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UNIVERSITY OF CAPE COAST

TEACHERS' AND STUDENTS' PERCEPTIONS OF THE
EFFECTIVENESS OF STRATEGIES ADOPTED IN CURBING EXAM
MISCONDUCT AT SENIOR HIGH SCHOOLS IN THE SEKONDI-
TAKORADI METROPOLIS

BY
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This thesis submitted to the Department of Education and Psychology of the
Faculty of Educational Foundations, College of Education Studies, University
of Cape Coast, in Partial Fulfilment of the Requirements for the Award of
Master of Philosophy degree in Measurement and Evaluation

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature Date.....
Name.....

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature.....Date.....
Name.....



ABSTRACT

The purpose of the study was to examine the instructors as well as learners' mindsets towards the efficiency of the techniques implemented to reduce exam misconducts in the Sekondi-Takoradi Metropolis. Six research questions were posed, and two hypotheses were tested. The design for this investigation was a descriptive survey. The sample of the study comprised 280 invigilation teachers and 370 students from 10 SHS put up by government in Sekondi-Takoradi. A four-point scale questionnaire named "Stakeholders Perceptions of the Effectiveness of the Strategies for Curbing Exam Misconduct Questionnaire (SPESCEMQ)", was modified. Data were analysed using means, standard deviation, and multivariate analysis of variance (MANOVA). The study's outcome revealed that the strategies used to reduce pre-exam were effective, but post-exam misconducts were slightly effective in Sekondi-Takoradi, Ghana. Students and teachers agreed that taking part in misconduct associated with exam are barred from undertaking any external exam, and supervisors who aid and abet exam misconduct are imprisoned. In conclusion, it appears that both teachers and students have adopted new strategies in making post exam to be ineffective. Per the conclusions of the investigation, WAEC is encouraged to intensify the use of electronic means in checking of students.

