

Assessing Stakeholders (Preferred) Intervention Strategies in Curbing Examination Malpractices in Senior High Schools in the Volta Region

Yayra Dzakadzie (Ph.D)

Department of Psychology and Education, University of Education, Winneba
dyayra2014@gmail.com

Abstract

The purpose of this study was to find out the attitude of (school administrators, teachers, parents and student towards examination malpractice, and preferred intervention strategies in the Ghanaian School System. The study used inferential survey design. Six hundred subjects comprising 40 school administrators, 186 teachers, 174 parents and 200 students from the Senior High School System, were involved in the study. Proportional stratified random and purposive sampling techniques were used to select the respondents for the study. Questionnaire was used to collect data. The findings emerged from the study were: the stakeholders prefer good teaching and adequate teaching and learning facilities as the most effective and efficient intervention strategies to curb examination malpractices menace. Further, One way analysis of variance test results revealed significant differences among stakeholders in their preference in the identified intervention strategies in curbing examination malpractices. It was concluded that lack of good teaching by teachers and inadequate teaching and learning facilities are likely to spark novel ways of cheating during examination.. It is recommended among others that the government, through Ghana Education Service and other school proprietors, should recruit only well qualified and disciplined teachers to teach and also In-service Training (INSET) should be organised periodically for the existing teachers in the Senior High Schools to update and strengthen them with modern methods of teaching the various subjects.

Key words: Education Stakeholders, Examination Malpractices, Preferred Intervention Strategies

Introduction

Examination has over the years become one of the basic characteristics of the school system. It is used as one of the important indices upon which many decisions about the learner, teacher and school are based. Unfortunately, the process of examination in Ghanaian secondary schools has been bedevilled with rampant malpractices (West Africa Examination Council [WAEC], 2003). Thus, “examination malpractices” have, unfortunately, become one of the regular vocabularies and daunting issues in our school systems, not only in Ghana, but also in other parts of the world. The West Africa Examination Council [WAEC] (2003) defines examination malpractice as any irregular behaviour exhibited by candidates or anybody charged with the responsibility of conducting examination in or outside the examination hall, before, during or after such examination. The examination malpractices act of 1999 in Nigeria defines examination

malpractice as any act of omission or commission by a person who in anticipation of, before, during or after any examination fraudulently secures any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability, authenticity of the examination and ultimately the integrity of the certificates issued (Olatunbosun, 2009).

In Ghana, the last decade has witnessed an alarming rate of increase in incidence of examination misconduct. Evidence abounds of increased involvement in examination malpractices. Accusing fingers have been pointed at some stakeholders- students, teachers, parents and school administrations as well as invigilators as being agents of this canker (Ijaiya, 2007). The incidence of examination malpractices has become so widespread that there is virtually no examination anywhere in Ghana at any level and outside the formal school system, that there is no one form of 'sharp practice' or the other (Ijaiya, 2007). In 2009, the Daily Graphic reported the cancellation of some examination papers following the suspicion that there had been a leakage of examination items/questions in the private WASSCE. Again in 2009, WAEC published names of candidates involved in examination malpractices in the newspapers (Ghana News Agency, 2009). Besides, the Republic of Ghana enacted Act 719 of 2006 that stipulated various stern penalties for various offences associated with conduct of examinations. The various school authorities, College Academic Boards, and University Academic Boards have enacted similar laws to fight this monster called examination malpractice. Yet, the monster seems to be thriving and looming majestically in school systems. For instance, Obo (2008) in his study showed how States in Nigeria have been competing in taking top positions in the ranking of their examination malpractices indices, and how this index for the country has increased from 4.5 in 1999 to 16.9 in 2004 (an increase of 276%).

In the words of Azuru (2009) one of the major means of reducing the high spate of system-generated examination malpractice in our education system is to go beyond the cognitive assessment as the focal point for teaching, learning and indeed examination. This calls for emphasis on teaching for and the assessment of the affective and psychomotor domains. The affective domain is made up of those personality characteristics which have potential relevance to educational practices. They are such characteristics like values, social sensitivity, temperament, attitude, emotional and social adjustment (Anastasi & Urbani, 2005). They seek to indicate what a person feels, does or will do under certain natural circumstances. All school instructions (subjects and courses) are expected to trigger not only cognitive, but also affective changes in the learner. The affective disposition of the learner has direct relevance to his ability to learn, interest in learning and attitudes to school and school-related activities. A thorough understanding of this will help the teacher and examiner in handling the learner, assigning him roles, selection, placement guidance and counselling (Obemeata, 1984).

