



International Journal of Management & Entrepreneurship Research
P-ISSN: 2664-3588, E-ISSN:2664-3596
Volume 2, Issue 7, P.No. 492-511, December, 2020
Fair East Publishers
Journal Homepage: www.fepbl.com/index.php/ijmer



CAUSES AND EFFECTS OF EXAMINATION MALPRACTICES AMONG JUNIOR HIGH SCHOOL STUDENTS IN NEW EDUBIASE

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Article Received: 24-11-20

Accepted: 13-12-20

Published: 30-12-2020

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ABSTRACT

The level of students' involvement in examination malpractice in Junior High Schools in Ghana has become increasingly worrying, problematic and threatening to the well-being of Ghanaian educational system. However, there seems to be paucity of studies on the causes and effects of examination malpractices among Junior High School students in Ghana and Adansi South District (New Edubiase) of the Ashanti Region of Ghana in particular. This research seeks to bridge this knowledge gap by identifying and discussing the causes and effects of examination malpractices among Junior High School students in New Edubiase. Study methods include the use of questionnaire (open and close ended questions). A total of ninety (90) respondents comprising of sixty (60) students and thirty (30) teachers who took part in this study were randomly and purposively selected. The results indicate that collusion, examination leakages, smuggling of answers scripts and late submission of parcels, sending foreign materials into the examination hall, impersonation, dubbing, writing on items (sheets of papers, handkerchief, erasers, and covers of calculator), writing answers on question papers and exchanging them with others to copy, communicating orally or through gestures during examination and using fake names index numbers, buying examination questions for students and offering money to examination authorities to assist their children and mass cheating are the nature of examination malpractices among Junior High School students in New Edubiase. The study revealed that examination malpractices brings total loss of trust in the educational system, reduced enrolment

of students in school, frequent cancellation of results, discourages good students/candidates from studying hard, deprives innocent students' opportunity for admission, decrease job efficiency, bring dissatisfaction on the part of the candidates, renders the goals of education invalid, examination cheats obtain certificates which they cannot defend, examination malpractice has reduced the quality and standard of education in the country, examination malpractice adversely affects national productivity as the certificates workers possess are not backed with commensurate knowledge, skills and values, examination malpractice makes employers of labour lose confidence in the educational system and the credentials that are paraded by job seekers and lastly examination malpractice leads to high educational wastage as those who cheat to pass examinations at a lower level, achieve very poorly at a higher level.

Keywords: Causes, Effects, Examination, Malpractices, Junior High School, Students, New Edubiase, Ashanti Region, Ghana.

INTRODUCTION

Conducting examinations has become one of the major problems the education sector is facing. Despite the strong measures instituted to ensure the security of examination papers such as ensuring the papers were distributed by the Examination Officers to all the various examination centers under police escort and that every school had a strong room and lockable metal boxes still examination papers find their way out (Kofi Mereku, 2010; Ampofo, 2019).

The stage at which the examination papers leaked was not very clear. Thus, even with the aforesaid strict measures and many others in place to prevent examination malpractices, there were reports that students, teachers, school administrators, Ministry of Education officials, security personnel and parents were involved in examination malpractices (WAEC, 2009; Ossai, 2010; Omotere, 2010).

In the Adansi District of Ghana (New Edubiase), majority Junior High School students failed when the BECE was cancelled in 2015 as a result of examination malpractices. This therefore reduced majority of the students to go to Senior High School as witnessed by the researcher who used to be native from New Edubiase. This situation therefore compelled the researcher to research into the causes and effects of examination malpractices among Junior High School students in the Adansi South District of Ghana.

Concept of Examination Malpractice

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

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

Examination Malpractices within Africa

In Africa, the situation is not any better. As the UNDP (2013) report noted, educational systems were crisis ridden owing to examination malpractices in schools as well as universities. The report also noted examination malpractices start from primary schools, mostly perpetuated by teachers at this level, and gradually extended to secondary schools and colleges. In universities, students who successfully practiced examination crimes in secondary schools without being caught saw it as the only way they could survive in an examination. The examination results tend to give a false picture of the state of affairs; hence some school graduates could not defend the grades obtained in examinations (Jimoh, 2009; Bassey et al, 2010; Adebayo, 2012).

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

The phenomenon took forms such as the following: Impersonation; bringing in foreign materials, such as books and calculators; substituting answer sheets with already worked scripts, stealing, converting, and misappropriating scripts; collusion in the examination hall involving copying; and organized cheating involving assistance from teachers and invigilators (Aminu, 2006; Onuka, 2011).

Umar (2004: 54) has asserted, “examination malpractices had seriously impinged upon the credibility of the results coming from public examinations bodies in Nigeria to an extent that the quality of certificates candidates obtain is doubtful”. The situation degenerated to an extent that people looked down upon academic certificates because the ability of its holders could not be legitimately inferred from the test scores on which the certificates were based (Onuka, 2009). In Ghana, Daily Graphic (2013) reported that the occurrences of examination malpractices had assumed an alarming trend mainly due to candidates’ fear of failing, lack of confidence, laziness, inadequate preparation and, above all, the inability to apply themselves to their studies. Students perfected various forms of cheating in examination rooms. Some of the tricks employed under this practice included, bribing, smuggling foreign materials into the examination rooms such as prepared notes and material written on palms, thighs (especially for girls), and in text books or novels for subjects such as literature, and they also go in with various tricks such as, “hide and seek” and gadgets designed to assist them to pass the examinations instead of relying on their own abilities (Ake Gronlund et al, 2010, Daily Graphic, 2013).