KEYWORDS

Exam

Misconduct/Misconduct

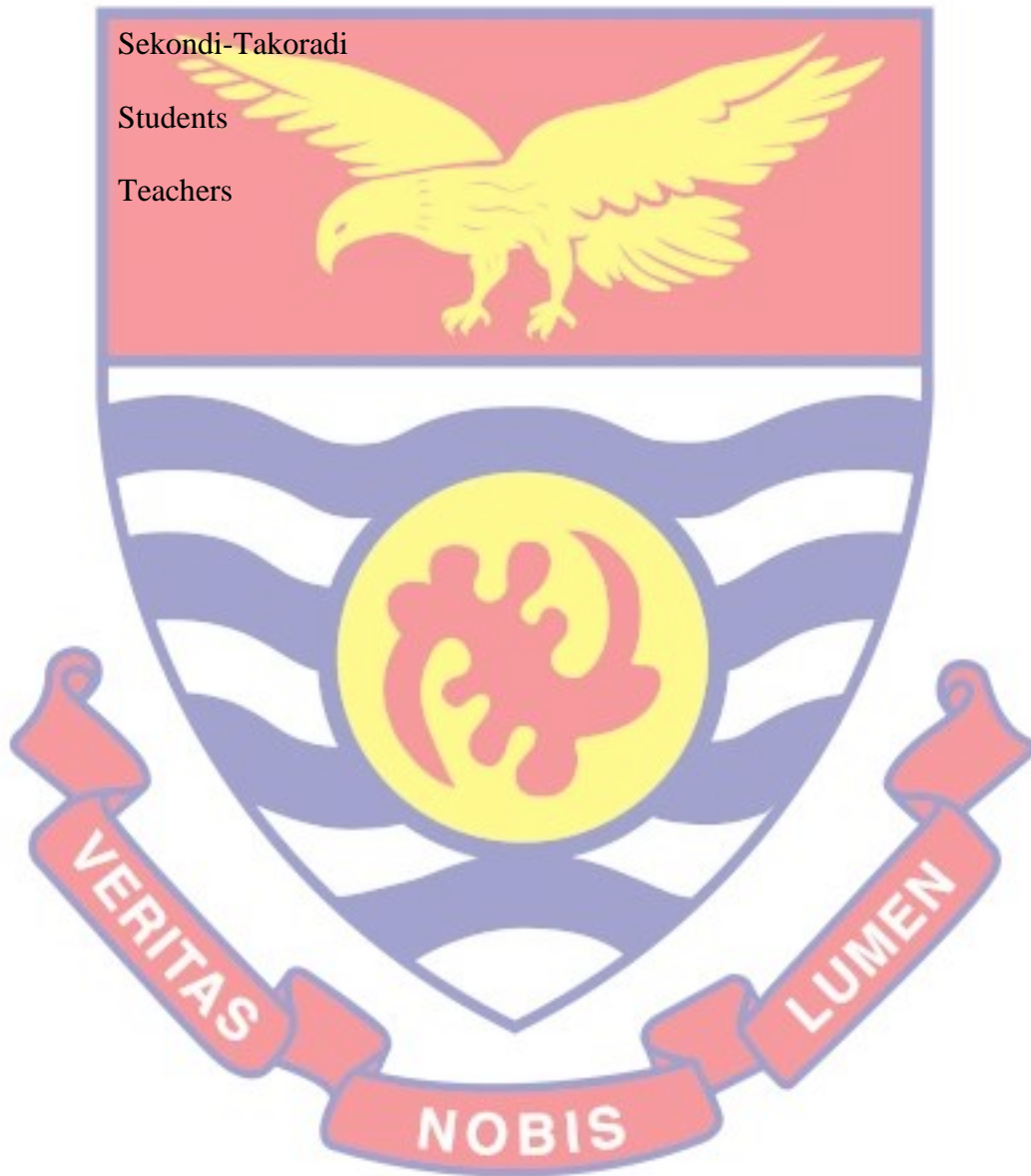
Post-exam

Pre-exam

Sekondi-Takoradi

Students

Teachers



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DEDICATION

To my mother, Mary Dadzie



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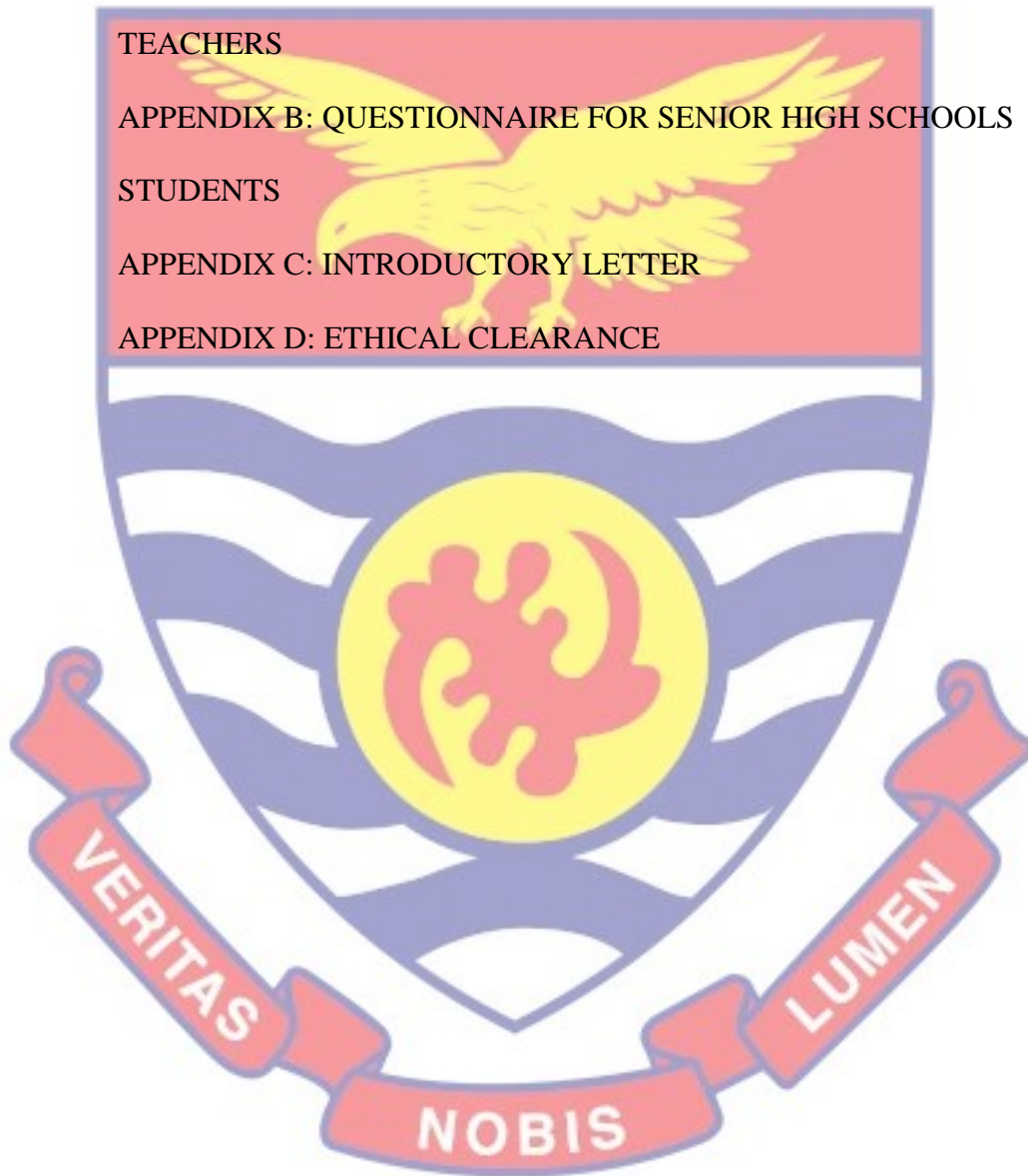
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CHAPTER ONE