It is in recognition of these important roles that the Nigerian National Policy on Education (Federal Republic of Nigeria, 2004), apart from including affective

dispositions as some of the national educational aims and objectives, stressed the need to gear education towards self-realization, effective citizenship, better human relations, respect for the dignity of labour, etc. It becomes imperative that examinations should be tailored towards assessing all these important components of behaviour. It must be emphasised that most people have expressed concern over the difficulty inherent in the assessment of this domain. The difficulty notwithstanding, it is imperative that strategies, deliberate and sustained efforts be made to assess this domain. Some of the methods of assessing this behaviour include the use of interviews, questionnaire, socio-metric techniques, observation, etc. The implication is that the school should integrate the various components of tests in taking decision about the learner.

The integration of the three domains of learning in the assessment system calls for the redesigning of instructional strategies in schools. The current “talking and chalking” method that dominate the school system should be re-designed to one that can easily lend itself to an integrated assessment of the three domains. In line with the relevant provisions of the Nigerian National Policy on Education, adequate attention should be given to the acquisition of relevant skills and attitude required in the respective school subjects and courses. Curriculum packages shall be redesigned in such a way that the three domains of behaviour should be effectively integrated to cater for the 3Hs (the head, the heart and the hands) that is: the cognitive, affective and psychomotor domains respectively and thus produce a total person who is equipped with the skills, knowledge, attitudes, and values to make him respond to the challenges of his environment. It therefore means that while classroom lessons are delivered, practical and out-of-classroom experiences must be provided for. This calls for appropriate provision for practical experiences in the form of laboratory/workshop skills, practicum, industrial/commercial attachments, production and presentation of handicrafts and other items, excursions, seminars, motivational talks by role models, etc. These will greatly de-emphasise the high premium attached to cognitive learning and thus greatly reduce the incidence of examination fraud because acquisition and demonstration of the appropriate skills, knowledge and attitudes will become the focal point rather than mere presentation of certificates (Federal Republic of Nigeria, 2004). This will make the learners to be practical-oriented and develop worthwhile attitudes instead of being certificate-oriented.

School quality is the nature of instructional processes experienced by each learner, the level of classroom interaction and the school’s efficiency in developing knowledge, skills, attitudes and competencies in the learners. According to Yarguah (2000) school quality starts with students’ achievement, and then backed up to specify those instructional resources, facilities and teaching practices that most effectively boost achievement. There is the need to improve the quality of schools through the provision of teachers in the right quality and quantity, improvement of school buildings, provision of teaching and learning materials and enhancement of teaching processes. This will positively impact on teaching and learning with its attendant salutary effect on students’ school

achievement coupled with practical and demonstrable skills and positive values and attitudes. This is premised on the fact that effective learning will reduce the threat syndrome associated with examination. Such effective learning will also make them develop positive attitude towards schooling and enhance their learning attitude and thus demand less of psychological therapy as the teaching and learning experiences would have equipped them with the required skills, attitudes and competencies that are critical to meeting their learning needs (Yarguah, 2000). Most secondary schools have very poor and inadequate library facilities that are of little or no use to both students and staff. Some libraries, where they exist are filled with outdated books with non-usable information (Joshua, 2009). Such adequate and efficient preparation for examinations and related assessment will reduce the spate of examination malpractice.

The introduction of a standard yardstick for measuring the quality of learning outcome at the various levels of education, especially primary and secondary levels in the form of monitoring of learning achievement (MLA) is imperative. Learning achievement is a statistical indicator which quantifies the extent to which exposure to formal education has equipped the learners with the requisite knowledge and skills critical to their basic learning needs (Falayajo, Makoju, Okebukola, Onugha, & Obohibodun, 1997). This will periodically determine the amount of learning that takes place in the respective levels of schooling and thus act as a feedback mechanism for remediation and system review.

It will also be a ready predictive indicator of the level of students' performance in internal and public examination. This way, stakeholders especially schools and examining bodies involved can effectively plan and make projections on students' achievement in skills, knowledge and attitudes. Also, such periodic monitoring of learning achievement will assist in building a data-base on each school, education zone or individual learner which would be correlated with subsequent public examination results. It will further help build item bank of instruments for the assessment of the cognitive, affective and psychomotor domains of behaviour for schools and public examining bodies. The data so generated will help keep the students on their toes by making them responsive and be ready at all times to be assessed, thereby reducing the threat syndrome associated with examination (Azuru, 2009).

