2021). *Teacher welfare and education quality: Reducing incentives for malpractice*. World Bank Publications.

Yeboah, F. (2025, June 18). Ghana Education Service implements zero-tolerance policy on teachers aiding exam malpractice. Ghana Education News. <https://www.ghanaedunews.com>

Yerima, B. M., Moru, A. D., Akinniyi, A. A., & Ogar, K. (2023). Administrative factors in examination malpractice among public secondary schools in Nigeria. *Nigerian Journal of Educational Administration*, 17(2), 34–52.

Yerima, B. M., Moru, A. D., Akinniyi, A. A., & Ogar, K. (2023). Administrative factors in examination malpractice among public secondary schools in Nigeria. *Nigerian Journal of Educational Administration*, 17(2), 34–52.

Zikmund, W. G. (2018). *Business research methods* (9th ed.). Cengage Learning.

APPENDICES

APPENDIX A

University of Education, Winneba

School of Education and Life-Long Learning

Department of Educational Foundations

Questionnaire for Teachers

You are invited to participate in this survey as part of an academic research study on teachers' involvement in examination malpractice in senior high schools in the Ellembele District. The purpose of this study is to identify the factors contributing to this issue, examine its effects on students' academic preparation and performance, and explore possible measures to prevent it.

Your responses are crucial in providing insights that will help shape policies and interventions to promote academic integrity. Please answer all questions honestly. Your responses will be kept strictly confidential, and no personal identification will be required. Participation in this survey is voluntary, and you may choose to withdraw at any point.

Thank you for your time and valuable input.

Section A: Demographic Information

Gender:

Male [] Female []

Age Range:

20 - 29 years [] 30 - 39 years [] 40 - 49 years [] 50 years and above []

Number of Years in the School:

Less than 1 year 1 - 3 years 4 - 6 years More than 6 years

Section B: Factors Influencing Teachers' Involvement in Examination Malpractice

(Aligns with Research Objective 1: Identifying the factors influencing teachers' involvement in examination malpractice.)

Factors	SD	D	N	A	SA
Pressure from school administrators to improve pass rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear of poor school ranking in WASSCE results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial incentives or bribes from students or parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal desire to boost students' success rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weak supervision by examination bodies (e.g., WAEC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of strict disciplinary actions against offenders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressure from parents and community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate salary and poor working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The perception that other schools engage in malpractice	[]	[]	[]	[]	[]
---	-----	-----	-----	-----	-----

To what extent do you agree that the following factors contribute to teachers' involvement in examination malpractice? (Tick the appropriate response: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD))

In your opinion, what is the most common method of examination malpractice involving teachers? (Choose all that apply)

Allowing students to use mobile phones during exams []

Writing answers on the board []

Providing direct answers to students []

Smuggling solved questions into the exam hall []

Others (Please specify):

Have you personally witnessed or been aware of a teacher assisting students in examination malpractice?

Yes []

No []

Section C: Effects of Teachers' Assistance on Students' Academic Preparation and Performance

(Aligns with Research Objective 2: Examining the effect of teachers' assistance on students' academic preparation and performance in external examinations.)

To what extent do you agree with the following statements about the effects of teachers' involvement in examination malpractice on students' academic preparation? (Tick the appropriate response: SA, A, N, D, SD)

Statements	SD	D	N	A	SA
Students become less motivated to study independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependence on teacher assistance reduces students' ability to recall concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students perform better in external exams but struggle in higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examination malpractice leads to false assessments of students' academic abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malpractice weakens students' problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examination malpractice diminishes students' confidence in their abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Over-reliance on malpractice creates a culture of academic dishonesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who benefit from malpractice find it difficult to adapt to merit-based assessment systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your view, do students who receive assistance in external examinations perform well in tertiary education or career-related assessments?

Yes [] No [] Not Sure []

Section D: Preventing Teachers' Involvement in Examination Malpractice

(Aligns with Research Objective 3: Identifying possible measures to prevent teachers' involvement in examination malpractice.)

To what extent do you agree that the following measures can help prevent teachers' involvement in examination malpractice? (Tick the appropriate response: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD))

Measures to Prevent Teachers' Involvement in Examination Malpractice	SD	D	N	A	SA
Stricter supervision in exam halls	[]	[]	[]	[]	[]
Severe penalties for teachers caught engaging in malpractice	[]	[]	[]	[]	[]
Sensitization on ethics and integrity for teachers	[]	[]	[]	[]	[]
Improved teacher motivation (e.g., better salaries, incentives)	[]	[]	[]	[]	[]
Increased involvement of external examination monitors	[]	[]	[]	[]	[]
Enhanced teacher training on examination ethics	[]	[]	[]	[]	[]
Strict enforcement of examination regulations by WAEC	[]	[]	[]	[]	[]

Measures to Prevent Teachers' Involvement in Examination Malpractice	SD	D	N	A	SA
Holding school administrators accountable for examination malpractice cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe that school administrators play a role in preventing or encouraging examination malpractice?

Yes, they play a role in preventing it Yes, they contribute to encouraging it

No, they have no significant influence

Do you think the current measures used to curb examination malpractice in your school are effective?

Yes No Not Sure

Which stakeholders should play the most active role in preventing teachers' involvement in examination malpractice? (Choose all that apply.)

Ministry of Education Ghana Education Service (GES)

School administrators Parents and guardians Students

Examination bodies (e.g., WAEC)

Appendix B

University of Education, Winneba

School of Education and Life-Long Learning

Department of Educational Foundations

Questionnaire for Administrators

You are invited to participate in this survey as part of an academic research study on teachers' involvement in examination malpractice in senior high schools in the Ellembele District. The purpose of this study is to identify the factors contributing to this issue, examine its effects on students' academic preparation and performance, and explore possible measures to prevent it.

Your responses are crucial in providing insights that will help shape policies and interventions to promote academic integrity. Please answer all questions honestly. Your responses will be kept strictly confidential, and no personal identification will be required. Participation in this survey is voluntary, and you may choose to withdraw at any point.

Thank you for your time and valuable input.

Section A: Demographic Information

Gender:

Male [] Female []

Age Range:

20 - 29 years [] 30 - 39 years [] 40 - 49 years [] 50 years and above []

Number of Years in the School:

Less than 1 year [] 1 - 3 years [] 4 - 6 years [] More than 6 years []

Section B: Factors Influencing Teachers' Involvement in Examination Malpractice

(Aligns with Research Objective 1: Identifying the factors influencing teachers' involvement in examination malpractice.)

Factors	SD	D	N	A	SA
Pressure from school administrators to improve pass rates	[]	[]	[]	[]	[]
Fear of poor school ranking in WASSCE results	[]	[]	[]	[]	[]
Financial incentives or bribes from students or parents	[]	[]	[]	[]	[]
Personal desire to boost students' success rates	[]	[]	[]	[]	[]
Weak supervision by examination bodies (e.g., WAEC)	[]	[]	[]	[]	[]
Lack of strict disciplinary actions against offenders	[]	[]	[]	[]	[]
Pressure from parents and community members	[]	[]	[]	[]	[]
Inadequate salary and poor working conditions	[]	[]	[]	[]	[]

The perception that other schools engage in malpractice	[]	[]	[]	[]	[]
---	-----	-----	-----	-----	-----

To what extent do you agree that the following factors contribute to teachers' involvement in examination malpractice? (Tick the appropriate response: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD))

In your opinion, what is the most common method of examination malpractice involving teachers? (Choose all that apply)

Allowing students to use mobile phones during exams []

Writing answers on the board []

Providing direct answers to students []

Smuggling solved questions into the exam hall []

Others (Please specify):

Have you personally witnessed or been aware of a teacher assisting students in examination malpractice?

Yes []

No []

Section C: Effects of Teachers' Assistance on Students' Academic Preparation and Performance

(Aligns with Research Objective 2: Examining the effect of teachers' assistance on students' academic preparation and performance in external examinations.)

To what extent do you agree with the following statements about the effects of teachers' involvement in examination malpractice on students' academic preparation? (Tick the appropriate response: SA, A, N, D, SD)

Statements	SD	D	N	A	SA
Students become less motivated to study independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependence on teacher assistance reduces students' ability to recall concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students perform better in external exams but struggle in higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examination malpractice leads to false assessments of students' academic abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malpractice weakens students' problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examination malpractice diminishes students' confidence in their abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Over-reliance on malpractice creates a culture of academic dishonesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who benefit from malpractice find it difficult to adapt to merit-based assessment systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your view, do students who receive assistance in external examinations perform well in tertiary education or career-related assessments?

Yes No Not Sure

Section D: Preventing Teachers' Involvement in Examination Malpractice

(Aligns with Research Objective 3: Identifying possible measures to prevent teachers' involvement in examination malpractice.)

To what extent do you agree that the following measures can help prevent teachers' involvement in examination malpractice? (Tick the appropriate response: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD))

Measures to Prevent Teachers' Involvement in Examination Malpractice	SD	D	N	A	SA
Stricter supervision in exam halls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Severe penalties for teachers caught engaging in malpractice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitization on ethics and integrity for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved teacher motivation (e.g., better salaries, incentives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased involvement of external examination monitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhanced teacher training on examination ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strict enforcement of examination regulations by WAEC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measures to Prevent Teachers' Involvement in Examination Malpractice	SD	D	N	A	SA
Holding school administrators accountable for examination malpractice cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe that school administrators play a role in preventing or encouraging examination malpractice?

Yes, they play a role in preventing it Yes, they contribute to encouraging it

No, they have no significant influence

Do you think the current measures used to curb examination malpractice in your school are effective?

Yes No Not Sure

Which stakeholders should play the most active role in preventing teachers' involvement in examination malpractice? (Choose all that apply.)

Ministry of Education Ghana Education Service (GES)

School administrators Parents and guardians Students

Examination bodies (e.g., WAEC)

Appendix C

University of Education, Winneba

School of Education and Life-Long Learning

Department of Educational Foundations

Questionnaire for Students

You are invited to participate in this survey as part of an academic research study on teachers' involvement in examination malpractice in senior high schools in the Ellembele District. The purpose of this study is to identify the factors contributing to this issue, examine its effects on students' academic preparation and performance, and explore possible measures to prevent it.

Your responses are crucial in providing insights that will help shape policies and interventions to promote academic integrity. Please answer all questions honestly. Your responses will be kept strictly confidential, and no personal identification will be required. Participation in this survey is voluntary, and you may choose to withdraw at any point.

Thank you for your time and valuable input.

Section A: Demographic Information

Gender:

Male [] Female []

Age Range:

Below 13 [] 13-15 [] 16-18 [] 19-21 [] Above 21 []

Form:

SHS1 []

SHS2 []

SHS3 []

Section B: Factors Influencing Teachers' Involvement in Examination Malpractice

(Aligns with Research Objective 1: Identifying the factors influencing teachers' involvement in examination malpractice.)

Factors	SD	D	N	A	SA
Pressure from school administrators to improve pass rates	[]	[]	[]	[]	[]
Fear of poor school ranking in WASSCE results	[]	[]	[]	[]	[]
Financial incentives or bribes from students or parents	[]	[]	[]	[]	[]
Personal desire to boost students' success rates	[]	[]	[]	[]	[]
Weak supervision by examination bodies (e.g., WAEC)	[]	[]	[]	[]	[]
Lack of strict disciplinary actions against offenders	[]	[]	[]	[]	[]
Pressure from parents and community members	[]	[]	[]	[]	[]
Inadequate salary and poor working conditions	[]	[]	[]	[]	[]

The perception that other schools engage in malpractice	[]	[]	[]	[]	[]
---	-----	-----	-----	-----	-----

To what extent do you agree that the following factors contribute to teachers' involvement in examination malpractice? (Tick the appropriate response: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD))

In your opinion, what is the most common method of examination malpractice involving teachers? (Choose all that apply)

Allowing students to use mobile phones during exams []

Writing answers on the board []

Providing direct answers to students []

Smuggling solved questions into the exam hall []

Others (Please specify):

Have you personally witnessed or been aware of a teacher assisting students in examination malpractice?

Yes []

No []

Section C: Effects of Teachers' Assistance on Students' Academic Preparation and Performance

(Aligns with Research Objective 2: Examining the effect of teachers' assistance on students' academic preparation and performance in external examinations.)

To what extent do you agree with the following statements about the effects of teachers' involvement in examination malpractice on students' academic preparation? (Tick the appropriate response: SA, A, N, D, SD)

Statements	SD	D	N	A	SA
Students become less motivated to study independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependence on teacher assistance reduces students' ability to recall concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students perform better in external exams but struggle in higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examination malpractice leads to false assessments of students' academic abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malpractice weakens students' problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examination malpractice diminishes students' confidence in their abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Over-reliance on malpractice creates a culture of academic dishonesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who benefit from malpractice find it difficult to adapt to merit-based assessment systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your view, do students who receive assistance in external examinations perform well in tertiary education or career-related assessments?

Yes No Not Sure

Section D: Preventing Teachers' Involvement in Examination Malpractice

(Aligns with Research Objective 3: Identifying possible measures to prevent teachers' involvement in examination malpractice.)

To what extent do you agree that the following measures can help prevent teachers' involvement in examination malpractice? (Tick the appropriate response: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD))

Measures to Prevent Teachers' Involvement in Examination Malpractice	SD	D	N	A	SA
Stricter supervision in exam halls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Severe penalties for teachers caught engaging in malpractice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitization on ethics and integrity for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved teacher motivation (e.g., better salaries, incentives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased involvement of external examination monitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhanced teacher training on examination ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measures to Prevent Teachers' Involvement in Examination Malpractice	SD	D	N	A	SA
Strict enforcement of examination regulations by WAEC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holding school administrators accountable for examination malpractice cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe that school administrators play a role in preventing or encouraging examination malpractice?

Yes, they play a role in preventing it Yes, they contribute to encouraging it

No, they have no significant influence

Do you think the current measures used to curb examination malpractice in your school are effective?

Yes No Not Sure

Which stakeholders should play the most active role in preventing teachers' involvement in examination malpractice? (Choose all that apply.)

Ministry of Education Ghana Education Service (GES)

School administrators Parents and guardians Students

Examination bodies (e.g., WAEC)