INTRODUCTION

The recent increase of exam misconduct instances across Ghana's education system has drawn major public attention, notably from basic as well as SHS levels. However, certain exam misconduct tendencies exist at the tertiary education level as well. There are several methods for evaluating students, one of them is by exam. The primary aim of the exam is to ascertain learners' comprehension rate after completing a course. As a result, exam remain one of the most widely accepted methods for determining how much one has learned as well as the extent to which the program's desired results was accomplished.

Background to the Study

The cornerstone to economic prosperity is education. It is the only way to get information in all aspects of life, which is the foundation of progress. As a result, every country invests extensively in educating its citizens so that they are well-versed in all aspects of the country's economy. At every educational attainment, the educated are expected to demonstrate some degree of knowledge to add up towards one's overall economy upgrade of their country. As a result, to demonstrate that one has attained the appropriate level of knowledge, he or she must pass an exam at that level of education. The outcome of the exam defines an individual's advancement. Therefore, an exam can be seen as one of the most essential and practical techniques of determining the level of student

performance in a certain line of study or instruction. "Any test that will give a true assessment of students' performance must be legitimate, trustworthy, and free of exam misconduct" (Onuka & Durowoju, 2013 p. 342).

Education, as per investigators named Asante-Kyei and Nduro (2014), is amongst the most important elements for every nation's socioeconomic growth. An exam, in their opinion, is one of the assessment strategies that is used to review and assess the output of the educational structure regularly. Academia helps to develop students' talents, competencies, and job-ready skills in preparation for the labour market. As a result, an exam is a necessary process in the educational system. According to Asante-Kyei and Nduro exam continues to be one of the most acceptable techniques for evaluating and appraising what students have learned. They contended that any activity made during exam may jeopardize the legitimacy, reliability, and authenticity of the grades, as well as the certificates gained. Because of the competitive nature of the job market, as well as cultural expectations, students are frequently under pressure to do whatever will make them achieve victory in their exam. As a result, some learners turn to unethical measures to pass their exam.

Exam functions as a decision-making tool, therefore it instils dread and worries in the hearts of teachers, students, and other stakeholders (Onuka & Durowoju, 2013). As a result, many students would try everything to pass the exam. The conduct of exam is therefore a vital exercise in any educational institution since the exercise might lose its meaning and purpose if not carried out properly. To conduct an exam, certain authorized practices and principles must be properly followed. Failure to adhere to such procedures leads to exam misconduct.

The Exam Act 2004 in Nigeria defines exam misconduct as a gesture of commission or omission by an individual who fraudulently safeguards any undue opportunity for himself or another person in anticipation of, before, during, or after any exam in a manner that violates legislation and norms to a point of not prioritizing validity, dependability, and authenticity, and the final definition of the granted credentials' soundness is as follows (as per Jimoh, 2009). According to Oluyebo and Daramola (as cited in Jimoh, 2009), exam misconduct is any unusual behaviour portrayed by an instructor, a student, or anyone charged with the doings of an exam either prior to, throughout, or when the exam is done that violates the principles governing the actions of such exams.

Exam misconduct has grown into a malignant issue in the school system, and as such it manifests itself in a variety of ways. It is unfortunate that most countries' exam systems, especially African countries like Nigeria and Ghana, are plagued with exam misconducts or wrongdoings. Exam misconduct is among widespread societal issues facing the education system to every degree, and also due to the reason that it may be detected among pupils at the basic schools is even more concerning. This is because the basic school serves as the basis for each child's educational progress. Exam misconduct, according to Denga and Denga (as cited in Cornelius-Ukpepi & Nifor, 2012), is prospering in pre-school and elementary institutions, where the youngsters appear to be naive and immature. It becomes worse as you progress up the educational ladder. This is because certificates are given out for job searches, promotions, and continuing education.