It has been observed that Ghana's education system is largely certificate oriented. So much value and emphasis are placed on certificates instead of knowledge, skills and competence. According to Nwandiani (2005) the market place value and reward for the level and face value quality of certificates promote tendencies for and acts of cheating in the process of certification. Many school leavers and dropouts have certificates without knowledge and skills. Most of the social maladies like manufacture and sale of fake drugs by pharmacists, collapse of buildings, massive fraud in banks and miscarriage of justice are consequences of over emphasis and value on certificates. And if this trend is allowed to continue, the country will end up with doctors who cannot differentiate between vein and artery, lawyers who cannot differentiate between an accused person and the complainant and teachers who may not be able to spell the names of their

schools correctly (Orbih, 2006). In Nigeria, for example there is undue emphasis placed on certificates, and this causes examination malpractices. The certificate mentality has made Nigerians to perceive education as being synonymous with obtaining certificate as the only means of getting a job. As a result of this trend and pressure, honesty in examination is no longer a cherished value (Joshua, 2008). The economy in the country also causes examination malpractice. The officials who are responsible for conducting public examinations as well as teachers, invigilators/supervisors have low income to meet their ever-growing human needs/wants, and so they often see examination malpractice as a quick way of getting money to meet these needs (Joshua, 2008).

Olatunbosun (2009) opines that: To be able to curb examination malpractices, there should be continuous grassroots campaigns and seminars organized by all stakeholders in the education sector on the dangers associated with examination malpractices. This will help to sensitize and conscientise the people. These campaigns will help the people to internalize the true values of life, and over time shed the vices associated with their existence. As the attitudes of the people change, external misbehaviours will also be positively affected. The examination Ethics Project (a non-governmental organization) will make large scale and far reaching impact in this regard. In addition, these seminars and campaigns will help restore the lost cherished moral values of honesty, hard work, dedication and uprightness that hitherto characterized the society (p. 106).

It can be seen that different intervention strategies are made to curb examination malpractices. However, it appears little is known about ways education stakeholders' would want the menace of examination malpractices addressed in the Volta region of Ghana. What is really the stakeholders' preferred intervention strategies in curbing examination malpractices in senior high schools in the Volta region? How do the stakeholders perceive the strategies taken to curb the future occurrences of these malpractices in these examinations? Answers to these posers are not readily available in the Ghanaian School System. Therefore, finding empirically supported answers to these questions constituted the problem that this study was designed to address.

Research Questions

The following research questions were posed to guide the study:

1. What is the preference given to the identified intervention strategies by the stakeholders in curbing examination malpractice?
2. How do the different stakeholders (students, teachers, parents and school administrators) differ in their preferred intervention strategies in curbing examination malpractice?

Research Hypotheses

The following hypotheses, which guided the study were derived from the research questions:

- i. H_0 : The stakeholders' preference given to each of the researcher-identified

intervention strategies in curbing examination malpractices is not significantly high.

- ii. H_0 : There are no significant differences among education stakeholders' preference given to researcher-identified intervention strategies in curbing examination malpractice.

Methodology

The study used the survey-inferential design to allow more powerful analysis to be performed on the surveyed data (Fraenkel & Wallen, 2003). The targeted population are the four main stakeholders chosen for the study, namely; students, teachers, parents and school administrators in the Volta Region of Ghana. The accessible population comprised the following subgroups; year four Senior High School (SHS 4) students numbering 14,882, administrators (headmasters and their assistants) also numbering 207, teachers with a numerical strength of 2,285 and parents numbering approximately 14,882, assuming one parent per student (Ghana Education Service, 2010). The sample that was used for the study consisted of 640 education stakeholders, made up of 200 students, 200 teachers, 200 parents and 40 school administrators. The researcher settled on stratified proportional random sampling as suitable for obtaining a representative sample for the study taking into account the different strata involved to select teachers and students. The parents were sampled mainly through their wards in the selected schools.

