

**UNIVERSITY OF EDUCATION, WINNEBA**

**EXAMINATION MALPRACTICES AMONG TRAINEE NURSES IN  
GHANA: THE CASE OF COLLEGE OF NURSING TRAINING IN  
CENTRAL REGION**



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**UNIVERSITY OF EDUCATION, WINNEBA**

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GHANA: THE CASE OF COLLEGE OF NURSING TRAINING IN  
CENTRAL REGION.**



**A thesis in the Department of Educational Administration and  
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of the requirements for the award of the degree of  
Master of Philosophy  
(Educational Administration and Management)  
in the University of Education, Winneba.**

**MARCH, 2022**

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the evidence of my own original work, and that no part of it has been presented for another degree in this University or elsewhere.

Name: LETICIA APPIAH

Candidate's Signature.....

Date.....

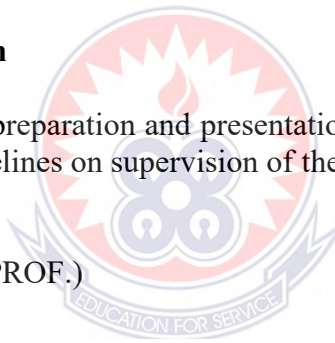
### Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Education, Winneba.

Name: HINNEH KUSI (PROF.)

Supervisor's Signature.....

Date.....



## **DEDICATION**

To my family especially my late grandfather, Mr. Peter Appiah-Kubi and my children: Nelson Kuttin Sarpong and Gifty Desiree Kuttin Sarpong.



## ACKNOWLEDGEMENTS

I would like to thank Prof. Hinnah- Kusi whose able guidance and encouragement enabled me to complete this study. I am especially grateful Mr. Kenneth Sarpong for his moral, physical and financial support throughout my pursuit of this course. The individuals who contributed in diverse ways to make this research possible are too numerous to list in full, however, special mention is made of Mr. Godfrey Mensah for his relentless effort and support to me; my principal, Ms. Minnie Okai, colleagues and students who aided in my collection of data for their support and encouragement to complete this study.



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## ABSTRACT

The purpose of this research was to examine the various forms, causes, effects and the controlling measures of examination malpractices and the strategies that could be employed to address the menace among the students of a Nursing Training College in the Central Region of Ghana. This was a mixed methods research underpinned by pragmatism. Specifically, the sequential explanatory mixed method design was employed for the study. The population for the study comprised the tutors, non-teaching staff and the nurse trainees of the Nursing Training College consisting of 1,443 students and 97 staffs ( total: 1,588). For the quantitative phase of the study, 120 trainee nurses and 30 teaching and non-teaching staff were selected through stratified simple random sampling technique to respond to a structured questionnaire. The qualitative phase of the study involved semi-structured interview with 10 participants (comprising: 2 academic officers, 1 administrative manager, 4 tutors and 3 students.), who were purposively selected. The quantitative data was analysed using descriptive statistics (means and standard deviation) while the qualitative data was used to support, clarify, expand and explain the key quantitative findings when necessary. The study revealed that the forms of examination malpractices in the Nursing Training College included sending prepared answers by teachers to students during revision, and copying other students work, among others. The study also revealed that some of the causes of examination malpractices were lack of effective supervision, inadequate guidance and counselling, and inadequate preparation on the part of the students with regards to examinations. The controlling measures included maintenance of culture of discipline in schools, effective examination committee, and adequate guidance and counselling. The study concluded that ineffective teaching and learning, and inability to complete the syllabuses by tutors of the college, as well as poor attitudes of students towards examination perpetuates this menace at the college. It was recommended, among others that school leadership should do well to intensify teaching and learning, improving monitoring and supervision of students' academic performances, and reinforcing deterrent disciplinary measures as well as reinforce guidance and counselling to motivate students to independently write examination.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background of the Study

An examination is a formal test of a person's knowledge or proficiency in a subject or skill. According to Emaikwu (2012), part of the evaluation process in education includes assessing a learner's level of skill acquisition, intellectual ability, and comprehension following a given training. According to Emaikwu (2012), examination as part of evaluation in education is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training. According to George and Ukpong (2013), examination is the most prevalent tool around which the entire educational system revolves; it is the instrument used to determine who is permitted to advance to the next academic level. Examination is a formal test of a person's knowledge or proficiency in a subject or skill (goggle search engine).

Examination forms an integral part of how to ascertain if a student should be certified or not. In attempts to be successful through examinations, students resort to employing every tactics whether legal or illegal. The illegal tactics being adopted to ensure success is achieved in examinations is called examination malpractice. Joshua (2008) opined that examination malpractice is any unauthorized or unapproved action, inaction, activity, behaviour or practice that is associated with the preparation, conduct and processing of examination and other forms of assessment and carried out by any person involved in preparing for, giving, taking and processing that examination at any level. This means examination malpractice is not limited to the illegalities that happen during examinations rather it included the wrongs done in the entire process of assessments.

Students resort to using any trick, legal or criminal, in order to succeed in examinations. Examination malpractice refers to the use of unethical methods to assure exam achievement.

Examination malpractice, according to Joshua (2008), is any unauthorized or unapproved action, inaction, activity, behavior, or practice associated with the preparation, conduct, and processing of examinations and other forms of assessment, and carried out by anyone involved in preparing for, giving, taking, or processing the examination at any level. This indicates that examination malpractice encompasses not only the illegalities that occur during examinations, but also the errors made throughout the assessment process.

The term "examination malpractice" has been defined in a variety of ways by different authors. Examination malpractice, according to Asante-Kyei and Nduro (2014) is any act of omission or commission by a person who fraudulently secures any unfair advantage for himself or herself, or any other person, in anticipation of, before, during, or after any examination in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability, or authenticity of the examination and ultimately the integrity of the certificates issued.

In recent years, the widespread prevalence of examination misconduct has grown in importance and worry in the global educational system. Most examinations are marred by reports of various sorts of misconduct, and cheating is a common occurrence in most of these examinations (Petters & Okon, 2014).

Cheating in examinations is a worldwide phenomenon (Nyamwange, Ondima & Onderi, 2013) and, according to Anderman and Midgley (2000), about 80% of high-

achieving high school students and 75% of college students admitted having cheated in an examination. Isangedighi (2007) also observed that the rising wave of examination malpractice amongst today's youths poses a big challenge to contemporary society. Adams and Esther (2013) bemoaned that the examination system is afflicted by examination misconduct or wrong-doing in most countries throughout the world.

In practically every civilization, honesty is a noble virtue worth pursuing (Xu & Ma, 2015). When confronted with a moral dilemma, individuals with high moral identification automatically retrieve, weigh, and integrate the relevant knowledge before committing moral behavior (Makaula, 2018).

Individuals with a poor moral identity, on the other hand, rely on willpower to avoid the desire to cheat when the situation allows. As a result, academic dishonesty and malpractices, which include acts of cheating, have gotten a lot of attention and have been studied extensively to understand their damaging consequences on development. Makaula, 2018; Emaikwu, 2012; Petters & Okon, 2014; Nnam & Inah, 2015; Makaula, 2018).

There are concerns about an increasing tide of examination malpractice among today's teenagers, to the point where exams are no longer a true test of one's competence (Petters & Okon, 2014). Examination malpractices, according to certain schools of thought, have tainted the legitimacy of education as a necessary process by which young adults are equipped to lead productive lives based on their abilities and interests since the mode of assessment has been tainted by numerous malpractices (Akaranga & Ongong, 2013). Many students appear to have lost interest in their

studies because they believe that cheating on examinations is a quick way to success (Makaula, 2018).

Examination malpractice in Ghanaian schools today no doubt has attained a frightening proportion not only to teachers and school administrators, but to various interest groups, concerned citizens, some parents, employers of labor and even international organizations ((Makaula,2018). The practice employed by students is highly sophisticated and institutionalized. Unfortunately, nowadays the process of examination in Ghanaian secondary schools has been bedeviled with rampant malpractices (West Africa Examination Council (WAEC], 2003). Thus, examination malpractices have, unfortunately, become one of the regular expressions and daunting issues in our school systems, not only in Ghana, but also in all parts of the world. Students subsequently migrate into the higher educational system.

‘Over the years, examination is a yardstick against which students or candidates’ competence and progress are formally measured and appraised in the education sector (Nnam & Inah, (2015).

Our students and some schools come up with fresh ways to beat real supervisors and examiners on a daily basis (Tsebam, 2015). Examination misconduct, according to Ezugwu and Emeh (2008), poses the greatest threat to the legitimacy and dependability of any examination, and hence to the authenticity and recognition of any certificate granted.

The nursing profession basically deals with human lives therefore any errors committed (omission or commission) may claim lives or even leave long lasting complication on clients/patients, relatives and the entire country whose health care

needs are partly entrusted into nurses. According to ICN (2020), Nursing can be described as both an art and science; a heart and a mind. At its heart, lie a fundamental respect for human dignity and an intuition for a patient's needs. This is supported by the mind, in the form of rigorous core learning. Due to the vast range of specialisms and complex skills in the nursing profession, each nurse will have specific strengths, passions, and expertise. Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of the ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles. (ICN, 2002). The nurse is prepared and authorized (1) to engage in the general scope of nursing practice, including the promotion of health, prevention of illness, and care of physically ill, mentally ill, and disabled people of all ages and in all health care and other community settings; (2) to carry out health care teaching; (3) to participate fully as a member of the health care team; (4) to supervise and train nursing and health care auxiliaries; and (5) to be involved in research. (ICN, 1987)

Exam malpractice in Ghanaian schools has no doubt reached dangerous proportions, alarming not just teachers and school administrators, but also numerous interest groups, concerned citizens, some parents, labor employers, and even international organizations (Tsebam, 2015). Students' practice has become more refined and systematic. Unfortunately, today's examination process in Ghanaian secondary schools is plagued by widespread malpractices (West Africa Examination Council) (WAEC, 2003).



As a result, examination malpractices have unfortunately become a common occurrence and a frightening concern in our educational systems, not only in Ghana but throughout the world, following that, students' progress to the higher education system with undue competence and qualification.

Examination has long been a yardstick by which students' or candidates' competence and development have been systematically tested and appraised in the educational sector (Nnam & Inah, 2004).

Our students come up with fresh ways to beat real supervisors and examiners on a daily basis (Tsebam, 2015). Examination misconduct, according to Ezugwu and Emeh (2008), poses the greatest threat to the legitimacy and dependability of any examination, and hence to the authenticity and recognition of any certificate granted.

## **1.2 Statement of the Problem**

The quality of education and training offered to citizens of various countries across the globe is critical for the socio-economic development of such countries (Kusi, 2017). Therefore, various countries invest heavily in achieving such efforts as they believe quality education and training correlates positively to their countries' development (Tola, 2016). One of the policies and practices put in place to assess the quality of education and training is examination- both formative and summative examination. However, most examinations in schools and colleges are marred with examination malpractices (Akaranga, 2013), which destroys the educational system of various countries. Day in and day out, countries invest highly into education since the country's development correlates positively with quality education.

The nursing education is to train students for the various health facilities, however examination malpractices among nursing students in the college is on a rise which will put the lives of the clients, patients and relatives at risk as well as the products(n.urses) ability to function effectively independently and within the health team in the near future.

Some studies on examination malpractices have been conducted in non-health training institutions in Nigeria (Uzoigwe ,2016), asserted that "in 2000, 6.46% of the 636,064 candidates for the examination were involved in examination malpractice. In 2001, 5.07% of the 1,025,185 candidates for the examination were involved in examination. In 2002, 10.47% of the 909,888 candidates for the examination were involved in examination malpractice. In 2003, the percentage increased to 10.88% out of which 1,066,831 candidates for the examination while in 2004, there was a further increase to 11.17% out of which the 1,035,280 candidate who sat for the examination". The above show an acceleration of examination malpractices and a major problem confronting our schools today.

Odonola, (2012), examined the attitude and perception of students and teachers towards examination malpractice in four selected secondary schools. The author employed the quantitative approach and analysed his data using distributive tables and simple percentages. At the end of the analysis the study revealed the major reasons for examination malpractice which included parental pressure for good grades, peer group influence, inadequate preparation, and so on. The study further recommends that, good remuneration, re-orientation of teachers and parent, should be emphasized.

Ameko, (2012), also revealed in his study - the common forms of examination malpractice in his study which included writings on items (100%) and on candidates' bodies (83.3 %).

From 2000 to 2011 the various forms of examination malpractices increased, from 5 to 12. thus about 37% of the respondents had ever been involved in a malpractice; and 94.5% confessed that examination malpractice is bad. There was no correlation between the ages or gender involvement in examination malpractices. Adequate orientation to all stakeholders and on-time implementation of approved sanctions to culprits, as well as the adaptation of the Competency Based Teaching / Learning (CBT / L) are measures highly recommended to help address the issues of examination malpractice

In Ghana, such studies in nursing training colleges are scanty. For example, a study conducted by Alexander ,(2019), focused on investigating casualty cheating behaviours and morals reasoning among Senior High School students in Ghana. Thus, cheating behaviours according to the above researcher was found to have a cause-effect on the authenticity of examination results. But moral reasoning levels of secondary school students are not solely responsible for cheating behaviours; rather the schools' culture of offering 'helping hands' creates opportunities for students to cheat at examination, while that of Koufie (2016) looked at examination malpractices in Senior High Schools in Asutifi North and South Districts in the then Brong Ahafo Region but none of these studies focused on Nursing Training Colleges.

Medical sciences, by its nature, requires its practitioners to be honest, ethically inclined, of high moral fibre and to have virtues not normally expected of other professionals, as sound moral behaviour is considered to be "sine qua non" of scientific medical practice.

This is because doctors and nurses deal with lives which has no duplicate. Likewise, medical education is supposed to show broad-based understanding of basic principles and essentials, infused into the students the spirit of enquiry and enthusiasm for the

subject. These ideals are unfortunately lacking in most nursing training institutions and among trainee nurses of today. This has made Pandya (2001) to wonder whether we are on the right track of medical education or not.

Unfortunately, the college of nursing under-study has been reported among students examination malpractices, affecting the image of the institution. With reference to the documentary report by the disciplinary committee; in some cases, final examinations undertaken by students are cancelled and various punitive measures are meted out to students' perpetrator of such undesirable act, yet this has yielded little effort in curbing this canker. In a five year period – 2015 to 2019, the college recorded 9 casualties in 2015; 13 in 2016; 12 in 2017; 6 in 2018 and 38 in 2019 (The College Disciplinary Committee's Report, 2020). Although the incidence of examination malpractices were recorded throughout the period, the nature, causes, forms and effects of these malpractices in the college appeared not to have been empirically explored among nursing trainees.

According to Tsuzom (2007), It is taken for granted that a student of a nursing training must be academically brilliant and morally- four times more sensitive compared to most professionals, as the character of a medic includes the element of trust, honesty and moral sensitivity. Perhaps part of the general reasons is that there is less commitment to their studies as well as to discipline. There is general agreement that there should be zero tolerance to cheating in a profession based on trust and one on which human lives depend. It is a violation to the learning relationship between teacher and students. Glick (2001) said, since medical schools reflect society and cannot be expected to remedy the ills of a postmodern hedonistic society, it could be

assumed that cheating in schools will more likely continue to act dishonestly with patients, colleagues, health insurers and government Glick. (2001)

The argument is that, these products of the nursing training colleges deal with human lives and therefore any element of examination malpractice could undermine the quality of effective training. Yet, it appears that not much study has been conducted in Ghana on examination malpractices among students of nursing training colleges.

As such, this study sought to unveil the various forms, cause, effects and the controlling measures of examination malpractices amongst students of a Nursing Training College, in the Central Region of Ghana. For the in-depth understanding of the problem, a sequential explanatory mixed method approach was considered appropriate by the researcher so as to expand, give a detailed understanding of the problem and to contribute to knowledge.

### **1.3 Purpose of the Study**

The purpose of this research was to examine the various forms, causes and the effects of examination malpractices among the students of a Nursing Training College in the Central Region of Ghana and the strategies that could be employed to address the menace to improve the quality of teaching and learning in our schools as well as its outcomes.

### **1.4 Objectives of the Study**

The study sought to:

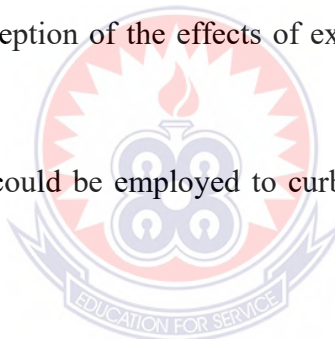
1. identify the forms of examination malpractices among nursing trainees in the college.
2. investigate the causes of examination malpractice among the nursing trainees in the college.

3. determine the effect of examination malpractice that affect the training of students in the college.
4. identify the measures that could be employed to curb examination malpractices in the college

### **1.5 research questions**

the following research questions were formulated to guide the study:

1. What are the forms of examination malpractice among nursing students at the college?
2. What are the causes of examination malpractices among nursing trainees in the college?
3. What are the perception of the effects of examination malpractices identified by the college?
4. Which measures could be employed to curb examination malpractices in the college?



### **1.6 Significance of the study**

The causes for their cheating behaviour, means equipment they use to cheat in tests, were investigated in this study, as well as the consequences of their dishonest behaviour. This study's findings will provide data that educational policymakers, including those who work for examining organizations, can use to compare and improve on current understanding about examination malpractice. As a result, not only has the execution of this finding revealed the extent to which students are participating in examination malpractice, but it has also proposed some treatments or long-term solutions to this academic dishonesty. The study looked into what motivates students to cheat on examinations and the sorts of examination misbehavior

that college students confront. As a result of the study's findings, educational officials will be able to design methods to prevent this improper behavior. The study's findings will assist to bring these damaging behaviors to the notice of not only tutors, students, parents, and administrators, but also the general public, allowing them to begin considering solutions. This research will also help school administrators, instructors, and guidance counselors at the College to help reduce or manage the cheating behaviors among students of the Nursing Training College.

### **1.7 Delimitation of Study**

This study was delimited to a Nursing Training College in the Central Region of Ghana. The research was delimited to only second and third-year students, some managerial officers as well as tutors. It has not, however, included freshly admitted students from both programs (Certificate and Diploma), as well as the auxiliary staffs of the college. It also excluded those who were not directly involved in the college's examination activities and procedures. The study was delimited to both Diploma and Certificate programs and the study provided data from to support the findings. A questionnaire and semi-structured interview guide were the instrument used for data collection.

### **1.8 Organization of the Study**

Background to the study, the statement of the problem, the objective of the investigation, the research question, significance of the study, that support the study, and the delimitation of the study are all included in the first chapter.

The second chapter explores literature on relevant subjects and highlights the theoretical, conceptual, and thematic frameworks that will guided the research. Chapter three discusses the methodology of the work, which presents the

methodology and procedures that was used to gather data for the study. This includes the research design and instrument, population, sample and sampling techniques and data collection. Chapter four presents the results, analysis and an in-depth discussion of the data collected in relation to the research questions. Chapter five provides a conclusion for the research. It summarizes the methods and approaches employed in the study, it again, discuss the research findings, and then establish conclusions. It also draws implications from the findings and makes recommendations for further research.





## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

Though there have been many literatures on this topic all over the world but only few can be found relating to higher education in Ghana. Thus literature review is based on information from these studies. Literature review of the study is divided into the following sub headings.

- Theoretical Frameworks
- Education and its importance
- Origin of public examination
- History of examination
- Tests and Test Administration in schools.
- Examination malpractices
- Concept of examination malpractice
- Examination malpractices within Africa
- Causes of examination malpractices
- Effects of examination malpractices
- Measures to curb examination malpractice

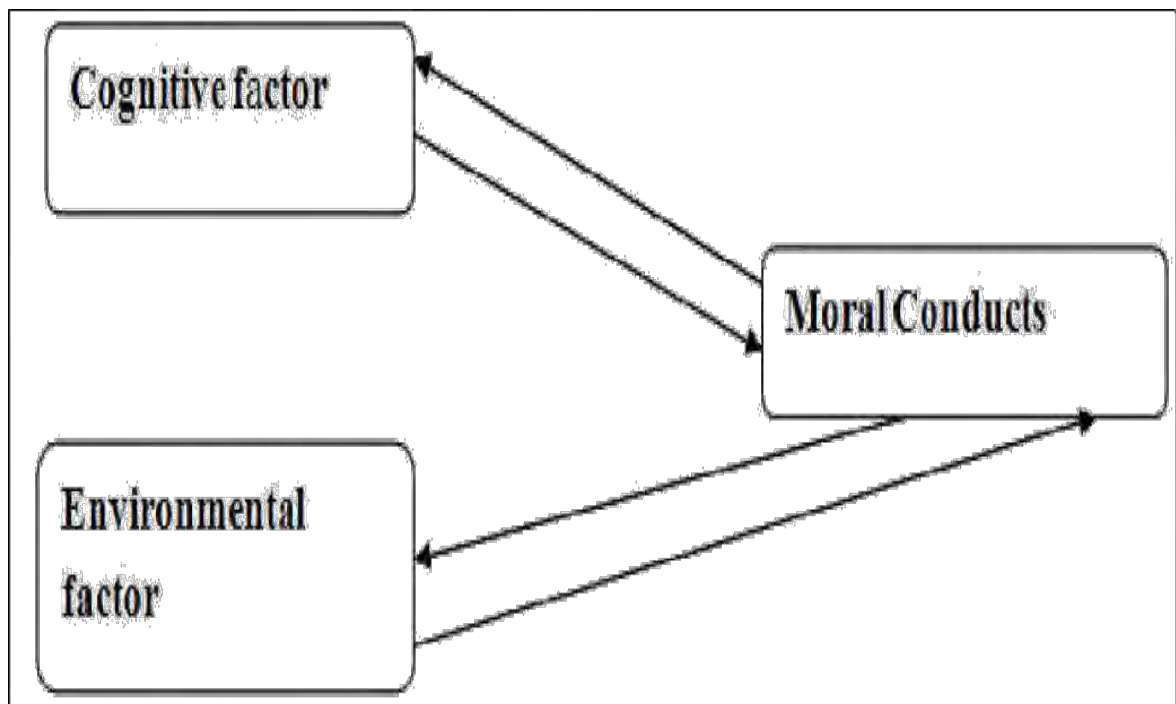
#### 2.1 Theoretical Frameworks

Connelly (2014) stated that various terms are used to refer to the theoretical basis of a study. Such terms include theory, theoretical framework, conceptual framework, and models. Liehr and Smith (1999) defined a framework for research as a structure that provides guidance for the researcher as study questions are fine -tuned, methods for measuring variables are selected and analyses are planned. They explained that once

data are collected and analyzed, the framework is used as a mirror to check whether the findings agree with the framework or whether there are some discrepancies; where discrepancies exist, a question is asked as to whether the framework can be used to explain them.

Imenda (2014) defines a theoretical framework as a theory a researcher chooses to guide him or her in his or her research. Thus, a theoretical framework is the application of a theory, or a set of concepts drawn from one and the same theory, to explain an event, or shed some light on a phenomenon or research problem. According to Ennis (1999), a theoretical framework creates logical links between the study and the major concepts, and the definitions that describe the phenomena under study. For this reason, it is important that ethical theories be reviewed.

According to Bandura (1991) opines that human behavior for example honesty and dishonesty is determined by cognitive/personal, environmental and behavioral factors. Cognitive factor or personal factors (knowledge, expectations and attitudes ) according to him influences the intellectual and moral developmental levels, thought processes, beliefs, reaction to situation and social norms : the behavioral factors looks at skills, practice and self-efficacy while the environmental factors include commitment to social norms, codes of conduct and modeling others. The figure below summarizes:



**Figure 1: Model of Social Cognitive by Theory Bandura 1991(source: Jeonghwan Choi, 2009)**

This thesis is framed learning but influenced by modeling. Learning takes place via observation and modeling the observed behaviour.

In his later work, Bandura stated further that “of the many cues that influence behaviour, at any point in time, none is more common than the actions of others” (Bandura, 1986:206).

The model comprises the individual, behaviour and environment. It highlights the existence of interaction between a copy and model. Such influences of a model on the learner could be real, perceived or imagined. Much of human learning, according to this postulation, occurs in a social environment. Ideas from Woolfolk (1995) also align with Bandura’s. In his contribution, Woolfolk supports the notion of human learning occurring by interaction among people, adding that people, including students in tertiary institutions, acquire values, skills, knowledge, rules, beliefs, attitudes and strategies by observing how these are enacted by significant others on their daily

interactions. Students thus replicate the behaviour of models based on how useful and appropriate it is to them and the consequences of modeled behaviours and act following their beliefs regarding the expected outcome of actions (Maheka, 2015).

As perpetrators get punished or rewarded for their behaviour, the people imitating them also make adjustments in accordance with those consequences (Woolfolk, 1995; Maheka, 2015). Bandura Calls this reciprocal determinism (Bandura, 1986; Munsaka, 2011)

### **Applications of the theory to the study**

Examination malpractice, as a form of corruption, is a behavior that students of nursing trainees emulate from models such as parents, siblings, college staff, peers etc. The students probably engage in the act because it serves to help the models to pass tests, demonstrate acquisition of skills and knowledge and certificate to justify the resources committed into learning at the learning institutions.

By performing these actions, the trainees believe that malpractices have provided easier pathways for career success for the models. The association of examination malpractice with corruption is not to be hyperbolic. It is also inappropriate to trivialize the issue. Malpractice, for some nursing trainees, is to “be smart” to achieve one’s educational objectives without having to labour one’s mind with the issue of hard work, morality and legality. In which case, when the inordinate desire to pass examination arises, hard work, morality and legality in the conduct of examination become negotiable. Since the regulations however remain vehement to protect ensure objectivity, credibility and reliability of examination and the evaluation process of a candidate’s performance, students are aware that there are penalties for infractions. As such, in line with the behaviours of models, they endeavour to also make sure their

illegal actions in examinations are undetected with the assumption perpetuated right from their secondary schools' education.

### **2.1.1 Relevance of Ethical Frameworks to the Study**

Lincoln and Holmes (2011) noted that, in their constant discovery of the world and themselves, students often face morally-charged situations. Examining different philosophical approaches to ethics, evaluating the decisions and consequences of historical moral problems, and discussing hypothetical case studies are some of the ways individuals can acquire skills for making ethical decisions. Moral education, therefore, attempts to prepare individuals to recognize and respond effectively to moral dilemmas.

As far as examination malpractice is concerned, an ethical theory will provide conceptual and theoretical tools to organize an inquiry into understanding the experiences of teachers and students. Specifically, an ethical theory framework considers subjects, the mission of their activity, and the way in which individuals determine whether a course of action or a stance about an ethical issue is morally right by evaluating various courses of action and taking into account ethical principles (Pettifor, Estay, & Paque, 2000).

Rest (1984) and Pettifor et al. (2000) argued that ethical reasoning is considered to be necessary for moral decision making and behavior, and it represents the process involved in judging what is morally right (Trevino, 1992). Therefore, an ethical perspective theory will help to understand participants' feeling about examination malpractice

## 2.2 Education and Its Importance

Several scholars have attempted various explanations to the term education. According to Todaro (2011), education is broadly defined as ‘all forms of human learning or more narrowly as the process that occurs in a specialized institution called school’. In fact, this definition appears to be rather narrow. Todaro did not realize that education is not only formal but can also be informal which occurs outside the school system.

In his work, Durkheim (1965) defines education as the action of generations of adults on those who are not yet ready for social life. Education provides the beneficiary with a greater body of information, which improves his or her abilities. The acquisition of knowledge through education broadens the horizons of the illiterate who might otherwise be isolated. Durkheim's work adds a new dimension to the idea of education. He sees education as the action of a generation of adults on people who are not yet ready for social life, but there are differing perspectives on who constitutes those who are "not yet ready for social life." Furthermore, he did not indicate whether his education is official or informal, or how people efficiently use their time.

The United Nation Education Science and Cultural Organization (UNESCO), defines education as “comprising organized and sustained communication designed to bring about learning”. Communication here implies the transfer of information; ‘Organizing’ means that the learning experience has duration and continuity. Here, learning is seen as a change in behavior, knowledge, skills and understanding which the learner retains. The UNESCO conceptualization of education provides quite an expatriated version of what provide the particular processes that the learning process would involve, and much more, how ideas are to be realized.

The New Encyclopedia Britannica sees education as a discipline concerned mainly with methods of teaching and learning or school-life environment as opposed to various informal means of socialization. This view of education in its formal version is quite appreciable as it adds to literary work or study; nonetheless, it lacks the modalities that would promote effective teaching and learning.

Education can be viewed as a manufacturing process from an economic standpoint, in which a range of individual student inputs are used to produce a multidimensional result in the form of present and future happiness. The way resources are utilized to change students into well-qualified graduates is critical from the perspective of educational institutions (Dolton, 2001). Both official and informal educations are included in education. However, it is important to note that this research study focuses on formal education.

### **2.2.2 Educational Reform in Ghana**

According to Addae-Mensah (2000), all pre and post-independent government have recognized the importance of education as an instrument for social advancement especially in the conduct of international trade. Several educational reforms have been instituted at one time or other ostensibly to make education more accessible to every section of the society, especially, the three Northern Regions. The following are some of the reforms and major education policy documents adopted in the country over the years. The accelerated development plan for education 1951, the education Act 1961 (Act 87), the Kwapong Report 1967, the Ghana Service Decree 1974, PNDC Law 207, 1983 and the Ghana Education Service (Act of 1995), New Patriotic Party's Education Reform Addae-Mensah,( 2000).

### **2.2.1 Education in Ghana**

In Ghana, education has always been highly treasured and as such has played a crucial role in society advancement. Even in the traditional society, those who are very well versed in the norms and traditions of the society have always enjoyed a unique position in the society Addae-Mensah, (2000). The history of formal education in Ghana dates back to only a few centuries. During the early period from 17<sup>th</sup> to 18<sup>th</sup> centuries and even at the height of the trade the curriculum in the early schools established by the missionaries was similar to those followed by the European schools for the poor. It was limited to reading and writing a European language and the performance of simple elementary arithmetical exercise so that such an educated person could act as an interpreter or medium to the advancement or perpetuation of the societal norms and values of the European Addae-Mensah, (2000).

It was until the mid-nineteenth century, with the establishment of two seminaries by the Basil Mission in 1848 for the training of teachers and catechists that a major step was taken in the provision of education beyond the rudiments of reading and writing. Tertiary education in Ghana dates back to 1948 with the establishment of University of the Gold Coast now University of Ghana (Legon). Currently, the country can boast of fifteen (15) public universities and a number of private universities.

### **2.3 Origin of Public Examinations**

According to Kellaghan (1990) and Lewin and Little (1982), public examinations are an important feature in many countries in Europe, Africa, Asia, and the Caribbean. Their importance derives largely from the fact that examination performance forms the basis of important decisions about the educational and vocational futures of students. In performing their evaluative function, it has been



noted that examinations have acquired a legitimacy based on the view that the qualifications they confer provide a fair indication of achievement and that decisions about the distribution of benefits on the basis of such qualifications are rewarding merit.

Miyazaki (1976) observed the origin of public examinations in the entrance and civil service examinations of China, which dates back at least to the period of the Sui Emperors (589-618), with a pre-history going back much further and which achieved their most complex form towards the end of the Ch'ing dynasty (1644-1911). Kellaghan (1992) noted that the Chinese systems inspired examinations in written format that began to appear in European schools in the 16th century, though it was not until some two hundred years later that public examinations of the type found in China were instituted in Europe for selection to universities, the civil service, and the professions.

Kellaghan (1992) further claimed that once examinations became a major feature of the educational systems of most European countries, they were in turn, passed on to their former colonies in Africa, Asia, and the Caribbean, where they still flourish.

### **2.3.1 Characteristics of Public Examinations.**

Noah and Eckstein (2001), and Madaus and Kellaghan (1991) noted that although there were considerable variations in the form and administration of examinations from country to country, public examinations generally shared a number of characteristics. First, the examinations were controlled to varying degrees at the national or regional level and sometimes also administered by an agency or agencies outside the school, usually a state department or regional examining boards (Greaney & Kellaghan, 1995).

Second, the examinations were geared to the syllabi which were usually defined by an agency outside the school. Sometimes, the same agency would administer the examinations.

Third, examinations were usually provided in the traditional areas of the curriculum such as mathematics, science, and languages. Fourth, examinations were often formal terminal procedures, taken on fixed days under controlled conditions by all candidates taking the examinations in a country or region at the end of a course of study.

Fifth, examinations were largely written, very often using the essay format, but sometimes making use of multiple-choice items, either in conjunction with other formats or on their own. There were also provisions for oral and practical assessments. Finally, as a result of performance on the examinations, the student was awarded a grade or mark in each subject examined (Greaney & Kellaghan, 1995).

### **2.3.2 Purpose of Public Examinations**

According to Greaney and Kellaghan (1995), examinations normally were intended to serve a number of functions. The most obvious was to assess the competence of students' learning relative to some agreed standards. The results were then frequently used to discriminate among students with regard to their preferred futures: further education, admission to professional preparation, or employment.

Greaney and Kellaghan (1995), further argued that while certification was important, particularly for students who were leaving the educational system, there was a danger of losing sight of the purpose of assessing the competence of students' learning because of the strong emphasis on selection. Examination results were also often used formally or informally to provide evidence of school effectiveness, and schools and

teachers would be held accountable for their students' achievements as reflected in examination performance. This use became more obvious when results for individual schools were published.

It is particularly appropriate to raise the question of equity in the context of public examinations since, according to Miyazaki (1976), a reason frequently given for their introduction was to ensure an equitable distribution of educational and vocational benefits. For example, Chinese examinations were designed to select government officials on the basis of their ability and intellectual achievement rather than that of birth; there were no class restrictions on examination entry and students were not asked whether they were merchants, artisans, or peasants. Montgomery (1965) noted that in Britain also, a major reason for introducing public examinations was to replace patronage and nepotism in making appointments to the civil service.

The use of examinations for selection for further education or employment places a heavy burden on these systems. According to the World Bank (1990), the burden was particularly great in developing countries where rates of return were higher than in industrialized countries and education systems were pyramidal in structures. This meant that the number of students at lower grades reduced markedly as one proceeded through the grades.

The World Bank (1990) also observed that in many countries, there was a public examination at three points in the system. The first was held at the end of the primary school and was used to identify students who would proceed to secondary education. Since the number of places in secondary schools would be extremely limited, relatively few students would progress. The World Bank noted, for example, that in the Sub-Saharan African countries for which data were available, only 31% of the

students in the last grade of primary school succeeded in obtaining places in the first grade of secondary school. The percentages were as low as 4% in Rwanda and 9% in Burundi.

According to the United Nations Development Programme (UNDP)( 2003), the second public examination was usually held three years after entry to secondary school when the cohort was further reduced, though not drastically as at the end of primary schooling. The final examinations would take place at the end of secondary schooling, when students competed for university entrance and a range of white-collar jobs. The UNPD noted that taking all developing countries together, only about 2% of an age cohort managed to get into tertiary institution.

#### **2.3.4 Methods of Examination Malpractice**

Examination malpractice takes various forms that can be categorized as follows:

- i. Leakage – illegally getting examination questions before the examination time;
- ii. Impersonation – representing and writing an examination for another candidate;
- iii. Cheating – transgressing any of the rules governing the conduct of examinations;
- iv. Taking foreign material into the examination room;
- v. Collusion – malpractice performed in cooperation with others, such as passing notes, or receiving or giving assistance to other candidates in the examination room (Okorodudu, 2013).

Munachonga (2014) asserted that more often than not, examination malpractice takes the form of leakage of examination question papers, which sometimes come through

teachers or lecturers, faculty offices and examination officers, or the examination council itself.

**Smuggling of foreign materials:** This is perhaps the most common method of examination malpractice. It relates to the introduction of unauthorized materials (e.g. note-books, crib notes charts, and answers) into the examination hall. The materials are frequently smuggled in pants, shoes, hems, and bras, or information is written on parts of the body. Munachonga (2014) reported that students perfected various forms of cheating in examination rooms. Some of the tricks employed under this practice included, smuggling foreign materials into the examination rooms, such as prepared notes and material written on palms, or thighs (especially for girls), and in textbooks or novels for subjects such as literature.

In Zambia, Munachonga (2014) noted that other forms of examination malpractice candidates used included smuggling written information relevant or irrelevant to the examination questions in textbooks, pieces of paper, shirts, palms, and thighs. Akaranga and Ongong (2013) observed a number of ways examination cheating is done. Some of the ways include written notes on examination desks, walls palms, clothes, and electronic devices. In their study Suleman et al. (2015) found different forms of malpractice occurring during examinations. In the study, the majority of the participants (96.7%) responded that students brought unauthorized materials, i.e. pocket guides and, electronic devices to the examination hall, teachers and parents sent prepared answers to students during examinations in order to ensure good results of their school (94.4%), and student cheated directly from textbooks (94.2%).

Nnam and Inah (2015) stated that examination malpractice varied from institution to institution, while their common interest or goal was to attain an unmerited success

after an examination and occupy an enviable height in the society. In their study, a greater proportion of the respondents noted smuggling of unlawful tiny pieces of paper containing nuggets into the examination hall; the use of mobile phones and other electronic devices during examinations were some of the other common forms of examination malpractice at the Ebonyi State University in Nigeria.

Clabaugh and Rozycki (2009) claimed that the art of cheating in examinations is increasing in sophistication, ranging from physical possession of unauthorized materials to the use of technology. The traditional crib notes are an ancient form of cheating in which students smuggle illegal materials into the examination room. Information may be smuggled using small pieces of paper, and as studies already mentioned have noted, writing somewhere on their bodies, clothes, wrist-watches and other places that they think invigilators will not suspect in order to give a candidate an advantage of using concealed unauthorized materials.

According to Clabaugh and Rozycki (2009), common forms of cheating by both male and female students is writing crib notes on the bottom of shoes, inside hats, or inside a neck tie, or belt. Some students empty the contents of a wrist-watch and replace them with crib notes, or cover with a long-sleeved shirt or blouse. Sometimes crib notes are written on hands and arms. They claimed that female students have extra places to hide crib notes on their thighs, where they cross their legs during writing and start reading the notes. Female students who use this method believe that male invigilators will ignore them as they read crib notes written on their thighs because they believe that the male invigilators will fear being labeled as perverts or molesters. In their study, Lebeloane and Nyaumwe (2014) established that there were five different forms of crib media used for cheating by candidates in examinations namely

crib notes on paper, rulers, calculator covers, hands, and cell phones. Burke, Polimeni, and Slavin (2007) found that electronic devices, such as cell phones, iPod, electronic calculators, and personal data assistants are used for assisting with formulas and other crucial information.

**Impersonation:** This occurs when a registered candidate engages or hires some other person to sit for the examination on his or her behalf. Munachonga (2014) reported that in Kenya, students who were vulnerable to cheating used impersonation. In their study, Suleman et al. (2015) reported that 74.5% of the participants claimed that impersonation was observed during examinations.

**Copying and collusion:** This is another form of examination malpractice. Collusion is done when candidates pass unauthorized information to one another usually by exchanging notes or scripts. Munachonga (2014) reported that students in Kenya were guilty of copying answers from other candidates, and communicating via electronic gadgets during examinations. She noted that other forms of examination malpractice students in Zambia used included whispering to each other, passing notes to each other to copy, and exposing their work for others to copy. Akaranga and Ongong (2013) observed that collusion can be done among the candidates themselves and between candidates and officials in charge of examinations. They also noted that sometimes students use what is called “giraffing,” where some students stretch their necks to be able to see and copy work from other students. In their research findings, Franklyn-Stokes and Newstead (1995), and, McCabe and Trevino (1996) noted that copying from each other, and assisting each other were some of the methods of cheating students use. Burke et al. (2007) found that electronic devices, such as cell phones, iPod, electronic calculators, and personal data assistants are used for assisting

with formulas and other crucial information. Ingram and Parks (2002) revealed that candidates use coded or sign language to enable them cheats during examinations. A candidate may produce a sound or drop something in order to attract the attention of a fellow candidate so that they can communicate and share the answers during examinations. It is reported that examination malpractice takes place at different times. The malpractice can take place before the examinations are written. It can also take place when candidates are writing the examinations, or after the examinations have been written.

## **2.4 History of Examinations**

The Chinese first developed formal oral test of knowledge as early as 220 B.C. (DuBois, 1970). The Chinese Emperor, Ta Yu began a three-year cycle of personal “competency testing” of government officials. After three such examinations, officials were either promoted or fired. The use of test to hire public officials also began in China in 1115 B.C. According to DuBosi, government jobs were given to those persons.

### **2.4.1 Academic Performance**

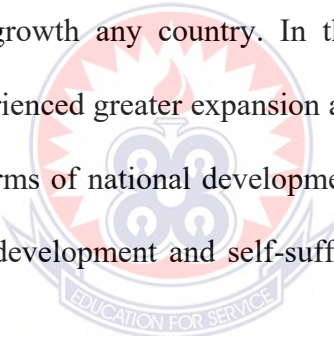
According to Abudu, (2005) wherever you do anything under stress or any form of tension, your performance suffers. There is no doubt that, a more positive attitude towards one’s study programme would enable one to achieve more results at less mental or emotional cost. It will also be most helpful for one to imagine regularly how one’ parents’ pursuits would help you achieve one’s purpose.

To study effectively, one needs to be able to focus one’s mind on the subject during the period set aside for studying it. The above assertion only throws light on personal factors which contribute to academic performance of a person. It has often been



postulated by statesmen, politicians, educator, and other public speakers that education leads to national development. Records have it that technological and scientific advancement of Japan can be attributed to the attention paid to education in the last three decades. When history witnessed the great scientific and technological breakthrough with the Russians landing a spacecraft in space, the Americans reorganized their educational system to place emphasis on physical and mathematics and within a decade or so outpace their Russians counterpart by landing the first manned spacecraft on the moon. Thus throughout the history of mankind, a strong link has been forged between education and advancement in development.

Education is seen as a primary means of bringing out development and change, it contribute to economic growth any country. In the sixties, Ghanaian educational system for example, experienced greater expansion and development as a result of the benefit of education in terms of national development. Education apart from being a springboard for national development and self-sufficiency, it also promotes cultural awareness.



Ozigi and Canham (1979) strongly contended that, it is when these changes take place in society that we talk of development. Development may however vary from time to time but is dependent on such factors as the value of manpower and availability of its resources.

There can be no argument about the fact that the ultimate goal of education is to prepare learners to play social roles so that society will be assured of its continual existence and survival. Education has been described as the process of preparing learners to acquire skills necessary for the economy. Thus education has formal education has been described as “Labour force preparation”. According to Swift

(1969) education mainly influence the development of the economy through its effects upon the social, physical and intellectual skills of its products who are learners. Education in Ghana has produced elites who are at the helm of the nation's affairs.

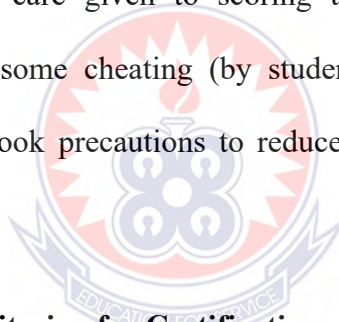
According to the United Nation Report on the World Social Situation (1997) education is fundamental to enhancing the quality of human life and ensuring social and economic progress. Most economists argue that it is human resources of a nation and not its capital or natural resources that ultimately determine the character and the pace of its economic and social development, Todaro (2011). According to Prof. Fredrick Hardison of Princeton University, human resources constitute the ultimate basis for the wealth of nations.

Education expansion at all levels has aided overall economic growth by creating a more productive labor force and equipping it with more knowledge and skills. Teachers, school and construction workers, textbook and paper printers, school uniform producers, and allied people will all benefit from increased employment, income, and opportunities. Creating a class of educated leaders to fill vacancies left by departing expatriates or otherwise vacant positions of governmental services, public corporations, private business and professions, and providing the kind of training and education that would promote literacy and basic skills while encouraging modern attitudes on the part of diverse segments of the population are benefits of education (Todaro, 2011). There can be no argument about the fact that there is a close relationship between developments with education, because the key to all development is a good education.

British and American civil service examinations (1833 and 1880 respectively) had precursors in the Chinese system. Oral examination for college graduation in Europe can be traced back to Bologna in 1912, but written examinations (first used by the Jesuit Order in the 1500s) had to await the availability of cheap paper.

In 1904, Edward Lee Thorndike wrote the first book on “Mental and Social Measurements”. He and his students developed educational achievement tests and helped popularize their use.

The Great Boston Survey must stand as one of the most important educational events of the nineteenth century- the development of the first printed test in 1845. These tests were remarkable in the care given to scoring thousands of short-answer essay examinations. Although some cheating (by students and teachers) did occur, the examination committee took precautions to reduce it as much as possible Fravors, (1983).



## **2.5 Examination as a Criterion for Certification**

Almost all examinations include a certification role, with the exception of several Francophone countries in West Africa and examinations taken prior to the primary school leaving examinations (in Ghana, the BECE). Formal certifications indicating candidates' academic achievements may be valuable credentials for granting employment qualifications for training Kellaghan and Greaney (1993). Examination is the measurement of proficiency or knowledge, skills, orally or written form, and judging the adequacy of these properties possessed by candidates, by evaluation. This is the pivot around which the whole system of education evolves Ammani, (2011) and Wilayat, (2009).

Examinations should however, be valid in the performance of its function; reliable in terms of consistency of measurement; and it should be able to evaluate the performance or judge the scholastic attainment of pupils or students. In some cases candidates are assessed on the content of a subject they have acquired after a given period of time, by their teacher or by an examining body. Examination could be a one time or a continued form of assessment. Any wrong doing or illegal action taken for one's own benefit is a malpractice.

Examination malpractice involves some form of cheating committed by examination candidates single handed or in collaboration with others; before, during, after the examination, to take undue advantage over others. Technically, it is an act that contravenes the rules and regulations of a particular examination body, set at a particular period of time. Not only is it immoral and illegal but also undermines the credibility of the education system (The Ghanaian Times, 2011). Examination irregularities are experienced at all levels of the education ladder – Primary, JSS / JHS, SSS / SHS, post- secondary, tertiary levels. Plagiarism in students' report and project works, as well as in published research works are also some forms of malpractices in academia Achio (2005)

## **2.6 Concept of Examination Malpractice**

Examination has two main distinct concepts. First, to achieve the purpose for which it is designed and second, to be a reliable consistent means of measurement (Wilayat 2009). When however, irregularity or examination malpractice occurs, then the validity and resulting outcome is questionable. Examination malpractice is however, commonly defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage (Omonijo, 2010).

Omonijo (2010) and Akpa (2012) added that, examination malpractice may be understood as, “a misconduct or improper practice, before, during or after any examination by examinees or others with a view to obtaining good results by fraudulent means.” From these two definitions, it can be concluded that examination malpractice is an unethical act because it encourages mediocrity in that students who succeed through such unorthodox methods may be rated equal to those who struggle on their own to excel.

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

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

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

- i. To evaluate the extent to which teaching and learning have occurred in the school

- ii. To evaluate the extent of teachers' and students' comprehension and application of the subjects taught and learnt
- iii. To assess how well students understood what was taught and learned.

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

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

## **2.7 School Assessment**

Examinations are a type of assessment that happens in schools. Assessment is critical because it serves as the foundation for allowing individuals to receive the educational help they require, evaluating the efficacy of various educational techniques, and ensuring that educational expenditures are spent wisely. It is an undeniable fact that assessment can make teachers, learners and institutions succeed or fail. "Assessment information has become a proxy measure that is supposed to facilitate judgments on the qualities of most elements of our education system: its teachers, head teachers, schools, support services, local authorities and even the government itself" (Mansell, James, & the Assessment Reform Group, 2009). The nature and impact of assessment depends on what the results of that assessment are to be used for. A system whose primary goal is to generate information for teachers' internal use on the next steps in students' learning may have different characteristics and effects than one whose goal is to create a qualification that will provide a grade that an employer or a university admissions tutor can use to judge a candidate's suitability for employment or further study (Mansell, James, & the Assessment Reform Group, 2009). When these data are

used by teachers to make decisions about next steps for a student or group of students, to plan instruction, and to improve their own practice, they help inform as well as form practice; this is formative assessment. When data are collected at certain planned intervals, and are used to show what students have achieved to date, they provide a summary of progress over time, and are summative assessment. Both types of assessment are important and useful for the purposes they serve.

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

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

### **2.7.1 Formative/Continuous Assessment**

According to Mansell, James and the Assessment Reform Group (2009), formative assessment is the use of day-to-day, often informal, assessment to exploit pupils understanding so that the teacher can best decide how to help them to develop that understanding. Formative assessment is the assessment that takes place during a course or programme of study, as an integral part of the learning process, and as such

it is down to the teachers or trainer to design and implement. It is often informal; that is to say it is carried out by teachers and trainers while teaching and training. It is sometimes defined as assessment for learning. It provides feedback to both teacher and learner about how the course is going, as it seeks answers to the following questions: How can learning be improved upon during the course? Are the learners doing what they need to do? If not, are teaching and learning strategies chosen by the teacher or trainer in need of modification?

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

A presentation at 21<sup>st</sup> Annual Association for Educational Assessment in Africa (AEAA) conference in 2003 by Mrs. Rebecca Bampah revealed that from 1953 up to 1987/88 the structure of examination at the junior secondary school level was terminal and external examination based (one-shot terminal examination) while from 1955 to 1998 the structure of the examination at the senior secondary school level was also terminal and external examination based (one-shot terminal examination). According to the presentation, owing to the inherent weaknesses of terminal assessment such as perceived unfairness and unnecessary stress, the Council (WAEC) did not object to the educational reform component which provided for the introduction of Continuous



Assessment into the assessment procedures in order to conform to contemporary educational changes. Continuous Assessment has been part of both the Basic Education Certificate Examination (BECE) and the Senior Secondary School Certificate Examination (SSSCE) since 1990 and 1993 respectively

### **2.7.2 Differences between Formative and Summative Assessment**

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

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

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

learning, where they need to go and how best to get there.” ARG also identified ten principles for formative assessment practice, arguing that it should:

1. be part of effective planning,
2. focus on how pupils learn
3. be central to classroom practice
4. Be a key professional skill
5. be sensitive and constructive
6. Foster motivation
7. Promote understanding of goals and criteria
8. Help learners know how to improve
9. Develop the capacity for self-assessment
10. Recognise all educational achievement

### **2.7.3 Uses of Formative Assessment**

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

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

7. It also helps to diagnose learner's needs or barriers to learn and help inform any necessary changes to the course or programme of study.

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

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

#### **2.7.5 Problems of Continuous Assessment**

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

such as truancy, lying, cheating, stealing and poor attitude to work could be corrected by providing affective education in schools.

Mrs Rebecca Bampoh, the senior deputy registrar of WAEC, Ghana, pointed out in her presentation at the 21<sup>st</sup> Annual AEAA Conference on the theme “Meeting Educational, Social and Economic Goals through Assessment and Certification”, that one problem the Council (WAEC) is facing is the unreliable continuous assessment scores from schools. School-based scores are unreliable due to lack of skills for item development and the computation of the continuous assessment scores. Most teachers have not been objective in the scoring. In some cases, there is lack of materials such as record cards, stationery for developing testing instruments, calculators and computers.

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

In Africa, the situation is not any better. As the UNDP (2013) report noted, educational systems were crisis ridden owing to examination malpractices in schools as well as universities. The report also noted examination malpractices start from primary schools, mostly perpetuated by teachers at this level, and gradually extended to secondary schools and colleges. In universities, students who successfully practiced examination crimes in secondary schools without being caught saw it as the only way they could survive in an examination. The examination results tend to give a false

picture of the state of affairs; hence some school graduates could not defend the grades obtained in examinations (Jimoh, 2009; Bassey et al, 2010; Adebayo, 2012).

Umar (2004) stated that in Nigeria, it was almost a routine for students to cheat in examinations. Many Nigerian schools were partly to blame as they wanted their students to perform well in the examination and so rather than work through supervision of teaching and learning; they aided and abet examination malpractices. The situation was worsened with the shortage of qualified teachers, supply of instructional materials such as audio-visual aids, books, science equipment and the poor remuneration of teachers, supervisors and invigilators (Alutu, 2006).

Under these conditions, the option remaining was that of aiding pupils and students cheat in order to pass and ultimately get money. The phenomenon took forms such as the following: Impersonation; bringing in foreign materials, such as books and calculators; substituting answer sheets with already worked scripts, stealing, converting, and misappropriating scripts; collusion in the examination hall involving copying; and organized cheating involving assistance from teachers and invigilators (Aminu, 2006; Onuka, 2011).

Umar (2004: 54) has asserted, “examination malpractices had seriously impinged upon the credibility of the results coming from public examinations bodies in Nigeria to an extent that the quality of certificates candidates obtain is doubtful”. The situation degenerated to an extent that people looked down upon academic certificates because the ability of its holders could not be legitimately inferred from the test scores on which the certificates were based (Onuka, 2009).

In Ghana, Daily Graphic (2013) reported that the occurrences of examination malpractices had assumed an alarming trend mainly due to candidates’ fear of failing,

lack of confidence, laziness, inadequate preparation and, above all, the inability to apply themselves to their studies. Students perfected various forms of cheating in examination rooms. Some of the tricks employed under this practice included, bribing, smuggling foreign materials into the examination rooms such as prepared notes and material written on palms, thighs (especially for girls), and in text books or novels for subjects such as literature, and they also go in with various tricks such as, “hide and seek” and gadgets designed to assist them to pass the examinations instead of relying on their own abilities (Ake Gronlund et al, 2010, Daily Graphic, 2013)

### **2.7.7 Types of Examination Malpractices**

According to Daah Yaw Francis .The Mirror, June (2001) in an article, said that, as much as WAEC should be commended for conducting successful examination in Ghana over the years, leaking of questions on the part of WAEC officials always recur for all levels of school examinations.

In an editorial of the Daily Graphic, the types of examination malpractices were identified as the problems of examination, which included leakages of question papers, carriage of foreign materials into the examination halls and coaching by teachers during examinations. The Daily Graphic, April (2004).

### **2.8 Causes of Examination Malpractices**

There are various rules and regulations guiding the administration of examinations. The rules and regulations are usually accompanied by corresponding sanctions which are enlisted by the examination bodies. Candidates, however, go out of their way and break the rules and regulations in order to have access to examination materials (Achio, 2005).

One of the contributing factors to examination malpractice is the quest by candidates to pass the examinations. Other factors that contribute to examination malpractice include lack of confidence, fear of failure or getting low marks, anxiety to get a certificate, high-grade and the emphasis on certificate presentation for a job (Ajibola, 2011). Improper guidance and counselling, truancy, absenteeism and laziness are also amongst the factors that may lead to examination malpractice.

Nevertheless, some candidates see themselves in malpractices through ignorance, carelessness, forgetfulness in applying the rules and regulations while others indulge themselves in malpractice due to peer pressure (Onyechere, 2008). The factors contributing to examination malpractice can be categorised as follows:

**Psychological-** the need for students to meet the demands of various subjects results in stress and anxiety. Some candidates fall to the menace due to the creation of tremor of failure or scoring low grades.

**Environmental-** sometimes, examinations are set without putting into consideration how adequate the syllabus has been covered. The other factor under this category is the sitting arrangement. Candidates who sit close to each other are likely to indulge in examination malpractice. This is because such candidates can easily giraffe or spy on their colleagues' work, can whisper answers, scribble answers on desks and tables of the examination rooms or sometimes even exchange papers.

**Intelligence Factor-** Candidates are gifted differently. Failure to recognize this fact may result in weaker students comparing themselves with the naturally gifted ones. Some candidates may be relatively academically weak and may want to go at the same pace, in terms of studies with the relatively academically strong ones. This may

lead weaker students into involving themselves in examination malpractice. (Udoh, 2008)

According to the ministry of education policy document “**educating our future**” of 1996 the quality and effectiveness of education system depends heavily on the quality of its teachers. Teachers are the key persons in determining access in meeting the system goals. The educational wellbeing of children in schools lingers crucially on the competency, commitment and resourcefulness of a teacher. In view of this the caliber of teachers and teaching profession is of paramount importance.

The views of the ministry of education is that the essential competence required in every teacher is a matter of the material that is to be taught and skill in communicating that material to pupils to help alleviate leakages and examination malpractices in schools. Additionally, the MOE (1996) says'

The existing basic schools and secondary schools are not adequately staffed with qualified teachers. This trend put fuel to the leakages and examination malpractices as learners cannot attempt things that are not taught and or poorly taught

Learners were sensitized on the dangers of examination malpractices and leakages to the nation and also to themselves, and also the punishment given after one is found in this scandal was announced. Despite the value attached to the alleviating of examination malpractices and leakage there is a considerable negative attitude being exhibited towards teaching by the teachers and learning by the pupils? Consequently the learner’s results even though excellent fail to perform when enrolled at any college or university.



The expectations of Educating Our future (1996) are that upon completion of grade nine every pupil should have attained a suitable level of competence in numeracy and the skills of using mathematical concepts and process in matters of everyday life.

Furthermore, examinations become the pre-qualification for entry to formal jobs rather than as a primary vehicle for human resource development. This makes learners to choose to pass the examinations even if they do not learn because what is needed is a certificate and not the knowledge. The causes of examination malpractice are numerous. For example, the Nigerian society places too much emphasis on certificate obtained and examination passed as determinants of well-paid jobs and also serves as a means of achieving high social status ( Ajibola, 2006).

There have been greater quests for knowledge, academic credentials and excellence at all levels of education in the twenty first century. Successful completion of one level enables one to graduate into another level. This is further amplified by the West African Examinations Council, 2004, National Examinations Council and the Joint Admission and Matriculation Board, 2008, that noted that today, it is obvious that candidates at all levels would want to achieve the feat at all costs either to gain promotion from one class into the next or for admission into the next level of education.

All learners desire to achieve a goal which is a qualification and they would do anything possible to ensure that they get it. This is the major reason for some students to involve themselves in examination malpractice (Beard, 1980). Parents with academically weak children send their children to schools that can perform magic. The anxiety of these parents to have their children obtain good grades blinds them and

they do not care about the knowledge and skills that their children acquire. (Ammani, 2011).

Parents sometimes in their pride impose better grades for their children without putting into consideration the affective, cognitive and psychomotor capacities of their children. These children are pushed too hard and too far thereby making them corrupt through engagement in examination malpractice to please their parents.

Parents nowadays have also become so much concerned about the future of their children. They repeat endlessly to their children that they should aim to succeed by passing with flying colours to enable them gain entry into tertiary institutions. This can cause excessive pressure to children and can become a major cause for the drift of the child to engage in examination malpractice so as to get good results in order to meet the desires of their parents who explained to them that a child who cheats is not necessarily a bad student but he is a student who gets better by cheating (Szabo and Underwood, 2004).

Offorma (2006, p.9) affirms that: Examination malpractice has eaten deep into the society and it is rampant that parents believe that their children cannot do well in school and external examination. So, they are ready to go extra miles including hiring people to write examinations for their children and bribing the teachers and examiners with expensive gifts so that they can assist their children in any possible ways to succeed in the examinations.

There is a large number of students who without remorse are trying to improve their grades or avoid failure by defying the rules (Szabo & Underwood, 2004). This phenomenon has attracted the attention of many researchers from different nations.

American research has shown, for this purpose, a majority of students, estimated at seventy percent (70%) are engaged in examination malpractice (Whitley, 1998; McCabe, Trevino & Butterfield, 2001)

Economy is also one of the causes of examination malpractice. The dwindling economy and the low income that teachers earn which is not enough to meet their ever growing human wants has made them engage in examination malpractice. They do this in exchange for money or gift items (Ajibola, 2011).

Noah and Eckstein (2001, p.17) states that; Cheating in examinations became a global phenomenon, increasing in frequency and becoming increasingly sophisticated during the 1990s. Today's pressures are associated to the competitive economy, where success and job security can't be taken for granted.

Most of the research on examination malpractice has been in the western countries (particularly America). Murray (1996) conducted a research on examination malpractice in America and reported that examination room collusion was culturally viewed 'as helping' a fellow student or even as an act of altruism. McCabe et al, (2008) also noted the collectivist aspect of Lebanese culture and examination malpractice during examinations was perceived within that cultural framework as being an instance of 'working together to navigate a difficult task' concluding that 'one size does not fit all 'when it comes to academic integrity.

Other researchers consider causes of examination malpractice as inadequate preparation for the examination, peer influence, poor facilities in school, societal influence, lack of self-confidence due to laziness and poor academic performance (Adamu, 1998; Fagbemi 2001; Jacob & Lar, 2001).

Chiason and Otor (2013) state that; Unpreparedness of students for examinations is one of the causes of examination malpractice. Students fail to prepare well for their examinations and generally develop examination fever or tensions. Because of this, they are unable to retain concepts learnt and experience difficulty retrieving it during examinations. Instead of dedicating time to study, they prefer to watch television, play games and engage in one form of social negative vice or another. Thereby losing grip of the most important thing needed for them to be successful in examinations.

Society places a lot of value on paper qualification and this has resulted into persistent occurrence of examination malpractice. The findings in a study conducted by Ekpus (1991) indicated a significant relationship between societal values for paper qualification and students involvement in examination malpractice. Societal value on paper qualification is a determinant for students' tendency to cheat.

Ekpus (1991) further observed that examination malpractice is the product of a society which nurture cheating and turns cheaters into celebrities. Children are simply modeling what they observe in the society, they have observed their parents use money to get admission, a job or high position of the society, and hence they do not see anything wrong with examination malpractice. This implies that whenever children witness dishonesty in the environment where they live, they vicariously learn the habit of being dishonest in their dealings.

Research has also shown that fear of failure, craze for certificates, and desire of parents to have students in better universities and obtaining better jobs are also some of the reasons for examination malpractices (Grimes & Rezek, 2005). The emphasis on grades for entry into colleges or universities has resulted into most learners being more preoccupied with wanting to exhibit academic excellence without regard to

moral uprightness, which does not go hand in hand with academic excellence and as such has been linked to malpractices (Udogi & Ivowi, 1995; Jacob & Lar, 2001).

According to Chianson and Otor (2013, p.62) emphasis on paper qualification is one of the causes of examination malpractices. They observed that: Parents desire for their children to pass at all costs and students as well try to please their parents by all it takes to graduate with better grades. The craze for paper qualification is the major reason for examination malpractice. Emphasis is gradually being removed from paper acquisition of demonstrable skills and academic excellence to mere paper qualification.

Asuru (2010) also noted that: Our students are not congenital cheats, but are merely responding to some fundamental disarticulation in the system. Some of these include over emphasis on the assessment of cognitive domain, our societal values which have over the years erroneously imbibed the Machiavellian philosophy that the end justifies the need.

The factors influencing examination malpractice include lack of confidence as a result of inadequate preparation, peer influence, societal influence, parental support, poor facilities in schools, school programs and the teaching/ learning environment (Badmus, 2006). Other causes of examination malpractice include lack of moral strength and the courage to resist the temptation of indulging in immoral and illegal means of passing the examinations, absence of good guidance and counselling in schools, the emphasis that society places on paper qualification as an end to formal school system and the high premium placed on acquired social status and personal achievements.

Hang'andu (2005) conducted a study on examination malpractice in Zambia and reported that some causes of examination malpractice in Zambian primary and secondary schools include poor security checks by ECZ officials, use of teachers from the same school as examination invigilators, the low salaries and poor conditions for teachers, corruption and nepotism and the emergence of new examination centres for GCE as a consequence of APU classes.

In a related development, Chileshe, (2010) indicates that an education system which favours an academic approach to learning at the expense of hands on approach also contributes to examination malpractices. This is because such an education system emphasizes passing examinations while those who fail to score the required marks to enable them pass are labelled as failures and are abandoned on the way. Learners will do what they can to enable them pass because at the moment there are no programs to cater for the so called failures or dropouts.

Examination malpractice was chosen as a focus for the present study because studies done have consistently shown that examination malpractice are on the increase and that they do occur at all examination levels. Wotring (2007) in his thirty year follow up study on students cheating found that the number of students cheating increased from 63% to 70%. He further indicated that students were most of the times cheating during examinations and that the techniques of cheating became sophisticated with time.

Hence, if research has established that examination malpractice is on the increase and that it is taking new twists each passing year, then we can truly foresee a situation where cheating in examinations would become even worse making examinations lose

their purpose. It is in this respect that the researcher raises the question, what are the causes and effects of examination malpractice?

Despite the fact that the Examinations Council of Zambia together with other stakeholders in the education system have put up stringent measures to curb examination malpractice, it is still on the increase. There is, therefore, need to establish what motivates and sustains examination malpractice. Currently, the type of punishment does not act as a deterrent enough for culprits. Many people found wanting go unpunished while few are imprisoned for a period less than a year.

Thus, learners who may see culprits go unpunished may also involve themselves in examination malpractice. Albert Bandura's Social Cognitive theory indicates that an individual's thought, environment and behavior are shaped by his or her interactions with the mind and environment

According to Sam-Adu-Ofori, the human factor remains the main cause of examination malpractices. He stressed that, it is quite tempting for as teacher to look the other way for students to cheat so that at the end he receives praises from the school authority.

He stated further that some students are pushed into cheating in examinations, because they attend schools, which are unable to achieve syllabus targets. He however acknowledged that, some students are downright lazy and refuse to learn until the last hour, obviously thinking they can cheat themselves into passing the examination.

Additionally, parents' attitude to this phenomenon is at best ambivalent. Many hardly raise it, the few that advice their children against it can hardly adduce reasons why it is beneficial to be honest in examinations. Yet, they will raise a storm of protest if their

wards are penalized for cheating in examinations (The Mirror, October 2000). Catherine (2003) admits that one of the reasons why candidates cheat in examination is due to inadequate preparations towards the examinations and because they are not well prepared, but want to pass, they cheat.

She also sees pressure from parents as one of the reasons for students cheating in examinations. Some parents expect so much from their wards, and because the children know that their results will not be up to what their parents expect, they cheat (The Mirror, October 2003).

The occurrence of examination malpractices is because there are some schools which are not interested in the future of their students but in their own prestige and thus pre-occupied with strategies to record higher passes to serve as advertisement to attract more students for them to charge bigger fees (The Daily Graphic, April 2004).

## **2.9 Effects of Examination Malpractices**

The consequences of examination malpractice both to education and the society will be catastrophic in the long run candidates/students who would ordinarily be working hard to pass examination will now depend on quack arrangement. Since such arrangements rarely failed, then the fraud or malpractice may eventually be seen as a way of academic exercise.

The candidates produced in this manner will grow into adults and teachers or examinations officials who will not see anything wrong with such sophisticated and high class examination fraud thus defeating the goals of education by turning out certificated illiterates.



Catherine (2003) sees cheating in examination as a crime, and criminals will not be needed in the future development of the nation. She admits the fact that, after leaving school, 'bright student' cannot perform creditably in their various work places. Such students, she continued, cannot contribute their quota to national development; they rather cause financial loss to the state.

The nation also loses the much-needed human resources for her development. She sees the practice as dishonest, since it helps some students to gain unfair advantage over others (The Mirror, October 2003).

According to Joshua Kofi, students and school authorities tend to forget that whenever WAEC establishes that there has been diffused leakage of question papers or that candidates did not answer the questions independently, the results are cancelled. The unfortunate aspect he admitted is that at such times, no reservations are made about candidates who did not in any way benefit from the fraudulent act, but worked independently (The Mirror, June, 2001).

Sam-Adu-Ofori sees the stifled initiative and low-esteem that cheating engenders as enough for sustained action against examination malpractices. He went further to ask "What future are we building for this nation, if our future leaders will not be able to hold their heads high and stir at problems in the face?" (The Mirror, October 2000).

Examination malpractice increases lack of confidence among students. Students who would have ordinarily passed an examination feel disappointed and loss of confidence when less intelligent ones perform better than then through cheating, thus leading to loss of confidence in themselves and in the examination and the system at large.

Examinations malpractice may lure some students into other areas of misconducts such as prostitutions and or armed robbery, female students who lack money to fund external assistance or pay for scores may take prostitution while male may as well take stealing or armed robbery in a bid to make money to pay for scores.

Mr Chakonta however, noted that the increasing dependence on leakages by learners at different levels of education was costing the country creative minds, and a determined and inspiring generation of goal-getters. He said examination malpractices affects personal, economic, social and national development as it thwarted learners' self-confidence and create a character that depends on shortcuts to achieve anything in life According to Tembo (2013) People who have the tendency of using leakages has a personality that corrupts the soul, retards creativity and results into an unproductive generation of human resource whose values hindered progress. This negates the successes we have scored in various sectors of life.

