

UNIVERSITY OF EDUCATION, WINNEBA

**CAUSES AND EFFECTS OF EXAMINATION MALPRACTICE IN
PUBLIC BASIC SCHOOLS AT AFRAM PLAINS, GHANA**



2023

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BASIC SCHOOLS AT AFRAM PLAINS, GHANA**



**A project in the Department of Educational Foundations,
Faculty of Educational Studies, submitted to the school of
Graduate Studies in partial fulfilment
of the requirements for the award of the degree
Post Graduate Diploma
(Education)
in the University of Education, Winneba**

FEBRUARY, 2023

DECLARATION

Student's Declaration

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

Signature:

Date:

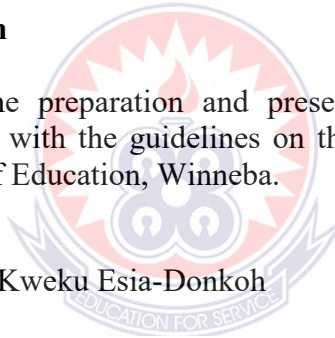
Supervisors' Declaration

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

Name of Supervisor: Mr. Kweku Esia-Donkoh

Signature:

Date:



DEDICATION

To my uncle, Khalid Suleiman for his love and support throughout my education, especially while I was at University of Education, Winneba.



ACKNOWLEDGEMENT

I wish to express my humbly gratitude to my supervisor, Mr. Kweku Esia-Donkoh, a Senior Lecturer in the Department of Educational Foundations, University of Education, Winneba, for his meticulous scrutiny, constructive comments and suggestions in the course of carrying out this work. A big thank you goes to academic and administrative staff of the Department of Educational Foundations for their immense support.

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I am also grateful to all authors whose works I consulted in writing this dissertation. I wish to indicate that I am solely responsible for any shortcoming in this dissertation.

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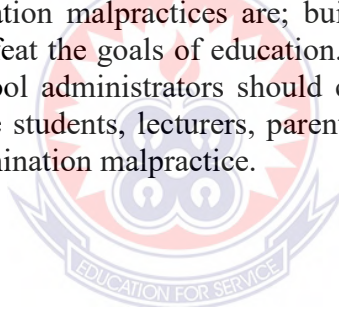
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ABSTRACT

Examination malpractice has been a major problem in Ghana education sector. This practice lures students into other areas of misconduct, builds false foundation for students, among others. To this effect, the main aim of this study was to examine the causes and effects of Examination malpractice in Kwahu Afram Plains South District. In achieving this aim, the following objectives were put forward; to examine the causes of examination malpractices in Kwahu Afram Plains South District; to identify the effects of examination malpractices in Kwahu Afram Plains South District. The methodology employed quantitative approach with descriptive survey research design where questionnaires were administered through simple random technique in selecting the various professionals needed for this study. The targeted population was 365 students and 85 teachers from three (3) selected schools in Kwahu Afram Plains South District. The sample size of the study was 60 with 34 students and 26 teachers. All the 60 Questionnaires administered were retrieved. The questionnaires were scrutinized by the supervisor to ensure its validity and also the instrument was found to be viable, it measures the determinants influencing the examination malpractice in Ghana. The data was then analyzed using descriptive statistics while RII ranking technique was used in ranking the various determinants. The findings depicted that, the critical determinants which causes examination malpractices in Kwahu Afram Plains are; Desire to pass and fear of failure. The study also depicted that some of the major effects of examination malpractices are; builds false foundation for students who engage in it, and defeat the goals of education. The research recommended that, the government and school administrators should constantly organize seminars and workshops to educate the students, lecturers, parents and even the administrators on the consequences of examination malpractice.



CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The inception of education in Africa can be traced back to man's history. This entails that education was there from the time man existed in their societies. The type of education that existed in Africa was known as indigenous African education and it was in existence before the coming of the missionaries. This type of education was informal and learners acquired skills through observation and imitation. It comprised oral examination and careful observation through apprenticeship. This type of education, however, slowly became obsolete with the introduction of western education by the missionaries which came about due to the increase in the number of learners and the availability of written materials. This saw the introduction of tests although the very tests written were of low psychometric properties because of little or no training of the teachers who prepared them (Aderogba, 2011). This led into the development of competence examinations in order to overcome the problem of low psychometric tests. The competence examinations have been adopted and are used to evaluate learners and promote them from one level of education into the next. They are also used for certifying candidates at the end of each school term.

According to (Mwenya Chileshe, 2010), most pupils go to the extreme end of using money, sex, bullying, extortion and blackmail or whatever tool that come their way to obtain prior knowledge of questions". The minister of education in partner with major stakeholders has ruthlessly tried all efforts to curb this vice but all in vain. Generally, the Ghanaian populace refers to examination malpractices as leakages. A visit to most schools which have been approved as examination centers by the examination council of Ghana show that, strong rooms have been erected in most schools for the safe

keeping of examination papers, until the day on which the paper is supposed to be written by pupils. The marking centers are also given random spot check by the examination council of Ghana and the ministry of education officials. All these controls are put in place to stop the scourge of examination malpractices which can be done at any stage.

In 2018, the minister of education was on the radio addressing the nation on examination malpractices and the negative effects it has on the economy of Ghana. He also went further to say that stiff punishment will be meted out to the perpetrators of this vice. But all his efforts were not helping to bring down the rate at which examination malpractices are done. In additions union leaders have also tried to talk to their teachers but still to no avail. It is for this reason that this research has been conducted to help find out why this vice is increasing and look for solutions to help reduce the scourge.

Okoko and Roseline (2016) indicated that examination malpractice refers to any deliberate act of wrongdoing, contrary to the rules of examinations designed to give a candidate an undue advantage. Examination malpractice also known as cheating is the illegal action that students take during their examinations to try to make good grades by cutting corners. Examination malpractice is an act or irregular manner of testing candidates which contravenes the rules and conventions guiding the conduct of examinations. Examination malpractice has done a lot of harm to students since many of them have neglected their books with the hope of performing the magic they are used to in every examination. Examination misconduct in the hall can take the form of giraffine / peeping from another person's examination papers, writing on the palms, desks and piece of papers, smuggling of examination halls and so on and so forth. Outside the halls, the misconduct can take the shape of sorting of the already written

examinations either through the teachers or their agents. This cankerworm has eaten deep into the fabrics of the Ghanaian educational system; thereby, rendering our educational institutions hopeless. They are so unbecoming that if nothing is done and no time too, our basic school education and other levels of education will be mess.