The instrument for the study was a questionnaire. The instrument was trial-tested with stakeholders in five schools, which were not included in the sample, to ascertain whether the items are presented in clear and understandable language and to verify whether respondents in these five schools would interpret the questionnaire items similarly. In all, 100 stakeholders who were made up of 10 administrators, 30 teachers, 30 parents and 30 students were used for the pre-testing. The reliability of the research instrument was determined using Cronbach Coefficient Alpha Method. The section A of the questionnaire had a reliability index of .94 and section B had a reliability index of .90. The overall reliability index for both Section A and B items was .94. Out of the 640 questionnaires administered, a total of 600 copies of the questionnaire were retrieved representing 93.75 percent retrieval rate and used for the analyses.

Hypothesis 1: *The stakeholders' preference given to each of the researchers' identified intervention strategies in curbing examination malpractices is not significantly high.* This was derived from research question one "What is the preference given to the identified intervention strategies by each of the four categories of stakeholders in curbing examination malpractices?" In testing this hypothesis, the sample mean (from the four items on each object) was compared with a reference (or population) mean score using population t-test analysis. Whilst the research question was analysed using frequency and percentage counts.

Hypothesis 2: *There are no significant differences among stakeholders' preference given to*

researcher-identified intervention strategies in curbing examination malpractice. This was derived from research question two. “How do the different stakeholders (students, teachers, parents and school administrators) differ in their preferred intervention strategies in curbing examination malpractice?” The independent variable in this hypothesis is ‘category of stakeholders’ (i.e. students, teachers, parents or school administrators); while the dependent variable is stakeholders’ attitude towards identified intervention strategies in curbing examination malpractices. The statistical analysis technique that was deployed to test this hypothesis was one-way analysis of variance (ANOVA). Whilst the research question was analysed using frequency and percentage counts.

Results

Demographic Data of the Respondents

The sample characteristics were classified under gender, school type, school location, academic qualification (teachers and parents only) and number of years of teaching (teachers only). The gender distribution of the respondents is presented in Table 1.

Table 1: Gender Distribution of Respondents

Category	Male No. %	Female No. %	Total No. %
Administrators	29 72.5	11 27.5	40 6.7
Teachers	92 49.5	94 50.5	186 31
Parents	90 51.7	84 48.3	174 29
Students	100 50	100 50	200 33.3
Total	314 52.3	286 47.7	600 100

The researcher stratified the sample so as to have the same number of males and females in the representation but questionnaire copies retrieved showed that the male respondents were more than the females. On the part of administrators, the sample was purposively selected and majority of these headmasters and their assistants are mostly males. Teachers and parents have almost equal representation of both males and females. Students on the other hand, have equal number of males and females.

Stakeholders’ Preference Given to Intervention Strategies to Curb Examination Malpractices

This section of the study examined the preference given to the researcher-identified intervention strategies to curb examination malpractices menace by the stakeholders. Its focus was providing answers to the research question one “what is the preference given to the identified intervention strategies by the stakeholders in curbing examination malpractice?” The stakeholders were asked to indicate the degree of agreement with the

researcher-identified intervention strategies which were public campaign and advocacy; reward for honesty/excellence in the society, good teaching and adequate teaching facilities, instant sanctions to culprits, and lastly, relative emphasis on skill/experience at the job market. Stakeholders' responses to the intervention strategies are shown in Table 2.

Table 2: Stakeholders' Preference Given to Intervention Strategies to Curb Examination Malpractice

<i>Intervention strategies</i>	<i>Agree No %</i>	<i>Disagree No %</i>
Public campaigns/advocacy	504 84	98 16
Reward for honesty/excellence	503 84	97 16
Good teaching/ facilities	549 92	51 8
Instant sanctions to culprits	428 71	172 29
Relative emphasis on skills	488 81	112 19

The percentages as shown in Table 2 indicate that stakeholders put high premium on good teaching and adequate facilities as the best intervention strategy to curb examination malpractices. As many as 549 (92%) respondents have endorsed good teaching/facility, followed by public campaign/advocacy endorsed by 504 (84%) of the respondents, and reward for honesty and excellence endorsed by 503 (84%). Others, ranked in order, are relative emphasis on skills, endorsed by 488 (84%), and instant sanction on culprits, endorsed by 428 (71%). However, it is not surprising that instant sanction on culprit came least in the ranks because people commit crime but wish to go without being punished. Again, it is worthy to note that 172 (29%), almost a third of the respondents, disagreed on instant sanction on culprits. Perhaps they do not recognise that examination malpractice is a crime that should be punishable. Again, there is some information to note in "percentages of agreement and disagreement" as indicated in Table 2. As much as 16% of the stakeholders each do not agree that public campaign/advocacy and reward for honesty/excellence could curb examination malpractices. Also about 19% and 8% did not agree that examination malpractices could be curbed with relative emphasis on skills and good teaching and adequate teaching facilities respectively. The overwhelming endorsement of good teaching and adequate teaching facilities is a clear indication that perhaps most stakeholders get involved or aid examination malpractices because they see it as a compensation for poor teaching and poor learning environment.

In order to further ascertain the preference given to the researcher-identified intervention strategies in curbing examination malpractices, a hypothesis "the

stakeholders' preference given to each of the researcher-identified intervention strategies in curbing examination malpractices is not significantly high" was derived from research question two and tested. In testing the hypothesis, the sample means from the four items on each of the identified intervention strategies were compared with a referenced or population mean score of 14.00 (obtained as explained under hypothesis 1). The result of the analysis is presented in Table 3.

Table 3: Analysis of Stakeholders' Preference Given to Intervention Strategies to Curb Examination Malpractice

<i>Intervention strategies</i>	<i>Sample mean</i>	<i>Sample SD</i>	<i>Ref mean</i>	<i>t-value</i>	<i>Sig level</i>
Public campaign Advocates	18.37	3.60	14.0	29.73*	.00
Reward of honesty excellent	18.47	3.74	14.0	29.25*	.00
Good teaching/facilities	20.11	3.61	14.0	41.48*	.00
Instant sanction to culprits	16.54	4.38	14.0	14.19*	.00
Relative emphasis on skills	17.64	3.68	14.0	24.24*	.00

* $p < .05$; $df = 599$

The results as presented in Table 3 have shown that all the five-calculated t-values are each greater than the critical t-value of 1.96 at .05 level of significance with 599 degrees of freedom. Again, the significant level is .00 which is less than the alpha level of .05. Based on the aforementioned results, the null hypothesis is rejected and the alternate hypothesis that "the education stakeholders' preference given to each of the identified strategies in curbing the examination malpractices is significantly high is upheld. The positive t -values imply that the stakeholders' preference given to the identified intervention strategy is statistically significantly positive. The size of the sample means confirms the earlier finding of the study that stakeholders prefer good teaching and adequate teaching facilities (20.11) as the first and the foremost as well as the most effective intervention strategy, followed by reward of honesty /excellent (18.47), public advocacy and campaign (18.37), relative emphasis on skills (17.64) and finally instant sanction on culprit (16.54).

Differences in Stakeholders' Preferences Given to Intervention Strategies to Curb Examination Malpractices

This part of the study was to determine how education stakeholders differ in their preferences given to the researcher identified intervention strategies in curbing examination malpractices. The results of this section helped in providing answer to research question 2 "How do the different education stakeholders (administrators, teachers, parents and school administrator) differ in their preferred intervention strategies in curbing examination malpractices?" This question gave rise to Hypothesis 2, namely; "There are no significant differences among education stakeholders' preference given to intervention strategies in curbing examination malpractice". The results are presented in Table 4.

Table 4: One-Way Analysis of Variance of Influence of Category of Stakeholders on Intervention Strategies in Curbing Examination Malpractice

<i>Intervention strategies</i>	<i>Category of stakeholders</i>	<i>No</i>	<i>Mean</i>	<i>SD</i>	<i>F-value</i>	<i>Sig Level</i>
i. Public Advocacy/ campaign	Administrator	40	4.64(2)	.884	8.13	.00
	Teacher	186	4.84(1)	.852		
	Parents	174	4.39(4)	.918		
	Students	200	4.53(3)	.886		
	Total	600	4.59	.901		
ii. Reward for honesty/ excellent	Administrator	40	4.84(1)	.948	2.94	.00
	Teacher	186	4.69(2)	.874		
	Parents	174	4.46(4)	.974		
	Students	200	4.65(3)	.942		
	Total	600	4.62	.936		
iii. Good teaching/ facilities	Administrator	40	4.90(3)	.950	22.02	.00
	Teacher	186	4.72(4)	.880		
	Parents	174	4.95(2)	.990		
	Students	200	5.41(1)	.675		
	Total	600	5.03	.902		
iv. Instant sanctions to culprits	Administrator	40	4.51(1)	.804	15.09	.00
	Teacher	186	4.51(1)	.885		
	Parents	174	3.87(3)	1.043		
	Students	200	3.94(2)	1.244		
	Total	600	4.13	1.094		
v. Relative emphasis on skill/experience	Administrator	40	4.54(1)	.765	2.55	.00
	Teacher	186	4.40(3)	.906		
	Parents	174	4.27(4)	.934		
	Students	200	4.52(2)	.934		

	Total	600	4.41	.919		
--	-------	-----	------	------	--	--

* $p < .05$; $df = 3,596$

The ranks as given to the mean values (shown in the parenthesis) in Table 4 indicate that;

- (i) Teachers are the first to endorse “public advocacy and campaign strategy, followed by administrators, and then by students, and lastly by parents.
- (ii) As regards rewards for honesty and excellence strategy, school administrators are the first, followed by teachers, and then by students, and finally by parents.
- (iii) Good teaching and adequate teaching facility was highly endorsed by students, than any other stakeholder. School administrator came second, followed by parents, and lastly by teachers.
- (iv) Instant sanctions to culprits was endorsed equally by both teachers and school administrators, followed by students and lastly by parents.
- (v) Administrators were the first to endorse the intervention strategy “Relative emphasis on skill and experience” as a way of minimising examination malpractices, followed by students, and then by teachers, and lastly by parents.

A critical examination of the mean values as indicated in the Table 4 shows that stakeholders endorse “good teaching and adequate teaching facilities” as the best intervention strategy with the average mean of 5.03, followed by reward for honesty and excellence (4.62), public advocacy and campaign (4.59), relative emphasis on skill/experience (4.4) and finally instant sanction on culprits (4.13). The results as presented in the table (15) clearly show that all the calculated F-values are each higher than the critical F-value of 2.61 at .05 level of significance, with 3 and 596 degrees of freedom. Furthermore, the significant level as shown in the appendix (F) is .00 which is less than the alpha level of .05. As a result, the null hypothesis for each of the intervention strategies is rejected.

Discussion

The research question one that inquired into the preferred intervention strategies by stakeholders’ in curbing examination malpractice as identified by the researcher, it is obvious from the result of the analysis that stakeholders prefer adequate teaching as the best measure to minimize examination malpractices, followed by reward for honesty and excellence, then by relative emphasis on skill/experience, and lastly by instant punishment/sanction on culprits. One sample t-test indicated that stakeholders’ preference given to each of the researcher identified intervention strategies in curbing examination malpractice is significantly high with good teaching and adequate facilities being the first rated option among the stakeholders. This is an indication that perhaps

drastic improvement in teaching and learning in the schools as well as provision of adequate teaching and learning facilities could reduce examination malpractices to the barest minimum. It is also a clue that government and other agencies concerned with teaching and learning should endeavour to provide teachers with adequate resources and in-service training to equip teachers with modern methods of teaching and learning. In addition, teachers should be motivated to give of their best. Teachers on the other hand, should try and make maximum use of the resources available to the benefit of the students and where the resources are not available; teachers should improvise in order to make their teaching effective and efficient. The least endorsed intervention strategy is “instant sanction or punishment to offenders”. This is an indication that punishment though endorsed by the stakeholders, is the least preferred intervention strategy. This is because instant sanction/punishment as a means of minimising examination malpractice will do little, if other factors like good teaching and learning facilities are lacking.

Research Question 2 explored how stakeholders differ in their preference to researcher-identified intervention strategies in curbing examination malpractices. The finding revealed that teachers rated ‘public campaign and advocacy’ than any other strategies. School administrators rated ‘reward for honesty and excellence’ and ‘relative emphasis on skills and experience’. ‘Good teaching and adequate facilities’ was highly rated by students, more than any other stakeholder. Instant sanction on culprits was rated highly by both teachers and school administrators. One way analysis of variance test results revealed significant differences among stakeholders in their preference given the identified intervention strategies in curbing examination malpractices. The endorsement of good teaching and learning facilities is an indication that many of the stakeholders believe that good teaching and learning facilities is the best intervention strategy to minimise examination malpractice. Students being the first to endorse ‘good teaching and learning facilities’ give the conviction that students are not adequately prepared before the examination. Therefore, it is not surprising that some engage in examination malpractice to cater for the teaching and learning inadequacies.