METHODOLOGY

Research Design

The study was intended to explore the causes and effects of examination malpractices among Junior High School students in the Adansi South District (New Edubiase) of the Ashanti Region of Ghana and to explore the causes and effects of examination malpractices among Junior High School students’ the descriptive survey design was employed.

Ampofo (2020), explain that a descriptive study can answer questions such as, what is or what was. A descriptive survey design was chosen because it gives the researchers the opportunity

to use quantitative data in order to find data and characteristics about the population or phenomenon that is being studied. A major advantage is that information can be collected from individuals, personal accounts and from written data which can remove the barriers of strict academic approaches and researchers can witness how people experience an event. However, confidentiality is a problem with descriptive survey approach (Ampofo, 2020).

Study Area

The focus of this study was on the find the causes and effects of examination malpractices among Junior High School students in the Adansi South District of Ghana. The researcher is interested to find out the causes of examination malpractices among Junior High School students, find out the effects whether positive or negative on students and lastly suggest strategies for curbing examination malpractices among Junior High School students in the Adansi South District of the Ashanti Region of Ghana.

The Population

The target population according to Ampofo (2020) is the entire aggregation of respondents that meet the designated set of criteria. The target population for the study was all the Junior High School students and teachers in the Junior High Schools at New Edubiase of the Ashanti Region of Ghana. The Junior High School students and their teachers were considered as having knowledge of examination malpractices and its effects on them. There are eight Junior High Schools in the Adansi South District of Ghana but for the purpose of this study three school were selected and they are: Experimental Junior High School (number of students are 120), Roman Catholic Junior High School, (number of students are 150) and District Assembly A Junior High School (number of students are 95). Therefore the total students' population for this study is numbered about 365 students.

Sample Size and Sampling Technique

Ampofo (2020) explain that, 'it is imperative for you to determine an aspect of population to be involved in your study.' A study may entail a large population unlike others with small population. In such situation, a portion of the entire population may be selected for study and this is what is termed as sample. The sample population of this particular study stood at 90 comprising of 60 students and 30 teachers. This sample size was chosen for the researcher to be able to manage them and also to avoid superficial perspective on the side of the researcher. The cluster and purposive sampling technique were employed in selecting the respondents for the study. The cluster sampling technique involves dividing the population into segments and random sample of these clusters are selected. All the observations in the selected clusters are included in the sample. The cluster sampling technique was used because the researcher could not get a complete list the members of a population to be studied but could get a complete list of groups (Ampofo, 2019). In all the Junior High Schools in New Edubiase of the Ashanti Region of Ghana, three schools were selected which were all public schools. Twenty students were selected from each of the three schools and ten teachers were also selected from each of the three schools. The purposive sampling was used to select respondents from the clusters.

Instruments for Data Collection

The researcher used a fifty item questionnaire in collecting data for the research. A questionnaire is a research instrument consisting of series of questions for the purpose of a survey or statistical study. The structured questionnaire type was used. Ampofo (2020) explains that a structured questionnaire is a data collection instrument which contains predetermined

standard questions or items meant to collect numerical data that can be subject to statistical analyses. He explains that the questions are close ended and answers outlined, which gives respondents the opportunity to respond to sample questionnaire questions

The questionnaire was arranged in only one section. The pupils responded to questions on biographical data, education in Ghana, examination, examination malpractices, examination cancellation and rescheduling implication (positive and negative) on the school community specifically on students. With the structured questionnaire, the respondents felt more comfortable responding to pre-determined responses than items that require them to express their views and feelings. However the instrument did not allow the researcher to explore the feelings and experience of participants (Ampofo, Amoah & Peparah, 2020). On the whole, the pupils responded to fifty questions which were Likert-scale type. However, there were few open ended questions which allowed participants to share their views that were not captured. This was to combat the negative side of the structured questionnaire.

Validity and Reliability of Questionnaire

Validity and reliability in research is the degree of stability exhibited when measurement is repeated under identical conditions. Research validity refers to whether the research actually measured what was supposed to measure and not something else. Reliability means that responses to the questionnaire were consistent (Ampofo, 2019). The researcher took the following steps in order to ensure the validity of the data.

The questionnaire was based on information obtained from literature review. This was to ensure that it was a representation of students' education and experiences (Ampofo, 2020). The questions were formulated in simple language for easy understanding. The researcher gave to the supervisor to scrutinize to ensure the validity. Colleagues added some questions and certain aspects of the questionnaire were rephrased for clarity. This helped clarity portions where participants did not understand.

There was also a pilot test conducted to ensure the reliability of instruments at New Edubiase District Assembly B Junior High School. Five students were selected for the pilot exercise. New Edubiase District Assembly B Junior High School was closer for the pilot study because it is close to the study area with the participants having similar characteristics as those in the study area. The responses in the pilot helped to modify certain aspects of the questionnaire before they were administered in the main study.

Data Collection Procedure

The researcher visited the schools and briefed the teachers and students on the purpose of the study and its educational implications. They were allowed some time to raise questions about the areas they could not understand. After the discussion, the questionnaires were distributed to them. The pupils answered the questionnaire the same day which ensured objectivity. On the whole the researcher spent one week for the collection of the data. All respondents responded to the questionnaire.

Data Analysis Procedure

After collecting the data, it was first edited (Ampofo, 2020). The edited questionnaires were organized. The work was organized under examination, factors leading to examination malpractices, examination cancellation and rescheduling and its implications on students. It was then coded. The researcher used table and percentages in analyzing the data. These statistical instruments were used because they allow data to be organised for further analysis. It also allows

large amounts of raw data to be sorted and reorganised in a neat format. It also allows a dialogue between the test and the exact numbers in the result. Again, the different group classification allows comparison and better understanding of data. However, it is not the best to use in showing trend or relationship between variables (Ampofo, 2019).

RESULTS AND DISCUSSION OF RESULTS

Biographical Data of Students

One item of the questionnaire gathered data on the respondents gender which is presented in the table below.

Table 1
Sex Distribution of Respondents

Sex	(F) (%)
Male	50 55.56
Female	40 44.44
Total	90 100

Source: Field Survey, 2020

Table 1 presents the gender of participants (students and teachers) who responded to the questionnaire items. From Table 1, 90 respondents were given questionnaire. All respondents responded to the questionnaire. Out of the 90 respondents, majority of respondents were males representing 50(55.56%) of the sample population while their female counterparts recorded 40(44.44%) of the sample population. The implication is that, the male respondents outnumbered the female respondents.

Another aspect of the questionnaire gathered data on the age distribution of the respondents and this is what Table 2 presents.

Table 2
Age Distribution of Respondents

Age Range	(F) (%)
14-16	17 18.89
17-19	40 44.44
20 and above	33 36.67
Total	90 100

Source: Field Survey, 2020

Table 2 presents the ages of respondents who responded to the questions. . The table shows that majority of the respondents were between 17 and 19 years representing 40(44.44%) of the respondents. This was followed by those in the age group 20 years and above who also recorded 33(36.67%) and 17(18.89%) of the respondents were between the age group of 14 and 16. The implication of this is that, majority of respondents were older from 17 years.

Another aspect of the questionnaire gathered data on the class of respondents (students) and has been presented in Table 3.

Table 3
Class Distribution of Respondents (Students)

Class	Frequency	Percentage (%)
JHS 1	15	25%
JHS 2	15	25%
JHS 3	30	50%
Total	60	100%

Source: Field Survey, 2020

Table 3 depicts the classes of respondents (students). Out of 60 respondents, 15 (25%) were in JHS 1, 15 (25%) were in JHS 2 and 30 (50%) were in JHS 3. From the data, it is seen that various classes were represented which ensure objectivity.

Analysis of Items

The analyses of the items are based on the three research questions which are as follows:

1. What is the nature of examination malpractices among Junior High School students in New Edubiase?
2. What are the causes of examination malpractices among Junior High School students in New Edubiase?
3. What are the effects of examination malpractices on Junior High School students?

Research Question 1: What is the nature of examination malpractices among Junior High School students in New Edubiase?

One aspect of the questionnaire gathered data on the nature of examination malpractices among Junior High School students in New Edubiase and the relevant data are presented in Table 4, 5, 6 and 7.

Table 4

The Nature of Teachers Factors Causing Examination Malpractices Among Jhs Students

TEACHERS FACTORS	Strongly Agree	Agree	Not Sure	Strongly Disagree	Disagree	Freq.	Total (%)
1. Collusion	50 (55.56%)	30 (33.33%)	-	-	10 (11.11%)	90	100%
2. Examination leakages	40 (44.44%)	20 (22.22%)	-	20 (22.22%)	10 (11.11%)	90	100%
3. Smuggling of answer scripts by teachers	10 (11.11%)	20 (22.22%)	20 (22.22%)	30 (33.33%)	10 (11.11%)	90	100%
4. Procurement of answer booklets by teachers	10 (11.11%)	5 (5.56%)	20 (22.22%)	25 (27.78%)	30 (33.33%)	90	100%
5. Late submissions of parcels by the teachers	30 (33.33%)	30 (33.33%)	-	15 (16.67%)	15 (16.67%)	90	100%

Source: Field Survey, 2020

Table 4 shows the nature of teachers' factors causing examination malpractices among JHS students. The results show that majority of respondents 80 representing 88.89% agreed that collusion is a nature of teachers' factors causing examination malpractices among JHS students while 10 (11.11%) disagreed. This is consistent with a study by Jimoh (2009) who posited that collusion is a major form of examination malpractice caused by teachers and it arises when an assigned invigilator or supervisor receiving or giving assistance to candidates in the examination hall for gratification and this has been common in Junior High Schools.

Also majority of respondents 60 representing 66.67% agreed that examination leakages is a nature of teachers factors causing examination malpractices among Junior High School students while 30 (33.33%) disagreed. Again majority of respondents 40 representing 44.44% disagreed that smuggling of answer scripts by teachers is a nature of teachers' factors causing examination malpractices among Junior High School students while 30 (33.33%) disagreed and 20 (22.22%) were not sure. This is consistent with a study by Adebayo (2012) who posited that most teachers at the Junior High Schools gives external assistance to students in the examination hall by smuggling of answers scripts.

Moreover majority of respondents 55 representing 61.11% disagreed that procurement of answer booklets by teachers is a nature of teachers factors causing examination malpractices while 15 (16.67%) agreed and 20 (22.22%) were not sure. Also majority of respondents 60 representing 66.67% agreed that late submissions of parcels by the teachers is a nature of teachers factors causing examination malpractices among Junior High School students while 30 (33.33%) disagreed. This is consistent with a study by Akpa (2012) who posited that the custodian in agreement with some assigned supervisors submits their parcels late. This arrangement gives the supervisors and touts enough time to complete their writings and rearrangement of the scripts and hence results in examination malpractice.

Table 5

The Nature of Students Factors Causing Examination Malpractices Among Jhs Students

STUDENTS FACTORS	Strongly Agree	Agree	Not Sure	Strongly Disagree	Disagree	Freq.	Total (%)
Bringing foreign materials into the examination hall	50 (55.56%)	30 (33.33%)	-	-	10 (11.11%)	90	100%
Impersonation	30 (33.33%)	30 (33.33%)	10 (11.11%)	10 (11.11%)	10 (11.11%)	90	100%
Dubbing	30 (33.33%)	30 (33.33%)	10 (11.11)	5 (5.56%)	15 (16.67%)	90	100%
Writing on items (sheets of papers, handkerchief, erasers, and covers of calculator).	30 (33.33%)	40 (44.44%)	-	10 (11.11%)	10 (11.11%)	90	100%
Writing answers on question papers and exchanging them with others to copy.	40 (44.44%)	40 (44.44%)	-	-	10 (11.11%)	90	100%
Communicating orally or through gestures during examination.	30 (33.33%)	30 (33.33%)	10 (11.11%)	5 (5.56%)	15 (16.67%)	90	100%
Students using fake names/index numbers	30 (33.33%)	20 (22.22%)	20 (22.22%)	10 (11.11%)	10 (11.11%)	90	100%

Source: Field Survey, 2020

Table 5 shows the nature of students' factors causing examination malpractices among JHS students. The results show that majority of respondents 80 representing 88.89% agreed that bringing foreign materials into the examination hall is a nature of examination malpractice caused by students while 10 (11.11%) disagreed. This is consistent with a study by Bassey et al (2010) who posited that Junior High School candidates bring foreign materials into the examination hall; such as textbooks, cribs, past questions papers either containing copious notes or used as disguise for current ones that have been smuggled out, photocopies of prepared answers and hence result in examination malpractice.

Also majority of respondents 60 representing 66.67% agreed that impersonation is a nature of students factors causing examination malpractices in Junior High Schools while 20(22.22%) disagreed and 10 (11.11%) were not sure. This is consistent with a study by Kofi Mereku (2010) who stated that male candidates sitting in for girls and verse versa in some sensitive papers, twins writing examinations for each other in connivance with the school examination officers/invigilators or supervisors and other examination officials as such result in examination malpractice.

Again, majority of respondents 60 representing 66.67% agreed that dubbing is a nature of students factors causing examination malpractice in Junior High Schools while 20 (22.22%) disagreed and 10 (11.11%) were not sure. This is consistent with a study by Umar (2004) who posited that most invigilators or supervisors in Junior High School examination allowed candidates to copy from each other in the hall as such result in examination malpractice.

Furthermore, majority of respondents 70 representing 77.78% agreed that writing on items (sheets of papers, handkerchief, erasers, and covers of calculator) is a nature of students factors causing examination malpractice in Junior High Schools while 20 (22.22%) disagreed. Also majority of respondents 80 representing 88.89% agreed that writing answers on question papers and exchanging them with others to copy is a nature of students factors causing examination malpractice in Junior High Schools while 10 (11.11%) disagreed.

Again, majority of respondents 60 representing 66.67% agreed that communicating orally or through gestures during examination is a nature of students factors causing examination malpractice while 20 (22.22%) disagreed and 10 (11.11%) were not sure. Majority of the respondents 50 representing 55.56% agreed that using fake names/index numbers is a nature of students factors causing examination malpractice while 20 (22.22%) disagreed and 20 (22.22%) were not sure.

Table 6

The Nature of Parents Factors Causing Examination Malpractices Among Jhs Students

PARENTAL FACTORS	Strongly Agree	Agree	Not Sure	Strongly Disagree	Disagree	Freq.	Total (%)
1. Parents buying examination questions for students	30 (33.33%)	20 (22.22%)	10 (11.11%)	15 (16.67%)	15 (16.67%)	90	100%
2. Parents offering money to examination authorities to assist their children	40 (44.44%)	30 (33.33%)	-	10 (11.11%)	10 (11.11%)	90	100%

Source: Field Survey, 2020

Table 6 shows the nature of parental factors causing examination malpractices among JHS students. The results show that majority of respondents 50 representing 55.56% agreed that parents buying examination questions for students is a nature of parental factors causing examination malpractice in Junior High Schools while 30 (33.33%) disagreed and 10 (11.11%) were not sure. Also, majority of respondents 70 representing 77.78% agreed that parents offering money to examination authorities to assist their children is a nature of parental factors causing examination malpractice while 20 (22.22%) disagreed.

Table 7

The Nature of Environmental Factors Causing Examination Malpractices Among Jhs Students

ENVIRONMENTAL FACTORS	Strongly Agree	Agree	Not Sure	Strongly Disagree	Disagree	Freq.	Total (%)
1. Mass cheating	60 (66.67%)	20 (22.22%)	-	5 (5.56%)	5 (5.56%)	90	100%
2. In adequate examination supervisors	10 (11.11%)	10 (11.11%)	-	50 (55.56%)	20 (22.22%)	90	100%

Source: Field Survey, 2020

Table 7 shows the nature of environmental factors causing examination malpractices among JHS students. The results show that majority of respondents 80 representing 88.89% agreed that mass cheating is a nature of environmental factors causing examination malpractice among Junior High School students at New Edubiase while 10 (11.11%) disagreed. Again, majority of respondents 70 representing 77.78% disagreed that inadequate examination supervisors is a nature of environmental factors causing examination malpractice among Junior High School students while 20 (22.22%) agreed. This is consistent with a study by Ossai (2010) who posited that mass teaching in examination has become the order of the day in examination in Junior High Schools and as such result in examination malpractice.

Research Question 2: What are the causes of examination malpractices among Junior High School students in New Edubiase?

Table 8

Teachers Factors Causing Examination Malpractice Among Junior High School Students

ITEMS	Strongly Agree	Agree	Not Sure	Strongly Disagree	Disagree	Freq.	Total (%)
1. Teachers providing answers to students	30 (33.33%)	40 (44.44%)	-	10 (11.11%)	10 (11.11%)	90	100%
2. Improper preparation of students for examination by teachers	20 (22.22%)	30 (33.33%)	10 (11.11%)	10 (11.11%)	20 (22.22%)	90	100%
3. Lack of mastering skills by teachers	30 (33.33%)	20 (22.22%)	-	20 (22.22%)	20 (22.22%)	90	100%
4. Poor teaching methods	30 (33.33%)	30 (33.33%)	10 (11.11%)	10 (11.11%)	10 (11.11%)	90	100%
5. Teacher lacking knowledge in subject matter	30 (33.33%)	10 (11.11%)	20 (22.22%)	10 (11.11%)	20 (22.22%)	90	100%
6. Inadequate teachers textbooks	30 (33.33%)	25 (27.78%)	5 (5.56%)	15 (16.67%)	15 (15.67%)	90	100%
7. Unqualified Teachers	35 (38.89%)	25 (27.78%)	-	10 (11.11%)	20 (22.22%)	90	100%
8. Teachers inability to cover the stipulated syllabus	30 (33.33%)	10 (11.11%)	10 (11.11%)	20 (22.22%)	20 (22.22%)	90	100%

Source: Field Survey, 2020

Some of aspect of the questionnaire was to gather data on the causes of examination malpractices among Junior High School students. This is what the below tables presents.

Table 8 shows the teachers' factors causing examination malpractices among JHS students. The results show that majority of respondents 70 (77.78%) agreed that teachers provide answers to

students in examination hall while 20(22.22%) disagreed. Also majority of respondents 50 (55.56%) agreed that students are not fully prepared by their teachers for examination and as such leads to examination malpractice while 30 (33.33%) disagreed and 10 (11.11%) were not sure.

Again, majority of respondents 50 (55.56%) agreed that there is lack of mastering skills by most teachers in imparting knowledge into students and as such leads to examination malpractice while 40 (44.44%) disagreed. In addition, majority of respondents 60 (66.67%) agreed that poor teaching methods by teachers is a cause of teachers factors leading to examination malpractice while 20(22.22%) disagreed and 10 (11.11%) were not sure.

Moreover, majority of respondents 40 (44.44%) agreed that some teachers lack knowledge in the subject of which they teach and as such leads to examination malpractice while 30 (33.33%) disagreed and 20(22.22%) were not sure. Also majority of respondents 55 (61.1%) agreed that inadequate textbook to teachers is a causal factor leading to examination malpractice while 30 (33.33%) disagreed and 5 (5.56%) were not sure.

Also, majority of respondents 60 (66.67%) agreed that unqualified teachers in most Junior High Schools has been a major teacher factors leading to examination malpractices among Junior High School students while 30 (33.33%) disagreed.

Table 9

Students Factors Causing Examination Malpractice Among Junior High School Students

ITEMS	Strongly Agree	Agree	Not Sure	Strongly Disagree	Disagree	Freq.	Total (%)
1. Lack of self-motivation by students	40 (44.44%)	20 (22.22%)	-	20 (22.22%)	10 (11.11%)	90	100%
2. Improper preparation of students towards examination	50 (55.56%)	20 (22.22%)	-	10 (11.11%)	10 (11.11%)	90	100%
3. Poor efficacy by students	30 (33.33%)	25 (27.78%)	10 (11.11%)	5 (5.56%)	20 (22.22%)	90	100%
4. Poor study habit	30 (33.33%)	40 (44.44%)	-	-	20 (22.22%)	90	100%
5. Lack of motivation	40 (44.44%)	20 (22.22%)	10 (11.11%)	-	20 (22.22%)	90	100%
6. Anxiety	20 (22.22%)	20 (22.22%)	-	10 (11.11%)	40 (44.44%)	90	100%
7. Low academic ability of students	40 (44.44%)	30 (33.33%)	-	5 (5.56%)	15 (16.67%)	90	100%
8. Interaction with peers who have inclination for cheating	35 (38.89%)	35 (38.89%)	10 (11.11%)	-	10 (11.11%)	90	100%
9. Needs to avoid failure	30 (33.33%)	30 (33.33%)	-	10 (11.11%)	20 (22.22%)	90	100%

Source: Field Survey, 2020

Table 9 above shows the students factors causing examination malpractices in Junior High Schools. The results show that majority of respondents 60 (66.67%) agreed that lack of self-motivation on the part of students has been a cause of examination malpractice while 30 (33.33%) disagreed. Also majority of respondents 70 (77.78%) agreed that improper

preparation of students towards examination has been a student causal factors leading to examination malpractices in Junior High Schools while 20 (22.22%) disagreed to it.

Again, majority of respondents 55 (61.11%) agreed that poor efficacy by students is a student factors causing examination malpractice in Junior High Schools while 25 (27.78%) disagreed to it and 10 (11.11%) were not sure. Furthermore, majority of respondents 70 (77.78%) agreed that poor study habit is a student factor causing examination malpractices in Junior High Schools while 20 (22.22%) disagreed. also majority of respondents 60 (66.67%) agreed that lack of self-motivation by students is a student causal factors leading to examination malpractice while 20 (22.22%) disagreed and 10 (11.11%) were not sure. Again, majority of respondents 70 (77.78%) agreed that low academic ability of students is a factor leading to examination malpractice while 20 (22.22%) disagreed. The above result is in consistent with a study by Onuka (2009) who opined that anxiety, lack of confidence and fear of failure contributed to the increasing rate of cheating by students during examination.

In addition, majority of respondents 70 (77.78%) agreed that interaction with peers who have inclination for cheating has been a major factor of students leading to examination malpractices while 20 (22.22%) disagreed. Also majority of respondents 60 (66.67%) agreed that the need to avoid failure on the part of Junior High School students is a major factor causing examination malpractices while 30 (33.33%) disagreed.

Table 10

Parental Factors Causing Examination Malpractice Among Junior High School Students

ITEMS	Strongly Agree	Agree	Not Sure	Strongly Disagree	Disagree	Freq.	Total (%)
1. Improper home training of students by parents	30 (33.33%)	20 (22.22%)	10 (11.11%)	10 (11.11%)	20 (22.22%)	90	100%
2. Defective supervision of students by parents	40 (44.44%)	20 (22.22%)	10 (11.11%)	5 (5.56%)	15 (16.67%)	90	100%
3. In adequate provision of basic learning materials	40 (44.44%)	40 (44.44%)	-	-	10 (11.11%)	90	100%
4. Parents buying examination questions for students	30 (33.33%)	20 (22.22%)	10 (11.11%)	5 (5.56%)	25 (27.78%)	90	100%
5. Parents offering money to examination authorities to assist their children	30 (33.33%)	30 (33.33%)	10 (11.11)	5 (5.56%)	15 (16.67%)	90	100%

Source: Field Survey, 2020

Table 10 above shows parental factors causing examination malpractices among Junior High School students. The results show that majority of respondents 50 (55.56%) agreed that improper home training of students by parents has been parental factors causing examination malpractice among students while 30 (33.33%) disagreed and 10 (11.11%) were not sure. Also majority of respondents 60 (66.67%) agreed that defective supervision of students by parents is a major factors causing examination malpractice while 20 (22.22%) disagreed and 10 (11.11%) were not sure.

Again, majority of respondents 80 (88.89%) agreed that inadequate provision of basic learning materials by parents is a factor causing examination malpractice among students while 10 (11.11%) disagreed. Moreover, majority of respondents 50 (55.56%) agreed that parents buy examination questions for students while 30 (33.33%) disagreed and 10 (11.11%) were not sure. Also, majority of respondents 60 (66.67%) agreed that some parents offer money to examination authorities to assist their children while 20 (22.22%) disagreed and 10 (11.11%) were not sure.

Table 11

Environmental Factors Causing Examination Malpractice Among Junior High School Students

ITEMS	Strongly Agree	Agree	Not Sure	Strongly Disagree	Disagree	Freq.	Total (%)
1. Crowded nature of the examination room	35 (38.89%)	25 (27.78%)	-	10 (11.11%)	20 (22.22%)	90	100%
2. Poor siting arrangement	30 (33.33%)	20 (22.22%)	10 (11.11%)	15 (16.67%)	15 (16.67%)	90	100%
3. Location of examination centers in remote areas where accessibility for thorough supervision is poor	40 (44.44%)	20 (22.22%)	-	10 (11.11%)	20 (22.22%)	90	100%

Source: Field Survey, 2020

Table 11 above shows environmental factors causing examination malpractices among Junior High School students. The results show that majority of respondents 60 (66.66%) agreed that crowded nature of the examination room is environmental factor causing examination malpractices among Junior High School students while 30 (33.33%) disagreed.

Also, majority of respondents 50 (55.56%) agreed that poor siting arrangements at examination hall is an environmental factor causing examination malpractices while 30 (33.33%) disagreed and 10 (11.11%) were not sure. Again, majority of respondents 60 (66.67%) agreed that 60 (66.67%) agreed that location of examination centers in remote areas where accessibility for thorough supervision is poor has been an environmental factor causing examination malpractices among Junior High School students while 30 (33.33%) disagreed.

Research Question 3: What are the effects of examination malpractices on Junior High School students?

Some of aspect of the questionnaire was to gather data on the effects of examination malpractices on Junior High School students. This is what table 12 presents.

Table 12

Effects of Examination Malpractices On Junior High School Students

ITEMS	Strongly Agree	Agree	Not Sure	Strongly Disagree	Disagree	Freq.	Total (%)
1. Total loss of trust in the educational system	30 (33.33%)	40 (44.44%)	-	10 (11.11%)	10 (11.11%)	90	100%
2. Reduced Enrolment of students in school	30 (33.33%)	20 (22.22%)	10 (11.11%)	10 (11.11%)	20 (22.22%)	90	100%
3. False impression of student capability	30 (33.33%)	30 (33.33%)	10 (11.11%)	-	20 (22.22%)	90	100%
4. Frequent cancellation of results	40 (44.44%)	40 (44.44%)	-	-	10 (11.11%)	90	100%

5. It discourages good students/candidates from studying hard	30 (33.33%)	30 (33.33%)	-	10 (11.11%)	20 (22.22%)	90	100%
6. Decrease job efficiency	30 (33.33%)	30 (33.33%)	10 (11.11%)	10 (11.11%)	10 (11.11%)	90	100%
7. Dissatisfaction on the part of the candidates	25 (27.78%)	25 (27.78%)	10 (11.11%)	10 (11.11%)	20 (22.22%)	90	100%
8. It renders the goals of education invalid	40 (44.44%)	20 (22.22%)	10 (11.11%)	10 (11.11%)	10 (11.11%)	90	100%
9. Examination cheats obtain certificates which they cannot defend	30 (33.33%)	30 (33.33%)	10 (11.11%)	10 (11.11%)	10 (11.11%)	89	100%
10. Examination malpractice has reduced the quality and standard of education in the country	30 (33.33%)	30 (33.33%)	-	10 (11.11%)	20 (22.22%)	90	100%
11. Examination malpractice adversely affects national productivity as the certificates workers possess are not backed with commensurate knowledge, skills and values	30 (33.33%)	30 (33.33%)	10 (11.11%)	10 (11.11%)	10 (11.11%)	90	100%
12. Examination malpractice makes employers of labour lose confidence in the educational system and the credentials that are paraded by job seekers	30 (33.33%)	30 (33.33%)	10 (11.11%)	10 (11.11%)	10 (11.11%)	90	100%
13. Examination malpractice leads to high educational wastage as those who cheat to pass examinations at a lower level, achieve very poorly at a higher level.	30 (33.33%)	30 (33.33%)	10 (11.11%)	10 (11.11%)	10 (11.11%)	90	100%

Source: Field Survey, 2020

Table 12 above shows the effects of examination malpractice on Junior High School students. The results show that majority of respondents 70 (77.78%) agreed that examination malpractice brings about total loss of trust in the educational system while 20 (22.22%) disagreed. Also, majority of respondents 50 (55.56%) agreed that examination malpractice reduced enrolment of students in school while 30 (33.33%) disagreed and 10 (11.11%) were not sure. In addition, majority of respondents 60 (66.67%) agreed that examination malpractice brings about false impression of student capability while 20 (22.22%) disagreed and 10 (11.11%) were not sure.

Again, majority of respondents 80 (88.89%) agreed that examination malpractices lead to frequent cancellation of results while 10 (11.11%) disagreed.

Furthermore, majority of respondents 60 (66.67%) agreed that examination malpractices discourages good students/candidates from studying hard while 30 (33.33%) disagreed. In addition, majority of respondents 60 (66.67%) agreed that examination malpractices decrease job efficiency while 20 (22.22%) disagreed and 10 (11.11%) were not sure. Moreover, majority of respondents 50 (55.56%) agreed that examination malpractices lead to dissatisfaction on the part of the candidates while 30 (33.33%) disagreed and 10 (11.11%) were not sure.

Also, majority of respondents 60 (66.67%) agreed that examination malpractices renders the goals of education invalid while 20 (33.33%) disagreed and 10 (11.11%) were not sure. This is in consistent with a study by Word Bank (2004) who stated that the effect of examination malpractice should also loss of credibility and renders the goals of education invalid, Furthermore, majority of respondents 60 (66.67%) agreed that examination cheats obtain certificates which they cannot defend while 20 (22.22%) disagreed and 10 (11.11%) were not sure

Again, majority of respondents 60 (66.67%) agreed that examination malpractice has reduced the quality and standard of education in the country while 30 (33.33%) disagreed. Moreover, majority of respondents 60 (66.67%) agreed that examination malpractice adversely affects national productivity as the certificates workers possess are not backed with commensurate knowledge, skills and values while 20 (22.22%) disagreed and 10 (11.11%) were not sure. Results in table 12 indicates that majority of respondents 60 (66.67%) agreed that examination malpractice makes employers of labour lose confidence in the educational system and the credentials that are paraded by job seekers while 20 (22.22%) disagreed and 10 (11.11%) were not sure.

Also, majority of respondents 60 (66.67%) agreed that examination malpractice leads to high educational wastage as those who cheat to pass examinations at a lower level, achieve very poorly at a higher level while 20 (22.22%) disagreed and 10 (11.11%) were not sure. This is consistent with a study by Adebayo (2012) who posited that examination malpractices lead to high educational wastage in those who cheat.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Key Findings of the study

A descriptive survey was employed for the study. A questionnaire was used to gather data from the three selected Junior High School at New Edubiase in the Adansi South District of the Ashanti Region of Ghana. The collected data was analyzed in simple percentages.

The first research question was to find out the nature of examination malpractices among Junior High School students in New Edubiase. The study found out that there are teachers' factors, students' factors, parents' factors and environmental factors nature of examination malpractices among Junior High School students in New Edubiase.

The study identified collusion, examination leakages, smuggling of answers scripts and late submission of parcels as the nature of teacher's factors causing examination malpractices. Also the study identified the following factors as the nature of students' factors causing examination malpractices which include sending foreign materials into the examination hall, impersonation, dubbing, writing on items (sheets of papers, handkerchief, erasers, and covers of calculator),

writing answers on question papers and exchanging them with others to copy, communicating orally or through gestures during examination and using fake names index numbers).

Also, the study found out the following as parental nature factors causing examination malpractices buying examination questions for students and offering money to examination authorities to assist their children. Furthermore, the study also found out that mass cheating is a nature of environmental factors causing examination malpractices among Junior High School students in New Edubiase.

The second research question also explores the causes of examination malpractices among Junior High School students in New Edubiase. The study found out that teachers provide answers to students in examination hall, improper preparation of students for examination, lack of mastering skills of teaching, poor teaching methods, inadequate teachers' textbooks, unqualified Teachers and inability to cover the stipulated syllabus are teachers' factors causing examination malpractices among Junior High School students.

Furthermore, the study found out that students' factors causing examination malpractices include lack of self-motivation by students, improper preparation of students towards examination, poor efficacy by students, poor study habit, lack of motivation, low academic ability of students, and interaction with peers who have inclination for cheating and needs to avoid failure. Moreover, the study found out that improper home training of students by parents, defective supervision of students by parents, inadequate provision of basic learning materials, parents buying examination questions for students and parents offering money to examination authorities to assist their children are all parents' factors causing examination malpractices. In addition, the study found out that crowded nature of the examination room and location of examination centers in remote areas where accessibility for thorough supervision is poor are environmental factors causing examination malpractices.

The third research question was to find out the effects of examination malpractices on Junior High School students. The study found out that examination malpractices brings total loss of trust in the educational system, reduced enrolment of students in school, frequent cancellation of results, discourages good students/candidates from studying hard, derives innocent student's opportunity for admission, decrease job efficiency, bring dissatisfaction on the part of the candidates, renders the goals of education invalid, examination cheats obtain certificates which they cannot defend, examination malpractice has reduced the quality and standard of education in the country, examination malpractice adversely affects national productivity as the certificates workers possess are not backed with commensurate knowledge, skills and values, examination malpractice makes employers of labour lose confidence in the educational system and the credentials that are paraded by job seekers and lastly examination malpractice leads to high educational wastage as those who cheat to pass examinations at a lower level, achieve very poorly at a higher level.

CONCLUSIONS

Based on the findings of the study, the following conclusions could be drawn.

The nature of examination malpractices among Junior High School students in New Edubiase are collusion, examination leakages, smuggling of answers scripts and late submission of parcels as the nature of teacher's factors causing examination malpractices. Also, the study concludes that the nature of students' factors causing examination malpractices include sending foreign materials into the examination hall, impersonation, dubbing, writing on items (sheets of

papers, handkerchief, erasers, and covers of calculator), writing answers on question papers and exchanging them with others to copy, communicating orally or through gestures during examination and using fake names index numbers.

The study further concludes that, parental nature factors causing examination malpractices include buying examination questions for students and offering money to examination authorities to assist their children and lastly the study concludes that mass cheating was a nature of environmental factors causing examination malpractices among Junior High School students. The study also concludes, teachers provide answers to students in examination hall, improper preparation of students for examination, lack of mastering skills of teaching, poor teaching methods, inadequate teachers textbooks, unqualified teachers and inability to cover the stipulated syllabus are teachers factors causing examination malpractices among Junior High School students, lack of self-motivation by students, improper preparation of students towards examination, poor efficacy by students, poor study habit, lack of motivation, low academic ability of students, and interaction with peers who have inclination for cheating and needs to avoid failure, improper home training of students by parents, defective supervision of students by parents, inadequate provision of basic learning materials, parents buying examination questions for students and parents offering money to examination authorities to assist their children, crowded nature of the examination room and location of examination centers in remote areas where accessibility for thorough supervision is poor are all factors causing examination malpractices among Junior High School students in New Edubiase.

The study further concludes that, examination malpractices has a lot of effects which brings total loss of trust in the educational system, reduced enrolment of students in school, frequent cancellation of results, discourages good students/candidates from studying hard, derives innocent student's opportunity for admission, decrease job efficiency, bring dissatisfaction on the part of the candidates, renders the goals of education invalid, examination cheats obtain certificates which they cannot defend, examination malpractice has reduced the quality and standard of education in the country, examination malpractice adversely affects national productivity as the certificates workers possess are not backed with commensurate knowledge, skills and values, examination malpractice makes employers of labour lose confidence in the educational system and the credentials that are paraded by job seekers and lastly examination malpractice leads to high educational wastage as those who cheat to pass examinations at a lower level, achieve very poorly at a higher level.

RECOMMENDATIONS

From the findings and conclusions of this study, the researcher strongly recommends that;

1. Government of Ghana and Ghana Education authorities should provide conducive learning environment for students. Libraries, laboratories and other facilities should be provided in our basic schools.
2. WAEC in Ghana should work progressively to remove the human element in the conduct of its examinations.
3. WAEC in Ghana should collaborate with telecommunication companies to monitor the phones of all stake-holders in their examinations during the conduct of the BECE.
4. Index numbers should no longer be distributed on school by school basis. All schools 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 next to you will be completely unknown to you.

5. All students should be seated one hour before the start 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. Choice of examination center should take cognizance of the encloseability of the center. No invigilator or supervisor should be allowed to leave the examination center once they enter the center, and no other person should be allowed entry into the examination center without prior permission from the man-in-charge at the center.
7. Any school that allows its premises and facilities to be used as an examination center should not be allowed to write their examinations at that center.
8. Invigilators must be searched thoroughly when they return to the examination hall after leaving the hall. This will prevent the smuggling of foreign material into the examination hall by them.
9. External supervisors 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 yearly from one examination center to the other. This will prevent the breeding of familiarity between invigilators and participating schools, so that cheating will be minimized significantly.
12. WAEC in Ghana should employ mechanisms to monitor the performance of suspected schools so that they can query such schools over huge unsuspecting pass rates.
13. The emphasis placed on certificates should be minimized. Employer of labour should not base their selection on certificate alone. People seeking for employment should be made to undergo screening and selection examinations. Practical training is also important in this direction.
14. Parents should set good examples for their children and wards. They should not be seen as champions of examination malpractice but as role models.
15. Law enforcement agents, security personnel and teachers should hate and be seen to have hated all acts of examination malpractice.

Acknowledgements

The research team wants to thank the editorial board of Fair East Publishers and also Antwi Abrefi Abigail (Law student at University of Professional Studies, Accra, Ghana) and Agartha Maame Yaa Antwi (Graduate from the University of Education, Winneba, Ghana) for their sound support and excellent contributions.

Conflict of Interest Statement

No conflict of interest has been declared by the author.

Funding

The researcher has not received any support for the publication of this paper.

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