It takes us backwards to the time (shortly after independence in 1964) when we had no human resource to drive our economy where we wanted it to be. It makes us to have learners who pass through the school system to as mere statistics without acquiring appropriate competences and skills that add value to the economy.

In terms of personal development examination malpractices affect one's spirit of hard work and self-confidence. Personal confidence is a pertinent component on humanity; it makes us face things with a positive mind despite how much they may seem impossible at glance. Mr. Tembo further added, "Having the generation of enterprising youths would be difficult when the young generation was preoccupied with shortcut to life and were diluted with the venom of examination malpractices

whenever they sat for an examination”. Other general effects of examinations malpractice can be summarized as follows:

The products of examinations malpractice are square pegs in round holes. They lack the required knowledge and experience to carry out their assignment and professional duties effectively.

- Examinations malpractice produces candidates with low morals and academic values.
- The products of examination malpractice always end up with unfulfilled dreams in their chosen career
- Examinations malpractice is a negative orientation for future leaders who may end up being fraudulent and corrupt in their various offices.
- Anyone who engages in examinations malpractice is building on a false foundation which can led to serious professional errors.

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

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

The question is how can this social canker be uprooted from our school system? The researcher is convinced that the problem is a typical leadership problem. This is because the rise and fall of everything depends on a leader. Therefore if educational

systems and principles are breaking down and is getting out of hand, it can be attributed to poor school leadership without mincing words.

There is growing evidence that there is a significant and positive relationship between effective leadership and students learning and achievement (Johnson, Uline & Perez, 2011). Robinson, Iloyd, and Rower (2008) hit the nail on the head by stating that school leaders have greatest influence on student outcomes when their efforts are instructionally focused (as cited in Johnson, Uline, & Perez, 2011).

This reveals that school leadership plays very vital role in improving the academic performance of students in schools. In a review of research on “How Leadership Influence Students Learning”, Leithwood, et al. (2004) in affirming the cardinal role of school leadership, opines that “effective educational leadership influence makes a difference in improving learning. There is nothing new or especially controversial about that idea” (p. 3). As explained earlier, one of the objectives of education in Ghana is to prepare the young ones to face the future challenges and develop them to meet the nation’s manpower requirements.

Examination therefore becomes one most appropriate means of assessing the performance of students and the school as a whole. The success of a school is usually measured by the academic achievement (success) of its students. The secret behind an excellent school is an excellent leadership and that of a failing school is a weak leadership (Leithwood & Riehl, 2003).

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

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

## **2.11 School Leadership**

Leadership like other complex human activities has no concise definition. Afful-Broni (2004) put it this way “leadership is a universal and complex phenomenon, and its definitions are equally numerous” (p. 127). Rost (1991) defined leadership as “an influence relationship among leaders and followers who intend real changes that reflect their mutual purpose” (p. 102). For Drath and Palus (1994), “leadership is the process of making sense of what people are doing together so that people will understand and become committed” (p. 4).

Again, leadership is also defined by House et al. (1999) as “the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organization” (p. 184). Robins and Judge (2011) adds to the definitions that “leadership is the ability to influence a group toward the achievement of a vision or set of goals” (p. 410). Leadership has two main functions, providing direction and exercising influence (Leithwood & Riehl, 2003).

Therefore to adopt as a working definition, leadership may be defined as the art of mobilizing and working with others to achieve shared goal. According to Leithwood and Riehl (2003), school leaders are those persons, occupying various roles in the school, which provide direction and exert influence in order to achieve the school’s

goals (p. 4). Basically, school leadership focuses on setting direction for the school, development of people and developing the organization (Leithwood & Riehl, 2003).

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

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

School leaders can promote equity and justice for all students by establishing school climates where patterns of discrimination are challenged and negated. School leaders can help strengthen family educational cultures by doing things that promote trust and communication between families and school, by helping to provide resources to families, by educating and supporting families in matters connected to parenting and

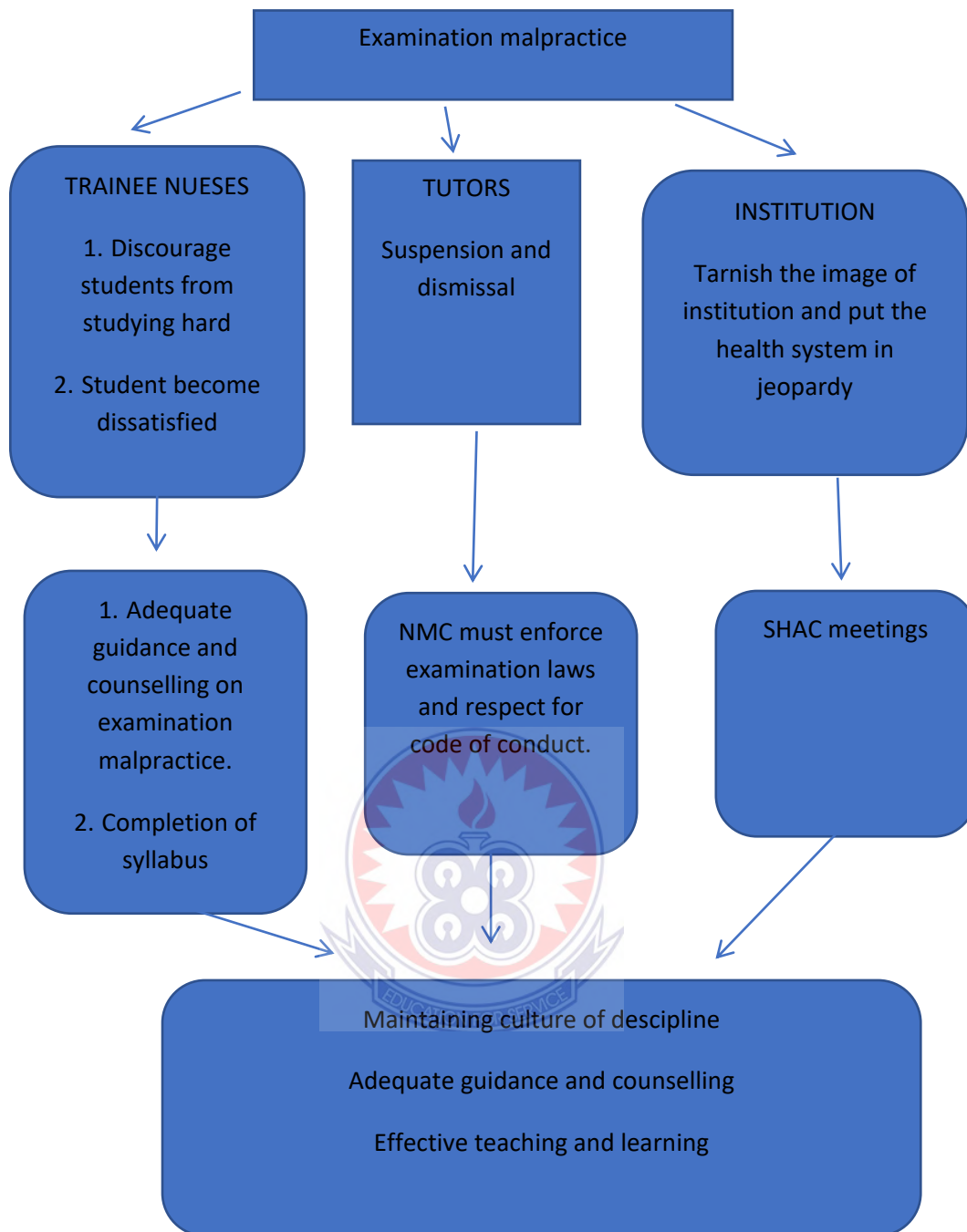
schooling, and by adjusting school practices to accommodate the educational cultures that families do have (Leithwood & Riehl, 2003).

In conclusion, based on the above discussion, school leadership is most successful when it is focused on teaching and learning. However, the result of a study by Rautiola (2009) indicates that school leadership has more indirect impact on student success.

### **Conceptual Framework**

Figure 1.2 below shows how some parents and pupils have lost trust in the management of examinations process. Many trainee nurses are discouraging student for studying hard and they become dissatisfying. In examination malpractice mostly tutors involved are given suspension and dismissal. With the institution, it tarnishes the image of the school and put the health system in jeopardy. The framework illustrates that improvement in maintaining culture of discipline, adequate guidance and counselling, effective teaching and learning and different measures to preparation.

The NMC must enforce examination laws and code of conduct and the institutions must again increase the awareness of SHAC meetings. In addition, tutors should be made to strictly follow the laid down rules and regulations in the management of examination and upholding the code of ethics for their profession.



**MANAGEMENT OF EXAMINATION MALPRACTICES (SOURCE: ADAPTED ,2021)**

### 2.12 Summary

The review of literature has shown that the nature, causes of examination malpractices include radio transmitters concealed in pens, personal stereos loaded with pre-recorded and programmable calculators packed with data which are smuggled into examination room. It is further noted that the desire by candidates to pass



examinations at all costs has resulted into breakages into strong rooms where examination papers are kept so that they know what the examination is all about before time. It is in this respect that the researcher sees the need for a research to establish the causes of examination malpractice. The next chapter presents the methodology used in the present study.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter deals with the methodology employed in carrying out this study. This includes the research design, the target population, sampling and sample size, and data collection procedure and data analysis techniques.

#### 3.1 Philosophical Underpinning of the Study

Different assumptions about the nature of the social environment of education and the nature of knowledge are made by researchers, and these assumptions influence the type of research that can be done. For more than a century, the proponents of quantitative and qualitative research paradigms have been at odds, according to Johnson and Onwuegbuzie (2004).

Quantitative purists, on the one hand make assumptions that are in line with what is known as positivist philosophy or positivism (Maxwell & Delaney, 2004). Quantitative purists think that schools, classrooms, teachers, and students exist independently of the researcher and are open to objective and unbiased investigation (Arends, 2004).

According to Bryman and Bell (2007), there is generalization in quantitative research; the researcher is usually able to declare that his or her findings can be generalized beyond the boundaries of the research setting. Thus, if a study on examination malpractices is conducted using a questionnaire with a large number of people answering the questions, we wish to state that the results can be applied to people who did not participate in the study.

On the other hand, constructivism adherents are qualitative purists (Lincoln & Guba, 2000; Schwandt, 2000). Researchers that hold this viewpoint argue that the social environment does not exist independently, but is instead created by both the study participants and the researcher. Qualitative research, which focuses on holistic observations, is more likely to be conducted by constructivists.

These researchers present data in narrative form rather than quantitative form and they perform their study in a more personalized and interpretive manner (Arends, 2004).

Researchers seek to complement one method with another due to the pragmatism contrasts between quantitative and qualitative methodologies. They frequently employ a variety of techniques. They claim that adopting a non-purist or mixed approach allows researchers to mix and match design elements that best address their individual study questions (Johnson & Onwuegbuzie, 2004). As a result, the current study employed a mixed method approach.

### **3.2 Research Approach**

This study used a mixed method approach. This entails mixing of quantitative and qualitative research methods, approaches or other paradigm characteristics. The researcher used sequential explanatory mixed method approach, by describing the phenomenon; examination malpractices in a specific health training institution, meaning the study was mainly pegged on quantitative research approach, but some aspects of qualitative research approach were also include to elaborate, expand and explain the quantitative findings.

The researcher combined the two approaches because, as explained by Biber (2010) mixed methods approach provides complimentary in the deficiencies identified with the qualitative and quantitative data, in that, both qualitative and quantitative data provide a better and more thorough understanding of the research problem being studied. The sampling of the respondents was largely done using probability sampling technique that is quantitative in nature. However, in cases where it was not applicable, the researcher used non probability sampling technique thus purposive sampling which is qualitative in nature.

### **3.3 Research Design**

A research designs according to Tredoux (1999) are plans or protocols for a particular piece of research. Babbie (2007) also observed that research design is about what the researcher is going to observed and analysed, why and how? He identified two major tasks in research design as follows; specify as clearly as possible what you want to find out; and determine the best way to do it.

The design adopted for the study was the sequential explanatory mixed-method design with the fundamental aim to investigate the various forms, and the effects of examination malpractice and its impact on the certificates issued among trainees at the Nursing Training College. The sequential explanatory mixed-methods design consists of two distinct phases: quantitative followed by qualitative (Creswell et al., 2003). In this design, a researcher first collects and analyses the quantitative (numeric) data.

The qualitative (text) data are collected and analysed second in the sequence and help explain, or elaborate on, the quantitative results obtained in the first phase. The second, qualitative phase, builds on the first, quantitative phase, and the two phases

are connected in the intermediate stage in the study. The purpose is to use the qualitative results to further explain and interpret the findings from the quantitative phase. In this case, the priority is given to the quantitative data and the findings are integrated during the interpretation phase of the study.

The strength of a sequential explanatory mixed-method design is that it is easy to implement because the steps fall into clear separate stages. Also, the design is easy to describe and the results easy to report. Although the sequential explanatory mixed method design has several advantages or strengths, they also have few limitations. It requires a substantial length of time to complete all data collection given in the two separate phases.

The rationale for this design in the quantitative data and their subsequent analysis provide a general understanding of the research problem. The qualitative data and their analysis refine and explain those statistical results by exploring participants views in more depth (Tashakkori & Teddlie 1998; Creswell, 2003).

This design is straightforward and there are opportunities for the exploration of the quantitative results in more detail. This sequential explanatory mixed-method design can especially useful when unexpected results arise from a quantitative study.

### **3.4 The Study Area**

The Nursing Training College was established as an Enrolled Nursing Training School by the Ministry of Health in 1975. The school was established to train the then Secondary School Leavers' with the needed skills and knowledge in basic Nursing Care to support professional nurses in health care delivery.

In 1980, the focus of the School shifted to the training of a multi-functional Nurse who will be able to provide quality nursing care to individuals, families and communities to enhance Primary Health Care. Since then, the School has undergone tremendous changes and has attained a Tertiary status with the introduction of Diploma in Community Health Nursing in 2005, an institutional affiliation with Kwame Nkrumah University of Science and Technology in 2014 and introduction of the Sandwich Diploma Top-up programme in 2016.

The School which started with three (3) tutors and sixty (60) students can now boast of 97 staff, comprising 32 tutors and 65 support staff. Currently the student population stands at 1,588. The school has also seen massive infrastructural development and innovations in technology in teaching and learning.

Additionally, the school has partnered with other higher educational institutions internationally on knowledge exchange programmes in health care and community development. Some of these institutions include Birghamton University, New York, Midwifery Training School Tarkwa and Community Health Nurses Training School such as Tamale, Bole, Twifo Praso, Navrongo, Esiam and Korle Bu Public Health Nursing School.

### **3.5 Population of the Study**

The population, as explained by Frankel and Wallen (2003) is the large group to which one hopes to apply the results of the study. For the researcher's objectives to fall in context, with considerations to time and other resource constraint, the identified College was selected for the study. The population for the study comprised all tutors, staff and the trainees nursing of Nursing Training College which consisting of 1491 students and 97 staffs (comprising teaching and non-teaching staffs).

**Table 1: Population of The College of Nursing.**

<b>Categories</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Tutors and preceptors</b>	6	26	32
<b>Non- Teaching Staff</b>	20	45	65
<b>Total</b>	<b>26</b>	<b>71</b>	<b>97</b>
<i>Trainees Nurses</i>			
<b>Diploma 1</b>	21	243	264
<b>Diploma 2</b>	16	235	251
<b>Diploma 3</b>	22	218	240
<b>Certificate 1</b>	32	378	410
<b>Certificate 2</b>	28	298	326
<b>Total</b>	<b>145</b>	<b>1443</b>	<b>1588</b>

### 3.6 Sample and sampling techniques

According to Saunders (2007), a sample is a sub-group or part of a larger population, and according to Kothari (2008), a sample should be a true representation of population characteristics in order to produce accurate and reliable conclusions. Sampling is done usually because it is usually impossible to collect data from every single individual in the population (Creswell,2012). Simple random sampling technique was adopted for the study to select 120 participants who were all trainee nurses. This technique, according to Kankam and Weiler (2010), seeks to use any person in the population for the sample. No criteria are used to give any person a better chance of being chosen than anyone else. The number or the size of the targeted population that is used for a study and analysis is termed as the sample size.

The qualitative phase of the study involved interviews with 10 respondents (2 academic officers, 1 Administrative manager, 4 tutors and 3 culprits who had already responded to the questionnaire. The interviewees were sampled through purposive sampling strategy. According to Creswell (2005), as cited in Kusi (2012),

*.....A purposive sampling strategy in which the researcher samples cases or individuals that differ on some characteristic or trait. The procedure requires that you identify the characteristics and then find sites or individuals that display different dimensions of the characteristics (Creswell, 2005) cited in (Kusi, 2012: 83).*

Sample for the quantitative phase of the study was done by using stratified sampling procedure. The researcher first stratified the student into two strata namely, certificate 2<sup>nd</sup> year student and Diploma 2<sup>nd</sup> and 3<sup>rd</sup> years summing up to be 1491. After that, a simple random sampling method was adopted, first, to select 120 nursing trainees out of the 1491 in the College of Community Health Nursing. This was done by writing the names of all the trainees class register and student were picked in an intervals of 10 one at a time until the 120 respondent were selected distributed according to the sizes of the selected classes out of the total population. A sample size of 150 was considered for the study.

The total number of the tutors and other staff was 97 and they all form part of the total population. Simple random sampling method was adopted, first, to select 30 staff out of the 97 staff in the College of Community Health Nursing to sum up 150 participants comprising of two (2) administrators, two security officials and twenty (20) tutors and six (6) preceptors as well as hundred and twenty (120) continuous students .



### **3.7 Data collection instruments**

#### **3.7.1 Structured questionnaire**

A structured questionnaire and semi-structured interview guide for examination malpractice was used in the study. In designing the, questionnaire, much attention was given to ensure that the objectives of the research were covered in order to make it effective. The questionnaires contained structured items which enabled the researcher to tabulate and analyze data with ease. The questionnaire for the study consisted of five sections. Section 'A' sought data on the respondents' demographic characteristics. Section 'B' sought data on the forms of examination malpractices among nursing trainees. Section 'C' was based on the causes of examination malpractice among the nursing trainees. 'D' sought to collect information on incidence of examination malpractice affect the training of students at the college of community health nursing and section 'E' sought data on strategies for curbing examination malpractice and measures that must be taken by the authorities. The questionnaire items were based on a 5 point-Likert's scale to make it easier to measure levels of agreement or disagreement on certain variables.

#### **3.7.2 Semi-structured interview**

The second instrument used to gather data for the study was a semi-structured interview protocol. O'Leary (2005) cited in Kusi, (2012) argues that:

*Semi-structured interviews are neither fully fixed nor fully free and are perhaps best seen as flexible. Interviews generally start with some defined questioning plan, but pursue a more conversational style of interview that may see questions answered in an order natural to the flow of the conversation. They may also start with a few defined questions but be ready to pursue any interesting tangents that may develop. (Kusi, 2012: 46).*

Wragg (2002) notes that this instrument allows the interviewer to ask initial questions, followed by probes meant to seek clarification of issues raised. Probes are either pre-stated or posed in the course of the interview, making the interview process flexible.

Flick (2006) cited in Kusi, (2012) indicated that the psychologists, Brigitte Scheele and Norbert Groeben, developed the technique for “studying subjective theories relating to the school and other professional fields. The term subjective theories refer to the fact that interviewees have a complex stock of knowledge about the topic under study (Kusi, 2012: 155).

Using a semi-structured, interview schedule offered them an opportunity to construct their own world. The initial analysis of the questionnaire data was significant for capturing an overview of the setting of the study and for identification of issues to be explored through semi-structured interview.

The major issues which emerged from the questionnaire data were related to the college improvement practice of the staff which was explored further in the interviewing stage.

The questions in the interview schedule had multiple features. Some had sub-questions, while others were followed by probes which were intended to seek further clarification of issues. Prior arrangements with the staff were made.

The interview with the teaching staff in most cases lasted for at most an hour. Efforts were made not to interfere with the teaching and learning of the students, as a result, free periods for the staff were mostly used. Where necessary, follow-ups were made with the heads to tie up all the loose ends.

Semi-structured interviews have some usefulness. Firstly, Wragg (2002) indicates that it is mostly used by researchers in education as it allows respondents to express themselves at length, but offers enough shape to prevent aimless rambling ' (pg.149).

In the case of the former, predetermined set of questions were asked by the interviewer using the same wording and order as specified in the guide. The latter was used sparingly to ask very vital questions which had not been captured by the structured questionnaire.

### **3.8 Validity and reliability of instruments**

According to Babbie (2007), validity is the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. McMillan and Schumacher (2010) also contend that validity refers to the degree to which the explanations of the phenomena match the realities of the world. All elements on the instruments were scrutinized by the researcher to ensure that they were relevant to the issues under consideration. Validity of both the face and the content was ensured. The likelihood of a question being misunderstood or misread is referred to as face validity. To assess the instruments' face validity, the drafted set of questionnaires and interview guides were given to colleagues and some postgraduate students to assess whether the instruments appear to be a valid measure of the study's research objectives on face value, and to make any necessary modifications.

The term "content validity" relates to whether or not an instrument adequately covers a topic. Content validity was established by appropriate adjustments from my supervisor, expert comments, and pre-testing of instruments. The consistency with which a study's instruments provide the same or comparable results when subjected to the same conditions on multiple occasions can be characterized as reliability. It refers

to the degree to which an instrument, such as a questionnaire interview, can consistently measure a subject or a variable on different occasions and in different locations and produce consistent results.

The instruments were pre-tested in Diploma 2 class at a different health training institution. The choice of this class shares similar characteristics with the population. In all, 15 people comprising of 10 students and 5 staff (comprising teaching and non-teaching staffs) were involved in the pretesting. The reliability score was 0.88. The answers and suggestions helped to restructure some of the major questions especially the open ended ones. The responses were then checked for inconsistencies and likely in congruent responses deleted or re-formulated.

### **3.9 Data Collection Procedure**

For ease of access, the researcher obtained an introductory letter from the Head of Department of Educational Administrative and Management in the University of Education to the schools where the study was carried out. A date was fixed between the teaching and non-teaching staffs and teachers of the institution. The respondents were told that, the exercise was for academic purposes and that confidentiality was assured and no one would fall a victim because of any adverse findings in connection with their professional duties. This was done in order to motivate them to give their responses without reservation. To ensure maximum response rate, the researcher fixed a time for the collection of all completed questionnaires filled by the respondents. One week was devoted to this exercise.

### **3.10 Analysis of data**

The acquired quantitative data was organized and coded for analysis using the Statistical Package for the Social Sciences (SPSS) application version 21 once the

research instruments were retrieved. To define the various quantitative variables, the software was utilized. The students' questionnaires were separated from the professional interview guides, and each research instrument was assigned to its own category. The data was entered into SPSS under a specified category and analyzed with descriptive statistics to get mean and standard deviation while percentages and frequencies were used to analyse the demographic data.

The findings of the study were then presented in tables accompanied by explanations. The use of sequential explanatory mixed-method aided in the collection and analyses of the quantitative (numeric) data. The qualitative (text) data were collected and analysed second in the sequence and help explain, or elaborate on, the quantitative results obtained in the first phase. The recorded qualitative data was transcribed as AO= academic officers, A= administrator, ST=senior tutors, C=culprit. Then relevant quotes were used to support the discussions the quotes to the interviewee based on the above. Qualitative data was analysed by the use of content analysis technique. The raw data was first organised during which it was edited in order to derive meaning from it. The organised data was then coded and then put into categories from which themes were generated. The analysed data was then presented in a form of narratives where verbatim reports of respondents were quoted.

### **3.11 Ethical considerations**

Access to respondents and ethical considerations are key parts of conducting a study. Obtaining access to the respondent was necessary for the researcher to obtain the necessary data. In order to gain access to the respondents, the researcher introduced herself as a postgraduate student from the University of Education, Winneba, who was using the college of community health nursing in an academic research study

titled "effect of examination malpractice on nursing trainees" to the various respondents in the selected college.

The researcher explained to the respondents that the study was purely academic and was to be used as a requirement for the award of a Master of Philosophy, Educational Administration and Management. The respondents were informed of their role in providing value information, and the purpose for which their information would be used. In order to enforce confidentiality, anonymity and privacy, questionnaire content did not request for personal identification, similarly final report was not to comment about individual responses. Additionally, respondents were given time frame to make available the answered questionnaires.

### **3.12 Summary**

The methods and methodology in research are very critical as it is the evidence of the systematic approach taken to collect data that form the basis for arriving at findings and conclusions. This chapter presented the methods employed in the research. It firstly discussed the design of the study, philosophical considerations and research paradigms. It then proceeded with the approach adopted for the research. The method for data collection including, questionnaire and interviews were adequately discussed drawing upon relevant literature. Due to the mixed-method approach involving human interactions ethical consideration was a key part of the research. It also indicated how the data collected would be analysed in line with the themes that emerged from the study and to the research questions. The next chapter presents the analysis of the data collected.

## CHAPTER FOUR

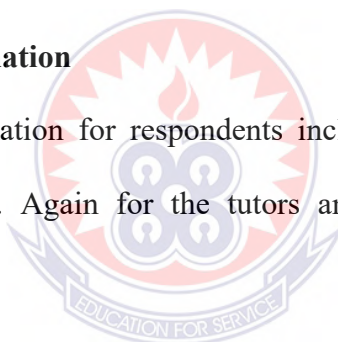
### DATA PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.0 Introduction

This section of the study has been divided into two parts. The first part deals with the analysis, findings and discussion of the demographic data collected. The second part deals with the analysis, findings and discussions of the main data according to the research questions. It is important to note that the 150 answered questionnaires were retrieved from 140 nursing trainees and 10 teaching and non-teaching staff. Out of 150 questionnaires administered to the respondents 10, were used for the quantitative analysis.

#### 4.1 Demographic information

The demographic information for respondents included their sex, age, class level, programme and religion. Again for the tutors and other staff, their information involves the rank.



##### 4.1.1 Gender of Respondents

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

**Table 2: Gender of Respondents/ Students (N=150)**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	40	33.3
<b>Female</b>	80	66.7
<b>Total</b>	<b>120</b>	<b>100</b>

There was clear distinction of unequal representation of both sexes in responding to the questionnaires. Thus, 40 males (33.3%) and 80 females (66.7%) responded to the questionnaire. This may be due to the fact that more female are admitted as students and tutors at the nursing trainee college. This really shows the sample is the true representation of the population from the Ghana statistical service report, 2021

**Table 3: Gender of Teachers (N=30)**

Sex	Frequency	Percentage
Male	10	33.3
Female	20	66.7
<b>Total</b>	<b>30</b>	<b>100</b>

From the above table, it emerged that 10(33%) of the staff respondents are male and 20(66.7) of the staff respondent are female.

#### 4.1.2 Age of the Respondents

The researcher sought to know the age of the pupil respondents. Below is the table for evidence.

**Table 4: Age Categories of Students (N=120)**

Categorised Age	Frequency	Percent
25 years and Below	64	53.3
26-35 years	48	40.0
36-45 years	8	6.7
Above 45 years		-
<b>Total</b>	<b>120</b>	<b>100.0</b>

From the above table, it emerged that 53.3% (64) of the respondent studied were aged 25 years and below, as 40 % (60) were aged 26- 35years. The lowest numbers of



respondents were aged above 45 years at 1.4%, while those aged 36-45 years had 5.3% (8). This clearly shows the majority of the respondents were in the age bracket 25 years and below.

**Table 5: Age Categories of Teachers (N=30)**

Categorised Age	Frequency	Percent
25 years and Below	9	53.3
26-35 years	6	41.4
36-45 years	8	5.3
Above 45 years	-	-
<b>Total</b>	<b>30</b>	<b>100.0</b>

From the above table, it emerged that 53.3% (9) of the respondent studied were aged 25 years and below, as 41.4 % (6) were aged 26- 35 years. The lowest numbers of respondents were aged 36-45 years had 5.3% (8). This clearly shows the majority of the respondents were in the age bracket 25 years and below.

#### 4.1.3 Level of education / course of study

**Table 6: Programme of Study by Student (N=120)**

Program of study	Frequency	Percentage
Certificate	36	30.0
Diploma	64	53.3
Others	20	16.7
<b>Total</b>	<b>120</b>	<b>100</b>

Out of the 120 respondents, 36 (30%) were trainee nursing offering certificate programme while 64 (53.3%) of the trainees were diploma students. Among the tutors and administrative staff, 20 (6.7%) were other degree holders.

**Table 7: Programme of Study by Staff (N=30)**

Program of study	Frequency	Percentage
<b>Others</b>	30	100
<b>Total</b>	<b>30</b>	<b>100</b>

Out of the 30 respondents, all staff 30 (100%) were trainee nursing offering with other other degree holders. The most interesting thing is that all the teachers were university graduates

#### 4.1.4 Religion of the Respondent

The researcher sought to know the religion of the respondents. The data showing the type of religion was tabulated on table 5 below

**Table 8: Religion of the respondent (N=150)**

Religion	Frequency	Percentage
<b>Christian</b>	95	63.3
<b>Muslim</b>	45	30.0
<b>Other religion</b>	10	6.7
<b>Total</b>	<b>150</b>	<b>100</b>

Concerning the religion of respondent, the study found that of the 150 respondents studied, (95) 63.3% were Christians, 45(30%) were. The remaining 6.7% (10) were from other religion. This shows that the respondents were aligned with different

religions with values and principles to guide their conducts to delineate between right and wrong.

#### 4.2 Research Question 1:

##### **What are the different forms of examination malpractice among nursing students at the Nursing Training College?**

Responding to this question, data on both staff and nursing trainees perceptions of the forms of examination malpractice that took place in college were collected from the responses to the questionnaire. The data were analyzed using mean and standard deviations. Table 6 shows the different views of the respondents on the forms examination malpractice take in community health nursing training.

**Table 9: Forms of examination malpractice among nursing students at the college? (N=150)**

<b>Ways and means of examination malpractices</b>	<b>Mean</b>	<b>SD</b>
Bringing prepared answers to examination halls	3.9	1.1
Copying other students' work during examinations	3.8	1.3
School authorities colluding with examination officials and invigilators to assist students	1.0	0.2
Invigilators conniving with students to cheat in examination halls	3.4	1.2
Sending of prepared answers by teachers to students during examinations and revision	3.9	1.1
Copying answers directly from modules or textbooks during examinations	3.7	1.2
Hiring other people to write the examinations through impersonation	1.2	1.2
Writing the examinations in special centers noted for examination malpractices	2.0	1.1

The findings in Table 9 contain statements on the staffs and nursing trainees perceptions of the forms examination malpractice took in college. Most staff and nursing trainee disagree that examination malpractices took the form of hiring other people to write the examinations through impersonation as shown by mean 1.2 and standard deviation 1.2, The study establish that most respondents agreed on copying answers directly from modules or textbooks during examinations as shown a mean 3.8 and standard deviation of 1.3, writing examination in special centers noted for examination malpractices was agreed shown by mean 3.4 and standard deviation 1.2. brought prepared answers to examination halls was massively agreed on as shown by mean 3.9 and standard deviation 1.1, the study also sought the assistance of invigilators to connive with other students to cheat in examination halls, and it was disagree by the response as shown with mean 2.0 and standard deviation of 1.1. Sending of prepared answered by teachers to students during examinations was agreed with mean 3.9 and standard deviation of 1.1. Finally, copying other students' work directly during examinations was agreed by the nursing trainee and staff as shown by the mean 3.8 and standard deviation of 1.2 The interview guide from the school authorities colluding tutors, academic officer, administrator, members from the disciplinary committee and Culprits to assist students in examinations ; the respondent claimed that most of the forms of examination malpractices took place in the schools includes sending foreign materials, exchanging scripts, writing on walls, tables, pieces of paper and handkerchiefs, getting access to questions before time but not directly from examination officials The findings of Adeyemi (2010) confirm this. However, while the study reveals that the predominant form of examination malpractices in Ghana is having other people to write the examination through impersonation, the predominant device employed in Nigeria from the study of

Adeyemi (2010) was students bringing prepared answers to examination halls. This is probably due to the fact that in Ghana, before the advent of ICT, the most popular and well known examination malpractices device has been impersonation. What actually happens in impersonation is that a very good candidate will register in the name of someone who is academically weak so that the academically good student/candidate will write the examination for the weak students or candidates. This will ensure that the certificate from the examination written bears the name and details of the weak student. In those days, it was difficult to detect such cases since ICT had not been employed fully in most examination processes i.e. from registration of candidates up to marking of the examination scripts. In the ICT era it is difficult to impersonate in examination because the photograph of the candidate who is registering is usually taken and embossed on the registration form, examination attendance sheet, and even on the certificate that is awarded to the candidates after the examination. Notwithstanding this, all the other forms of examination malpractices endorsed by the respondents in the study are in direct agreement with that of Adeyemi (2010).

The interview data also confirm that the majority of the responded affirmed that the form of examination malpractices in the college is

For Example, TO-1 remarked

*“copying of answers directly from modules or textbooks during examinations. It is amazing how candidates are able to sneak into the examination hall with text books,*

TO-3 shared her view:

*“Pamphlets and other foreign materials and copy answers from them. From personal experience in invigilating both internal and external examination, students hide these materials in funny places on their bodies like in their underwear (e.g. panties, supporters, boxers, vests and singlet), footwear and socks.*

C-1&C-2 also expressed their views that:

*“Some manage to hide them under their desk on which they will be sitting on to write examinations.”*

Wilayat (2009) confirmed this finding. The finding that bringing prepared answers to examination hall was another common form of examination malpractices in the college is supported by the work of Adeyemi (2010). This is made possible as a result of some unscrupulous examination officials making examination questions available to candidates by leaking question papers in the process of setting, printing, packaging, storing and distributing (Onuka & Durowaju, 2013). Some parents and students even pay huge amount of money to examination officials for such question papers. It is sad to note that some female students buy question papers with their bodies (Maduka, 1993). The common practice today is that, because technology has advanced, questions are circulated to every candidate through the social media such as ‘WhatsAap’. From personal experience students sometimes wait for such questions and solve them when it is about 30 minutes or one hour for the paper to start. They therefore manage to enter the examination hall with these prepared answers and copy from them.

The study also revealed another form of examination malpractice; invigilators and supervisors conniving with students to cheat in examination halls. It is pathetic that teachers who should know the best and teach the best are rather championing such a negative act. When students succeed in paying sums of money to invigilators and supervisors, teachers of the particular subjects are contracted to make sure that answers to the questions are provided to candidates during examination. Sometimes they solved the questions on the chalk board for the candidates to copy. Nowadays the common practice is that after the general fees paid for the act by all candidates, special contribution is made and given to an invigilator who will allow massive cheating in the hall, so that the invigilator who does not compromise so much to this act will not get any 'cola' from candidate after the invigilation. Unfortunately, an invigilator, who does not compromise to this shameful act, becomes a nuisance to the students, colleague teachers and even the school management, who are in support of examination malpractice. School authorities must apply the leadership theories to make them succeed as effective leaders of schools. The school leadership should exhibit and inculcate certain qualities lacking in the school today like integrity, dignity and assertiveness to help reverse the negative influence of examination malpractice.

#### **4.3 Research Question 2:**

**What are the causes of examination malpractices among nursing trainees in the College?**

In addressing this question, data on the causes of examination malpractices in college of Community Health Nursing were collected from the responses to the questionnaire and analyzed using standard deviation and mean. The results are shown in Table 7.

**Table 10: Causes of examination malpractices among the nursing trainees in the college of community Health Nursing (N=150)**

<b>Statement</b>	<b>Mean</b>	<b>SD</b>
General indiscipline among students in the schools	1.2	1.1
Non-implementation of the examination malpractices decree which provides for the imprisonment of culprits	1.3	1.1
Lack of effective supervision of students during examinations	4.2	1.2
Insufficient preparation for the examinations among many students	4.2	1.0
Desire among many students to pass the examinations at all cost	4.2	1.0
Leakages of question papers by examination officials	3.9	0.7
Leakages by the school authorities	1.4	1.2
Inadequate guidance and counselling for candidates	4.0	1.2
Too much emphasis on certificates rather than acquisition of knowledge and skills	1.3	1.1
Poor educational environment such as poor infrastructure, inadequate teachers, parental carelessness, and government inadequate budget for education	1.3	1.1
Publication of examination results (League Table of Schools' performance)	4.0	1.2

As observed in Table 10, the opinion of the respondents varied on the causes of examination malpractices in nursing training college. One major cause of examination malpractices given by the respondents was insufficient preparation for the examinations among many students and was strongly agreed with mean 4.2 and standard deviation of 1.0. Another important response given by all the respondents, was the desire among many students to pass the examination at all cost and it was strongly agreed as shown off by mean 4.2 and Other responses include lack of adequate preparation towards examination by candidates was strongly agreed with the



mean 4.0 and standard deviation 1.2. From the finding, much emphasis on certificates rather than acquisition of knowledge and skills was disagreed by the respondent with mean 1.3 and standard deviation of 1.1, and publication of examination results on the league table of schools' performance was strongly agrees by the nursing trainees with mean of 4.0 and Standard deviation of 1.2. Others include the leakages of question papers by examination officials was agreed by the respondents with mean of 3.9 and standard deviation of 0.7, lack of effective supervision of students during examinations recorded strongly agreed with mean 4.2 and standard deviation of 1.2 and inadequate guidance and counseling for candidates was strongly agreed by the staff and nursing trainee with mean 4.0 and standard deviation 1.2. Poor educational environment such as poor infrastructure, inadequate teachers, parental carelessness, and government inadequate budget for education was strongly disagreed from the Likert scale with Mean= 1.3 and standard deviation of 1.1

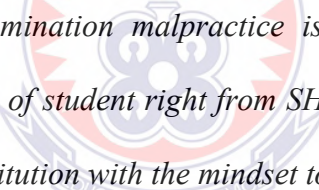
However, majority of the respondents disagreed with the statement that examination malpractices is caused by leakages by the school authorities as shown with a mean 1.4 and standard deviation of 1.2. Again, the respondents strongly disagreed with the statement that non-implementation of examination malpractices decree which provides for the imprisonment of culprits lead to examination malpractices with mean 1.3 and standard deviation of 1.1.

This finding is in agreement with that of Ijaiya (2004) and Achio (2013) who opined that students develop lack of confidence to pass examination due to ill-preparedness for examination. As a result, they feel insecure, become anxious and fearful about examination. The finding that an examination malpractice is caused by the desire among many students to pass the examination at all cost is not surprising at all. This is

because most students are fearful, anxious and not confident about the examination due to lack of preparation and as a result they use any fraudulent means to pass the examinations. This is in agreement with the findings of Adeyemi (2010), who explains that many students might not have been well groomed for the examinations and they would want to pass by all means.

To complement the results, interviews were conducted to ascertain the qualitative view of the non-teaching staff. The result of the study revealed that poor educational environment such as poor infrastructure, inadequate teachers, parental carelessness, and government inadequate budget for education was one of the reasons for examination malpractices.

TO-3 quoted that:



*I think examination malpractice is as a result of poor preparation of student right from SHS. Hence they move to tertiary institution with the mindset to cheat.*

A-2 also reported that:

*“It is obvious that students have sadly become lawless due to their political tides. Hence behave as though they are untouchable. Examination malpractice is high among students who poorly or inadequately prepare for examination.”*

C-3 quoted

*“Most students dwell their emphasis on positions, grades and certificate acquisition. Hence resort to dubious ways to succeed during examination.”*

T-1&2 recorded that:

*“There is inconsistency in disciplinary measures and this sometimes encourages perpetrators in such habit “*

The finding that there was too much emphasis on certificates rather than acquisition of knowledge and skills reveals exactly what is happening in the education system in Ghana and most African countries. The focus on education is no more on acquisition of knowledge, behaviour and skills necessary for national or economic development but rather on certificates and paper qualification. That is why more graduates are being churned out from the ever increasing schools (even universities) yet the problems in the nation are getting compounded every now and then. This explains why there are many ‘round pegs in square holes’ in the nation. In agreement to this finding is the study of Jimoh (2009) who opined that students engage in short-cut means of acquiring these certificates during examinations. Nwandiani (2005) also added to this finding by explaining that the market place value and reward for the level and face value quality of certificates promote tendencies for acts of cheating in the process of certification (cited in Jimoh, 2009).

#### 4.4 Research Question 3.

##### **What are the effects of the incidence of examination malpractices engaged in by the students of the College?**

In addressing this question, data on the effect of examination malpractice affect the training of students as perceived by both teachers and nursing trainee were collected from the responses to the questionnaire. The data were analyzed using means and standard deviation. Tables 8, 9 and 10 indicate the results.

**Table 11: Effects of examination**

<b>Effects of examination malpractice on the School/institution</b>	<b>Mean</b>	<b>SD</b>
The school, the principal and teachers gain negative popularity if successful in the act	4.1	1.2
Dismissal, imprisonment of the school head and teachers	1.8	0.5
Cancellation of the entire school results of the school	3.1	1.0
Change of examination center from the school	3.1	1.0
School heads and teachers in the act smile to the bank to enrich their pocket	1.8	0.5

**malpractice on the School/institution (N=150)**

The findings from Table 11 clearly show the varied views on the effects of examination malpractices on the school. Most respondents strongly agreed that examination malpractices makes the school, the principal and teachers gain negative popularity if successful in the act with mean 4.1 and standard deviation of 1.2, most of the respondents agreed to the fact that examination malpractice leads to change of examination center from the school if apprehended in the act as shown off by mean 3.1 and standard deviation of 1.0.

Again, the respondents disagreed to the statements school heads and teachers in the act smile to the bank to enrich their pocket and Dismissal, imprisonment of the school head and teachers with mean of 1.8 and standard deviation of 0.5.

From the analysis in the Table 8 the result indicated that examination malpractice makes the school, the principal and the tutors popular if they are successful in the act. By implication this means that most schools indulge in examination malpractices with the aim of gaining popularity for performing well in examination.

This has become possible due to the introduction of the league table publication of examinations result of schools and determining which and what school did well or did not do well. No College, of course, wants to be noted for poor performance in examination. The school's performance in examination affects its enrolment.

Correspondingly, response from interview session with the heads of school selected for the study. Some of the responses they gave on effect of examination malpractices on the school were:

HT-2 quoted

*“It leads to increase in enrolment since successful schools gain popularity and are backed by certification which may not be a true representation of their actual performance”.*

TO-1& T reported that:

*“The heads of such schools and teachers gain cognizance by the society- the community, past students and even the nation as a whole”.*

It was found that majority of the respondents (42%) disagreed to the fact that examination malpractices can lead to the dismissal, imprisonment of the school head and teachers who are caught. The above punitive measure could be said to be strict and deterrent enough, but barely enforced hence the perpetuation of the problem.

**Table 12: Views of the respondents on effects of examination malpractice on individual students. (N=150)**

Effects on examination malpractice on the individual student	Mean	SD
Candidates score higher mark than their ability and secure admission to higher level of education	4.1	1.2
Students are sacked for poor performance or for continuing cheating in examination in the tertiary	4.2	1.3
Innocent students are denied admission into the tertiary institution	4.0	1.1
Candidates become dissatisfied	4.1	1.2
Discourages good students from studying hard	3.0	0.8

From Table 12, the respondents strongly agreed to the facts that candidates score higher mark than their ability and secure admission on to higher level of education when they are successful in examination malpractices- with mean value of 4.1 and standard deviation of 1.2 from the table presented. Interestingly, staff and nursing trainees strongly agreed that such candidates who maneuver their way to tertiary institutions through examination malpractices are sacked for poor performance or for continuing cheating in examination in such institutions as shown by mean 4.2 and standard deviation of 1.3. Also the respondents strongly agreed that innocent students are denied admission into the tertiary institutions since they may not score higher marks than their counterpart who indulged in the examination malpractices with mean 4.0 and standard deviation of 1.1. Other negative effect of this menace include

discouragement of good students from studying hard with mean of 3.0 and standard deviation of 0.8. Finally, candidates becoming dissatisfied with examination results was strongly agreed with mean of 4.1 and standard deviation of 1.2.

Analysis of results in Table 9 reveals diverse ways examination malpractices affect individual students. The finding that candidates normally engage in examination malpractices purposely to score higher marks than their ability in order to secure admission to higher level of education is in line with that Ijaiya (2004).

According to Abdullahi (2009), the purpose of examination malpractices especially at the secondary level of education is to excel and gain access through dubious means into tertiary institution. The author argues that this is a clear reflection of laziness, lack of self-reliance and dishonesty on the part of the students involved as well as the corruption in the adult society. This is because the society is no more honoring and valuing the acquisition of knowledge and skills but rather the acquisition of certificate in itself without thorough investigation into how the certificate was acquired. That is why examination malpractice is on the increase and even forgery of certificate for further education, and employment. In the words of Abdullah (2009), “the students, the home and even the school have a measure of contribution” (p. 17).

Response from interview session with the heads of school selected for the study.

ST-1 stated that:

*Examination malpractice negatively affects the reflection of the true individual academic performance, since most students become reluctant to study.*

AM-quoted

*Also, others were of the view that students who are subjected to the stringent disciplinary measures such as internal suspension with punishment, resisting the particular paper, demotion dismissal etc. can drastically tarnish the student moral, social, emotional, and the psychological well-being of the student.*

Table 10 portrays the diverse views of both teachers and students on the effects of examination malpractices on the society.

**Table 13: Effect of examination malpractices on the society (N=150)**

<b>Effect of examination malpractice on the society</b>	<b>Mean</b>	<b>SD</b>
Production of inefficient workforce	3.8	1.1
Defeats the purpose of examination, making difficult to assess candidate's performance based on certificate they hold	3.7	1.1
Delays the processing of examination scores and grades	3.8	1.1
Discredit certificates	2.1	0.4

From table 13, the respondents agreed that examination malpractices affect the society by producing inefficient workforce as shown by mean of 3.8 and standard deviation of 1.1; the study also sought to find out the fact that examination discredits the certificates awarded to graduates in the society where examination malpractice is practiced. It was confirmed that the respondents disagreed to the statement as shown by mean of 2.1 and standard deviation of 0.4. Other effects are defeat of the purpose of examination, making it difficult to assess candidates' performance based on



certificate they hold was agreed by the respondents with mean 3.7 and standard deviation of 1.1, and delay in the processing of examination scores and grades was agreed with mean of 3.8 and standard deviation of 1.1.

It is clearly evident that examination malpractices affect the society by producing inefficient work force (Table 10). Jimoh (2009) affirms this finding by saying that examination malpractices render the goal of education invalid. The country will be full of graduates who are incompetent, unknowledgeable and unskillful to exploit the resources of the nation. How can the country develop if people are placed in responsible positions based on qualifications they claim to have (through examination malpractices) but they cannot perform their roles very well? Onuka and Durowoju (2013) consented to this finding by arguing that when opportunities are given to candidates who indulged in this act to hold leadership positions either in private or public sector, they exhibit dishonest and treacherous behavior such as corruption, bribery, fraud and mischievous acts.

The finding that examination malpractices discredit certificates is in consonance with that of Jimoh (2009) who found that examination malpractices lead to irreversible loss of credibility, locally and internationally. According to the author the implication is that documents such as certificates awarded by or coming from educational institutions of a country noted for examination malpractices are treated with disbelief and suspicion. For example, Ghana enjoyed great reputation for her educational standards internationally, and students from Ghana could further their education abroad without any restriction. Today the story has changed. The international communities do not trust certification coming from Ghana anymore. The finding that examination malpractices defeats the purpose of examination making it difficult to

assess candidates' performance based on certificate they hold is in agreement with that of Onuka and Durowoju (2013). However, it has lost this purpose due to the fact that today, the examination system of most countries is plagued with examination misconduct.

Response from interview session with the non-teaching staff selected for the study.

ST-2, C-2, AM-2 gave a similar response that:

*“examination malpractice will encourage putting Square pegs in round holes bringing about low productivity thus, poor service delivery which can drastically put the health of the people at the various health facilities liable to greater risk therefore, endangering their precious lives.”*

#### **4.5 Research Question 4:**

**What are the measures that could be put in place to curb examination malpractices in the College?**

In response to this question, data on measures that could be taken by the school leadership, the government and the examination body to discourage, prevent or otherwise address cheating among nursing trainees in examination were collected from the responses to the questionnaire. The data collected were analyzed using frequencies and percentages. The results are presented in Table 11.

**Table 14: Controlling Measure for Examination Malpractices (N=150)**

<b>Curbing Examination Malpractices by the School Leadership</b>	<b>Mean</b>	<b>SD</b>
Maintenance of culture of discipline in schools	4.0	1.2
Adequate guidance and counselling on examination malpractices	4.0	1.2
Maintenance of effective examination Committee	4.1	1.3
Effective teaching and learning, monitoring and supervision	3.2	1.0
Completion of syllabus	4.0	1.2
Adequate preparation of students for both internal and external examination.	4.0	1.2
<b>b. Controlling measures by the government/society</b>	<b>Mean</b>	<b>SD</b>
Publication of examination result on league table should cease	3.2	1.0
Provide conducive educational environment for all schools and candidates	4.0	1.2
More emphasis should be placed on acquisition of knowledge than certificates	4.0	1.2
Good parental upbringing	4.0	1.2
Applying examination malpractices Act 1999	3.0	1.0
Increasing the quality of teaching and learning in schools	4.0	1.2
<b>c. Controlling measures by the examination body (NMC)</b>	<b>Mean</b>	<b>SD</b>
Good incentives should be given to examination officials- supervisors, teachers, and invigilators	4.0	1.2
Termination of appointment of examination officials with any case of examination malpractice	4.0	1.2

Table 14 shows the opinions of respondents given on measures that could be taken by the school leadership, government and NMC to discourage, prevent or control examination malpractices among trainee nurses in in central Region. The respondents agreed more on the controlling measures under school leadership, effective teaching and learning, monitoring and supervision had the mean of 3.2 and standard deviation of 1.0. This was followed by the respondent' strongly agreed to the maintenance of

culture of discipline in schools as shown by the mean 4.0 and 1.2 and the completion of syllabus was strongly agreed by the respondents with mean 4.0 and standard deviation of 1.2 as well as adequate preparation of students for both internal and external examinations with similar mean 4.0 and standard deviation 1.2. Other measures include adequate guidance and counseling on examination malpractices was strongly agreed with mean of 4.022 and standard deviation of 1.2 and maintenance of effective examination committee was agreed by the nursing trainees and staff as shown by mean of 4.1 and standard deviation of 1.3.

Under controlling measures by the government, the respondents were strongly agreed of the opinion that increasing the quality of teaching and learning in schools by government is very instrumental in preventing examination malpractice in senior high schools as shown by mean of 4.0 and standard deviation of 1.2, the study established that the respondents strongly agreed to the provision of conducive educational environment for all schools and candidates which is very vital in preventing cheating in examination as shown by mean of 4.0 and standard deviation of 1.2. Again, the respondents strongly agreed of the view that more emphasis should be placed on acquisition of knowledge than certificates as shown by mean of 4.012 and standard deviation of 1.2.

Other measures include good parental upbringing also recorded strongly agreed response with mean of 4.0 and standard deviation of 1.2, applying examination malpractices Act 1999 recorded nursing trainees and staff agreeing to the statement with resulted mean of 3.0 and standard deviation of 1.0. Publication of examination result on league table should cease strongly agreed as shown by mean 3.2 and standard deviation of 1.0. Under controlling measures by the examination body

(NMC), the respondents strongly agreed of the view that good incentives should be given to examination officials, supervisors, teachers, and Increasing the quality of teaching and learning in schools which is very important to the study also revealed that majority of the respondents strongly agreed to the statement as shown by mean 4.0 and standard deviation of 1.2.

Analysis in Table 11 indicates that effective teaching and learning, monitoring and supervision are to be put in place to curb examination malpractice by the school leadership. The school leadership has an onerous task to ensure effective teaching and learning in school. Most college leaders are guilty of this responsibility of theirs, explaining why examination malpractice is on the increase these days. An effective school leader has the achievement of the aims and goals of the school at heart. Every school has a goal of achieving higher academic performance through effective teaching and learning. If the school leadership creates environment for effective teaching and learning in schools, students will have very little urge to think of cheating in examination. Effective teaching and learning demands the availability of qualified and competent teachers, appropriate pedagogy employed in teaching, adequate teaching and learning materials as well as the availability of good and conducive school atmosphere. Again, there should be effective principal leadership as well as effective instructional and supervision (Johnson, Uline & Perez, 2011) in order to achieve higher academic performance. Unfortunately, effective teaching and learning are no more taking place in many schools (Olatoye, 2000). According to him, students and for that matter candidates are conscious of examinations and only want salient points to pass rather than to learn. To ensure effective teaching and learning, wholesale promotion of students where students who do not pass are promoted should cease. Students who fail internal examination should not be promoted but rather

repeated. These practices encourage and promote lack of seriousness and laziness in students which consequently leads to examination malpractices. This is because students who don't qualify to become candidates are definitely registered. The reality is those candidates who are not academically serious and good cannot perform "magic" to pass the examination except to indulge in examination malpractices.

The study also found that another measure of controlling examination malpractice is to maintain the culture of discipline in schools for both internal and external examinations. This is a clear indication of the breakdown of discipline in schools. Discipline in school should be embraced by both teachers and students. Tutors must set a very good example for students to emulate them in following the laid down principles of the school and paying due respect to authority and structure (Afful-Broni, 2004). A disciplined teacher will always work hard to complete the syllabus, attend class regularly, mark and discuss exercises and assignments of students, live a morally up right life, punish and reward deserving students. Disciplined students will not be absent during classes hours, not refuse to write internal examination, be serious with the academic work by taking part in every assignment given by teachers as well as adhering to the school laid down rules and regulations. Examination malpractice can be a thing of the past if the culture of discipline is upheld in schools. The finding of Adeyemi (2010) is in agreement with this finding.

The study also revealed that completion of syllabus and adequate preparation of students for both internal and external examination will go a long way to curb and reduce the incidence of examination malpractice. A host of researchers have confirmed this finding. Teachers should ensure that they adequately cover the syllabi, work to their conscience by ensuring that they attend school and classes regularly

(Onuka & Durouwoju, 2013). Naturally, candidates become more anxious and are ever ready to agree to any suggestion that may lead to success in their examinations. Their fear and anxiety usually become intensified when they are aware that they could not finish treating all the topics in the syllabi. Also, candidates become more disturbed if they are not adequately prepared to take the examinations. On the other hand, they can face the examinations with boldness and confidence if preparation is adequate. Teachers, therefore, have the onerous task of preparing their students very well so that examination malpractices can be reduced or eradicated. This can be done by giving those enough exercises, trial questions, mocks and solving past questions with them to assure them of their ability to write the examinations and pass well.

The study found that the government should make every effort to improve the quality of teaching and learning in schools as part of the government's/control society's measures for examination malpractices. Textbooks, teaching and learning materials (TLM), libraries, and infrastructure can all help with this. The government should ensure that schools have qualified instructors by offering incentives to institutes of education to encourage more people to enter the teaching profession. The school counselors by virtue of their training are well equipped to guide students towards achieving optimal behavior during the conduct of examination. To ensure effective communication network between counselors and principals, teachers, students and significant others, they should give impromptu talks to individuals and group of students on expected behaviors before and during examinations. This aids in sensitizing the students and reduce phobia, anxiety and tension usually associated with examinations.

The study found that the government should make every effort to improve the quality of teaching and learning in schools as part of the government's/control society's measures for examination malpractices. Textbooks, teaching and learning materials (TLM), libraries, and infrastructure can all help with this. The government should ensure that schools have qualified instructors by offering incentives to institutes of education to encourage more people to enter the teaching profession. This is because research reveals that most schools in the rural areas lack professional teachers who are competent to effectively teach students for higher academic achievement. Adeyemi (2010) found that there was a higher rate of examination malpractices in rural schools than in urban schools, which indicate that the rural schools lack competent teachers. Sometimes, professional teachers may be available in a school but may lack a conducive educational environment for quality teaching and learning to take place in such school. This situation will definitely promote examination malpractices in such school. Therefore, the finding that government should provide enabling environment for all schools and candidates is in order. The study of Zainul-Deen (2011) confirms this. Teacher empowerment, according to Jimoh (2009), should be embraced by the government wholeheartedly and should centre on teacher professional development, teacher reward system and job environment.

The study also indicates that to curb examination malpractices, the society should place more emphasis on acquisition of knowledge rather than certificates. It is rather unfortunate that so much value and emphasis are placed on certificates instead of knowledge, skills and competence. As we have already discussed, this over emphasis and value placed on the face value of certificate promotes cheating in examination. As a result many school leavers and drop-outs have certificates without the necessary knowledge and skills (Jimoh, 2009).



The analysis of the results reveals that good incentives should be given to examination officials such as supervisors, teachers, and invigilators who are directly involved in the conduct and monitoring of examinations as part of the examination body's (NMC) control measures against this threat. Examiners will be protected from financial and material bribes from students, parents, and others thanks to a specific welfare package put in place for them (Jimoh, 2009).

#### **4.6 Summary**

This chapter has presented and analyzed data from the questionnaires administered and the responses of the interviewee. The findings have been discussed in relation to the literature especially those reviewed in chapter two. Their responses covered four main areas. They were the forms of examination malpractices among nursing trainees in the college of community health nursing, causes of examination malpractice, incidence of examination malpractice affect the training of students and strategies for curbing examination malpractice and measures that must be taken by the authorities in addressing the menace. The next chapter will present the summary of findings, conclusions and recommendation of the study. It will also present the limitation of the study and suggest areas for further research.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.0 Introduction

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

#### 5.1 Summary of the Study

The purpose of this research was to examine the various forms, causes and the effects of examination malpractices among the students of a Nursing Training College in the Central Region of Ghana and strategies that could be employed to address the menace. To achieve this purpose, the following objectives were set:

- i. Identify the forms of examination malpractices among nursing trainees in the college.
- ii. Investigate the causes of examination malpractice among the nursing trainees in the college.
- iii. Determine the effects of examination malpractice engaged in by the students of the college.
- iv. Identify the measures that could be put in place to curb examination malpractices in the college.

Based on the above objectives, the following research questions were formulated to guide the study:

- a. What are the forms of examination malpractices among the nursing students at the College?

- b. What the causes of examination malpractices among the nursing trainees in the College?
- c. What are the effects of the incidence of examination malpractices engaged in by the students of the College?
- d. What are the measures that could be put in place to curb examination malpractices in the College?

To develop a framework to guide the study, relevant literature was reviewed around the many areas, including the concept of examination malpractices, the forms and causes, effects of examination malpractices as well as the measures that could be put in place to address the menace. This was a mixed methods research underpinned by pragmatism and a sequential explanatory mixed methods design. For the quantitative phase of the study, 150 participants, comprising 120 students and 30 tutors were selected to respond to a structured questionnaire. The qualitative phase, 10 participants, comprising 2 academic officers, 1 administrative manager, 4 tutors and 3 student culprits who were interviewed to explain the key quantitative findings. The quantitative data was analysed using descriptive statistics, while the relevant qualitative data were used to support the discussion, when necessary. The key findings of the study are presented in the next section.

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

The key findings of the study were that:

1. Exam malpractices found at the Nursing Training College, included copying answers straight from modules or text books, carrying prepared answers to examination halls, and invigilators conspiring with students to cheat in examination halls.

2. Four major causes of examination malpractices identified were insufficient preparation for the examinations among students; the desire among students to pass examination at all cost; too much emphasis on certificates rather than acquisition of knowledge and skills; and publication of examination results on the league table of school's performance.
3. The main effects of examination malpractices on schools are: every academic institution want to be known for academic excellence. The majority of the respondents were of the opinion that the institution could attract poor academic performance records. Academic dishonesty could also affect tutors output and may not meet learning goals and objectives as well as the vision of the institution.
4. The effects of examination malpractices on individual students are majority of the respondents asserted that examination malpractice negatively affects the reflection of the true individual academic performance, since most students become reluctant to study. Also, others were of the view that students who are subjected to the stringent disciplinary measures such as internal suspension with punishment, re-sitting the particular paper, demotion dismissal etc. can drastically indent the student moral, social, emotional, and the psychological well-being of the student.
5. Three key measures found to be employed by the school leadership to control examination malpractice were ensuring effective teaching and learning, monitoring and supervision; maintenance of culture of discipline in school and providing adequate guidance and counseling services in schools.
6. Measures to be taken by government/society to control examination malpractice were improving quality teaching and learning in schools;

provision of equal and conducive educational environment for all students and candidates; and placing more emphasis on acquisition of knowledge rather than certificates. Many were of the opinion that school rules and regulations must be enforced by the college. Also the school authority must be free from undue political influences. There should also be a strict and regular changing or reshuffling of the academic officer. There should also be the demonstration of good teaching and learning skills, regular supervision and monitoring of individual students performances so as to quickly assist weaker students before examination. Tutors must present a clear course outline as well as schedule of work to student to enable them prepare ahead of time.

7. The government must enforce the examination laws on examination within the country. There should also be the provision of incentives and other welcoming motivation packages teachers and text them to provide efficiency and accountability of their duty. Admission of students must be based on merit and not political affiliations. Governing body (NMC) must ensure a standardized curriculum for the various programs, subjected to periodic need of the ever changing needs of the society.
8. The examination body observed that providing good incentives to examination officials and terminating examination officials' appointments were the two key approaches for controlling examination malpractice (NMC).

### **5.3 Conclusion**

- In conclusion, it can be said that the examination officials, including supervisors and invigilators do not do their work well as expected. This is because students would find it very difficult, if not impossible, to use any

device or strategy to cheat in examinations if supervisors and invigilators do their work effectively and competently.

- Effective teaching and learning will ensure that teachers complete syllabuses on time, motivate, encourage and assist students to solve and practice enough questions in preparation towards examinations. Effective monitoring and supervision by the school leadership during and outside instructional periods will go a long way to ensuring effective teaching and learning in the school.
- It is notable that, nursing trainees may lack self-confidence to write and pass examinations, and as a result they resort to examination malpractices. Again, adequate guidance and counseling may also be lacking. This is because; the guidance and counseling department can help students/candidates to understand issues relating to examinations, acquisition of knowledge and certificates.
- Finally, punishments given to culprit of examination malpractice have not been deterrent enough. Probably that is why the students and the school as a whole indulge in the act and incentives schemes for examination officials are appealing enough and punitive actions against culprits are not deterrent enough. This opens doors for the examination officials to enrich themselves through examination malpractice and go 'scot free'.

#### **5.4 Recommendations**

From the findings and conclusions of this study, the research strongly recommends the following:

1. It emerged from the study that desire among students to pass examination at all cost; too much emphasis on certificates rather than acquisition of knowledge and skills; and publication of examination results on the league

table of school's performance contributes to examination malpractices, It is therefore recommended that school leadership should do well to ensure effective teaching and learning, monitoring and supervision with greater emphasis on practical which test both the cognitive as well as the psychomotor abilities of individual students.

2. The study revealed that copying answers straight from modules or text books, carrying prepared answers to examination halls, and invigilators conspiring with students to cheat in examination halls. It is recommended that the tutors, examination coordinators and officials must protect examination question and must undertake a comprehensive inspection on the trainee nurses in the various examination halls. Deterrent disciplinary measures as well as giving students' the opportunity to re-sit a failed paper instead of seeing examination as **“a do or die affair”**
3. It came out of the study that adequate guidance and counseling may also be lacking. This is because; the guidance and counseling department can help students/candidates to understand issues relating to examinations, acquisition of knowledge and certificates. It is recommended that school administration should ensure that pupils receive enough advice and counseling in order to alleviate their concerns and increase their self-confidence in order to write and pass their examination. Guidance and counseling services are critical in calming students'.
4. The findings also showed that majority of the respondents were of the opinion that the institution could attract poor academic performance records as well as the individual and the mother body (NMC of Ghana). Academic dishonesty could also affect tutors output and may not meet learning goals and objectives

as well as the vision and mission of the institution. It is therefore expedient that school management must commit to disciplinary measures, Institute structure and systems amongst other efforts to curb examination malpractice as it indents the image of the school.

### **5.5 Implication for the Management of the Institution:**

1. It is unquestionable fact that the nursing training institutions are tasked with the training of nurses to become polyvalent , skillful , effective and efficient in the discharge of duties as qualified nurses all over the country and even beyond. Therefore, nursing unlike other professions deals with human lives hence any error could attract drastic consequences.
2. It is therefore the responsibility of all nursing training schools to ensure quality teaching and learning, conduct credible, objective, reliable, valid and transparent examination to measure the true performance of individual students devoid of malpractices so as to authenticate the certificate issued and raise the image of the institution.
3. The institution should also liaise with other bodies to collaboratively intensify examination rules, strict disciplinary measures devoid of undue political interference in the nursing training institutions within thin the country as failure to do this could tarnish the image of the institutions and put the health system in jeopardy.

### **5.6 Areas for Further Studies**

The study's findings revealed that school leadership, among other stakeholders, had the upper hand in controlling examination malpractices.



1. More research into the types of school leadership and school cultures required to control or eliminate examination malpractices in school systems is recommended.
2. Examination malpractices and indiscipline should be investigated more in relation to circular schools versus mission schools.
3. Since individuals in one way or the other has an aligned belief, further studies must investigate into the correlation between examination malpractice and moral values



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## APPENDIX A

### INTRODUCTORY LETTER



UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

P. O. Box 25, Winneba, Ghana

deam@uew.edu.gh

UEW/EAM/INT/27

Date: 1<sup>st</sup> March, 2022.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

#### LETTER OF INTRODUCTION

We write to introduce **Leticia Appiah** a student on the M.Phil in Educational Administration and Management programme of the Department of Educational Administration and Management.

**Leticia Appiah** is currently working on a research project titled:

***“EXAMINATION MALPRACTICES AMONG TRAINEE NURSES IN GHANA: THE CASE OF COLLEGES OF NURSING IN CENTRAL REGION”.***

Please, give her the necessary assistance and co-operation.

Thank you.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Judith Bampo'.

**Judith Bampo (PhD)**  
**Ag. Head of Department**

cc: School of Graduate Studies

## APPENDIX B

### QUESTIONNAIRE ON EXAMINATION MALPRACTICE FOR STUDENTS

Dear Nursing trainee,

This questionnaire is part of a study designed to investigate into examination malpractices, its causes and effects on students, the school and the society and how it can be controlled by the community health schools Authority. I would therefore be grateful to have you participate in the study. Please, be informed that your participation is voluntary and responses will be treated confidentially and used for academic purpose only.

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

#### SECTION A: DEMOGRAPHICS

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

**SECTION B: FORMS OF EXAMINATION MALPRACTICES**

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

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

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



**SECTION C: CAUSES OF EXAMINATION MALPRACTICES**

No.	Reasons for examination malpractices in schools	1	2	3	4	5
15	General indiscipline among students in the schools					
16	Non-implementation of the examination malpractices decree which provides for the imprisonment of culprits					
17	Lack of effective supervision of students during examinations					
18	Insufficient preparation for the examinations among many students					
19	Desire among many students to pass the examinations at all cost					
20	Leakages of question papers by examination officials					
21	Leakages by the school authorities					
22	Inadequate guidance and counselling for candidates					
23	Too much emphasis on certificates rather than acquisition of knowledge and skills					
24	Poor educational environment such as poor infrastructure, inadequate teachers, parental carelessness, and government inadequate budget for education					
25	Publication of examination results (League Table of Schools' performance)					

**SECTION E: EFFECTS OF EXAMINATION MALPRACTICES**

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



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

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

## APPENDIX C

### INTERVIEW GUIDE ON EXAMINATION MALPRACTICES FOR HEADS OF DEPARTMENTS AND STAFFS (TEACHING AND NON- TEACHING STAFF)

Dear Sir/Madam,

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

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

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

1. Name of School/District .....
2. The existence of examination malpractice cannot be over emphasized. Which form does it take in the schools in the district?  
.....  
.....
3. Who are those involved? .....
4. Rank the following agents of the examination malpractices in term of the rate of involvement, using the following scale: very high = 1; high = 2; low = 3; and lowest = 4.

1. Teachers .....	5. Students .....
2. Invigilators .....	6. School heads .....
3. Supervisors.....	7. Community
.....	
4. Parents .....	8. Influential people
.....	
5. Give reasons for your ranking  
.....  
.....
6. Why do such agents engage in examination malpractice?  
.....

- .....
7. What are the effects of examination malpractice on
1. Students .....
  - .....
  2. The School/Institution .....
  - .....
  3. The Society/Nation .....
  - .....
8. What measures must be put in place to control or curb examination malpractice by
1. School Authority .....
  - .....
  2. Government .....
  - .....
  3. Examination Body (NMC) .....
  - .....
9. Which of the three agents of examination malpractice in Ques. 8 above has upper hands in curbing the menace?
1. School Authority [ ]
  2. Government [ ]
  3. Examination Body (NMC ) [ ]