Conclusion

On the strength of the findings, it is concluded that the most effective and efficient intervention strategy to curb examination malpractice from the perspective of stakeholders is good teaching and provision of adequate teaching and learning facilities in the schools by the authorities concerned. Hence, lack of good teaching by teachers and inadequate teaching and learning facilities are likely to spark novel ways of cheating during examinations. The researcher therefore considers the intervention strategy – good teaching and adequate teaching and learning facilities as long overdue and is really needed to curb ‘this monster’ called examination malpractice that is gradually eating into all levels of education.

Recommendations

Based on the findings and the conclusion of this study, it is recommended that the

government, through Ghana Education Service and other school proprietors, should recruit only well qualified and disciplined teachers to teach. GES should train and recruit more graduate teachers for the Senior High Schools to augment the staff strength at that level. In service training (INSET) should be organised periodically for the existing teachers in the Senior High Schools to equip and strengthen them with modern methods of teaching the various subjects. There should be the creation of awareness on the ill effects of examination malpractice in all aspects of our society through seminars and workshops for teachers, parents and officials of examination bodies should be a frequent programme to discourage involvement in cheating at examinations. The awareness could also include the running of Radio/Television jingles against examination malpractice at close intervals, for public information.

REFERENCES

- Anastasi, A., & Urbina, S. (2005). *Psychological testing* (7th ed.). India. Pearson Education, Inc.
- Azuru V. A. (2009). *Beyond cognitive assessment: mechanics for reducing system-general causes of examination malpractices*. A paper presented at the annual conference of association for education assessment in Africa held in Yaoundé Cameroon.
- Falayajo, W., Makaju, G. A. E., Okebukola, P., Onugha, I. C., & Obohibodun, J. O. (1997). *Assessment of learning achievement of primary four pupils in Nigeria*. Lagos: NERDC National Report.
- Federal Republic of Nigeria (2004). *National policy on education*. Lagos: NERDC.
- Fraenkel, J. R., & Wallen, N. E. (2003). *How to design and evaluate research in education*. Boston: McGraw Hill.
- Ghana Education Service (2010). *Public senior high schools statistics 2009/2010*. Ho: GES.
- Ghana News Agency (2009, September, 23). Examination malpractices are disturbing development. *Daily Graphic* (No 18028), p.3.
- Ghana News Agency (2009, September, 4). WAEC has published the first batch of names of candidates involved in examination malpractices. *Daily Graphic*, (No. 18012), p. 8.
- Joshua, M. T. (2008.). *Intervention strategies in curbing examination malpractice in schools: The role of government and teachers*. Paper presented at Stakeholders Forum on Examination Malpractice, organized by Cross River State Ministry of Education, Calabar.
- Joshua, M. T. (2009). *Perception of examination malpractice, and preferred intervention strategies, by some stakeholders in the Nigerian school system*. Paper presented at the 27th conference of Association for Educational Assessment in Africa, Yaounde, Cameroon.
- Ijaiya, Y (2007). Eradicating examination malpractices: A macro-theoretical framework option. *Nigerian Journal of Development Issues: Socio, Political and Economic Development*, 2 (2), 72-85.
- Nwadiani, M. (2005). *Curbing examination malpractice in the Nigerian educational system*. A lead paper presented at the First Annual Conference of the Faculty of Education,

Ambrose Alli University, Ekpoma.

- Obemeata, J. O. (1984). Non cognitive assessment in educational evaluation. In Pai Obanya (Ed.). *Curriculum theory and practice*. Ibadan. Educational Research Study Group.
- Obo, F. E. (2008). *Education stakeholders' attitudes towards examination malpractice and their preferred intervention strategies in Cross River State secondary schools system, Nigeria*. Unpublished Ph.D thesis, Faculty of Education, University of Calabar.
- Olatunbosun, J. B. (2009). Examination malpractices in secondary schools in Nigeria: what sustains it? *European Journal of Educational Studies*, 1(3), 101-108.
- Orbih, F. O. (2006). *Confronting legal issues in examination malpractice: the law, prosecution and judicial process*. A Paper Presented at a Two-Day Summit on Examination Malpractice in Nigeria Organized by the House of Representatives Committee on Education Held at the Shehu Musa Yar' Adua Centre, Abuja.
- West African Examination Council Forum (2003). *Students tricks in examination*. Lagos: WAEC.
- Yarguah, H. A. (2000). *School quality as determinant of students' achievement in English Language at SSCE in Ghana*. An unpublished M.Ed. thesis University of Ibadan. Nigeria.