

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY**

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**DEPARTMENT OF NURSING**

**DIPLOMA PROGRAMMES**



**THE ASSESSMENT OF EXAMINATION MALPRACTICES AMONG JUNIOR HIGH  
SCHOOL STUDENTS: A STUDY AT FREEMAN JUNIOR HIGH SCHOOL, BEREKUM**

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**2022**

**DECLARATION**

We hereby declare that this submission is our work towards the Diploma in General Nursing and that, to the best of our knowledge, it contains no material previously published by another person nor material which has been accepted for the award of the diploma of the University, except where due acknowledgement has been made in the text.

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## **ABSTRACT**

The study focused on assessing examination malpractice among students at Freeman Methodist Preparatory and Junior High School in Berekum Municipality. A descriptive survey was used to collect in-depth information for the study. A total of hundred (100) students were selected for the study. The respondents were obtained using the convenient sampling method. The data for the study was collected by administering a questionnaire to the participants.

The results of the study reviewed that the age range for respondents was from 10-19 which was further grouped into 10-12, 13-15 and 16-19. It could deduced from the Table 1 above that 26% of the respondents falls between the ages of 10-12 years while 36% and 38% represents the ages between 13-15 and 16-19 respectively. Most of the respondents (40%) were male while 60% of the respondents were female. Majority of the respondents (64%) were in junior high school while 36 percent were in primary school. Majority of the respondents (70%) were staying with their biological parents, 20% were staying with their Brother or Sister, 10% were staying with their other relatives and none of them were staying alone.

The study recommended that examination papers should be strictly secured by the primary school teachers, sitting arrangement during examination period should be changed on regular basis (pupils could be arranged according to the number in the register or names), parents and community should train up their children to imbibe the traditional values of honesty, hard work, fairness, uprightness at home and be complemented by the school, enough resources should be made available for the conduct of examination, sitting arrangement of pupils during examination should not be too close to each other and pupils should also be thoroughly checked before starting any examination.

The study concluded that, less emphasis should be placed on paper qualification. When this is done, there is the likelihood that pupils will not engage in examination malpractice. Most importantly, teachers and parents should encourage their pupils/children to have a positive perception of examination malpractice so that they will not indulge in the act thereby maintaining their dignity.

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# CHAPTER ONE

## 1.0 Introduction

The chapter describes the background of the study, problem statement, general objective, specific objectives and operational definition of terms.

## 1.1 Background of the study

One of the contemporary problems affecting the education system today is examination malpractice. It is a global phenomenon reported in Japan, Pakistan, Great Britain and here in Africa (Nathan, 2019). In Kenya, it first came to public notice when the Kenya National Examinations Council introduced the use of computers. The Minister of Education then derecognized the examination results of Kenya Certificate of Primary Education citing massive examination irregularity in one of the counties; even as the culprits cried foul blaming computers for the vice. Since then, each examination season has been characterized by new and ingenious ways of examination irregularity. This paper is not an evaluation of the existence of this recalcitrant behaviour at the two institutions, but a general investigation and discussion of the concept in order to appreciate its meaning, causes, consequences and / or impact upon the examinees and their institutions of learning whenever it occurs. The paper attempts to find out what the two institutions have put in place to deal with this malice, apart from suggesting and recommending ways of carving out this nefarious behaviour from education institutions (Fasasi, 2018).

In Africa, the situation is not any better. As the United Nation Development Program (UNDP) (2017) 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 (Bassey & Adebayo, 2020). 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, 2020).

Omonijo and Akpa (2018) 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.

Umar (2019) 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, 2017).

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 & Onuka, 2018).

Umar (2019) 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, 2020).

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, 2019).

## **1.2 Problem statement**

Conducting examinations has become one of the major problems the education sector is facing. Despite the strong measures instituted to ensure the security of examination papers such as ensuring the papers were distributed by the Examination Officers to all the various examination centers under police escort and that every school had a strong room and lockable metal boxes

still examination papers find their way out (Mereku & Ampofo, 2019). The stage at which the examination papers leaked was not very clear. Thus, even with the aforesaid strict measures and many others in place to prevent examination malpractices, there were reports that students, teachers, school administrators, Ministry of Education officials, security personnel and parents were involved in examination malpractices (West Africa Examination Council, 2018). In the Berekum municipality of Ghana, majority Junior High School students failed when the BECE was cancelled in 2015 as a result of examination malpractices. This therefore reduced majority of the students to go to Senior High School as witnessed by the researcher who used to be native from Berekum. This situation therefore compelled the researcher to research into the causes and effects of examination malpractices among Junior High School students in the Berekum municipality of Ghana Ghana. 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 2017). When however, irregularity or examination malpractice occurs, then the validity and resulting outcome is questionable.

### **1.3 General objectives**

To know the causes of examination malpractices among Berekum Freeman Junior High School students.

### **1.4 Specific objectives**

1. To identify the possible forms of examination malpractice among students of Berekum Freeman Junior High School.
2. To identify the effects of examination malpractice among students of Berekum Freeman Junior High School.

3. To identify the causes of examination malpractice among students of Berekum Freeman Junior High School.

### **1.5 Operational definition**

**Examination:** Examination can provide information about an individual, student or group of students, a school (in terms of whether it is performing according to expectation), or about educational system (in terms of whether or not the set objectives are being met)

**Malpractice:** Malpractices refers to all illegal means adopted by students in passing examination either within or outside the examination hall. It can be taking to mean „cheating’ „cookery’ or „fraud’.

**Examination malpractice:** Examination malpractice is an act or arrangement from which an examinee is programmed to derive illegal and illicit advantage over and above other candidates (students) in respect of some given examinations.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter reviewed relevant literature relating to the subject of study in order to situate the study in the appropriate empirical and conceptual framework. It consists of some empirical evidences in the possible forms of examination malpractice, the effects of examination malpractice and the causes of examination malpractice among Berekum Freeman Junior High School.

#### 2.1 The possible forms of examination malpractice.

Ayanniyi & Anya (2019) identified forms of examination malpractices to include tattoo, token, contract, expo, computo, impersonation, question paper leakage, aiding of students by lecturers, collusion among students, use of unauthorized materials in the examination hall, giraffe or extending of neck to copy from others and spying during an examination.

Asare (2019) identified leakage of question papers to spying, changing answer books, impersonation misconduct in the examination centre, approaching invigilators/examiners, making false entries in award list/examination registers, and issuing fake certificates/degrees as forms of malpractice.

According to Makaula (2018), examination malpractice is an act or irregular manner of testing candidates that disobeys the rules and conventions guiding the conduct of examinations.

Makaula further stated that examination malpractice has done a lot of harm to students since

many of them have neglected their books with the hope of performing the magics they have been using in various examinations to pass.

To Omonijo (2017), examination misconduct is careless, unlawful or undesirable actions put up by candidates in any official assessment of his or her intellectual capability in a specific subject.

## **2.2 The causes of examination malpractice.**

Makaula (2018) conducted a study on examination malpractice and found that; indiscipline among Senior High School students, insufficient students' preparation for the examination, the desire of students to pass the examination at all cost, lack of positive self-concept, lack of good study habits, laziness on the part of students and lack of teaching and learning materials cause examination malpractice. Similarly, Nyandwi (2017) indicated in a study that factors that cause examination malpractice were; uncondusive teaching and learning environment, pressure from parents/peers to pass an examination, indiscipline among students, inadequate preparation toward examination, rating of schools according to academic performance and ineffective supervision during examinations.

According to Sommers & Satel (2017), the experience of brazen disregard for laws and regulations in education is just a reflection of the larger circumstance in society.

On the subject of wrongdoing in the assessment process, Badejo and Gandonu (2019) announced that it has reached an unmanageable level and that it should be a cause of worry for all key players in the education sector, issuing a clarion call to all to make strenuous efforts to reduce the situation. In his analysis of the factors that predispose students in Lagos universities to exam malpractice and the implications for therapy, he discovered that 83.3% believe that coordination between students and teachers triggers examination malpractice.

On the part of students, Badejo and Gandonu (2019) revealed that 79.2 percent of those polled admitted to cheating, implying that students are partially to blame for cheating because their attitude toward attending lectures isn't exactly stellar. A 9% increase in this statistic, giving us a rounded number of 88%, showed that students are influenced to cheat in examinations by the focus and angry demand for certificates.

In a related research, Adeyemi (2018) discovered that the core factors of exam cheating are connected to general indiscipline among students, which was shared by 97.3% of his survey respondents.

The prevalence of cheating, according to Ruwa (2017), can be due to poor distribution, inadequate facilities, poor service conditions, fear of failure, and admission of unqualified candidates. Fayombo (2017) summarizes the psychological and sociological triggers found, but believes that dependence on qualifications or paper certificates is the most significant causal factor.

According to Abayeh (2016), the poverty level of supporting workers is at an all-time high, and in order to better their situation, they would use nefarious strategies to supplement their inadequate salaries. Supporting this claim with facts and figures, he claimed that 90% of employees will disregard laid-down rules and engage in nefarious activities for a fee, while 10% will not be interested in naming a price and will instead swap sex with students.

In the view of Erakhuman (2020), quoted in Ogonor & Badmus (2016), basic and second cycle teachers lack sufficient expertise in the disciplines they claim to teach since their trainers at the time lacked the knowledge and were not adequately motivated. Further, institutional heads have been criticized for their students' bad results. In order to save face and redeem their reputation,

they resort to providing students with the required force to protect their future Badejo and Gandonu (2018) found that 83.3 percent agreed that lecturers' low attendance in class encourages students to cheat in exams, with 62.5% supporting their colleagues. They also found that lecturers' harshness in marking script breeds aggressive behaviors in exams.

### **2.3 The effects of examination malpractice.**

Gyamfi (2022) conducted a descriptive survey to find out the perceive impact performance-based assessment on examination malpractice at the Schools level in the Western region of Ghana. A performance-based test was developed. The population for the study were mathematics examiners and teachers and public students in in the western region of Ghana. A multistage sampling procedure was used for the selection of respondents for the study. The study made use of stratified, simple random and census techniques for selecting participates for the study. In all, sample of 240 examiners and 150 mathematics teachers in the western region of Ghana was selected for the study. The instrument for the data collection of the study was questionnaire. Data collected was analyzed with means and standard deviation. It was found that mensuration, set, equations and inequalities, business mathematics and algebraic expressions were expressed to attract much malpractice whiles graphs, angles and construction were found to least attract malpractice. The result also showed that PBA could reduce examination malpractice at the SHS level. It was therefore recommended that the West African Examination Council should give a try-out of PBA in the SHS for some selected schools to further ascertain the strength and weaken of the developed PBA.

Khanje (2021), stated that consequences of examination malpractice could be experienced immediately when cheating occurred or after a long period. Some effects of malpractice affect

people while others affect a whole school, the entire education system, or a country as a whole. Consequences on an individual include cancellation of students' examination results or dismissal of a teacher who involved himself/herself in examination cheating. When the case of examination cheating is severe, the perpetrators are put before the law court and subsequently prosecuted. Some culprits if convicted are made to pay necessary fines or go to prison when they do not have the means to pay the proposed amount.