Exam plays an important function in both our academic system or operations as well as the community or society. Due to the obvious ever-increasing number of exam misconducts in Ghana, including both public and private exams done around the country, it is impossible to talk about incident-free exams that would provide legitimate and accurate exam results. Exam misconduct has been observed since 1914, but a recent instance of the phenomenon is exceptional (Adamu, 2013).

An exam can be external (public exam) or internal (school-based exam). External bodies, such as the government, give high-stakes standardized exam concentrating on the accomplishment of cognitive abilities after particular levels (primary and secondary) usually to select students for the transition to higher levels.

Public exams, also known as external exams, differ from exam organised in schools, which are related to the internal system or school-based, and in which teachers actively participate in the evaluation of their students, continuous assessment, terminal, and promotion exams are examples of school-based exams. In Ghana, the MOE, exam boards, guardians, administrators of academic institutions, class instructors, and even students rely on their instincts of educational achievements to determine success in externally organized exams as per Oredein (2004).

It would seem that passing a public test is the most widely accepted measure by which a community evaluates the results of its educational system. This is due to the fact that passing public examinations is becoming an increasingly necessary requirement for progression to advanced degrees, for employment, and for the acquisition of certifications and credentials. As per

Joshua in (2008), the exam may thus be used to categorize students as having high or poor talents. He went on to argue that people with more abilities are given precedence over those with weaker abilities, which students with lower abilities will naturally prefer. As a result, individuals participate in a variety of vices, one of which is exam misconduct to demonstrate the ability to pass the exam.

Examining misconduct is caused by different factors. As per Maduabum and Maduabum (2003) as well as Onyechere (2005), the succeeding elements affect to exam misconduct: a wish to pass at any additional expense, pupils' lack of sufficient practice tests, recklessness in penalising culprits caught sponsoring misconduct, non-completion of curriculums and unprofessionalism during exams, and constant strike action at academic institutions, such as can be seen in Ghana. In addition, Onyechere (2004) divides misbehaviour at public examinations into three categories: prior to the exam, throughout the exam, and after the exam misconducts.

According to Dzakadzie (2015), exam questions are received prior to the exam day under the category of pre-exam. During-exam misconduct includes impersonation, cheating during the exam, fraud, the use of forbidden items in exam venues, and external assistance by some individuals. After-exam misconducts, conversely, can be traced back to public exam board officials. Common forms at this stage include forgery of results slips, repackaging of exam papers along with those written out of the exam room in partnership with the people who invigilate as well as supervisors, disbursement of cash to markers for some concessions, such as rewriting the exam, unscrupulous actions of individual exam engine room operators in who are involved in the exam one

way or the other who obtain income from learners in order to alter test results, sometimes referred to as "sorting," especially with assessment board officials (Obo, 2008; Joshua, 2008; Ojerinde, 2008).

In Ghana, exam misconduct has continued to take many forms. According to Yayra, (2015), It might take the following forms: selling exam question papers, unorganized in exam rooms, smuggling essential written documents into examination halls, impersonation, harassment, etc. It appears that pupils are not the only ones engaging in this conduct, which makes the situation even more precarious. It is considered that guardians, instructors, school officials, and test authorities all work together with learners to perpetrate this misconduct, and the involvement of some or all of such elements makes it harder to fight (Ijaiya, 2004).

Exam misconduct has been reported by a broad array of education stakeholders, including learners, instructors, guardians, and administrators etc. Per Onyechere (2008), learners become interested not owing to a lack of preparation or being afraid of failing, but because they excel in an environment where everyone may cheat. According to Adebayo's (2002) research, students cheat because they assume that everyone else is doing it, and they frequently assume it is a technique of assisting others in their academics. In a similar vein, Oluwatelure (2008) investigated how university students perceive academic honesty as well as exam issues, she observed that the young in the community saw nothing wrong with "giraffing," impersonation, and entering test rooms with illicit materials. Notwithstanding, the student may be able to gain some cash by completing the exam for other learners taking the exam.

Conversely, Oluwatelure (2004) discovered that instructors believed test misbehaviour (especially the marketing of exam resources) was a way to alleviate poverty. This was observed in teachers' viewpoints. According to Oluwatelure, this might be due to the country's insufficient compensation system. However, evidence suggests that multiple fraudulent practices in standardized tests have their roots in either the trustees of the exam questions, exam bodies entangled in the exam process, printers of question papers, or the delay in the commencement of an exam, and officers in the police force, who are seen as society's watchdog, turn out to be the perpetrators of this crime after receiving their settlements (bribe) (Onyechere, 2004).

Gender is defined by Moser (2003) as "the spectrum of socially created roles and connections, as well as human attributes such as attitudes, behaviours, beliefs, and degrees of relative power and influence that are attributed to the various sexes on a certain premise." Gender also can be characterised as the advantages and disadvantages that come with being male or female from a socioeconomic, legal, and sociological standpoint. Personality based on gender is something that may be learnt, changes through time, and differs greatly between different way of doing things.

According to Oredein (2004), gender influences an individual's inclination to cheat, notably during tests. Males, according to Lobel and Levanon (2004), conduct more exam misconduct than females, whereas females, according to Leming (2005), commit more exam misconduct than males. Some academicians are of the opinion that this trait (gender) has a certain coefficient of similarity with exam cheating and that it cannot be isolated from

it; as a consequence, they have linked student gender as causes of test misconduct.

In tracing the way of exam misconduct by gender, for example, Oredein (2004) argued empirically that ladies find it simpler than their male colleagues to scribble sketchy notes on places such as their thighs, purses, and hands. In contrast to prior research, an investigator named Olatoye in (2006) proved exam misconduct as not being gender-specific, but rather a pervasive issue among both male and female students.

As per Chief Examiner Reports from (WAEC) in 2006, a maximum of 1,367,726 pupils, which is 9.4 percent of learners, were caught in exam misconduct in Ghana between May/June 1996 and May/June 2005. According to a 2012 WAEC Ghana study, the Western Region had the greatest percentage (78%) of exam misconducts in the 2011 BECE. It supplanted the Ashanti Region, which had the highest statistics during the previous two years (i.e., 37 percent in 2009 and 65 percent in 2010).

Again, according to the data, in 2011, BECE, the Western Region, Greater Accra, and the Northern regions all saw an increase in the percentage of candidates in respective areas who engaged in misconduct during the exam. WAEC report indicated that Western Region again topped exam misconducts in both BECE and WASSCE in 2012 and 2013 (WAEC, 2013). It is sad to note that Sekondi-Takoradi topped the exam misconduct in both BECE, 2012 and WASSCE, 2013 in the whole Western Region and was ranked 1st in the menace. This staggering figure indicates how the threat of exam misconduct has infiltrated the very fabric of the educational system.

However, many exam bodies, as well as the government, regional, and local municipalities, have implemented a variety of steps to eliminate exam misconduct either prior to, throughout, and when the exam was done. Checking students properly to avoid the entry of foreign materials, sitting arrangements (pre-exam strategies), verifying candidates' identity cards to guarantee that they match the person who is taking the exam, banning the use of digital gadgets such as mobiles and e-readers, and making surprise inspections to exam hubs by officers from the exam body (during the exam itself) are all security measures that may be implemented, responses prepared on sheets other than those supplied for are not counted to (post-exam strategies).

Exam misconduct appears to be a crippling condition in the Ghanaian educational system, causing some exams to be invalid and subjecting the whole academic system to public scorn, towards a point where more learners are unable to defend their certificates while also performing on the job. One would question what school leaders are doing to resist this danger to our educational system. Are school and educational administrators generally indifferent about what is happening? Because everything depends on a leader, the researcher believes this is a leadership issue. There is a need to determine how efficient strategies are used to combat misconducts related to exam in Sekondi-Takoradi public exams, which is why this research was conducted.

Statement of the Problem

Exam misconduct is a societal issue plaguing Ghana's education sector, and it must be addressed immediately. Exam misconduct happens in several factions of the Ghanaian education system, but the current research focuses on secondary school. According to studies, many failures and abnormalities occur

in people's careers as a result of the pandemic of exam misconduct at this critical level of education. The more the government, teachers, exam boards, and other well-meaning persons strive to solve the issue at hand, it happens that majority of offenders devise mediums to thwart any attempt to match it.

This issue is growing more serious, transitioning from the age of learners copying from their peers to the use of sophisticated electronic gear such as mobile devices and disguised ear aid. Exam misconduct has rendered credentials given in Ghana invalid, preventing a number of students with excellent grades from defending their certificates. Such students' performances are not comparable with the caliber of their diplomas. Most upsetting is the situation in which students who have been admitted to study abroad are exposed to inhumane treatment due to doubts about the legitimacy of their diplomas.

Cheating during exam is a big issue for some parents, educators, educational administrators, and governments since it is a key factor that has the potential to damage Ghana's whole education system, including Sekondi-Takoradi. For instance, cases of exam misconducts in Ghana increased from 22,391 in 2018 to 48,855 cases in 2019 (WAEC 2019). In table 1, candidates involved in exam misconduct in WASSCE from 2015 to 2019 are provided.

Table 1: Candidates Involved in Exam Misconducts in WASSCE from 2015 to 2019

Exam	2015	2016	2017	2018	2019
Type					
WASSCE MAY/JUNE Candidates	12,754	14,229	13,793	22,391	48,855
involved	4.76%	5.26%	4.77%	7.14%	14.12%

Source: WAEC-Ghana (2015, 2016, 2017, 2018, 2019)

In the year 2014/15 two senior high schools from Sekondi-Takoradi results were withheld due to misconduct that occurs during the writing of the exam. Again, in the year 2017/18 three senior high schools from Sekondi-Takoradi result was withheld due to exam misconduct. The 2020 WASSCE saw over 500 students from Sekondi-Takoradi caught in the act of misconduct. Thus,

it is worthy to point out that exam misconducts need to be investigated within the Metropolis.

Examining bodies are known to have utilized a range of tactics to address exam misconduct. The cancellation and withholding of candidate results is one of these procedures. On the other hand, the exam misconduct's repercussions have remained unabated. Is it as if all methods for combating exam misconduct in Ghanaian public exams are ineffective? The study's problem is thus to find out what teachers and students in the education system think about the efficiency of the measures used in Ghana's public tests to avoid exam dishonesty.

Purpose of the Study

This investigation aimed to look at issues of Students' and teachers' perceptions towards effective drawn procedures chosen in handling exam misconduct during nationwide exams in Sekondi-Takoradi Metropolis. The study's main aim was to explore effective strategies adopted in reducing exam misconducts.

The specific research objectives sought to:

1. Investigate how teachers and students feel about the techniques used to prevent pre-exam wrongdoings in Sekondi-Takoradi Metropolis.

2. Investigate the opinion of teachers and students concerning the techniques used for the purpose of preventing exam misbehaviour when tests are being taken in Sekondi-Takoradi Metropolis.
3. Examine the perception of teachers and students concerning the techniques adopted for curbing post-exam misconducts in Sekondi-Takoradi Metropolis.
4. Investigate the difference in male and female students' perceptions on the techniques used for the purpose of preventing exam misbehaviour when tests are being taken prior to, throughout, and after an exam.
5. Investigate the difference in male and female teachers' perceptions on the techniques used for the purpose of preventing exam misbehaviour when tests are being taken prior to, throughout, and after an exam.

Research Questions

1. What are students' opinions on the efficiency of the techniques used to combat pre-exam misconducts in the Sekondi-Takoradi Metropolis SHS?
2. What are instructors' opinions on the success of the techniques used to combat pre-exam wrongdoings in the Sekondi-Takoradi Metropolis SHS?
3. How do learners feel about the success of the techniques that have been implemented in order to control misconducts that occur during exams at the Senior High Schools in the Sekondi-Takoradi Metropolis?
4. What are teachers' perceptions of the efficacy of the procedures that were developed for preventing disruptions during exam misconducts at the Senior High Schools in the Sekondi-Takoradi Metropolis?

5. How do learners feel about the success of the solutions that have been used in senior high schools in the Sekondi-Takoradi Metropolis to reduce post-exam misconducts?
6. What are the opinions of the success of the solutions that have been used in the Senior High Schools in the Sekondi-Takoradi Metropolis to reduce post-exam misconducts among the teaching staff?

Research Hypotheses

1. H_0 : There is no significant difference between male and female students on their view with reference to the success of tactics used for reducing prior to exam misconducts, throughout exam misconducts, and after finishing exam misconducts.

H_A : There is a significant difference between male and female students on their view with reference to the success of tactics used for reducing prior to exam misconducts, throughout exam misconducts, and after finishing exam misconducts.

2. H_0 : There is not a significant difference between the opinions of male and female educators with regard to the success of techniques that have been implemented for the purpose of reducing misconducts that occur prior to exams, while exams are being taken, and after exams have been taken.

H_A : There is a significant difference between the opinions of male and female educators with regard to the success of techniques that have been implemented for the purpose of reducing misconducts that occur prior to exams, while exams are being taken, and after exams have been taken.

Significance of the Study

This research will yield several advantages. To begin with, it will give a temporary fix if not a permanent one to this social canker called exam misconducts in schools, should the findings be critically looked at and acted upon by WAEC. Also, it will guide external WAEC supervisors and supervisors at exam centres who are in the position to suggest ways and means of eliminating or controlling the incidence of exam misconducts in the metropolis and the nation. The investigation again will add value to teachers who invigilate in WASSCE exam in the metropolis, region, and the nation as a whole, since it will help curb exam misconducts, raising the consistencies of test results and appropriateness of the exam result. Finally, the investigation will add to knowledge and literature.

Delimitations

Sekondi-Takoradi is made up of both public and private schools but the study was delimited to public schools. The study focused on learners as well as instructors, the investigation was narrowed down to only instructors who participate in invigilation during WASSCE and form three students from Sekondi-Takoradi. Finally, the direction of the investigation was on only on the perception of learners as well as instructors from the Sekondi-Takoradi Metropolis.

Limitations of the Study

The use of questionnaires, which did not provide the researcher with the option to dig for additional data from participants, was a serious concern that needed to be addressed. Due to the fact that the research consisted solely of a

survey method, it is possible that some of the participants lied about their answers.

Definition of Terms

Exam: It is a method of determining how substantial a particular topic in a specific field of study a learner has been grasped before a test is administered.

It is a procedure through which learners are assessed or tested to determine the level of information they have learned within a certain time frame.

Misconduct: It is the lack of a professional individual to provide adequate services as a result of reprehensible incompetence or apathy, or as a result of malicious purpose. The term "inappropriate conduct" is also used to describe this situation.

Exam misconduct/misconduct: This is any deed of neglect or activity that violates the Guidelines and Restrictions of the exam agency to the degree that it jeopardizes the validity and reliability of the tests and, as a result, the authenticity of the credentials that are provided.

Viewpoint of exam misconduct: Per the investigation, it is concerned with the attitudes of learners and instructors concerning exam misconduct, which would be obtained from learners as well as instructors themselves.

Pre-exam misconducts: when exam questions are bought or taken even when the exams have not started.

During exam misconduct: while the exam or test is ongoing includes situations like impersonation, cheating in the middle of taking the exam, giraffe, forgery of results slips, working with people who provide external help (people who monitor and preside over the exam activity, invigilators, instructors, and paid personnel.)

Post-exam misconducts: Conversely, after-exam

Misconducts are those that may be traced back to members of the public exam board's office staff. Here, prevalent facets include: - re-packaging of exam papers in collaboration with those who supervised, depositing money to examiners or markers for special treatment, including taking the exam again, computer operators at exam agencies engage in unscrupulous acts by taking money from pupils to modify marks or results, general "filtering," and specific "filtering" of students for whom they did not work.

Organization of the Study

Chapter 1 addressed the investigation's introduction and background, the issue description, the goals and significance of the research, the questions of the investigation, as well as the boundaries of the investigation. The second aspect looked at the related literature in the following thematic areas: the concept of exam and the misconducts related with writing such exams, the meaning of exam misconduct, the causal elements for exam misconduct, the types of exam misconducts, agents of exam misconduct, validity and reliability, causes for the pervasiveness of test misconduct, the consequences of exam misconduct, and measures for preventing exam misconduct are discussed. The third chapter looked at research technique, covering subtopics such design of the project, techniques for obtaining samples and populations, the mode of gathering information, research instrument, and data analysis. The fourth aspect will expose the study's findings by diving into each research question and its related results or findings. In chapter five, there will be a presentation of a summary of the results or information acquired and their consequences, as well as suggestions and future study directions.

CHAPTER TWO

REVIEW OF LITERATURE

Overview

Here, Conceptual Review (meaning of education system, the meaning of exam, the idea and its objective, the meaning of exam misconduct, sources of misconducts related to testing taking, forms of exam misconducts, agents of exam illegalities or misconducts, and reason for the higher rate of exam misconduct, the effect of exam misconduct, gender and exam misconduct, and ways for stifling exam misconduct) Theoretical Review (“classical test theory and attribution theory”) and empirical investigations that have a link or connection with this investigation.

Conceptual Framework

Meaning of Education System

According to Wilayat (2009) defines education as "the instrument that every society utilizes to enable its citizens to conduct meaningful public lives based on their abilities and interests." She emphasizes that this system must provide ample opportunity for gifted individuals to cultivate their expertise; it must also offer a range for the instruction of a steering committee as well as the growth of all career skill sets necessary for the formation of an accelerated and liberal social structure. The importance we have on the kind of education we provide to our young has a significant impact on the attitudes they bring with them into public life (Wilayat, 2009). This means that the type of seed we plant

in the classroom, will have an impact on the kind of graduates that the country will reap in the form of educated young graduates from schools, colleges, and universities will be influenced by how they nurture it and the fortitude it inculcates in its various stages of growth. Whether it is a secretary in an office, a warrior on the battleground, an instructor at a state school, a university professor, or a politician having the power in the administration of authority, the stamp of these educational institutions will be seen in all parts of our civic character, a clergyman in the church, or a lawyer in the courtroom (Wilayat, 2009).

The cornerstone to economic prosperity is education. It is the only way to get information in all aspects of life. The foundation of progress is knowledge. One of the goals of education in Ghana is to educate children for future problems and to develop them to satisfy the nation's manpower needs. "A school is a location where important information and expertise are taught by professional staff to specific persons who have either volunteered or chosen to do so" (Afful-Broni, 2004, p.226). He argues that education is concerned with the acquisition of information that is seen to be of considerable value for the individual's growth and advancement, as well as the progress of his immediate and larger community.

Meaning of Exam

Schools, being formal institutions, have a deliberate or stated manner of evaluating themselves within their life and culture. One significant manner in which schools evaluate themselves and their students is through tests or exams. As a result, to demonstrate that one has attained the appropriate level of knowledge, he or she must pass a test or exam at that level of schooling. There

is a distinction between a test and an exam. As a result, a test is generally focused on a certain topic, whereas an exam is focused on the whole semester's work. In other terms, it is a brief test of abilities and knowledge. Exam, according to Achio, Ameka, Kutsanedzie, Alhassan, and Ganaa (2013), is "the measuring of competency or knowledge, skills, orally or in writing, and determining the appropriateness of these characteristics held by candidates, through evaluation" (p. 146). The words are deemed synonymous for the study. In education, exam is the most practical method of evaluation. It is expected that education will give a complete education for children, and that education will include exams and other types of evaluation as time goes on to determine the degree of knowledge and obtaining a skill set, and that education would be extremely well performed or managed (Oredein, 2006). According to Oredein (2006), there must be an acknowledged method of measuring student success to attain good progress across all groups on campus and great public trust in schools. This would boost people's faith in the institution.

The centre upon which an entire school system revolves is exam. (Ammani, 2011; Wilayat, 2009; Achio, et al., 2013). It must thus be both legitimate and dependable to evaluate or appraise the academic attainment of kids or students (Achio, et al., 2013). Only when an exam assesses what it is designed to measure does the certificate issued after an educational journey has worth. The exam several uses for it in the instruction and studying activity. It serves as a study incentive, feedback mechanism, and yardstick for assessing the effectiveness of instructional delivery, selection, placement, and employment. Nowadays, it is frequently employed as a promotional medium in various parastatals (Cornelius-Ukpepi & Ndifon, 2012).

Internal or external exams may be conducted. It might be written, verbal, or a combination of the two. Internal exam can be term-based, semester, annual, or advancement exam, as well as continuing evaluation tests. Instances of common external (generic) exam used in Ghanaian institutions include the WAEC's school certification exam (WAEC).

Concept and Purpose of Exam

A major goal of equipping people in Ghana is to educate individuals to confront the problems of the future and to develop them so that they can satisfy the nation's manpower needs. In this way, the values and functioning of any educational system are determined by its capacity to provide the educational outcomes that are desired. Exam strategies varies from one school system to another throughout the world. Exam ethics must be fostered and implemented if exams bodies/ministry of education are to achieve the aims of our national educational system and hence national progress (Uwadiae, 2005). In education, exams/exam help determine the amount to which a person has received knowledge in an area of study. A test/exam is a method of determining how well a candidate understands a topic within a certain field of study (Maduka, 2004). According to Balogun, (2001) is a means of evaluating students to determine the value of learning they have received over some time.

Okwu (2006) claimed that exam is a procedure that instructors utilise to gauge all that they presented and delivered whether it has been absorbed, as well as to determine how effective the teaching methodologies for decision making are. Arguably, in this way, examining students in this manner allows the teacher to promote a better studying outcome. Conversely, exam provide a highly significant objective if the outcomes are relied upon to make a critical decision

with long-term consequences for the student. According to Eze (2002), tests and exams are mileposts on the road to learning, and as such, they guide teachers and students regarding the level to which they have achieved their set targets for specific subjects. This makes it quite evident that tests are used to evaluate students' and teachers' capacity to impart and absorb knowledge. Exam results are used to evaluate, place, forecast success in the long term, and licence applicants for professions. