

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF HEALTH SCIENCES

FACULTY OF ALLIED HEALTH SCIENCE

DEPARTMENT OF NURSING

DIPLOMA PROGRAMMES



**REASON BEHIND EXAMINATION MALPRACTICES AMONG STUDENTS OF HOLY
FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM**

SUBMITTED BY:

ADJEI DACOSTA - 4120190085

ADJEI MARY - 4120190010

[HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM]

AFFILIATED TO KNUST, KUMASI

HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM



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ADJEI DACOSTA	-	5532921
ADJEI MARY	-	5534421

2021

DECLARATION

We hereby declare that this submission is our own 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 diploma of the University, except where due acknowledgement has been made in the text.

ADJEI DACOSTA  15/11/22
5532921 Signature Date

ADJEI MARY  15/11/22
5534421 Signature Date

Certified by:  15/11/22
Amos Owusu Signature Date
(Supervisor)

Monica Nkrumah
(Principal) Signature Date

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August 17, 2022

Date

Amos Owusu
Holy Family NMTC
Post Office Box 21
Berekum

Dear Mr. Owusu

RE: PERMISSION TO CONDUCT RESEARCH

With reference to your Memorandum dated August 10, 2022, I write to notify you that the students listed below have been granted permission to conduct their research in the College on the topic: 'Reasons Behind Examination Malpractices among Students in Holy Family Nursing and Midwifery Training College, Berekum'.

1. Mary Adjei
2. Dacosta Adjei

Thank you.

Yours sincerely

Monica Nkrumah (FGNM)
Principal

PRINCIPAL
HOLY FAMILY NURSING AND
MIDWIFERY TRAINING COLLEGE
BEREKUM

ABSTRACT

The global perspective of this study is to know the causes, effect and to assess the main reason behind examination malpractice among the student of Holy family nursing and midwifery nursing college Berekum. This is because it is becoming more difficult to gain into tertiary institutions in Ghana when someone is caught. This study is conducted in the holy family nursing and midwifery college Berekum in the Brong Ahafo region of Ghana. The final year students (Registered General nursing 22) were use a sample for this study.

A cross sectional survey was used for the study. A total of 50 students were sampled for the study. The data for the study was collected by administering the questionnaire to the participants.

The study found that the majority of the respondents (100%) agreed that, they all have ideas about examination malpractice. The study recommended that all people who hold administrative positions in hospitals or schools should take the necessary measures to properly observe and implement the guidelines for examination malpractice in the school.

Contents

ABSTRACT	5
CHAPTER ONE	7
BACKGROUND OF THE STUDY	7
1.0 Introduction.....	7
1.1 Statement of The Problem.....	8
1.2 Purpose of The Study.....	9
1.3 Objective of The Study	9
1.4 Research Questions	9
1.5 Significance of The Study	9
CHAPTER TWO	10
LITERATURE REVIEW	10
1.0Introduction.....	10
Forms Of Examination Malpractice	10
Causes Of Examination Malpractice.....	15
FACTORS AFFECTING THE PROPENSITY TO CHEAT IN EXAMINATIONS.....	18
Effects Of Examination Malpractice.....	19
Measures To Control Examination Malpractice in Schools in Ghana	22
CHAPTER THREE.....	24
METHODOLOGY	24
1.0Introduction.....	24
3.1 Study Type and Design.....	25
3.2 Study Population.....	25
3.3 Study Area	25
3.4 Data Collection Techniques and Tools.....	26
3.5.1 Sample Size	26
3.5.3 Data Analysis.....	26
3.6 Limitation of The Study	26
3.7 Ethical Consideration	27
CHAPTER FOUR	27
ANALYSIS OF DATA	27

4.0 Introduction.....	27
4.1 Demographic and Socioeconomic Features	28
Table 2: Age Distribution of Respondents.....	28
Effect of Examination Malpractice	36
Table 13: Causal Factor of Examination Malpractice in Berekum HFNMTTC	38
Reason Why Candidates Want To Obtain Good Results through Examination Malpractice.....	40
CHAPTER FIVE	42
DISCUSSION.....	42
5.0 Introduction.....	42
5.1 Summarizes the Descriptive Information of the Study Participants	42
CHAPTER SIX.....	47
Summary, Conclusion and Recommendation.....	47
6.0 INTRODUCTION.....	47
6.1 Summary.....	47
6.3 Conclusion and Recommendations	48
BIBLIOGRAPHY.....	49
APPENDIX.....	51
INTRODUCTION	52

CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

According to Gyimah (2020), Examination is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.

The progress of any country depends on the educational policy. Education is a vital instrument in any national development. The purpose of conducting examinations at the educational sector is to build the right values and attitudes in people to survive and do the right things in the fastest growing

environment. Curbing examination malpractice in high schools help to build in peoples the intellectual abilities, skills, social abilities and competences so that in future products from the high schools could loyally contribute to the development of the national growth and the world at large (Adegboye, 2016).

To attain educational goals in schools in Ghana, issues concerning examination malpractice should not be entertained. All organizations involved in issues concerning examinations should be strict in their activities. These organizations include Senior High Examination Offices, Examination Boards and Committees, Examination Council and the Accreditation Boards, etc. Stiffer punishment should be prescribed for candidates who engage themselves in examination malpractice. (Educational Assessment, Atman limited, 2012, p 120126). Higher Education institutions in Ghana consider examinations in determining whether or not a student can proceed to the following term, semester and year or qualify to graduate.

1.1 Statement of The Problem

The global perspective of this study is to know the causes, effect and to assess the main reason behind examination malpractice among the student of Holy family nursing and midwifery nursing college Berekum. This is because it is becoming more difficult to gain into tertiary institutions in Ghana when someone is caught. This study is conducted in the holy family nursing and midwifery college Berekum in the Brong Ahafo region of Ghana. The final year students (Registered General nursing 22) were use a sample for this study. This has led us to conduct research on the perception and reason behind examination malpractices among students of Holy family Nursing and Midwifery Training College

1.2 Purpose of The Study

The main study is to assess the reason behind examination malpractices among students in Holy family Nursing and Midwifery Training College (NMTC).

1.3 Objective of The Study

The research was guided by the underline objectives:

1. To identify the sources of examination malpractices.
2. To identify the possible forms of examination malpractices.
3. To determine the factors/causes of examination malpractices.
4. To suggest various ways to curb the prevalence rate of examination malpractices.

1.4 Research Questions

1. What are the sources of examination malpractices in the College?
2. What are the causal factors of examination malpractices?
3. What forms of examination malpractices does students engage in?
4. What are some of the measures that can be put in place to help curb the prevalence rate of examination malpractice?

1.5 Significance of The Study

The study is important because it will generate and add to the existing knowledge that will be essential to school administrators, lecturers, the Examination Council and the government at large to implement measures that will curb examination malpractices. Furthermore, the study will furnish policy makers with information which would be used to prevent examination malpractices. On the other hand, it will offer some insights to other researcher wishing to engage in further studies and contribute to the improvement of the quality of education.

1.6 Operational Definitions.

Council: an advisory, deliberative, or administrative body of people formally constituted during the research to make large implement measures that will curb the examination malpractice

Education. The act of offering an insight to contribute and improve the quality of the education

Examinations: is a formal test of a person's knowledge or proficiency in a subject or skill.

Giraffing. This is the act of stretching to have access to others work during examination

Malpractice: improper, illegal, or negligent professional behaviour

Quality. The standard of something as measured against other things of a similar kind

Leakage. Deliberate disclosure of confidential information

Registrations. A certificate that attests to the registering of a person in a profession

Authorities. The power or right to give orders, make decisions, and enforce obedience.

CHAPTER TWO

LITERATURE REVIEW

1.0 Introduction

According to Chioma, (2018), examination malpractices is an illegal behaviour or practices applied by examination candidates in order to be considered successful in an examination. It is any bad practice conducted by examinee or examiner both, before, during or after the examinations. The literature review gives a full detail about what is entailed in the study. It mainly focus on the

- Forms of examination malpractice
- Malpractice during day on the examination
- Post examination irregularities
- Causes of examination malpractice
- Factors affecting the propensity to cheat in examinations
- Measures to control examination malpractice in schools in Ghana

Forms Of Examination Malpractice

1. Pre-Examination Irregularities

This occurs where the candidate receives examination questions or information concerning the exams prior to the day of the examination or has information about the content of the examination paper. This is termed as “Expo” or leakage. This type of malpractice is very common among the youth. Due to technological advancement, authorities involved in examinations are trying their possible best to control it. However, the cases under this category include the following Onyechere (2019),

a. Leakages

This is believed to be the most dangerous form of all the irregularities. Leakages can be spread widely through those connected with the printing of question papers, packaging of question papers, security and supervisors. Examination Candidates could also act unprofessionally or carelessly through carelessness on the part of those officials responsible for the printing, stapling, and packaging of question papers, it accounts for about 50% of examination malpractices.

b. Deliberate Falsification of Entry Documents by Candidates

This type of malpractice is usually carried out by candidates with the connivance of higher authorities or staff. In this case, some authorities assist applicants to falsify their entry documents for admission. Sometimes they are able to identify the documents as fake but through their selfish interest allow the document to go through.

c. Multiple Registrations

This is the type of irregularities where the same candidate makes two or more different entries for the same examination simultaneously. It also involved a situation where two candidates write the same examination but at the end of the examination only one script or answer booklet is submitted for marking. Apparently, the good or the best candidate will submit the script whereas the original candidate who is supposed to write the examination would usually do the examination haphazardly. Normally, candidates do these things at the examination halls in order to have undue advantage over their colleagues (Awanbor, 2020).