Anzene (2019) observed in a study on causes and effects of examination malpractice with concern that students who indulged in examination malpractices mostly lose their moral identity and directions. Anzene stated that those individuals that indulge in examination malpractice are no more recognising ethics as worth discharging duties that are expected of them honestly. If students who involved in examination malpractices during their school days.

## **CHAPTER THREE**

### **MATERIALS AND METHODS**

#### **3.0 Introduction**

This chapter details, the study area and study population, study design, sampling techniques, data collection method and instrument, data analysis techniques, ethical consideration, and the limitations of the study.

#### **3.1 Study area**

The study was conducted in the Berekum East Municipality specifically at Freeman Methodist School. Berekum is the capital of Berekum East Municipal Assembly and it is one of the fast growing districts in the Bono region of Ghana. The Municipality shares boundaries with Wenchi Municipal and Berekum West District to the northeast and northwest respectively, Dormaa Central Municipal to the South and Sunyani West Municipal to the east. The population of Berekum Municipality, according to the 2021 Population and Housing Census, is 449,860 representing 8.6 percent of the region's total population. Males constitute 48.2 percent and females represent 51.8 percent. More than half (60.5%) of the municipality's population lives in the urban areas, and has a sex ratio of eighty five (85) males to a hundred (100) females. About two-fifth (41.6%) of the population of the municipality is youthful (0-14 years) and the percentage of adolescent aged between the ages of 10-19 years was 25%.

The municipality can boast of host educational facilities both basic and secondary. The study was conducted at one of the basic schools within the municipality, Freeman Methodist

Preparatory and Junior High school. The school was established in 1990 by the Methodist Church of Ghana and it is located behind the Methodist Church of Ghana along the Biadan road. The school shares boundaries with Holy Family Hospital and Holy Family Nursing and Midwifery Training College respectively. It also shares boundary with AKAB School complex. The population of the school is eight hundred and fifty (850). That is both Preparatory and JHS combined.

### **3.2 Study Design**

The study design that was adopted for the study was a descriptive cross-sectional study design to determine the Health seeking behavior and among adolescents in Berekum East Municipality.

Descriptive cross-sectional studies provide data for describing the status of phenomena or relationships among phenomena at a fixed point in time.

### **3.3 Study Population**

This describes the target and accessible population of the study. The target population comprised of the adolescents in the Municipality and the accessible population comprised of 50 adolescents aged 10-19 years attending Basic school at Freeman Methodist Preparatory and Junior High School, Berekum.

### **3.4 Sampling technique and size**

Convenience sampling technique is a form of research technique, where samples are been taken from participants who are readily available for the study (Lindbig, 2020).

A convenience sampling technique was used to select participants for the study because it is extremely fast, easy, and cost effective sampling method. Typically, convenience sampling tends to be a favored sampling technique among students as it is inexpensive and an easy option compared to other sampling techniques. Convenience sampling often helps to overcome many of the limitations associated with research. Participant recruitment will be voluntary. The study population of adolescent aged 10-19 years who attends school at Freeman Methodist Preparatory and JHS were contacted to take part in this study. A total of 100 participants was sampled for the study.

### **3.5 Data collection methods and instruments**

A written questionnaire with both open and close ended questions was used in the exercise to collect information from the participants. Structured questionnaire was administered to pupils between the ages of 10-19 years at Freeman Methodist Preparatory and JHS in Berekum.

Structured questionnaire was used because the researchers do not want their opinions to influence the participants' way of answering the questions. The questionnaire was cross-checked for accuracy. Questionnaires were not given to participants to go and answer at home but rather they were made to answer them in the presence of the researchers. This allowed the participants to get clarifications on some of the questionnaires before answering them.

### **3.6 Data analysis techniques**

All returned questionnaires were checked for missing data. All blank Questionnaires were not included during the analysis. Data was entered and analyzed using tables and figures. The results were presented in the form of frequencies, graphs and percentages.

### **3.7 Ethical consideration**

An introductory letter was sent to the headmaster of Freeman Methodist Preparatory and Junior High School for approval to conduct the study. Participants were informed of the benefits, risks, purpose, and procedure of the study and their right to withdraw from the study at any point without penalty. All participants agreed voluntarily to be part of the study. Respondents were assured of anonymity and confidentiality by not providing any form of identification on the questionnaire. However, identification codes were used to represent the respondent according to their chronologic entry into the study.

### **3.8 Limitation of the study**

The limitations to this study were, the limited time with which we had to complete the study and the smaller sample size that was chosen for the study. Because the sample size was small, we could not generalize the study findings.

## CHAPTER FOUR

### DATA ANALYSIS AND RESULTS

#### 4.0 Introduction

This chapter presents a detailed analysis of the data gathered from the field. The results are presented in tables and figures. The analysis of data was done according to the specific objectives of the study. The results are categorized into the demographic characteristics of the data of students, the possible forms of examination malpractice, the causes of examination malpractice and the effects of examination malpractice among students of Berekum Freeman Junior High School.

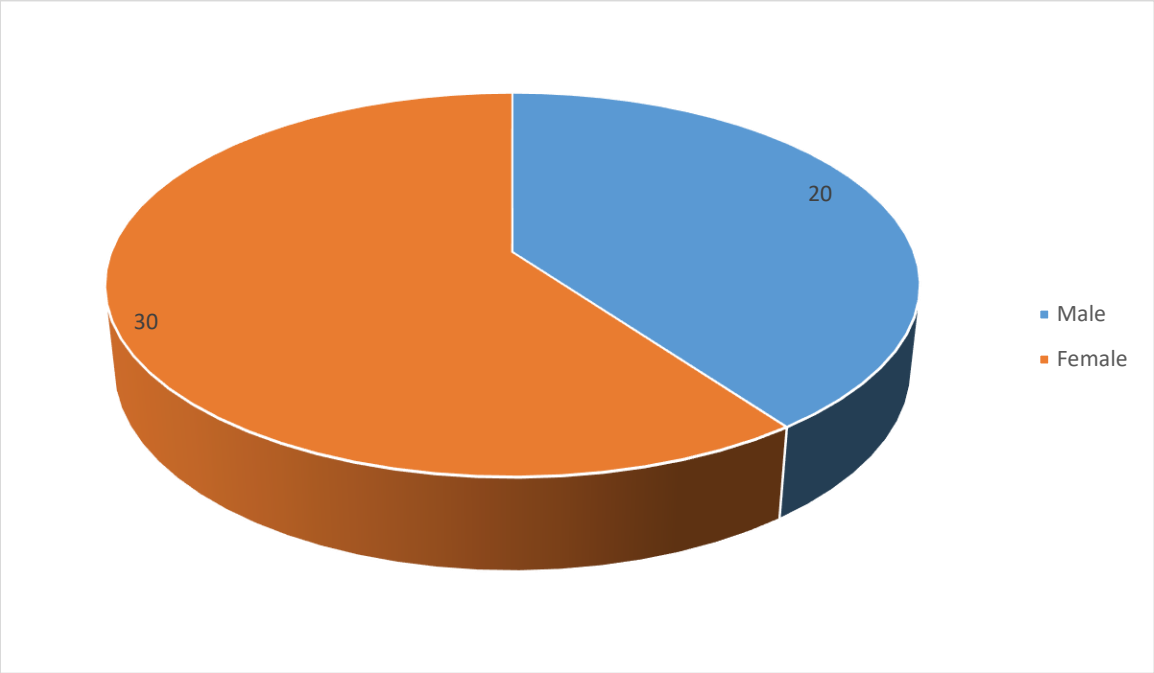
#### 4.1 Demographic Characteristics of the Respondents

**Table 1: Age Distribution of Respondents**

Variable	Categories	Frequency (n)	Percentage (%)
Age	10-12	13	26
	13-15	18	36
	16-19	19	38

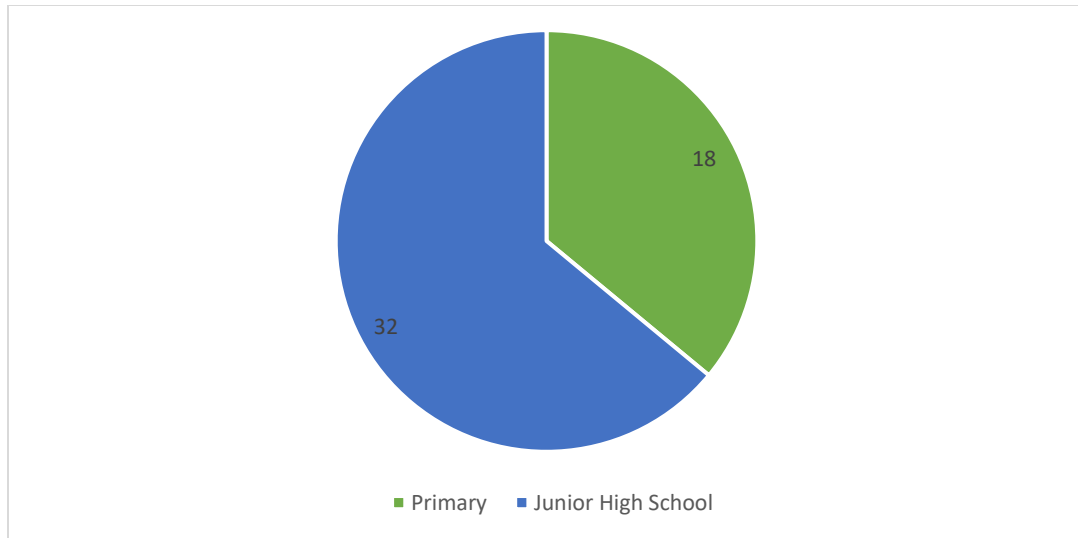
The results of the study reviewed that the age range for respondents was from 10-19 which was further grouped into 10-12, 13-15 and 16-19. It could deduced from the Table 1 above that 26%

of the respondents falls between the ages of 10-12 years while 36% and 38% represents the ages between 13-15 and 16-19 respectively.



***Figure 1: Respondents Gender.***

From figure 1, most of the respondents (40%) were male while 60% of the respondents were female.



**Figure 2: Respondents Level of Education.**

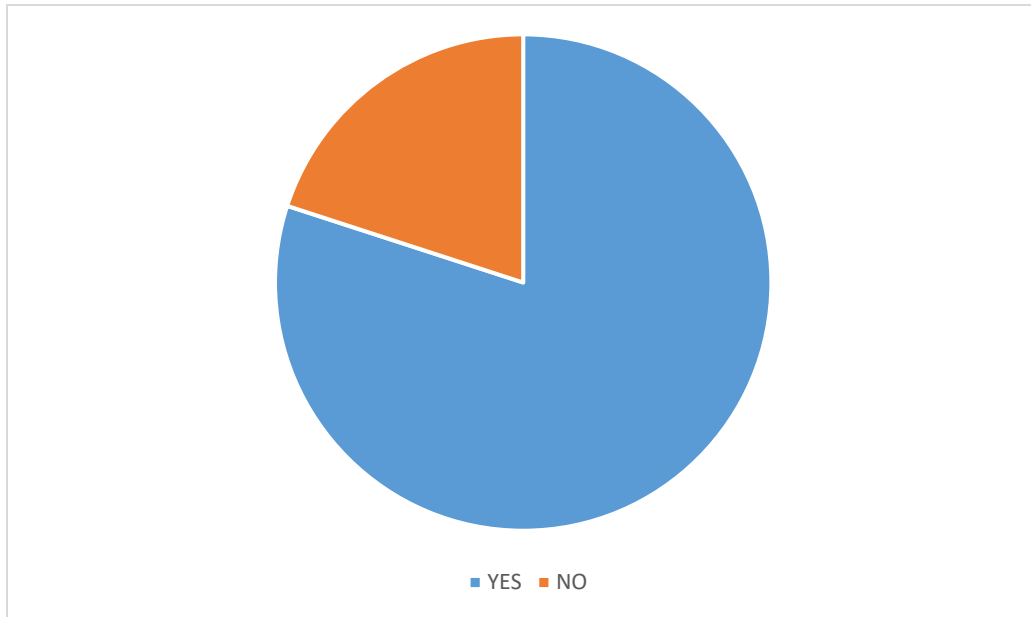
From figure two, majority of the respondents (64%) were in junior high school while 36 percent were in primary school.

**Table 2: Respondents Guardian**

Variable	Categories	Frequency (n)	Percentage (%)
<b>Guardian</b>	Biological parents	35	70
	Brother/sister	10	20
	Alone	0	0
	Other relation	5	10

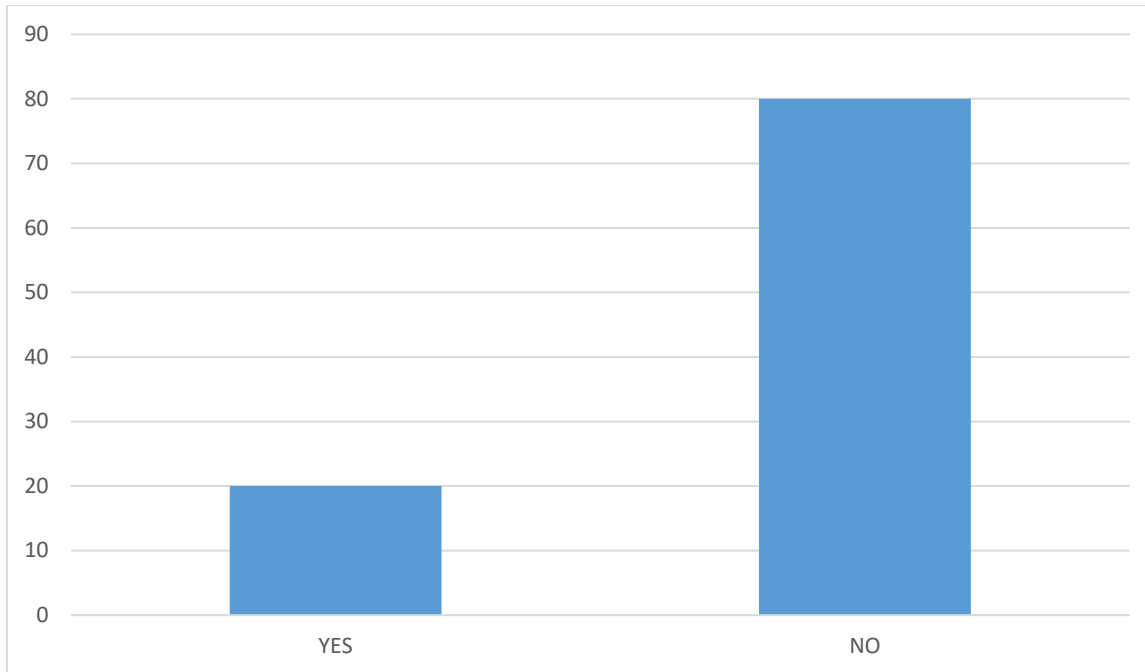
From the table above, majority of the respondents (70%) were staying with their biological parents, 20% were staying with their Brother or Sister, 10% were staying with their other relatives and none of them were staying alone.

#### 4.2 Possible forms of examination malpractice



*Figure 3: Respondents view on cheating during examination.*

Respondents were asked whether they cheated before during exams and about 20% of the respondents indicated they have never cheated before and 80% of the rest also indicated they cheated during exams before.



**Figure 4: Respondents view on how helpful it was.**

A follow up question was asked whether cheating was helpful to them and 80% of the respondents indicated that it was not helpful at all while the remaining 20% also indicated that it was helpful.

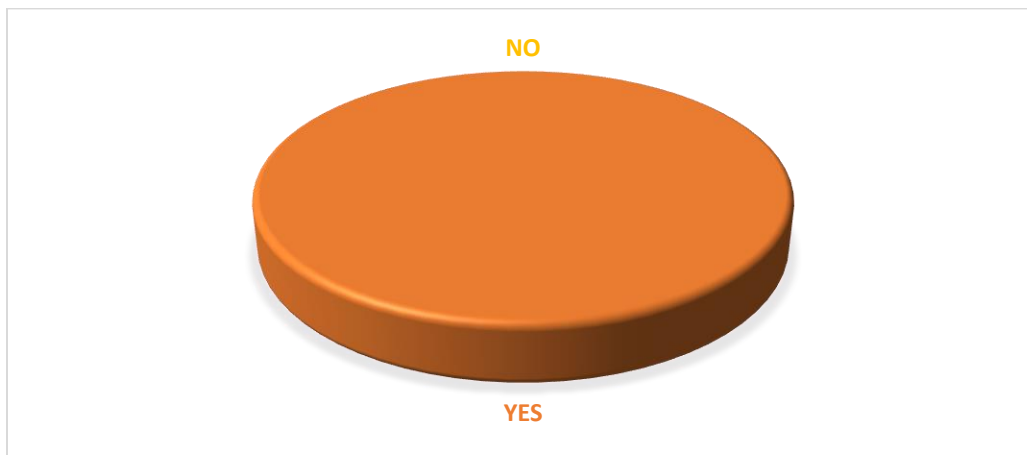
**Table 3: Forms of examination malpractices.**

Category	Frequency (n)	Percentage (%)
Copying	20	20
Girafing	48	48
Tattoo	0	0
Aided by a teacher at the exam hall	5	5
Using foreign material	25	25
Using a device(cell phone)	2	2

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respondents were asked to indicate some of the forms of cheating and majority of the students (48%) indicated they stretch their necks( that is the girafing) to copy from their colleagues during exams as a as a form of cheating, 20% indicated that copying was their habit when they are writing exam, with none of them indicating tattooing form, 5% also indicated that they were being helped by their teachers during the exam, again some (25%) indicated using foreign materials is another form of cheating the used and 2% indicated that using cell phone or sending cell phone to the exam hall was their way of cheating.

#### **4.3 The causes of examination malpractice.**



*Figure 5: Respondents view on the cause of examination malpractices.*

**Table 4: Causes of examination malpractices.**

<b>Statements</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Fear of failure	20	20
Laziness of students	15	15
Lack of self confidence	5	5
Peer pressure	20	20
Poor quality teaching	3	3
Inadequate study material	8	8
Poor school management	7	7
Poor parental upbringing	22	22

The results show that majority of respondents (n=22) representing 22% agreed that parents buying examination questions for students is a nature of parental factors causing examination malpractice. Also majority of respondents (8%) agreed that inadequate textbook or learning materials is a causal factor leading to examination malpractice. In addition, some of the respondents (5%) agreed that lack of self-motivation or confidence on the part of students has been another cause of examination malpractice. Again, some of the respondents (7%) agreed that poor school management is another factor causing examination malpractice. Furthermore, some of the respondents (15%) agreed that poor study habit (laziness of students) is a student factor causing examination malpractices.

Moreover, some of the respondents (8%) also agreed that some teachers lack knowledge (poor quality teaching) in the subject of which they teach and as such leads to examination malpractice. Again, majority of respondents (20%) agreed that fear of failure is another factor leading to

examination malpractice. Also majority of respondents (20%) agreed that interaction with peers who have inclination for cheating has been a major factor of students leading to examination malpractices.

Respondents were asked if there were some other reasons of causing examination malpractice and majority of respondents 70 representing 70% indicated that parents offering money to examination authorities to assist their children is a nature of parental factors causing examination malpractice.

Again, some of respondents 50 (50%) indicated that students are not fully prepared by their teachers for examination and as such leads to examination malpractice.

Most of respondents (50%) also indicated that there is lack of mastering skills by most teachers in imparting knowledge into students and as such leads to examination malpractice.

In addition, majority of respondents (60%) indicated that poor teaching methods by teachers is a cause of teacher's factors leading to examination malpractice.

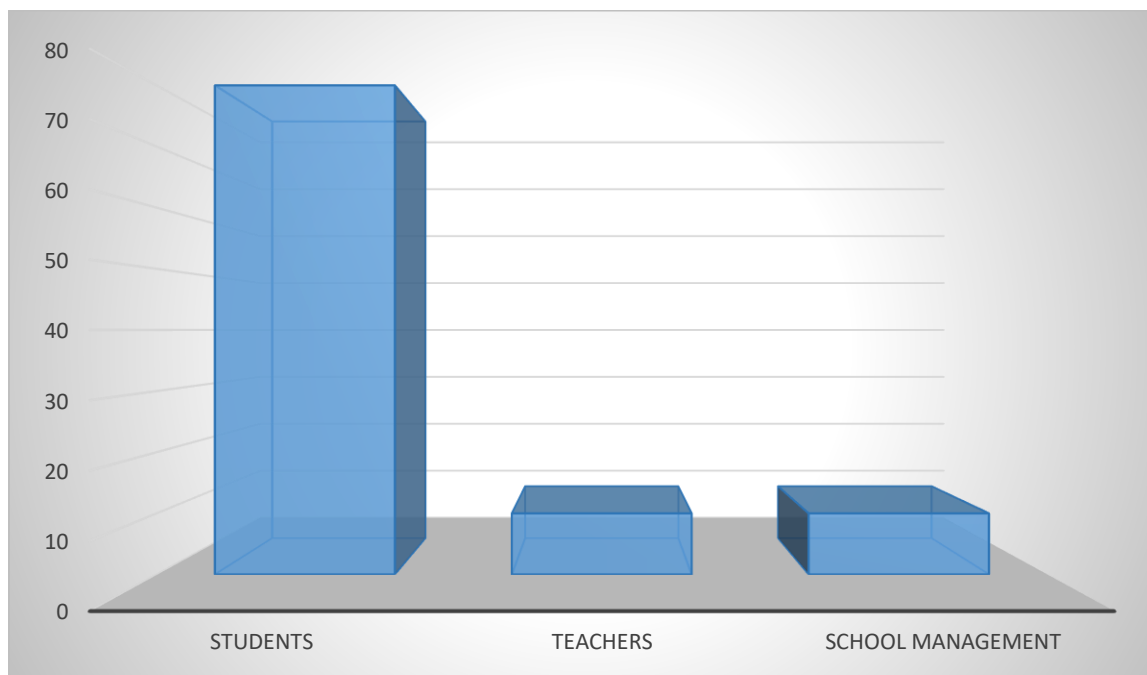
Also, some of respondents (75%) indicated that unqualified teachers has been a major teacher factors leading to examination malpractices

#### 4.4 The effects of examination malpractice.



*Figure 6: Respondents view on the effects of examination malpractices.*

From figure six, respondents were asked whether cheating at the exams hall has effects or not and all the respondents indicated that it does have effects.



*Figure 7: Respondents view on who suffer most.*

From figure seven, respondents were asked to give their views on who suffers of the effects and majority of the respondents (80%) indicated that it has much effect on students, 10% indicated on teachers and another 10% indicated that effect is on the school management.

**Table 5: The effects of examination malpractices.**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>TOTAL</b>
It breeds laziness	85	10	5	0	100
It cripples your thinking abilities here	60	20	10	10	100
It leads to frequent cancellation of results	90	10	0	0	100
It destroys reputations	70	10	15	5	100

From table five, majority of respondents 90 (90%) strongly agreed that examination malpractices lead to frequent cancellation of results while 10 (10%) agreed. Furthermore, majority of respondents (90) % strongly agreed that examination malpractices discourages good students/candidates from studying hard while (10%) agreed. In addition, majority of respondents (60%) strongly agreed that examination malpractices cripples your thinking ability which decrease job efficiency, 20% agreed, 10% disagreed and another 10% strongly disagreed. Moreover, majority of respondents (70%) strongly agreed that examination malpractices lead to destruction of good reputation on the part of the candidates and the school as well, 10% agreed, 15% disagreed while 5% strongly disagreed.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter provides an in-depth look at the major findings that emerged out of the research, comparison of the analyzed data with findings from other literature, conclusions, and recommendations.

#### **5.1 Discussions**

##### **5.1.1 Respondents demographic data**

The results of the study reviewed that the age range for respondents was from 10-19 which was further grouped into 10-12, 13-15 and 16-19. It could deduced from the Table 1 above that 26% of the respondents falls between the ages of 10-12 years while 36% and 38% represents the ages between 13-15 and 16-19 respectively. Most of the respondents (40%) were male while 60% of the respondents were female. Majority of the respondents (64%) were in junior high school while 36 percent were in primary school. Majority of the respondents (70%) were staying with their biological parents, 20% were staying with their Brother or Sister, 10% were staying with their other relatives and none of them were staying alone.

##### **5.1.2 The possible forms of examination malpractice.**

Concerning the possible forms of examination malpractice respondents were asked to indicate some of the forms of cheating and majority of the students (48%) indicated they stretch their necks( that is the girafing) to copy from their colleagues during exams as a as a form of cheating, 20% indicated that copying was their habit when they are writing exam, with none of them

indicating tattooing form, 5% also indicated that they were being helped by their teachers during the exam, again some (25%) indicated using foreign materials is another form of cheating the used and 2% indicated that using cell phone or sending cell phone to the exam hall was their way of cheating. Similarly, this study is consistent with Ayanniyi & Anya (2019) who identified forms of examination malpractices to include tattoo, token, contract, expo, computo, impersonation, question paper leakage, aiding of students by lecturers, collusion among students, use of unauthorized materials in the examination hall, giraffe or extending of neck to copy from others and spying during an examination.

### **5.13 The causes of examination malpractice.**

With regards to the causes of examination malpractices, majority of respondents (n=22) representing 22% agreed that parents buying examination questions for students is a nature of parental factors causing examination malpractice. Also majority of respondents (8%) agreed that inadequate textbook or learning materials is a causal factor leading to examination malpractice. In addition, some of the respondents (5%) agreed that lack of self-motivation or confidence on the part of students has been another cause of examination malpractice. Again, some of the respondents (7%) agreed that poor school management is another factor causing examination malpractice. Furthermore, some of the respondents (15%) agreed that poor study habit (laziness of students) is a student factor causing examination malpractices. Similarly, Nyandwi (2017) indicated in a study that factors that cause examination malpractice were; uncondusive teaching and learning environment, pressure from parents/peers to pass an examination, indiscipline among students, inadequate preparation toward examination, rating of schools according to academic performance and ineffective supervision during examinations. This study also affirms to a study conducted according to Ruwa (2017), who stated that , itcan be due to poor

distribution, inadequate facilities, poor service conditions, fear of failure, and admission of unqualified candidates.

#### **5.14 The effects of examination malpractice.**

With regards to the effects of examination malpractices, majority of respondents 90 (90%) strongly agreed that examination malpractices lead to frequent cancellation of results while 10 (10%) **agreed**. Furthermore, majority of respondents (90) % strongly agreed that examination malpractices discourages good students/candidates from studying hard while (10%) agreed. In addition, majority of respondents (60%) strongly agreed that examination malpractices cripples your thinking ability which decrease job efficiency, 20% agreed, 10% disagreed and another 10% strongly disagreed. Moreover, majority of respondents (70%) strongly agreed that examination malpractices lead to destruction of good reputation on the part of the candidates and the school as well, 10% agreed, 15% disagreed while 5% strongly disagreed. This is in consistent with Khanje (2021), who stated that consequences of examination malpractice could be experienced immediately when cheating occurred or after a long period. Some effects of malpractice affect people while others affect a whole school, the entire education system, or a country as a whole. Consequences on an individual include cancellation of students' examination results or dismissal of a teacher who involved himself/herself in examination cheating. When the case of examination cheating is severe, the perpetrators are put before the law court and subsequently prosecuted. Some culprits if convicted are made to pay necessary fines or go to prison when they do not have the means to pay the proposed amount.

#### **5.2 Conclusion**

In conclusion, this study has surveyed the issue of examination malpractice in the primary school including its problems and prospect. It has specifically examining the meaning of examination

and examination malpractice respectively. The paper also took a look at the causes of examination malpractice, the possible forms of examination malpractice, and the effects of examination malpractice. To this effect, less emphasis should be placed on paper qualification. When this is done, there is the likelihood that pupils will not engage in examination malpractice. Most importantly, teachers and parents should encourage their pupils/children to have a positive perception of examination malpractice so that they will not indulge in the act thereby maintaining their dignity.

### **5.3 Recommendations**

Based on the findings of this study, the following recommendations were made in order to prevent examination malpractices and sustain the students' academic performance:

1. Examination papers should be strictly secured by the primary school teachers.
2. Sitting arrangement during examination period should be changed on regular basis.  
Pupils could be arranged according to the number in the register or names.
3. Parents and community should train up their children to imbibe the traditional values of honesty, hard work, fairness, uprightness at home and be complemented by the school.
4. Government should provide conducive learning environment in schools by providing learning facilities and also enhance remuneration for primary school teachers.
5. Enough resources should be made available for the conduct of examination.
6. Sitting arrangement of pupils during examination should not be too close to each other and pupils should also be thoroughly checked before starting any examination.

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**APPENDIX**

**QUESTIONNAIRE**

**INTRODUCTION**

Dear Respondent,

We are students of the Holy Family Nursing and Midwifery Training College, Berekum researching on the topic; “Assessing examination malpractice among students at Freeman Methodist Preparatory and Junior High School in Berekum Municipality.”

Kindly answer the under-listed questions by ticking (√) the appropriate box or writing in the space provided. Any information you provide is confidential. Your opinion is neither considered right nor wrong. You can choose to withdraw your participation at any time without any penalty. It will take approximately 20 minutes to answer this questionnaire.

Thank you.

**PLEASE TICK [√] THE APPROPRIATE BOX WHERE APPLICABLE**

**Section A: Demographic Characteristics**

1. Age (in completed years) . . . . .
2. Sex:           A. Male     [    ]           B. Female [    ]
3. Educational level:   A. Primary [    ]           B. Junior High School [    ]
4. Guardian?        A. Biological parents [    ]           B. Brother/sister [    ]  
                  C. Alone [    ]           D. Other relation [    ]           E. Someone not related to me [    ]

**Section B: Possible forms of examination malpractice**

5. Have you ever cheated during exam before?

A. Yes [ ]      B. No [ ]

6. If yes, how and if no why?

7. If yes, was it helpful?

B. Yes [ ]      B. No [ ]

8. If yes, how was it helpful and if no, what is your reason?

.....

Indicate the form of malpractice by ticking (√) the appropriate space provided. Please tick all that apply.

No	Statements	
9.	Copying	
10.	Girafing	
11.	Tattoo	
12.	Aided by a teacher at the exam hall	
13.	Using foreign material	
14.	Using a device(cell phone)	

**Section C: The causes of examination malpractice**

15. Does it have a cause?

A. Yes [ ]      B. No [ ]

16. If no, what is your reason?

.....

Indicate some of the causes of malpractice by ticking (√) against the appropriate space provided.

Please tick all that is apply.

No	Statements	
17.	Fear of failure	
18.	Laziness of students	
19.	Lack of self confidence	
20.	Peer pressure	
21.	Poor quality teaching	
22.	Inadequate study material	
23.	Poor school management	
24.	Poor parental upbringing	

25. Do you think there are other causes of examination malpractice

A. Yes [ ]      B. No [ ]

26. If yes to 22, please list them for us

.....  
.....  
.....  
.....

**Section D: The effects of examination malpractice**

27. Does it have effects?            A. Yes [    ]            B. No [    ]

28. If no, why.....

29. The effects are on the

**A.** Student [    ]            **B.** teachers [    ]            **C.** Management [    ]

Indicate your position on the following statements (the effects of the examination malpractice)

by ticking (√) the appropriate option NB: SA= Strongly Agree, A= Agree, SD= Strongly

Disagree, D= Disagree

No	Statements	SA	A	D	SD
30.	It breeds laziness				
31.	It cripples your thinking abilities here				
32.	It breeds laziness				
33.	It destroys reputations				

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January 30, 2023

Our Ref. ....

Your Ref. ....

Date .....

The Headmaster  
Freeman Methodist Junior High School  
Berekum  
Bono Region

Dear Headmaster

**PERMISSION TO CONDUCT RESEARCH**

I wish to introduce to you the under listed names of final year students of the College:

1. Alhassan Umufadil
2. Tetteh Gyamaa Esther

As part of the pre-requisite for the award of Diploma in Nursing they are to conduct a research study, on the topic 'The Assessment of Examination Malpractices among Junior High School Students: A Study at Freeman Junior High School, Berekum.'

I would be grateful if you could assist them with any material or help they may need to accomplish this task.

Thank you.

Yours faithfully

Joseph Applah  
Supervisor

For: Principal