According to Ijaiya (2007), Ghana has witnessed an alarming rate of increase in incidence of examination misconduct for the past two decades. Evidence abounds of increased involvement in examination malpractices. Accusing fingers have been pointed at some stakeholders - students, teachers, parents and school administrations as well as invigilators as being agents of this canker (Ijaiya, 2007). The incidence of examination malpractices has become so widespread that there is virtually no examination anywhere in Ghana, at any level and outside the formal school system, that there is no one form of „sharp practice“ or the other (Ijaiya, 2007). He also stated that, examination malpractice is real and common everywhere and every examination season witnesses the emergence of new and ingenious ways of cheating.

In order to amend the incidence of examination misconduct, and in fact, improve the standard of our basic school education, it is necessary to unveil the modus operandi and diverse strategies adopted by the perpetrators of this unwholesome and un-academic act and alert students of the ugly effects, academically and other wise. The awareness will help the authorities to check the current pervasiveness of examination malpractice in our basic schools and other institutions of higher learning.

1.2 Statement of the Problem

The occurrence of examination malpractices at any level of educational section poses the paramount threat to the validity and reliability of any examination and therefore to the authenticity and recognition of certificates issued (Abuga, 2014). According to

Ondima & Onderi (2013) examination malpractices, popularly known as cheating is a vice that has bedeviled the education system in nations for many years. The practice of Examination malpractice makes the decisions made on such results to affect the society at large where wrong people may be selected for job placements, training programs, advancement for further studies and also in employment while the highly deserving people get let out for not involving themselves in such deviant behavior. Cheating in the exam have led to the cancellation of the results for the respective students who have been found to have cheated and hence such a student may have wasted the four years in high school. The practice of examination malpractice also makes the public to lose faith and hope in national examination and further question the examination body for failure to execute its mandate of providing credible examination to the public. The parents for such students on the other hand may have struggled to raise the fees for such students only for the results to be cancelled and they may feel that their energy might have been wasted in raising of the fees for their children.

In Ghana, especially in Afram plains, the media has been highlighting impersonation and leakage of examination questions as being a recurring act generally associated with the West African Examination Council (WAEC), which is the examining body for basic, senior high and technical school education in the country. The evidence points to involvement between students, parents and school authorities being perpetrators of malpractices. Many students have their results either cancelled or withheld until investigations are carried out by the examining body as cited in Chief Examiners' Report (2019). On the part of the students, the fear of failure or scoring poor grades drives them to engage in examination cheating (Phiri & Nakamba, 2015). Examination malpractices have also discouraged the students from working hard in

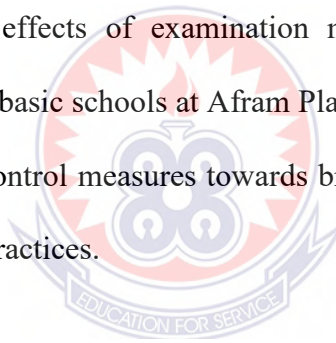
school since a short cut to getting good grades is available. This has also demotivated the students hence bringing about a culture of laziness in the basic schools. This was therefore the motivation in conducting this research.

1.3 Purpose of the Study

The purpose of this study was to find out the causes and effects of examination malpractice in public basic schools at Afram Plains South District of Eastern Region of Ghana.

1.4 Objectives of the Study

1. To investigate the causes of examination malpractice in public basic schools at Afram Plains.
2. To examine the effects of examination malpractice on the behaviour of students in public basic schools at Afram Plains.
3. To examine the control measures towards bringing about a lasting solution to examination malpractices.



1.5. Research Questions

The following research questions guided the study:

1. What are the causes of examination malpractice in public basic schools at Afram Plains?
2. What are the effects of examination malpractice on the students in public basic schools at Afram Plains?
3. What are the control measures towards bringing about a lasting solution to examination malpractices?

1.6 Significance of the Study

The significant of this study cannot be underestimated. The study will be of high significance in that it will help the following categories of people in the following ways: Not only will the study serve as an eye opener to the students in knowing the negative consequences involving in the act of examination malpractice, it will also serve as information to the teachers on existing forms of examination malpractice practiced by students as well as ways of controlling them. The study again, will be of immense benefit to the authorities by helping keep them informed on the recent techniques involved in the engagement of examination malpractice, causes and at the same time open their eyes to the need to help end it.

The research work will help the government to see reasons why trained and qualified teachers should be recruited into our basic schools, why seminars and workshops should be organized by the government for the teachers to enable update their knowledge. This study will in no small measure assist parents and the society at large in knowing what their children and wards do in school and thus, see ways of assisting them to learn and concentrate more on their studies and depend less on external help during examination.

This study is particularly significant because simple as it may appear, examination malpractices affect the smooth running of society regardless of any rationalizations, and it is a harmful activity in a competitive educational environment (Vowell & Chen, 2004). Individuals involved in this misconduct might lose their moral direction; fail to recognize ethics as a value (Zambian Economist, 2010). Similarly, those who play by the rules are at a disadvantage (Vowell & Chen, 2004) and some researchers have begun to prove links between academic misconduct and cheating at work (Nonis & Swift, 2001). Thus, whereas correlates of academic misconduct in developed and

other developing nations can be found in literature, this study contributes to profiling examination malpractices in Ghanaian setting.

1.7 Delimitation of Study

This study was confined to students in public basic schools in the Afram Plains South District Specifically J.H.S students. This implies that students in private schools were not involved in this study. The study however was delimited to only basic schools at Afram Plains especially those in the Tease circuit. Therefore, its application to a wider area beyond Afram Plains was not feasible.

1.8 Organization of the study

The study is organized into five chapters. The first chapter outlines the introduction which consists of the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, and organization of the study. The second chapter contains review of related literature pertinent to the research. The third chapter deals with the research methodology that includes the research design, population, sample and sampling technique, instrument for data collection, procedures of data collection, methods of data analysis, and ethical consideration. The fourth chapter is concerned with the analysis and interpretation of data and discussion of the results. The fifth chapter presents summary of findings, conclusions and recommendations of the study.

1.9 Operational Definition of Terms

1. **Malpractice:** Any improper action carried out before, during and after the examination with the intention of cheating or having an advantage.
1. **Leakage-** Illegally getting examination questions before the examination time;

2. **Impersonation-** Representing and writing an examination for another candidate;
3. **Cheating-**Transgressing any of the rules governing the conduct of examinations.
4. **Collusion-** It is the act of passing notes, receiving or giving assistance to other candidates in the examination room.



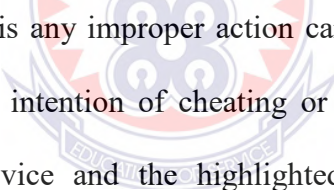
CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter presents review of relevant literature on causes and effect of examination malpractice. The following main themes derived from the scope of the study are in the presentation of the literature review; examination malpractice, forms of examination malpractice, examination malpractice before the examination, examination malpractice during the examinations, examination malpractice after the examinations, causes of examination malpractices, effect of examination malpractices, solutions to curb down the practices of examination malpractices and essence of examinations in school.

2.1 Examination Malpractice



Examination malpractice is any improper action carried out before, during and after the examination with the intention of cheating or having an advantage (Obidigbo, 2011). Because of this vice and the highlighted increase in the incidences of examination malpractice, the validity and reliability of the examination system has been questionable (Onuka & Durowoju, 2010). It can also be stressed here that examination malpractice has now become a tradition at all levels of education globally. This has been the case in both internally and externally administered examinations. Igwe (2002) defines examination malpractice as:” any act intended to benefit or give undue advantage to oneself or another by deceit or fraud, before, during and after examinations.” Examination malpractice takes various forms and could be categorized into:

- a. Leakage- illegally getting examination questions before the examination time;
- b. Impersonation- representing and writing an examination for another candidate;
- c. Cheating-transgressing any of the rules governing the conduct of examinations.
- d. Taking foreign material into the examination room.
- e. Collusion-such as passing notes, receiving or giving assistance to other candidates in the examination room (Udoh, 2008).

Mulandu (2011) in his study on cheating in leaving school certificate examinations reported the forms of examination malpractice to include impersonation, smuggling of forbidden material into examination rooms, having access to examination papers before the actual examination day, exchange of answer scripts and copying from other learners. Examination malpractice could take place before, during and after the examinations by either the candidates or by officials assigned with administrative duties (Ajibola, 2011). Different forms of examination malpractice have been reported in literature. Common forms such as bringing in unauthorized material, writing on currency notes and identity cards, spying of other candidates in examination halls, substitution of answer sheets and change of examination scores or grades (Adamu, 1998; Fagbemi 2001). Others include impersonation, leakage of questions to students before the examination, conniving with supervisors and school authorities to cheat, body writing or tattoo in which students especially females write on hidden parts of their bodies (Jacob & Lar, 2001).

2.1.2 Examination Malpractice before the Examination

The most common form of examination malpractice before the examination is leakage. This usually comes from persons who have access to the questions and / or the marking keys. Some device innovative ways of “high-jacking” questions and

marking schemes from computers and printers, especially those hooked to the internet is also another way of accessing examination papers beforehand. Leakage is a very common and most serious form of examination malpractice. When leakage occurs, candidates have prior knowledge of the questions that they are supposed to answer beforehand. This in itself is a danger to society because what would be the purpose of assessing learners who are already aware of what is expected of them. This, therefore, shows that there is need to determine how examination papers that are expected to be properly secured are leaked out before the actual time.

2.1.3 Examination Malpractice during the Examinations

Different forms of examination malpractice during examinations have been reported in literature. These include taking unauthorized materials into the examination room, writing on currency notes and identity cards and spying of other candidates in examination hall (Adamu, 1998; Fagbemi, 2001). Other forms of examination malpractice during examinations includes impersonation, conniving with supervisors and school authorities to cheat and body writing or tattoo in which students especially females write on hidden parts of their bodies (Jacob & Lar, 2001). Other forms of examination malpractice during examinations includes hiding materials in washrooms, pockets, private parts, pen corks, writing answers on question papers and exchanging them with others to copy, communicating orally or through gestures, using a coding system (coding or decoding) to remember or recollect learnt material, taking in already answered script and replacing them with the answer script given to them, text messaging, taking away answer scripts or sheets from the examination room, insulting or assaulting the supervisor or invigilator, taking part in mass or organised cheating in or around the examination hall and assisting candidates by

invigilators or supervisors during examinations (Achio,2005). All these are used illegally as reference materials by candidates to enable them earn good marks.

2.1.4 Examination Malpractices after the Examinations

Some of the examination malpractice commonly noticed after the examinations are colluding with member(s) of staff to replace the original answer script with a newly prepared answered script and deliberate award of certificates to candidates who did not sit for examinations. In the past, it used to involve only examination officials, but in recent years it included printers and candidates with high –level skills in technology (Eze, 1991).

2.2 The nature of examination malpractice in Ghana

This study showed that examination malpractices take several forms in Ghana. In a WAEC press release (September 2, 2022) concerning the conduct of the West African Senior School Certificate Examination (WASSCE) for school candidates in 2022 and emerging issues, the following issues were highlighted: impersonation, syndicate cheating in schools, smuggling of mobile phones into examination halls by candidates, restriction of access to school compounds for monitoring purposes as the major trends of examination malpractices. WAEC (2014, 2018, and 2019) further indicated that “script conspiracy” constitutes the most common type of examination malpractice in the WASSCE.

A study by Achio, Ameko, Kutsanedzie, Alhassan, & Ganaa (2012) examined the forms, contributing causes, and major participants in examination misconduct as well as the effects and countermeasures. The descriptive survey classified test misconduct into the following categories: writing on things and applicants’ bodies; leaks; impersonation; cheating; plagiarism; falsified course work; using programmable

calculators and other technological devices during the examination; concealing materials in washrooms, pockets, private parts, and pen corks to be used as reference materials; giraffe; illegally assisting candidates and colluding with members of staff to replace the original answered script with a pre-prepared answered script. The report indicated once more that between 2000 and 2011, various kinds of examination misconduct increased from 5 to 12, representing a 140% rise. Moreover, the study demonstrated that close to 37% of respondents have ever been involved in malpractice, and 94.5% agreed that examination malpractice is unethical.

Similarly, a study conducted by Folson & Awuah (2014) on combating examination malpractices in the Basic Education Certificate Examinations (BECE) in Ghana asserted that examination questions leak a couple of weeks through advertisements on Facebook, Twitter, and other social media to attract customers, mostly heads of schools and proprietors and that invigilators act as conduits between the cheating students and the smuggling of the solutions to the exam halls. The study's findings show that the leaking cartel comes in two types: first- and second-source. First-sourced cartels claim that WAEC officials are their primary source of questions, which they pass on to second-sourced cartels. It is also claimed that second-sourced cartels transmit them to other interested cartels, generally with the solution to the leaked questions. The first-sourced cartels are said to pay between GH 2,000 and GH 2,500 for each sheet and sell them to second-sourced cartels for between GH 1,000 and GH 1,500. Most second-source cartels often answer the questions and sell them directly to schools or third-source cartels for between GH700 and GH1, 000 per paper, enriching these cartels with large sums of money each year and constantly looking for ways to circumvent WAEC's modalities for preventing cheating in their examinations.

2.3 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- 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 neighbour's work, can whisper answers, scribble answers on desks and tables of the examination rooms.

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 success in meeting the system goals. The educational wellbeing of children in schools hinges 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 are 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 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 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).

Newberger (2003) states that, the desire to secure the best grades has become a paramount force that drives students' education with so much emphasis placed on outcomes, grades rather than education have become the major focus of many

learners today. Their goals become simple: get in, survive, get the grade and get out. The above situation is applicable to our Zambian educational system from junior secondary through to senior secondary and tertiary institutions where learners believe in struggling to get in by all means, survive by all means, get the grade and get out. This was not the situation some years back, the vocabulary of examination malpractice never existed and our forefathers wrote their examinations without prior knowledge to examination material and without carrying any foreign materials into the examination room.

What then has happened to our education system to attract a shift from credible examinations to what we are seeing today? 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) 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) 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 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, 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) 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 imbedded 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.

Many reasons for exam malpractice have been discovered via research. According to Tawiah, Alberta, Bossman, and Ata (2015), one of the reasons students are involved in examination fraud is the pressure to meet high parental demands for excellent results. Adamu, Cobbinah, and Alhassan (2021) attributed examination malpractice to bad study habits, a desire to avoid failure, anxiety, and panic, and a lack of academic competence in their assessment of the factors causing Senior High students' involvement in examination malpractice in the Takoradi Metropolis of Ghana. The study also linked exam fraud to incompetent teachers, inability to cover the syllabus, bad teaching methods, inadequate seating arrangements, the congested aspect of the examination room, and teachers' lack of topic expertise.

Ampofo (2020) categorized the factors that promote examination malpractices in Ghana into teachers, students, parents, and the environment. Under the teachers' factors, the researcher found a lack of mastery skills in teaching, bad teaching techniques, inadequate teachers' textbooks, untrained teachers, and an inability to cover the required syllabus. The investigation also discovered students' lack of self-motivation, improper examination preparation, poor efficacy, poor study habits, and a lack of desire, low academic competence, and relationships with peers who tend to cheat and need to avoid failure. Moreover, the study found that improper parental training at home, deficient parental supervision, a lack of basic learning resources, parents purchasing exam materials for students, and parents giving exam officials money in exchange for assistance for their kids are all contributing factors to examination malpractice in Ghana. Furthermore, the study discovered that the crowded character of the examination rooms, as well as the location of examination

centers in distant places with limited access for complete monitoring, are environmental factors influencing examination malpractices. Studies show that most examination facilities have traditional seating arrangements (snake-like), often rows of fixed seats with students facing the invigilator and with their backs to one another. This seating arrangement is common in colleges and effective in reducing student-student interaction. However, because examination rooms are usually crowded, students can easily copy from one another.

2.4 Effects of Examination Malpractice

Adelakum and Lawal (2008) outline the under listed as evil, consequential effects of examination malpractices: erosion of confidence in the education system, credibility in the education assessment is lost, examination agencies are discredited leading to loss of confidence in the certificates that are issued by the agencies, the cost of conducting examinations goes up especially in areas where leakage is established, results are cancelled causing undue suffering to innocent candidates, increased corruption levels in society generally, and eventual retardation of national development. They further state that resourcefulness and creativity may be compromised due to examination malpractices wreaking havoc on the social, economic, religious and political lives of people in a number of ways. The resultant effects are corruption, un-seriousness, laziness. Self-confidence is therefore lost among both teachers and students, leading to over-dependence on external assistance. They also state that the graduates who are products of examination malpractices find themselves engaged in jobs that are beyond their competence.

According to Olatunde, (2010), there is also the „band wagon effect“, meaning that even those students/candidates who ordinarily would not have been involved in examination malpractices end up saying “if you can’t beat them, join them”, just to be

counted among the achievers. Chileshe (2010) outlines the following adverse effects of examination malpractice in Zambia; Firstly, individuals involved in examination-malpractices lose their moral direction. They no longer recognize ethics as a value in discharging their duties, such individuals become mediocre, corrupt bootlickers, rumor mongers, fault finders and grossly inefficient. Their self-confidence is eroded as they will want others to think, talk, or work for them. If they become politicians, they will want to win their way through rigging of elections. Their policies will be warped and visionless. If they become medical doctors, they will wrongly diagnose their patients and send them to the grave. If they are lawyers, they would corrupt justice and promote unjust causes. As professionals, they will fail to comprehend the complex rules of business and lead the country into underdevelopment.

The Zambia daily mail (2012) in the commentary column it was stated that examination malpractices will erode confidence in the examination system of Zambia. In the same newspaper it was stated that the basic Teachers Union of Zambia has noted that teachers involved in the scam could compromise the quality of Zambia's education hence there is need to bring the practice to an end. Presently, Zambia's education is recognized worldwide. A lot of Zambians have left the country to work in other countries but with this scourge of examination mal-practice the world may lose confidence in our education system and our people may find it difficult to get employment in other countries.

Chileshe (2010) also states that employers will eventually struggle to identify with confidence, quality graduates. 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. 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 others 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. 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 shortcuts to life and were diluted with the venom of examination malpractices whenever they sat for an examination".

2.5 Measures to Curb Examination Malpractices

A number of measures have been devised to curb examination malpractice; ensure that the printing is done in secure printers abroad, where secure packaging and storage of the papers prior to being air freighted is also guaranteed. In this way, chances of leakages are greatly minimized. The examination guiding rules and regulations are availed to District Education Officers, headmasters, supervisors, invigilators and prospective candidates well in advance i.e., before the examinations to ensure they get acquainted with them thoroughly. Other measures taken are that the examination papers are accompanied by the police and military personnel during transportation to and from the various locations. The same security measures are put in place at the working centers. One of the drastic measures employed is the cancellation of results of candidates involved in examination malpractices. Sometimes the entire centers' results are cancelled. From 2008 onwards in Rwanda, senior six certificates that are awarded bear the candidates' photographs, resulting in great reduction in cases of impersonation.

To eliminate or minimize forgery, modern gadgets have been purchased by the KNEC to detect such cases. According to Ramani et al (2010), the Kenya National Examination Council (KNEC) outlines some measures to eliminate examination malpractices. The first one is the banning of offenders for at least two years from

sitting for national examinations. The second is to ensure all the examinations are written in the morning since most examinations cheating occurred in the afternoon. Thirdly, the examination council has firmed up plans to commence embossing photographs of candidates on the certificates. On the other hand, teachers believe the KNEC act should be amended to include tough penalties for culprits. They also suggested that teaching of whole syllabus should be done before examinations begin. Others implored that as teachers, they should endeavour to build confidence in the students regarding their ability to succeed in examinations, unaided by unorthodox tricks.

2.6 Essence of Examination in Schools

An examination can be simply defined as a spoken or written form of testing someone's knowledge on a particular subject or issue. Examinations help instructors to know the particular areas of a course or subject that students have learnt and the areas where the students have not learnt. Examinations force students to study hard because they know they are going to be put to a test at the end of the day. Examinations help the instructor to know the performance of his students. This is very important because it will tell the teacher how much more effort, he or she needs to put to help the students.

Another importance of examination is the fact that it allows for fairness during the grading of student. This is so because during examinations all students write the same paper with the same questions on it. Invigilators also monitor the students while they write their examination. This way, no student can ever have an unfair advantage over another student. Examinations help to promote healthy competitions among students. Without examinations students would not be forced to compete academically among themselves.

The last but not least importance of examination is the fact that it helps the instructor to grade his or her students with a great deal of fairness and impartiality since the teacher marks exactly what the student writes in his or her answer booklet and nothing more. Studies have shown that examinations remain the best way of assessing students of all levels and helping them to achieve academic excellence.

2.7 Summary of Reviewed Literature

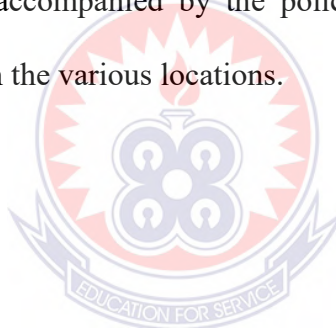
The review of literature has shown that examination malpractice is a concern globally. The nature, causes and the demographic characteristics among learners that may be prone to examination malpractice vary from one region to another and from one country to another. There seems to be some similarities in the examination malpractice experienced. It is clear that examination malpractice includes radio transmitters concealed in pens, personal stereos loaded with pre-recorded and programmable calculators packed with data which are smuggled into examination rooms.

It is also clear that examination malpractice has taken new twists where candidates have gone to an extent of getting into examination rooms with harmful substances such as nitric acid to enable them copy from other candidates. 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 must also be stated that the consequential effects of examination malpractices lead to erosion of confidence in the education system, credibility in the education assessment is lost, examination agencies are discredited leading to loss of confidence in the certificates that are issued by the agencies, the cost of conducting examinations

goes up especially in areas where leakage is established, results are cancelled causing undue suffering to innocent candidates, increased corruption levels in society generally, and eventual retardation of national development.

However, measures are put in place to curb the menace to a minimal; examination board must ensure that the printing is done in secure printers abroad, where secure packaging and storage of the papers prior to being air freighted is also guaranteed. In this way, chances of leakages are greatly minimized. The examination guiding rules and regulations are availed to District Education Officers, headmasters, supervisors, invigilators and prospective candidates well in advance i.e., before the examinations to ensure they get acquainted with them thoroughly. Other measures taken are that the examination papers are accompanied by the police and military personnel during transportation to and from the various locations.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter describes the methodology used in the research, explains design of the study, discusses the population targeted for the study, describes the sampling and the sampling techniques and procedures used, mentions the instruments that were applied in the research, elucidates on methods that were used in data collection, explains validity and reliability of the research instruments, clarifies methods used in analyzing the data and elucidates on logistical and ethical considerations of the research.

3.2 Research Philosophy

A research philosophy is a framework that guides how research should be conducted based on ideas about reality and the nature of knowledge (Collis and Hussey, 2014). The two main research philosophies are positivism and interpretivism. These philosophies represent two fundamentally different ways that we as humans make sense of the world around us: in positivism, reality is independent of us and researchers can therefore observe reality objectively. In interpretivism, reality is seen as highly subjective because it is shaped by our perceptions (Collis and Hussey, 2014). This research study is underpinned by the interpretivist research philosophy. Interpretivism emerged as a result of the perceived inadequacy of positivism to meet the needs of social scientists (Collis and Hussey, 2014). It is concerned with exploring the complexities of social phenomena through achieving an empathic understanding of how the research subjects view the world (Bryman and Bell, 2011; Saunders et al., 2012) based on findings from a relatively small sample size (Collis and Hussey, 2014). It is worth noting that the philosophy of interpretive research aligns with the way designers conduct research to gain insights about the context of the problem,

learn and understand behavior and analyses culture to achieve empathy for the users. This research too aims to interpret findings in order to generate theories about the nature of the problem and possible solutions.

3.3 Research design

This study utilized correlation research design. Correlation research design measures the relationship between more than one variable and assesses the association that exists between them explains Stangor (2011). Correlation design was important such that it naturally figures out the connections between variables states Simon (2006). The variables were not at all manipulated hence correlation research design was more suitable for this study as was explained by Johnson (2008).

3.4 Setting of the study

The researcher conducted the study in Afram Plains. The area was suitable for this particular research due to a number of reasons: The cases of examination malpractice had been reported severally over the years in this particular area as explained earlier and this aroused the interest of the researcher to carry out the research in this area. Furthermore, this area has always lagged behind in terms of academic excellence in high schools compared to the rest of Ghana and examination malpractice could be one of the reasons. On top of all that Afram Plains was easily accessible to the researcher hence it was easy for the researcher to interact with the respondents.

3.5 Population

The target population according to Ampofo (2020) is the entire aggregation of respondents that meet the designated set of criteria. The target population for the study was all the Junior High School students and teachers in the Junior High Schools at Afram Plains of the Eastern Region of Ghana. The Junior High School students and

their teachers were considered as having knowledge of examination malpractices and its effects on them. There are eighteen Junior High Schools in the Afram Plains South District of Ghana but for the purpose of this study three schools were selected and they are: Prebyterian Junior High School (number of students are 120), Roman Catholic Junior High School, (number of students are 150) and District Assembly A Junior High School (number of students are 95). Therefore, the total students' population for this study is numbered 365 students.

3.6 Sample and Sampling Technique

The sample comprised student population of 34 as guided by Krejcie and Morgan (1970), 26 class teachers were chosen. The whole model hence comprised of sixty respondents for the research project. The researcher used purposive sampling technique in identifying three public basic schools since the study only concentrated on public basic schools. Systematic sampling was used in choosing the students from the three basic schools, this was chosen because of its simplicity and periodic quality. Therefore the 34 students that were identified in the sample were selected whereby names were picked from the class list where every second name was picked until the required number was arrived at. Systematic sampling was also used once again to select two class teachers until a number of 26 class teachers was reached. Where the schools had more than two streams, simple random sampling of the lottery design was used to identify two streams.

3.7 Research instrument

Questionnaires were used in collecting data from both the students and teachers. The questionnaires had three sections and was based on five-points Likert scales which ranged from strongly agree to strongly disagree. The first part of the questionnaire collected basic background information on the teachers and the students while the

second section entailed questions on the determinants influencing examination malpractices. The third part of the questionnaire was focused on effects of examination malpractices and collected the opinion of the teachers and students on the possible remedies on solving the ever-increasing cases of the examination malpractices. All of the questionnaires had a pecking order which ranged from strongly agree to strongly disagree and was given to both the students and the teachers for the purpose of this study.

3.8 Validity of instrument

Research validity refers to whether the research actually measured what was supposed to measure and not something else (Ampofo, 2020). The researcher took the following steps in order to ensure the validity of the data. The questionnaire was based on information obtained from literature review. The questions were formulated in simple language for easy understanding. The researcher gave to the supervisor to scrutinize to ensure the validity. This helped clarify portions where participants did not understand. There was also a pretest conducted to ensure the reliability of instruments at Tease District Assembly Junior High School. Five students were selected for the pretest exercise. Tease District Assembly Junior High School was closer for the pretest study because it is close to the study area with the participants having similar characteristics as those in the study area. The responses in the pretest helped to modify certain aspects of the questionnaire before they were administered in the main study.

3.9 Pre-testing

A pre-test was conducted in two pre-testing schools in Tease which included Tease Roman Catholic JHS and Tease Presbyterian JHS. Pre testing usually entails 1-10% of the sample of the study depending on the size of that sample as elaborated by

Orodho (2004). The pre-test was important because its purpose was to enhance the content validity and reliability of the instruments and to improve questions, format and the scales after careful analysis of the items based on comments passed by respondents concerning the weaknesses, clarity and ambiguity on all aspects of the questionnaire. For example, it was found after the pre-testing that, items 4 and 7 on the questionnaire were ambiguous and they were revised. In all, a total number of 5 teachers and 10 students were sampled for the pre- testing.

3.10 Reliability of instrument

To affirm how reliable the research apparatus was, the researcher used the Cronbach's alpha to test both the questionnaires for the basic school students and the one for the teachers. According to Chakrabartty (2013), testing of a reliability of an instrument in research may help in measuring precision, consistency, trustworthiness and repeatability of a research instrument. It tests how much the research is error free and hence stable and produces consistent result. Cronbach's alpha which is a reliability coefficient was used to test how much the instruments were correlated to each other. It is the most commonly used measure of internal consistency and the most appropriate measure of reliability especially when it come to the Likert scales instrument as explained by Robinson (2009). The instrument was found to be viable to measure the determinants influencing the examination malpractice in Ghana.

3.11 Data collection techniques

The researcher obtains introductory letter from the University of Education, Winneba department of educational foundations, faculty of educational studies to enable the researcher obtain permission from the various schools where the study would be carried out. After the permission has been granted, an informed consent was sought from all the research participants. Participants were given the choice to be part of the

research after some clarifications concerning the study and were not forced to take part in the research. Therefore, all participants were informed and are free to agree or refuse to participate in the study. The researcher used a group administered questionnaires which were constructed as per the study questions and objectives to collect the research data from both the students and the teachers. These questionnaires were delivered to schools and were filled in under the instructions of the class teachers by the students while the researcher himself supervised that of the class teachers.

3.12 Data analysis

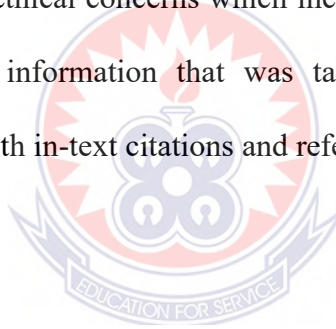
After the researcher collected the research data through the group administered questionnaire, thorough checking of all the questionnaires were done to ascertain that they were properly filled. The researcher entered the data in the computer using the S.P.S.S version 25 where proper analysis was done. Measures of central tendencies, measures of dispersions, and measures of variability were used in examining the quantitative variables as explained by Kothari (2004). After the analysis was done, the information was presented in a form of tables.

3.13 Ethical considerations

Researchers have an obligation to conduct their study and report their findings without hurting research participants (Keyton, 2001). Therefore, the researcher sought ethical clearance from the Institutional Review Board in the University of Education, Winneba to enable the researcher obtain permission from the various schools where the study would be carried out. In the research, informed consent was sought from all the research participants. Participants were given the choice to be part of the research after some clarifications concerning the study and were not forced to take part in the research. Therefore, all participants were informed and are free to agree or refuse to

participate in the study. The researcher conducted the study in a manner that protected the anonymity of the respondents. The essence of anonymity as Cohen et al. (2007) explained is that information provided by participants shall in no way revealed their identity. To protect their anonymity, respondents were not to identify themselves by names. In addition, the cover letter to the survey stated that their responses would be kept confidential and the demographic information will not be revealed. Furthermore, the questionnaire was submitted and collected in a plain envelop without any indication to the school's name. All participants were supplied with the researcher's contact information in order to allow them to ask questions about the survey or to inquire about the research findings.

I therefore addressed all ethical concerns which included; informed consent, anonymity and confidentiality. All information that was taken from different sources was acknowledged through both in-text citations and reference.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter focuses on presentation, analysis and discussion of the responses from the respondents of the study. The presentation of the results is done in two sections. These are presentation of the respondents' demographic variables, and the presentation of results to address the research questions. The discussion of findings is also done in this chapter. This chapter presents the findings and analysis derived from the survey. A total students' population for this study is numbered 365 students of which a simple random sampling was used to get 60 respondents. A total of 60 responses were received from the targeted 60 potential respondents, which constitutes 100% of response rate for the survey.

4.2 Analysis of Demographic Data

The chapter at the outset provides the background to the respondents by analyzing their demographic details. The results are displayed in Table 4.1

Table 4.1: Gender of Respondents

Variable	Frequency	Percentage
<i>Sex</i>		
Male	28	46.7
Female	32	53.3
Total	60	100.0
<i>Role of Respondent</i>		
Student	35	58.3
Teacher	25	41.7
Total	60	100.0

From the data in Table 4.1, majority of the respondents, 32 (53.3%) of the total respondents were females while the rest, 28 (46.7%) of the total respondents were males. From table 4.1.2, 35 (58.3%) of the total respondents indicated they are students while 25 (41.7%) of the total respondents indicated they are teachers.

4.3 Analysis of Research Question 1

Research Question 1 sought to investigate the causes of examination malpractices in public basic schools in Afram Plains. The data in Table 4.2 show the ranking of responses using the relative important index tool.

Table 4.2: Causes of examination malpractices

Causes	Frequency of Ranking					Total	$\sum w$	Mean	RII	Ranking
	1	2	3	4	5					
Desire to pass	0	0	0	7	53	60	293	4.883	0.977	1 st
Threats and intimidation from parents	15	15	5	10	15	60	175	2.917	0.583	10 th
Fear of failure	0	0	0	15	45	60	285	4.750	0.950	2 nd
Frequent absenteeism from classes	9	9	8	12	22	60	209	3.483	0.697	8 th
Laziness to study for examination	0	0	10	8	42	60	272	4.533	0.907	3 rd
Lack of confidence among students	10	12	25	5	8	60	169	2.817	0.563	11 th
Location of examination centers	0	4	0	18	38	60	270	4.500	0.900	4 th
Improper guidance by teachers to face examinations	0	18	10	9	29	60	247	4.117	0.823	5 th
Low salary level of teachers	9	28	0	15	8	60	180	3.000	0.600	9 th
Forgetfulness	0	15	11	9	25	60	224	3.733	0.747	7 th
Worry of failing to get a certificate	0	10	9	17	24	60	235	3.917	0.783	6 th

From the data in Table 4.2, RII ranking technique was used in ranking the causes of examination malpractice in ascending order of magnitude. It was realised that the desire to pass was ranked 1st with RII value of 0.977, followed by fear of failure, with RII value of 0.950 which was ranked 2nd. With 3rd, 4th and 5th respectively, laziness to study for exams, location of examination centers, and improper guidance by teachers to face examination were ranked accordingly with RII values of 0.907, 0.900, and 0.823 respectively. Threats and intimidation from parents and lack of confidence had the least RII values of 0.583 and 0.563 respectively. Since the RII are all more than 0.5, it means the respondents accepted to the fact that, these are basically some of the causes of examination malpractices in Ghana.

4.4 Effects of Examination Malpractices

Subsequently, the Table 4.3 also depicts the level of agreement of statements indicating the effects of examination malpractices in Afram Plains, Ghana. These responses were received from 60 respondents who accepted to be part in answering the questionnaires.

Table 4.3: Effect of examination malpractices

Solutions	Frequency of Ranking					Total	$\sum w$	Mean	RII	Ranking
	1	2	3	4	5					
Increase lack of confidence among students	15	10	5	10	20	60	190	3.167	0.633	7 th
Lure students into other areas of misconducts	0	10	0	10	40	60	260	4.333	0.867	4 th
Produce candidates with low morale and academic values	0	0	0	4	56	60	296	4.933	0.987	1 st
The products of examination malpractice always end up with unfulfilled dreams in their chosen career	10	12	8	10	25	60	223	3.717	0.743	6 th
Brings negative orientation for future leaders who may end up being fraudulent and corrupt in their various offices	0	12	7	8	33	60	242	4.033	0.807	5 th
Builds false foundation for students who engage in it	0	0	5	5	50	60	285	4.750	0.950	2 nd
Defeat the goals of education by turning out certificated illiterates.	0	0	7	7	46	60	279	4.650	0.930	3 rd

With respect to the responses received from the respondents, RII ranking tool was again used to analyze them to generate the order of importance. Examination malpractices produce candidates with low morale and academic values received the highest RII of 0.987, which indicates that most of the respondents were convinced this was a great consequence of examination malpractices. This was followed by examination malpractice also builds false foundation for students who engage in it (RII = 0.950), defeat the goals of education by turning out certificated illiterates (RII = 0.930), and defeat the goals of education by turning out certificated illiterates (RII =

0.867). The products of examination malpractice always end up with unfulfilled dreams in their chosen career and increase lack of confidence among students were ranked last with RII values of 0.743 and 0.633 respectively.

4.5 Discussion of Results

The findings from the questionnaire administered on the various facets of the study clearly provides a fair idea about the causes and effects of examination malpractices in Ghana. The results from the questionnaire ranks desire to pass, fear of failure, and laziness to study for exams as the main cause of examination malpractices. We live in a society where passing an examination is a standard to determine successful students. This system of education encourages students to find every means possible to pass their exams, even if it involves cheating.

Regarding the reasons for the observed examination malpractices, several studies cite similar reasons. Ajibola (2011), observed that excessive value placed on paper qualification or certificate is the major contributing factor to examination malpractice, which is why candidates would not spare any effort to ensure that they obtained whatever they needed to make a living, whether by a just or unjust way. There is over emphasis on paper qualification to the utter neglect of actual performance. This has resulted in learners developing an attitude which is negative towards studies basing on their analysis of the values of society. Our society places a lot of emphasis on certificates to allow for admission into the next level of the education system and obtain better jobs and has ignored the acquisition of knowledge and skills through studying.

Communicating orally or through gestures was a finding that was consistent with David et al (2002). The team found that the use of coded or sign language is often used by some candidates to cheat in examinations. For example, one may drop a ruler or a pen deliberately to draw the attention of a fellow candidate in order to facilitate their communication and accelerate the planned method of cheating.

Examination malpractices could be caused by 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). 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). Newberger (2003) states that: The desire to secure the best grades has become a paramount force that drives students' education with so much emphasis placed on outcomes, grades rather than education.

The results established on the effects of examination malpractices ranks produce candidates with low morale and academic values as the biggest effect of examination malpractices. Other major effects of examination malpractices are; Builds false foundation for students who engage in it and defeat the goals of education by turning out certificated illiterates.

In a study conducted by Akaranga (2011) on examination malpractice, he found that it was easy for a candidate to replace an already answered script with the one given to him or her in a crowded classroom or hall with fewer examination officials or invigilators. It has occasionally been used by some students to defeat examination regulations and works well where the candidate has a prior arrangement with the examiner or invigilator and has in his or her possession the examination questions.

Such a candidate will have answered all the necessary questions in a separate answer booklet which is smuggled into the examination hall to be handed in with the rest of the collected scripts.

Additionally, similar findings were reported by Adeyemi (2010) who reported that one of the causes of examination malpractice was the desire by learners to pass the examinations at all costs. This implies that the attitude towards achieving paper qualifications at all costs has assumed a great dimension in the education system at the expense of commitment to serious academic work. Societal values which have placed a high premium on wealth and material benefits at the expense of hard work, merit and integrity has also contributed to examination malpractice. Learners have seen people gain through wrong means and they have vicariously learnt that what is important is the end product and not how they get it.

The study revealed that lack of confidence within the pupil was among the reasons for examination malpractice. This is similar to a study conducted by Achio, (2005) which revealed that a most important factor responsible for examination malpractice is lack of confidence whose root cause is lack of preparedness for examinations. This leads into candidates developing anxiety and the desire to acquire leakage by all means.

Badmus (2006) in his study also revealed similar findings where he reported that lack of confidence within learners due to inadequate preparation was a cause for examination malpractice. Similar to this study, Ajibola (2011) in his study reported that one of the reasons for examination malpractice is fear of failure due to learners' ill preparation for examinations.

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. Chileshe (2010) also states that employers will eventually struggle to identify with confidence, quality graduates. 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.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This is the final chapter of the research work. It presents the summary, conclusion, recommendations and suggestion for further research work. The conclusions and recommendations were based on the findings of the study.

5.2 Overview of the study

The study principally proposed to examine the causes and effects of examination malpractices in Ghana. The total sample size was 60 and was targeted at specifically teachers and students of some selected schools Kwahu Afram Plains. Simple random sampling technique was made used to select the required respondents. Questionnaires were administered to help in this research in the form of soliciting for information. Data collection did not take long due to proximity and other favorable factors where most of the respondents who accepted to be part of this study, did their due part to help. Afterwards, frequency tables and Relative Importance Index (RII) ranking technique were used to analyze the data obtained.

5.3 Summary of Findings

5.3.1 Causes of Examination Malpractices

The first objective was proposed to identify the causes of examination malpractices in Kwahu Afram Plains. The objective was achieved by soliciting from the respondents the causes of building collapses through a literature enquiry. The attribution factors were ranked based on the responses given by the RII (Relative Importance Index) tool according to their level of importance as well as mean score ranking. The following

are some of the factors which received the highest ranking in descending order; Desire to pass - 0.977, Fear of failure - 0.950, Laziness to study for exams - 0.907, Location of examination centres - 0.907, and improper guidance by teachers to face examination - 0.823.

5.3.2 Effects examination malpractices

This section sought to identify the effects examination malpractices in Afram Plains. A number of the effects were suggested; Produce candidates with low morale and academic values, builds false foundation for students who engage in it, Defeat the goals of education by turning out certificated illiterates, and lure students into other areas of misconduct. This objective was also achieved by using the Relative Importance Index tool and mean score ranking. The RII ranking technique indicated that, produce candidates with low morale and academic values was seen as the major effect the examination malpractices with a RII of 0.987, followed by Builds false foundation for students who engage in it with a RII of 0.950 as the 2nd major effect. Defeat the goals of education by turning out certificated illiterates, Lure students into other areas of misconducts and brings negative orientation for future leaders who may end up being fraudulent and corrupt in their various were subsequently ranked in descending order with RII of 0.930, 0.867 and 0.807 respectively.

5.4 Conclusions

Based on the analysis done in chapter four, it is obvious that increasingly, there are some causes of examination malpractices. Most often than not, students love to have an opportunity to have an easy root to be able to pass. Sometimes, students are even hired to write exams for others. Students take textbooks into and swap papers in the examination halls knowingly by their teachers. Traced to its root, there are apparent pointers to the alarming fact that parents, school authorities, examination invigilators,

examination officers and amazingly too, maybe security agents sent to schools by the examination board to assure sanity in the conduct of the examination hall collaborate to allow examination malpractices. Clearly, this problem of Examination Malpractices has a damning effect on the future of our education system if proper measures are not put in place to curb it.

5.5 Recommendations

1. Headteachers and teachers of public basic schools in Afram Plains should be conscious in identifying the various causes of examination malpractices. This will provide valued information for further discussion as staff.
2. The guidance and counselling unit of public basic schools should be well resourced by the Ghana Education Service Afram Plains and empower the Guidance and Counselling Coordinators to organize guidance programs to educate the students on the negative effects of examination malpractices.
3. The Ghana Education Service in the Afram Plains should spearhead and sponsor an awareness campaign to educate students in all public basic schools in the district on the dangers of examination malpractices. The Education Directorate in conjunction with the public basic schools should undertake dissemination of awareness material/information through various avenues such as public and private media, drama, books, among others to make students, teachers, parents and the entire community understand the dangers of examination malpractice.

5.6 Suggestions for future research

A number of researches can be done in the future in different areas to bring out if any causes of examination malpractices in addition to what has been said here and propose diverse ways of bringing them under control so that the issue of examination malpractices collapse in Afram Plains and Ghana.



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APPENDICES

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

TOPIC: CAUSES AND EFFECTS OF EXAMINATION MALPRACTICES IN

PUBLIC BAISIC SCHOOLS AT AFRAM PLAINS

Dear student,

This questionnaire has been designed to solicit information for a research work being undertaken on the above topic. Please you have been selected as the respondents. Your decision to partake in this case study is completely voluntary. Your opinions and co-operation are very important to the success of this study. The information you give out will be kept strictly confidential. Please kindly respond to the questionnaire by filling in as appropriate. The information given through this questionnaire is purely for academic purposes. I hereby look forward to your participation in this study. Please do not indicate your name on the questionnaire. Thanks for your support.

I consent to participate in this survey: Yes No

SECTION 1: DEMOGRAPHICS OF RESPONDENTS

1. Sex: Male [] Female []

2. Role: Student [] Teacher []

SECTION 2: CAUSES OF EXAMINATION MALPRACTICES

How do you consider the following statements as the cause of examination malpractices? Read the statements and tick (√) against as appropriate.

Key: 1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = strongly Agree

Statement		1	2	3	4	5
1	Desire to Pass					
2	Lack of Confidence					
3	Fear of Failure					
4	Frequent Absenteeism.					
5	Laziness to study for exams					
6	Forgetfulness					
7	Location of Examination centers					
8	Low Salary Level of Teachers					
9	Threats and Intimidation from Parents					
10	Worry of Failing to get a certificate					
11	Improper Guidance by Teachers to face Examinations					

Add any further comments on causes of examination malpractice

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SECTION 3: EFFECTS OF EXAMINATION MALPRACTICES

What are the intensity levels of the following statements as the effects of examination malpractices? Read the statements and tick (✓) against as appropriate.

Key: 1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = strongly Agree

S/N	Statement	1	2	3	4	5
1	Increases lack of confidence among students					
2	Lure students into others areas of misconducts					
3	Produce candidates with low morale and academic values.					
4	The products of examination malpractice always end up with unfulfilled dreams in their chosen career					
5	It brings negative orientation for future leaders who may end up being fraudulent and corrupt in their various offices					
6	Build false foundation for students who engage in it					
7	Defeat the goals of education by turning out certificated illiterates.					

Any further comments can be indicated below

.....

.....

.....

Thank you.



10th May, 2022.

TO WHOM IT MAY CONCERN

Dear Sir/Madam

LETTER OF INTRODUCTORY

I write to introduce to you, *YUSIF ABUBAKARI*, the bearer of this letter who is a student in the Department of Educational Foundations of the University of Education, Winneba. He is reading Post Graduate Diploma in Education.

He is conducting a research on the topic: ***CAUSES AND EFFECTS OF EXAMINATION MALPRACTICE IN PUBLIC BASIC SCHOOLS AT AFRAM PLAINS, GHANA***. This is in partial fulfillment of the requirements for the award of the above mentioned degree.

She is require to administer questionnaire to help him gather data for the said research and he has chosen to do so in your outfit.

I will be grateful if he is given permission to carry out this exercise.

Thank you.

Yours faithfully,


DR. RICHARDSON ADDAI-MUNUNKUM
AG. HEAD OF DEPARTMENT