1. Malpractice During Day On The Examination

These forms of irregularities usually take place during the period that the examination started till it ended. Examination irregularities during the day of examination can be classified into the following:

a. Impersonation

This occurs where people visit the examination halls to write the examination on behalf of others. Usually, there is always an agreed terms between the two parties. Terms could be money or favour for which the superior candidates benefit from the subordinate candidates. It may also include a situation where candidates change the photograph at the onset of completing the entry document for the examination or outright failure to produce identification for the examination. (Adegboye, 2019).

b. Physical Assault or Hooliganism

These constitute physical confrontation by candidate(s) on the examination authorities with the aim to create panic and take unfair advantage to cheat or engage in examination malpractice.

It generally involves the use of guns, knives and physical fight at the examination halls to intimidate official and prepared candidates. The motive of these candidates is to create enabling environment for examination malpractice.

c. Use of Mercenaries & Delay in Commencement of Examination

These include a situation where unprepared candidates connive with officials to delay the examination with the intension to assist the candidates to take unfair advantage. Here, they use mercenaries to work out answers to the questions for some special candidates. (Adegboye, 2015).

d. Giraffing or Spying

These also involve a situation where candidate stretch beyond their radius or sitting space to peep other candidates work or copy from one another. This type of behaviour by candidates during examination is termed as “giraffing”. This is because of the rubber necking involved. Some candidates also send foreign materials, programmable calculators, and handkerchiefs etc. and copy or spy through. Candidates usually refer to this type of act as “missiles or bullets”; that is sending unwanted materials to the examination hall. There is also illegal inter-group communication where candidates try to exchange question papers or answer booklets at the examination halls so that they could copy from each other or spy from one another (Ugwu, 2018).

2. Post Examination Irregularities

Post examination irregularities are believed by candidates as the most reliable, safest and surest form of malpractices. Generally, candidates rely on the invigilators, supervisors or the examination authorities. The motivation associated with post examination irregularities includes

sex, gifts, money etc. Candidates who do not perform well during examinations will always want to use favours to buy examination authorities to give them marks.

This category of examination malpractice and irregularities includes: -

a. Substituting a Candidate's Original Script with a Re-written Script.

The bond of connivance here is very high. The candidate(s) secretly see the invigilator(s) with already prepared answer booklets and substitute it with re-written script. Sometimes the candidates may also have foreknowledge about the questions so he or she will prepare his or her own answers and submit it after the examination has ended. (Chioma, 2012).

b. Alteration of Scores in Favour of Candidate(s)

This can occur at various stages after examination thus:

- I. when the Examiners are transferring the score into the mark sheets.
- ii. It can also occur at the marking centres. Where they add marks to the candidates original score
- iii. during computation of results from the mark sheets onto the computer or during computerization process.

c. Falsification of Statement of Results/Certificate Forgery.

This occurs where candidates forge certificates or illegally print statement of results on which higher grades are reflected.

d. Blocking.

This is involving the use of cash or kind or both by candidates to influence Examiners or Teachers to give them award or underserved marks. Candidates see this type of act as less stressful. Occasional gifts, dating and outright economic negotiations are common modalities in blocking.

Causes Of Examination Malpractice

Examination malpractice may occur due to social, psychological, economic and political factors. It may also occur due to poor and inadequate teaching-learning environments and policies set up by Management of the senior high schools.

Societal Factors:

The educational environments are such that there are no discipline of students or the societal value systems are broken down or the level of dishonesty amongst is high, candidates will definitely take the law into their own hand and engage in indecent acts including examination malpractice. The fall or break down of societal ethics may lead to examination irregularities. If the level of bribery and corruption is very high in the society, the justice's system will definitely collapse and people will take the law into their own hands. Too much of favouritism and tribalism can also cause examination malpractice in schools in Ghana. It is important to say that examination malpractice is the reflection of the degeneration moral decadence in our society (British Journal of Arts and Social Sciences, 2012).

Economic Factors:

Due to economic hardship and a fall in moral rectitude, authorities involved in examinations turn to have more interest in wealth, including money as a means of survival. If the economic conditions are dwindled, some staff members of the senior high may also find it very difficult to make ends meet so they become much lenient and involve themselves in examination malpractice for economic gains. Some Teachers see their job as least rewarding and hence they try to collect bribes or what is called "sorting" in order to allow candidates to cheat during examinations. Sometimes invigilators and supervisors receive cash and gifts in a form of bribe from the students and allow them to recruit "mercenaries" to write the examination on their behalf or for their clients. (Sampson, 2018).

Over Emphasis on Paper Qualification:

Schools in Ghana place undue emphasis on paper qualification to the detriment of actual performance. The fact that one has a certificate to present, which is regarded as a meal ticket, it does not necessarily matter whether he can perform or not. We emphasis less on the assessment of effectiveness and psycho motor domain thereby resulting in candidates getting the certificates at all cost and through dubious means. (Educational Assessment, Atman limited, 2017).

Psychological Factors:

Some students cannot accept it psychologically to fail, in an attempt to prove to their mistresses, colleagues, friends, love ones and other relations that they are good indulge in examination malpractice. Also, in a frantic mode to avoid the stigma of being a failure, students involve themselves in examination irregularities. Usually, it is due to lack of self-confidence that results in the examination malpractice. (Ugwu 2008).

Bandwagon Effect (An observed social behaviour in which people tend to go along with what others do or think without considering their actions):

Examination candidates see malpractice as norm rather than a rule governing them at the examination hall. Hence, what is more important to the student is to pass the examination. Candidates have a strong feeling that they must pass the examination at all cost without considering their studies. In order to be among the “achievers”, students who ordinarily would not have been involved in malpractice, engage themselves in examination malpractice and always in line with a saying that “if you cannot beat them, you join them”.

Poor and Inadequate Teaching-Learning Environment/Facilities

Examinations strive well in a serene environment with adequate teaching and learning materials. If examination environment is set that there is inadequate material for students to study, candidates will obviously sort to the easy way of passing the examination. Serene learning environment and availability of materials will have effect on teaching and learning. And this will also go a long way to improve the performance of the candidates. Most schools in Ghana lack these basic amenities for both teachers and student to perform. And this sometimes resort to candidates indulging themselves in illegal behaviours during examinations. These challenges have effects on the academic calendar and also make the students unprepared for examinations.

The ripple effect is that candidates resort to all means available to pass the examinations (Anzene, 2019).

Mass Promotion System

The introduction of what is termed as “let my people go” or the mass promotion system in schools in Ghana is costly affecting the educational system at the senior high. The result has always been academic laxity. Generally, because of the motive behind, invigilators, supervisors, and others officials involved in examination are always relaxed. They allow the candidates to cheat and get them moving from one level to another.

Injustice in the Punishment of Culprit

Punishments given to candidates who indulge in examination malpractice are usually very low. Students are given one- or two-weeks suspension or Management will decide to cancel the culprit’s examination script(s). These punishments are too low and do not deter students. Candidates who indulge themselves in these irregularities should be given stiffer punishments to deter others (Ajayi, 2020).

Insincerity in Tackling the Problems Involved in Examination Malpractice

Most officials involved in tackling the issues concerning examination malpractice are usually insincere. There is always the challenge of nepotism, favouritism, and consideration. Smart students always capitalize on these supports and use it to cheat. Some students also feel that since they know the officials, when they are caught no punishment will be made to them.

Threats from Teachers to Fail Candidates

Some students do not have self-confidence. They usually get scared when they receive threats from teachers or from their departments concerning their failure in the examinations. If students receive threats by teachers to fail them during the exams, they will resort to all other means including examination irregularities to pass the examinations.

FACTORS AFFECTING THE PROPENSITY TO CHEAT IN EXAMINATIONS

1. The massive ill preparedness of candidates before the examinations.
2. Lack of qualified teachers in most Faculties or Departments.
3. The eagerness of some Faculties and Departments to prove that their students are the best.
4. The eagerness of some Faculties and Department to use their results to advertise their programmes to attract unsuspecting applicants.
5. The greedy nature of some staff of the senior high officials to make huge sums of money, hence leaking examination questions.

6. The corrupt nature of some Heads to admit candidates based on certain unachievable scores.

Hence parents and school authorities have to collaborate to cheat in the examinations so that their wards can gain admission into the best senior high school (Dallies, 2013).

Effects Of Examination Malpractice

a. Lack of Confidence:

Malpractice during examination has effect on candidates, supervisors, invigilators, and the institution concerned. Outright dismissal, termination of appointment, removal from office and lack of self-confidence are some of effects. These situations usual lead to embarrassment and suffering to individuals. Most often the guilty ones who are not caught and punished for engaging in exam malpractices end up not being able to defend their certificates (Dallies, 2013).

b. Irreversible Loss of Credibility:

Educational Institutions that is ranked very high in examination malpractices loses both local and international recognition and credibility. Some effects are that, documents such as attestation, introductory letters, transcripts, certificates and other important confidential documents are treated with suspicion and affects corporation in education (Dallies, 2015).

c. It Promotes Unqualified Professionals:

Examination malpractices promote quasi professionals. For example, teachers who use dubious means to obtain certificates end up always not prepared and they pollute their students. Unqualified health professional like Doctors will end up forgetting scissors and other operational tools in the stomach of their patients after surgical operation. This vice if

not curtailed will destroy our educational system and we will continue to produce students with distinctions without quality in education or knowledge. In addition, we will produce educators who may not be able to impart skills, and knowledge to the students. Moreover legal practitioners such as lawyers who cannot differentiate between an accused person and the complainant are all symptoms of examination malpractice.

d. It Promote Fraud in the Economy:

Surveys conducted by some pharmaceutical institutions in Ghana as well as Kwame Nkrumah Senior high schools of Science and Technology, Kumasi has reveal that production and indiscriminate sales of fake drugs by pharmacists and massive fraud in commercial banks are associated with examination malpractices (Dallies, 2013).

Obligation and Expectations from Staff & Students of tertiary schools to Curb

Examination Irregularities

Both Students and Staff of the tertiary schools in Ghana should work with one accord and with one obligation towards achieving a common goal of curbing examination malpractice. Expected obligations of high school administration, should be made clear to Administrators, Academic Staff and Students. The roles of these stakeholders should not be conflicting and should be categorized as follows:

(i) Senior High School Administrators

The fundamental obligation of the administrators or the Management is to provide a serene working, and teaching-learning atmosphere for staff and students of the school. These obligations involve:

- (a) Formulating of real and achievable goals.

(b) Providing necessary materials such as furniture, physical infrastructures, instructional materials, motivations and other monitoring devices to detect non-compliance with goal attainment activities.

(c) Providing applicable fair and free policy framework to deal with non-compliance to set standards straight.

(ii) Academic Staff

Teachers in public schools are supposed to teach students and research in their field of interest. They are also expected to engage themselves in community service which include making sure that the academic environment is free from filth of irregularities. The most indispensable among these functions is teaching. In fact, the other two functions such as research and community services are expected to aid teaching. Successful teaching is therefore necessary to ensure malpractice-free examinations. In order to make teaching and learning very effective, the teachers must be dexterous in the principles and practice of education.

Teachers must also have qualified experience to teach. The new rules on the appointment of teachers should be applied to the later. These will assist in setting good question thereby eliminating some of the aspects of examination malpractices occasioned by difficulty of questions.

For teaching to be more effective Teachers are expected to:

- i. Attend lectures promptly.
- ii. Be well prepared before they enter teacher's room to teach.
- iii. Be more reachable to students; iv. Give and grade tests and assignments objectively.
- v. Provide timely feedback to students on their performances.
- vi. Avoid taking unjustifiable advantage of students. vii. Communicate well to other staff members of the tertiary schools community. Different classes of teachers and non-academic

staff are always involved in examination irregularities. These officers, include, Heads, Examiners, Coordinators, Supervisors, Invigilators Secretaries, Examination Attendants etc. The roles of these officers must be spelt out clearly so that all stakeholders involved in examinations will acquit their duties well as stipulated in

Review Handbook of Academic Programmes (Sigauke, 2015).

(iii) Tertiary schools Students: Students in tertiary schools are to respect and obey constitution of their schools. Students should be abreast with all the information in the Student's Handbook as well as the Code of Conduct. All students should know their rights and their rights should not infringe on the right of others. Students should be furnished with information on issues such as: I. Use of such schools facilities as library, counselling centre and recreational facilities.

ii. Procedures for continuous assessment of courses.

iii. General attitudes on campus, and iv. Teachers attendance and eligibility for examinations. (Ajayi, 2020).

Measures To Control Examination Malpractice in Schools in Ghana

1. Management should work progressively to remove all human elements in the conduct of examinations.
2. Schools authorities should permit internet censorship during the conduct of examinations.

This will help to track both inflow and out flow of information at the examination halls.

3. The ICT Directorates at the schools should collaborate strongly with Telecommunication companies to monitor the phones of all candidates.
4. Index numbers of all examination candidates should be printed based on Departments to identify groups who may fault during examinations. All Departments designated to one examination centre should have their students put in one pool and index numbers issued

accordingly. This will prevent the passing of answers among students because the person sitting next to you will be completely unknown to you.

5. All candidates should be educated to be seated at least thirty minutes before the commencement of the examination. Any student who fails to obey this without tangible reason should be subjected to thorough search by invigilators before entry is allowed.
6. No invigilator or supervisor should be permitted to leave the examination centre once they enter the centre, and no other person should be allowed entry into the examination centre without prior permission from the centre coordinator
7. Departments should encourage cross carpet examinations. Candidates from on faculty should be encouraged to write examinations at another department. Invigilators should also be alternated. Candidates should not write all their examinations at the same examination centre.
8. Invigilators must search candidates thoroughly before they allow them to enter examination hall. This will prevent the smuggling of foreign material into the examination halls.
9. External Examiners should also conduct periodic thorough search on suspected invigilators. Because invigilators collect and put all the foreign materials into their pockets when they notice the arrival of an external supervisor.
10. External supervisors should also call for recount of examination scripts when they arrive because there are times when a copy is smuggled out for solving.
11. Invigilators should be rotated termly from one examination centre to the other. This will prevent the breeding of familiarity between invigilators and candidates so that cheating could be minimized significantly.

12. Tertiary schools Authorities should employ mechanisms to monitor the performance of suspected Departments engaging in examination malpractice so that they can query them over huge unsuspecting pass rates.
13. Delays in starting of examination papers should be prevented. This will stop rampage leakage of examination papers (The World Bank Group, 2007).

CHAPTER THREE

METHODOLOGY

1.0 Introduction

Research Methodology refers the discussion regarding the specific methods chosen and used in a research paper. This discussion also encompasses the theoretical concepts that further

provide information about the methods selection and application. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. This chapter of the research describes the study type, the research study area, the target population and sampling size, data collection and sampling technique.

3.1 Study Type and Design

A descriptive cross-sectional design was used to collect data from a section of the population in the Holy Family Nursing and Midwifery Training College-Berekum. Data on attitudes, perception and reasons for examination malpractice was obtained from the study subjects one at a time. Background information such as age, marital status, socio-economic status, religion etc. was also obtained. Quantitative data were collected for the study.

3.2 Study Population

The school has a general population of about six hundred students with about one hundred and twenty been males and the rest being females. The school comprises of twenty-six teaching staffs and non-teaching staff of about twenty fifty-six. The school is headed by the principal of the school and its coordinators.

3.3 Study Area

The study was conducted in Holy Family Nursing and Midwifery Training College in the Berekum East municipality of Brong Ahafo Region. The school shares boundaries to the north with Holy family Hospital, the south with a school called AKAB complex, to the West with Biadan and to the East with Freeman Methodist Preparatory and Junior high school. The school has facilities which enhances the teaching and learning more easily and faster. Some of these facilities

are, good communication system, electricity, auditorium for school programs, good road system to the school, a well-built church for the school source of drinking water, skills laboratory for learning, field for games etc.

3.4 Data Collection Techniques and Tools

A questionnaire with both open and close ended questions was used for the collection of the data to obtain biographical data of subjects and their opinions about perception and reason for examination malpractice in the school. The main tool for this research would be structured questionnaire.

3.5.1 Sample Size

The sample size was comprised of fifty (50) respondents, who consisted of the candidates from the school.

3.5.2 Pre-Testing

The pre-testing of the questionnaire was done using five (5) students from each candidate's class. These students were picked using convenience sampling technique. The Pretesting would be done to rule out unclear statements. It would be done to determine respondent's general reaction and participatory interest when answering questions

3.5.3 Data Analysis

The data collected will be analysed by using the computer to organise the percentages and the use of charts. The data will be presented in the form of pie chart, bar chart, percentage and tables.

3.6 Limitation of The Study

These are the challenges that were faced during the research,

1. Inadequate time due to the researcher's busy schedule.
2. Some respondents are likely not to respond to the questionnaires or will not return the questionnaire at the researcher's designated time.
3. Some respondents are likely to withhold important data due to fear of victimization.
4. The sample size may not be adequately representative of the target population.

3.7 Ethical Consideration

Permission for the research study was obtained by a verbal consent from the academic coordinator after an introductory letter was issued. The researcher would explain fully the purpose of the study that it is purely for academic purposes and assure the participants of confidentiality of all the data that will be supplied and further assure them that their responses will not by any means be linked to individual participants. Additionally, the researcher had due respect to the human rights of each respondent, thus, no one will be forced to participate in the study. The individuals in the research study were assured of anonymity. Their consent and permission were also sought

CHAPTER FOUR

ANALYSIS OF DATA

4.0 Introduction

This chapter is concerned with data analysis and discussion of the results. Each objective is presented separately based on results from analysis and observations made by the researcher during the course of the study. The data was presented in tables, bar graph and pie chart. The analysis covers the background information of respondents, perception on examination malpractices, reasons for examination malpractices and recommendations for it.

4.1 Demographic and Socioeconomic Features

Table 1: Sex Distribution of Respondent

Sex	Number of Respondents	Percentage
Female	31	62%
Male	19	38%
Total	50	100%

In a sum of 50 respondents who were covered during the survey, 31 respondents were female representing 62% and male respondents were 19 representing 38% as illustrated on the table above.

Table 2: Age Distribution of Respondents

Age	Number of respondents	Percentage
18-22 years	22	44%
23-27 years	28	56%
Totals	50	100%

During the field studies conducted at Berekum HFNMTTC campus, 50 eligible respondents, the distribution of their ages in percentages has been illustrated as indicated above. 22 respondents were within the ages of 18-22 representing 44%. 28 were within 23-27 amounting 56%.

Table 3: Ethnic Group Distribution of Respondents

Ethnic group	Number of Respondents	Percentages (%)
Akan	37	74
Ewe	6	12
Hausa	2	4

Ga	5	10
Total	50	100

In ethnic group ascertained during our research study conducted. 50 respondents as the base line, the results have been depicted as illustrated as above. 50 respondents were covered with 37 of them being Akan indicating 74%, 6 Ewe representing 11%, 2 Hausa corresponding to 4% and 5 Ga indicating 10%.

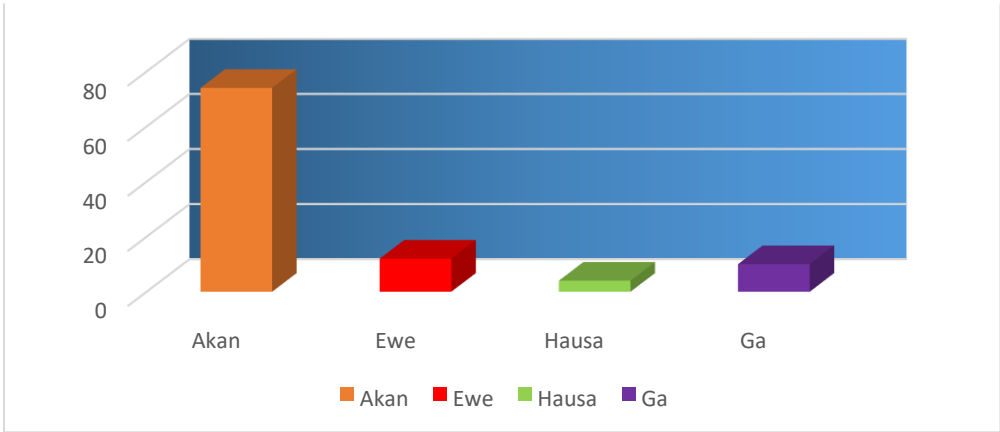


Figure 1: Ethnic Group Distribution of Respondents

Table 4: Religion of Respondents

Religion	Number of Respondents	Percentages (%)
Christianity	41	82
Islamic	6	12
Traditionalist	3	6
Total	50	100

In religious perspectives ascertained during our research study conducted in Berekum HFNMT. Using 50 respondents as the base line, the results have been depicted as illustrated as

above. 50 respondents were covered with 41 of them being Christians indicating 82%, 6 Islamic representing 12% and 3 traditionalists corresponding to 6%.

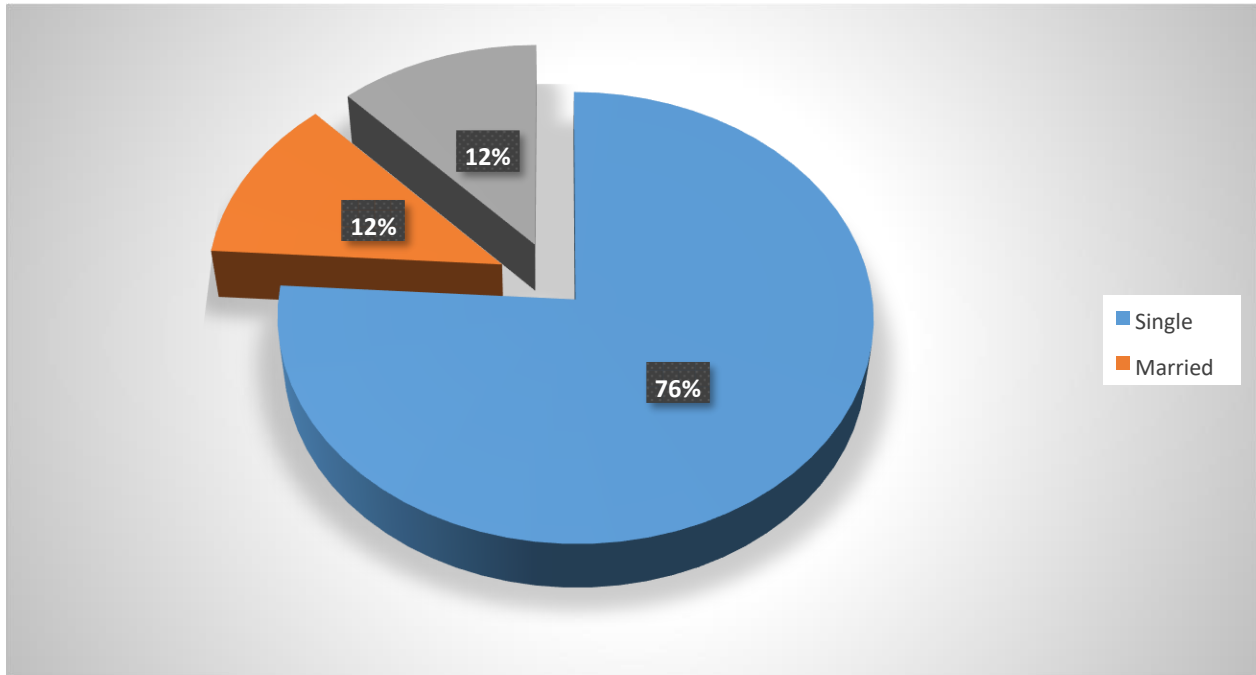


Figure 2: Marital status of Respondents

The marital status of the respondents who were covered during the survey conducted. The majority of our respondents were not married. 38 out of the 50 were single denoting 76%, 6 married representing 12%, 6 co-habiting, indicate on the table above with a corresponding 12% **Table 5: Class of Respondents**

Class	Number of Respondents	Percentages (%)
RGN-17	40	80
RM-12	10	20
Total	50	100

During the research study conducted, 50 eligible respondents from various class, 40 of them were RGN-17 indicating 80%, 10 from RM-12 class representing 20%.

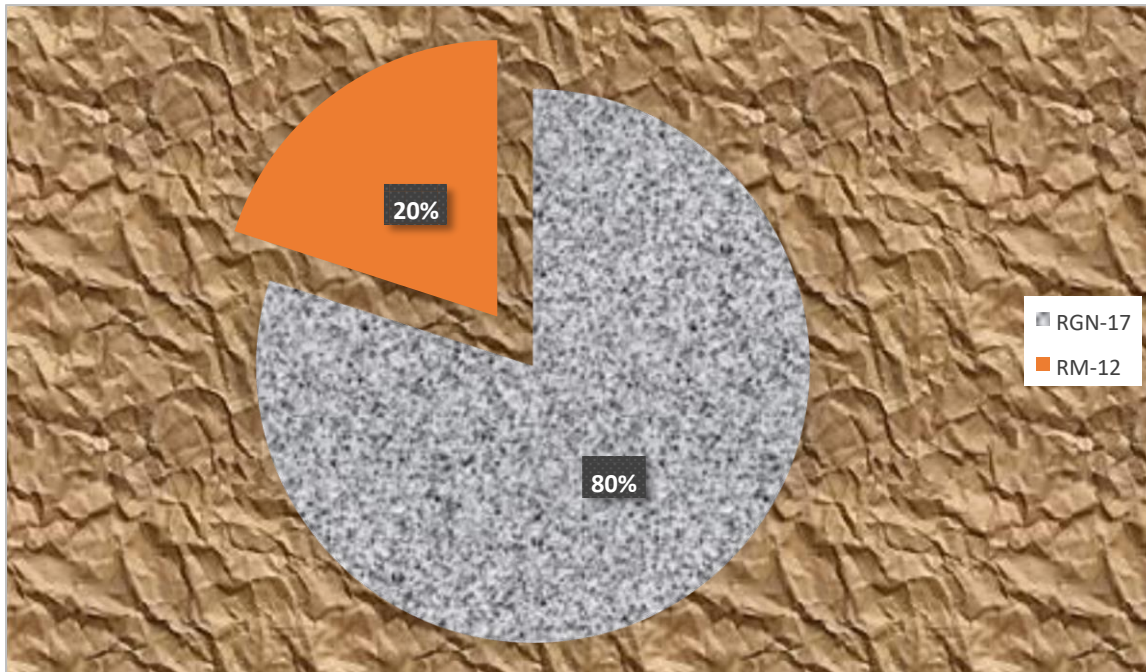


Figure 3: Class of Respondents

Table 6: Distribution of an idea of examination malpractice

Examination malpractice	Number of Respondents	Percentages (%)
	50	100
No	0	0
Total	50	100

During the survey conducted, 50 eligible respondents, 50 of the respondents claimed that they had an idea of examination malpractices indicating 100% and 0 of the respondents claimed not to have an idea of examination representing 0%.

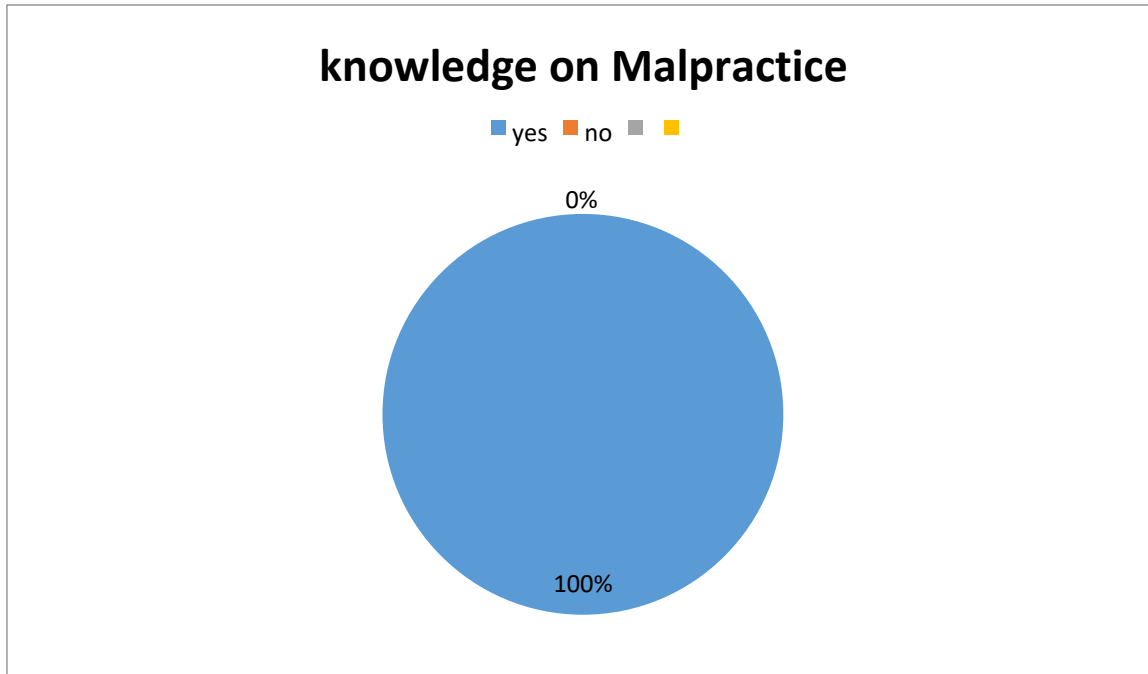


Figure 4: Source of information on examination malpractice

All the respondents met during the conduct of our research have had source of information on examination. 21 of them had information through either the print or the electronic media representing 42% and those who had information through friends were 29 representing 58%.

Table 7: Problem with examination malpractice

Problem	Number of Respondents	Percentages (%)
Yes	42	84
No	8	16
Total	50	100

During the survey conducted, 50 eligible respondents, 42 of the respondents claimed that they had problem with examination malpractice indicating 84% and 8 of the respondents claimed not to have problem with examination malpractice representing 16%.

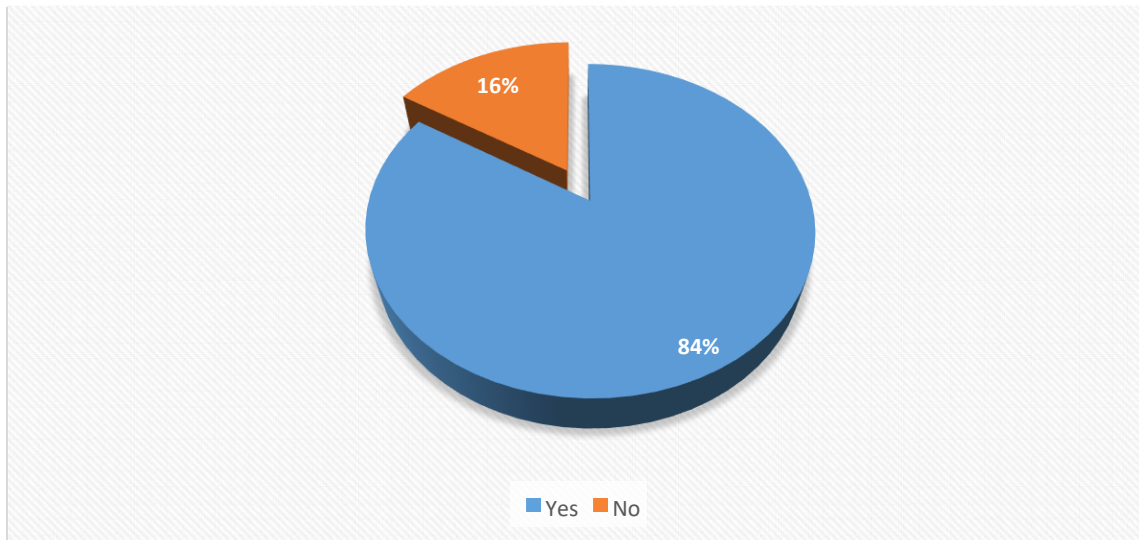


Figure 5: Problem with examination malpractice

Table 8: Idea on Examination Malpractice

Source	Number of Respondents	Percentages (%)
Yes	49	98
No	1	2
Total	50	100

On idea on examination malpractices in Berekum HFNMTC campus, 50 respondents were used, 49 of the respondents claimed that they had an idea on the practices while 1 respondent representing 2% claimed nothing about the idea of examination malpractice. **Table 9: Method of examination malpractice**

Method	Number of Respondents	Percentages (%)
Leakage of examination questions	25	50

Reckless handling of examination question papers	5	10
Impersonation	7	14
Bribing of examination officials	13	26

During the survey conducted in Berekum HFNMTTC campus, 50 eligible respondents, 25 of the respondents claimed that the method of examination malpractice is from the leakage of examinations indicating 50%, 5 of the respondents from reckless handling of examination question papers contribute to this method of examination malpractice representing 10%, 7 of the respondents from impersonation contribute this method of examination malpractices corresponding 14% and 13 respondents believed that bribing of examination officials with a 26% involved in the method of exams malpractice.

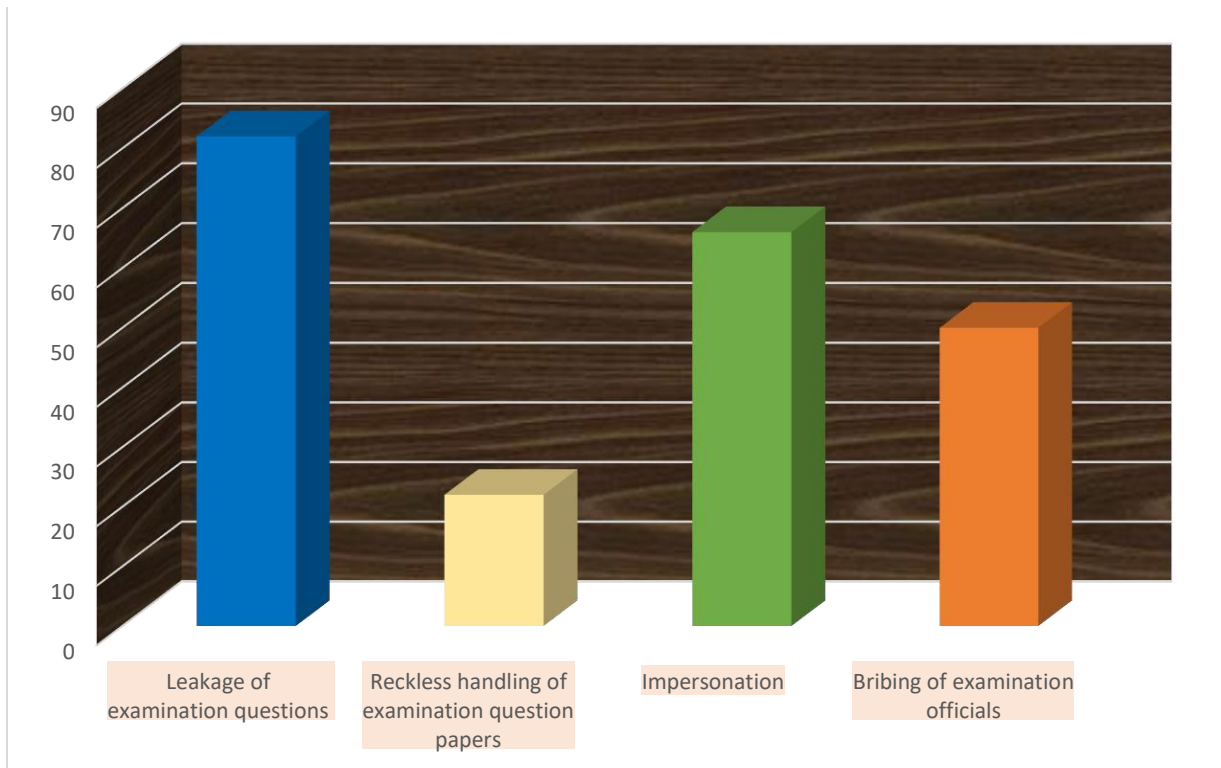


Figure 6: Method of examination malpractice

Table 10: Highest form of examination malpractice in the country

Form	Number of Respondents	Percentages (%)
Pre –examination irregularities	10	20
Malpractices during day of examination	25	50
Post examination irregularities	15	30
Total	50	100

During the research study conducted, 50 eligible respondents from various class, 10 of the respondents, pre examination irregularities is the highest form exams malpractices indicating 20%,

25 of them from malpractices during day of examination representing 50% and 15 of them from post examination indicating 30%.

Effect of Examination Malpractice

Respondents shared their views on the effect examination malpractices have on the community; 22 (44%) responded that it produces wrong professionals into the community, 10(20%) answered that, it does not encourage credibility and accountability, 8(16%) was on poor performances and lastly 10(20%) said it leads to bribery and corruption.

Table 11: Number of examination malpractices recorded in Berekum HFNMTC

Number time	Number of Respondents	Percentages (%)
Once	23	46
Twice	9	18
Thrice	2	4
None	16	32
Total	50	100

During the survey conducted in Berekum HFNMTC campus, 50 eligible respondents, 23 of the respondents claimed that the college recorded, once an examination malpractice indicating 46%, 9 of the respondents, twice an examination malpractice has been recorded in the college representing 18%, 2 of the respondents claimed three times examination malpractices has been recorded corresponding 4% and 16 of the respondents believed that the college has not recorded exams malpractice representing 32%

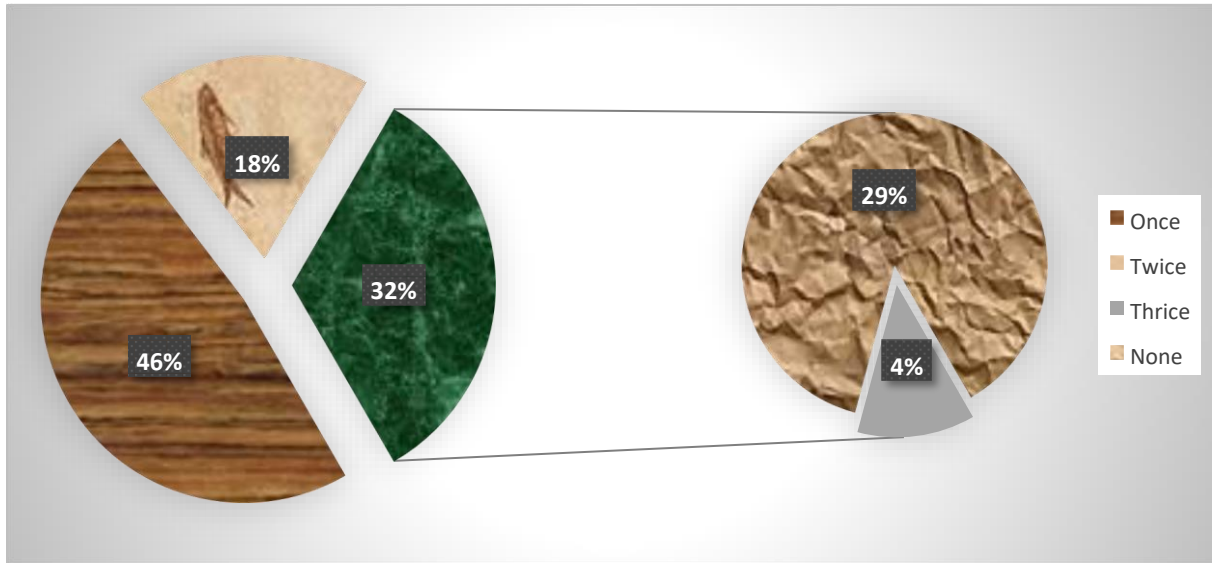


Figure 8: Number of examination malpractices recorded in HFNMTC, Berekum
Table 12: Factor Affects the Propensity to Cheat in Examinations

Factors	Number of Respondents	Percentages (%)
Lack of qualified teachers in most Faculties or Departments.	20	40
The eagerness of some tutors to prove that their students are the best.	25	50
The corrupt nature of some Heads to admit candidates based on certain unachievable scores.	5	10
Total	50	100

On factors affects the prosperity to cheat in exams 20 (40%) of the respondents said lack of qualified teachers in most faculty departments leads to that, 25 (50%) also responded to

eagerness of some tutors to prove that their students are the best and finally 5 (10%) said the corrupt nature of some heads to admit candidates based on certain unachievable scores.

Table 13: Causal Factor of Examination Malpractice in Berekum HFNMTC

Factors	Number of Respondents	Percentages (%)
Use of electronic devices	12	24
Cheating at the hall of exams	40	80
Inadequacy of trained teachers	8	16
Inadequacy of teaching equipment's	0	0
Total	50	100

With respect to respondents in the causal factors of examination malpractice 12 representing 24% responded on the use of electronic devices, 40 (80%) responded to cheating at the examination hall, inadequacy of trained teachers, 8 (16%) responded and 0(0%) responded to inadequacy of teaching equipment's.

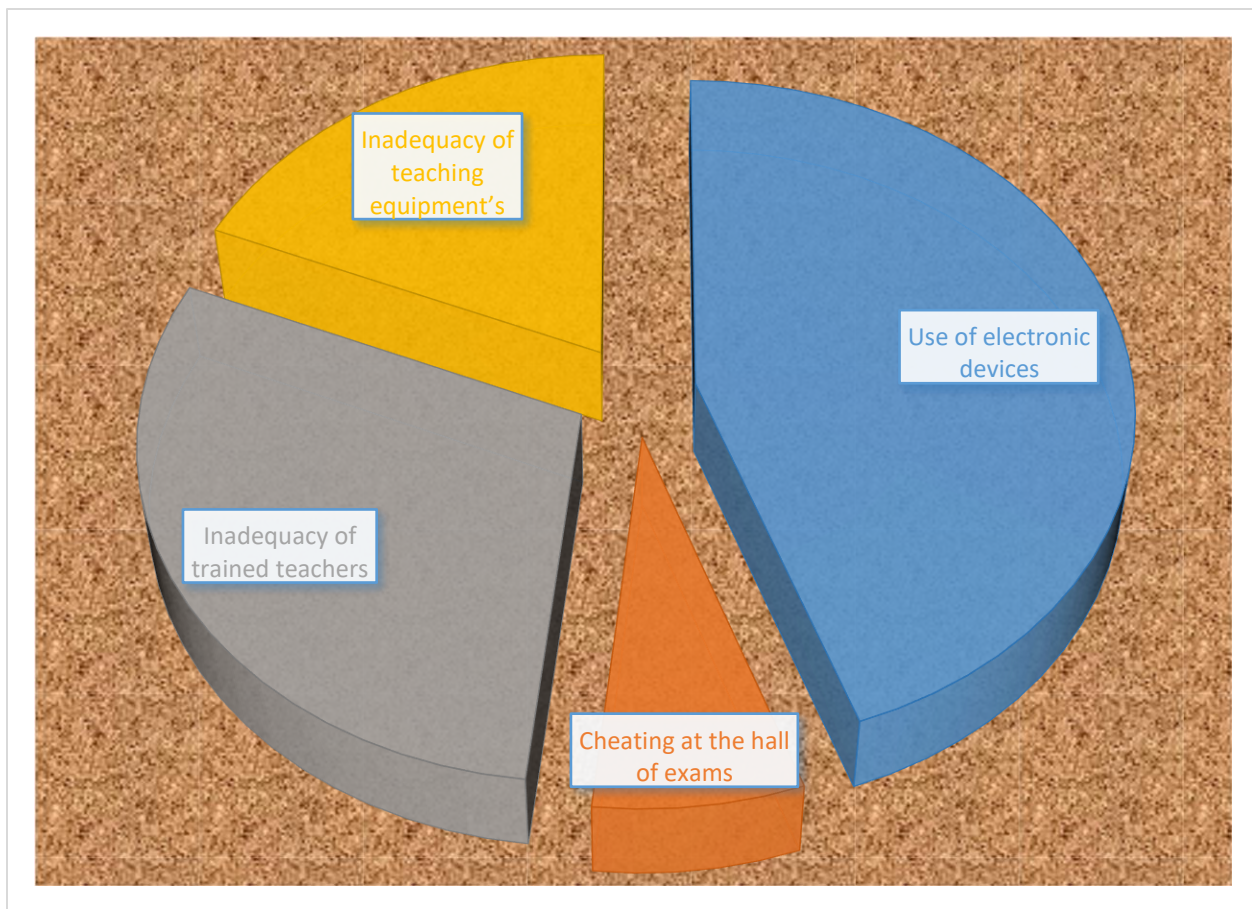


Figure 9: Casual factor of Examination Malpractice in HFNMTC, Berekum

Table 14: Measures Would Help Curb the Prevalence Rate of Examination Malpractice in Berekum HFNMTC

Factors	Number of Respondents	Percentages (%)
Avoid using of electronic devices	10	20
Avoid cheating	30	60
Adequacy of trained teachers	5	10
Adequacy of teaching equipment	5	10
Total	50	100

Respondents view on measures to help curb the prevalence rate of examination in the school with avoidance of electronic devices 10 (20%) responded to avoid electronic device to curb it, 30 (60%) respondents to avoid cheating, 5 (10%) respondents to adequacy of trained teachers and finally 5 (10%) respondent to adequacy of teaching equipment's. **Table 15: Effect of Examination Malpractices**

Factors	Number of Respondents	Percentages (%)
Lack of confidence	10	20
Irreversible loss of credibility	13	26
It promotes unqualified professionals	20	40
It promote fraud in the economy	7	14
Total	50	100

To help know the consequences of examination malpractice 10 respondents out of 20% chose lack of confidence, 13(26%) responded to irreversible loss of credibility, 20(40%) responded to promotion of unqualified professionals, 7(14%) responded to promotion of fraud in the economy.

Reason Why Candidates Want To Obtain Good Results through Examination Malpractice

On reasons why candidates cheat in examinations, respondents gave an idea as follows 16 out of 50 respondent that it help one get promotion representing 32%, to help get admission into the next level of education, 10 responded representing 20%, to avoid disappointment to parents and benefactors 9 responded representing 18%, 5 (10%) responded to avoid referrals in examination, 7 (14%) responded to avoid repetition of class and 5(10%) responded to avoid dismissal from school.

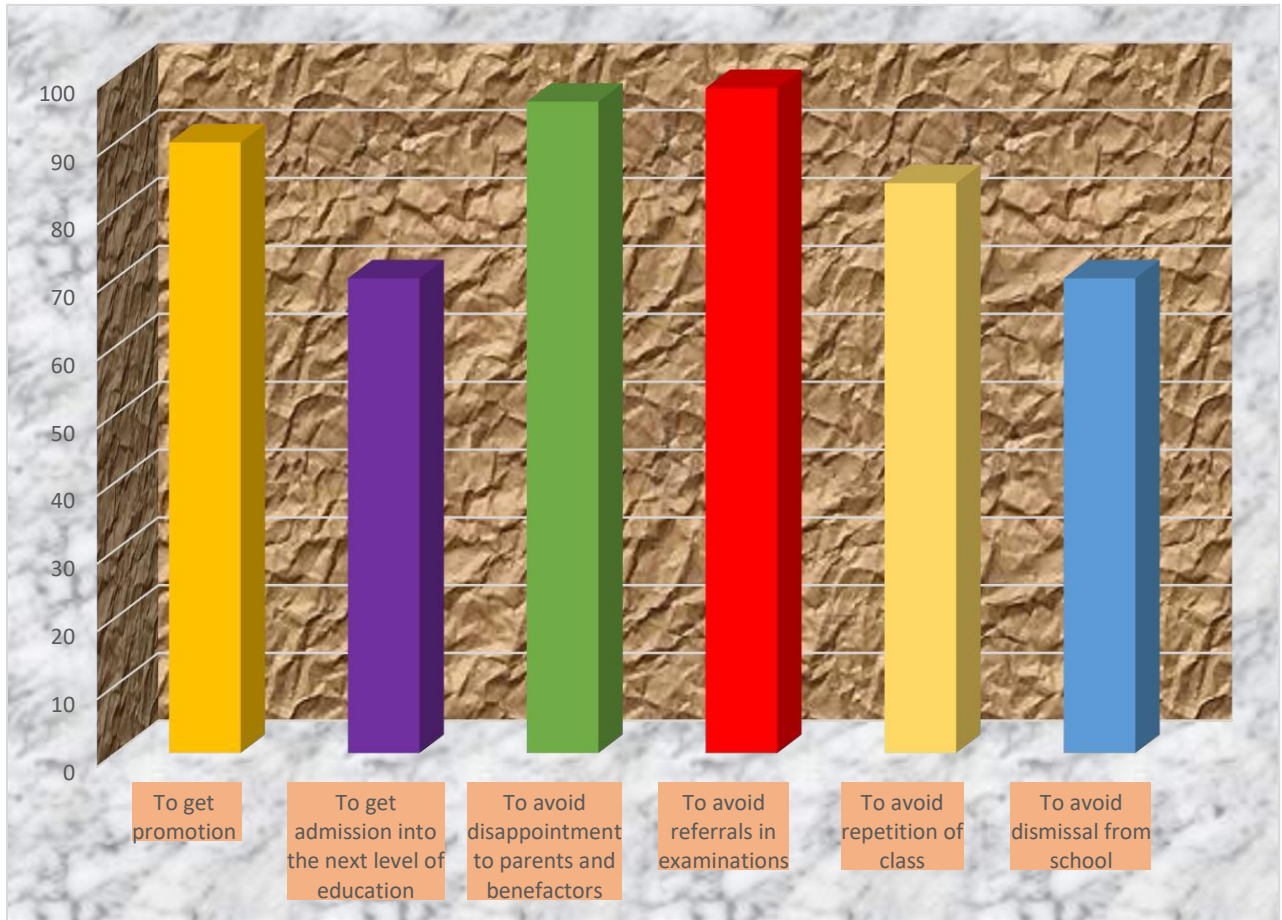


Figure 10: Reason why Candidates want to obtain good results through Examination

Malpractice

CHAPTER FIVE

DISCUSSION

5.0 Introduction

5.1 Summarizes the Descriptive Information of the Study Participants.

During the field studies conducted in Holy Family Nursing and Midwifery Training College, Berekum. 50 eligible respondents were used during the survey, 19 of the respondents were males with 38% representing male gender and 31 of the respondents with 62% representing the female gender. During the field studies conducted in Berekum HFNMTTC campus, 50 eligible respondents, the distribution of their ages in percentages, 22 respondents were within the ages of 18-22 representing 44%. And 28 were within 23-27 representing 56%, were those who partook during the research.

In ethnic group ascertained during our research study conducted. 50 respondents as the base line, 50 respondents were covered with 37 of them being Akan indicating 74%, 6 Ewe representing 12%, 2 Hausa corresponding to 4% and 5 Ga indicating 10%. In religious perspectives ascertained during our research study conducted in Berekum HFNMTTC. Using 50 respondents as the base line, 50 respondents were covered with 41 of them being Christians indicating 82%, 6 Islamic representing 12% and 3 traditionalists corresponding to 6%.

The marital status of the respondents who were covered during the survey conducted. The majority of our respondents were not married. 38 out of the 50 were single denoting 76%, 6 married representing 12%, 6 co-habiting, with a corresponding of 12%, and 6 none representing 2%. During the research study conducted, 50 eligible respondents from various class, 40 of them were RGN-17 and 10 from RM-12.

This aspect of the survey was to ascertain students ideas on examination malpractice, 50 eligible respondents, 18 of the respondents claimed that they had an idea of examination malpractice indicating 36% and 32 of the respondents claimed not to have an idea of examination malpractice representing 64%. This proves Sigauke 2010, research showing that the level of students' who had knowledge on examination malpractice and involve themselves in it at tertiary education was about 15% of the population who have become increasingly worrying, problematic and threatening to the well-being of Zimbabwean educational system

All the respondents met during the conduct of our research have had source of information on examination. 21 of them had information through either the print or the electronic media representing 42% and those who had information through friends were 29 representing 58%.

During the survey conducted, 50 eligible respondents, 42 of the respondents claimed that they had problem with examination malpractice indicating 84% and 8 of the respondents claimed not to have problem with examination malpractice representing 16%. In a research conducted in Nigeria in 2017, on examination malpractices, people use fraudulent tricks and other devices to abuse others during examinations. It was estimated that 85% of tertiary school students had problems that concerns examination malpractices. Malpractice is usually inculcated with false pretence to secure unfair advantage at the examination hall.

On idea on examination malpractices in Berekum HFNMTC campus, 50 respondents were used, 50 of the respondents claimed that they all had an idea on the

During the survey conducted in Berekum HFNMTC campus, 50 eligible respondents, 31 of the respondents claimed that the method of examination malpractice is from the leakage of examinations indicating 82%, 11 of the respondents from reckless handling of examination

question papers contribute to this method of examination malpractice representing 22%, 33 of the respondents from impersonation contribute this method of examination malpractices corresponding 66% and 30 respondents believed that bribing of examination officials with a 50% involved in the method of exams malpractice. This is in line with the form of examination malpractice that shows that leakage is believed to be the most dangerous form of all the irregularities. Leakages can be spread widely through those connected with the printing of question papers, packaging of question papers, security and supervisors. Examination Candidates could also act unprofessionally or carelessly through carelessness on the part of those officials responsible for the printing, stapling, and packaging of question papers, it accounts for about 50% of examination malpractices (Ugwu, C. 2010).

During the research study conducted, 50 eligible respondents from various class, 25 of the respondents, pre examination irregularities is the highest form exams malpractices indicating 50%, 20 of them from malpractices during day of examination representing 40% and 5 of them from post examination indicating 10%.

On effect of examination malpracticerespondents shared their views on the effect examination malpractices have on the community; 38 (76%) responded that it produces wrong professionals into the community, 43(86%) answered that, it does not encourage credibility and accountability, 48(96%) was on poor performances and lastly 30(50%) said it leads to bribery and corruption.

This responds proves what Dallies, 2013 stated in the literature review that examination malpractices promotes unqualified professionals into the community, encourage credibility and accountability, poor performances, and bribery and corruption.

During the survey conducted in Berekum HFNMTC campus, 50 eligible respondents, 23 of the respondents claimed that the college recorded, once an examination malpractice indicating 46%, 9

of the respondents, twice an examination malpractice has been recorded in the college representing 18%, 2 of the respondents claimed three times examination malpractices has been recorded corresponding 4% and 14 of the respondents believed that the college has not recorded exams malpractice representing 28%.

On factors affects the prosperity to cheat in exams 20 (50%) of the respondents said lack of qualified teachers in most faculty departments leads to that, 25 (40%) also responded to eagerness of some tutors to prove that their students are the best and finally 17 (34%) said the corrupt nature of some heads to admit candidates based on certain unachievable scores which proves Dallies, 2013 statement on factors affecting the propensity to cheat in examination.

With respect to respondents in the causal factors of examination malpractice t12 representing 24% responded on the use of electronic devices, forty (80%) responded to cheating at the examination hall, inadequacy of trained teachers, eight (16%) responded and five (10%) responded to inadequacy of teaching equipment's. In the year 2011 at South Africa a research by Brown J., (2011) showed that examination malpractices comes as a result of lack of skilled and trained teachers that will help students to get the good skills and techniques to help in reading, learning and answering of questions during examinations.

Respondents view on measures to help curb the prevalence rate of examination in the school with avoidance of electronic devices twelve (24%) responded to avoid electronic device to curb it, forty (80%) respondent to avoid cheating, fourteen (28%) respondent to adequacy of trained teachers and finally nine (18%) respondent to adequacy of teaching equipment's.

To help know the consequences of examination malpractice 20 respondents out of 40% chose lack of confidence, 22(44%) responded to irreversible loss of credibility, 37(74%) responded to promotion of unqualified professionals, 28(58%) responded to promotion of fraud in the economy.

On reasons why candidates cheat in examinations, respondents gave reasons as follows 45 out of 50 respondent that it help one get promotion representing 90%, to help get admission into the next level of education, 35 responded representing 70%, to avoid disappointment to parents and benefactors 48 responded representing 96%, 49 (98%) responded to avoid referrals in examination, 42 (84%) responded to avoid repetition of class and 35 (70%) responded to avoid dismissal from school.

CHAPTER SIX

Summary, Conclusion and Recommendation

6.0 INTRODUCTION

This Chapter entails the summary, recommendations and conclusion of the research.

6.1 Summary

The research was conducted in Nursing and Midwifery Training College in the Berekum municipality of the Brong Ahafo region. The study adopted a descriptive cross-sectional design that aimed at describing the demographic, marital status, socio-economic status, religion and on their perception and reason behind examination malpractices among students in the Holy Family Nursing and Midwifery Training College, Berekum. During the field studies conducted at Berekum HFNMTC campus, 50 eligible respondents, the distribution of their ages in percentages, 22 respondents were within the ages of 18-22 representing 44%. And 28 were within 23-27 representing 56%, were those who participated in the research.

In religious perspectives ascertained during our research study conducted in Berekum HFNMTC. Using 50 respondents as the base line, 50 respondents were covered with 41 of them being Christians indicating 82%, 6 Islamic representing 12% and 3 traditionalists corresponding to 6%.

The marital status of the respondents who were covered during the survey conducted. The majority of our respondents were not married. 38 out of the 50 were single denoting 76%, 6 married representing 12%, 6 co-habiting, with a corresponding of 12%, and 6 none representing 2%.

During the survey conducted at Berekum HFNMTTC campus, the research revealed that the eagerness of some tutors to prove that their students are the best is one the highest factor that contributes to examination malpractices in Ghana as a whole.

Secondly the research showed that, lack of confidence and trust, irreversible loss of credibility, promotion of unqualified professionals and fraud to the nation's economy are some of the effects of examination malpractices.

Based on this research, examination malpractices at Berekum HFNMTTC campus of the 50 respondents used for the study, 49 of the respondents claimed that they had an idea on the practices while 1 respondent representing 2% claimed nothing about the idea of examination malpractice. This shows that students are aware of the impact of examination malpractices.

This study was conducted to know the various ways of examination malpractices and the remedies to this issue on campus and across the country at large.

1. Adequate lecturers in the various institutions.
2. Avoid cheating in examination
3. Avoid bribing and corruption

6.3 Conclusion and Recommendations

From the results of this study, it is evident that examination malpractice in schools conducted by school coordinators could be eradicated if, first and foremost, the actions of their officials and supervisors are checked. In addition to this, students should be adequately prepared for examinations by well-trained teachers. School equipment and teaching facilities should not be lacking in our schools. If the education authorities ensure that our schools are adequately staffed with well-trained and well-motivated teachers and schools which are provided with equipment and teaching facilities, we can be sure to have students well-qualified to move to the next level of their

education. Examination malpractices will gradually become a thing of the past in our educational system. To check cheating in school examinations, the following are therefore recommended.

1. Examination coordinators and bodies should do all they can to eliminate from their ranks incorrigible officials and supervisors. If they do this, they will eradicate examination malpractice and earn credibility for the public and private examinations they conduct.
2. Education authorities should ensure that those admitted to the teaching profession are well-trained and well-motivated. This will ensure that the students they teach are well-prepared to take examinations without engaging in examination malpractice.
3. Governments should take the funding of our educational institutions more seriously by ensuring that schools are provided with adequate equipment and teaching facilities. This will enhance meaningful teaching and learning and put an end to examination malpractice.

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APPENDIX

TOPIC: A RESEARCH STUDY ON THE PERCEPTION AND REASON BEHIND EXAMINATION MALPRACTICES AMONG STUDENTS IN HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM.

INTRODUCTION

Dear Respondent,

We are final year students of Holy Family Nursing and Midwifery Training College, Berekum (HFNMTC). In partial fulfilment of our diploma programme, we are conducting a research on the above topic and this questionnaire is intended to obtain your views and opinions on the topic. Your identity and any information would be treated with confidentiality and used purely for academic purpose. We would be grateful for your co-operation Thank you.

PLEASE CIRCLE (O) OR WRITE WHERE APPROPRIATE

1. Gender

- a. Male
- b. Female

2. Age

- a. 18-22 years
- b. 23-27 years
- c. 28-32 years
- d. 33-37 years

3. Ethnicity

- a. Akan
- b. Ewe
- c. Hausa
- d. Ga

4. Religion

- a. Christianity
- b. Islam

- c. Traditionalist
- d. Other specify

5. Marital status

- a. Single
- b. Married
- c. Co-habiting
- d. None

6. Which class are you?

- a. RGN-17
- b. RM-12

SECTION B

PERCEPTIONS AND REASONS OF EXAMINATION MALPRACTICES

- 7. Does an examination malpractice contribute to obtaining a genuine results?**
 - a. Yes
 - b. No
- 8. Where was your source of information on examination malpractices?**
 - a. Electronic media
 - b. Friends
- 9. Do you have any problem with examination malpractices?**

a. Yes

b. No

10. Do you have any idea on examination malpractice? If “Yes” proceed with 11 a. Yes

b. No

11. Which method of examination malpractices do you have any idea about?(choose all that apply)

a. Leakage of examination questions

b. Reckless handling of examination question papers

c. Impersonation

d. Bribing of examination official

12. Which of the following is the highest form of examination malpractice in the country?(choose all that apply)

a. Pre-Examination Irregularities

b. Malpractice during day of the examination

c. Post examination irregularities

13. What is the effect of examination malpractice? Comment

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.....

14. What rate of examination malpractice can be recorded in Holy family Nursing and Midwifery Training College, Berekum?

- a. Once
 - b. Twice
 - c. Thrice
 - d. None
- 15.** Which of the factor affects the propensity to cheat in examinations?(choose all that apply)
- a. Lack of qualified teachers in most Faculties or Departments.
 - b. The eagerness of some tutors to prove that their students are the best.
 - c. The corrupt nature of some Heads to admit candidates based on certain unachievable scores.
- 16.** What is the causal factor of examination malpractice in Holy family Nursing and Midwifery Training College, Berekum?(choose all that apply)
- a. Using electronic devices such as mobile phone
 - b. Cheating
 - c. Inadequacy of trained teachers.
 - d. Inadequacy of teaching equipment.
- 17.** What measures would help curb the prevalence rate of examination malpractice in Holy family Nursing and Midwifery Training College, Berekum?(choose all that apply)
- a. Avoid using electronic devices.
 - b. Avoid cheating
 - c. Adequacy of trained teachers
 - d. Adequacy of teaching equipment
- 18.** Effect of examination malpractices includes the following?(choose all that apply)
- a. Lack of confidence

- b. Irreversible loss of credibility
- c. It promotes unqualified professionals
- d. It promotes fraud in the economy

19. What is the main reason why candidates want to obtain good results through examination malpractice

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NATIONAL CATHOLIC HEALTH SERVICE (DIOCESE OF SUNYANI)
HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE
BEREKUM



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Your Ref:



P. O. Box 21,
Berekum, B/A
Ghana, W/Africa
Tel. 0352222124
Fax: 0352222474

August 17, 2022

Date

Amos Owusu
Holy Family NMTC
Post Office Box 21
Berekum

Dear Mr. Owusu

RE: PERMISSION TO CONDUCT RESEARCH

With reference to your Memorandum dated August 10, 2022, I write to notify you that the students listed below have been granted permission to conduct their research in the College on the topic: **'Reasons Behind Examination Malpractices among Students in Holy Family Nursing and Midwifery Training College, Berekum'**.

1. Mary Adjei
2. Dacosta Adjei

Thank you.

Yours sincerely

.....
Monica Nkrumah (FGNM)
Principal

PRINCIPAL
HOLY FAMILY NURSING AND
MIDWIFERY TRAINING COLLEGE
BEREKUM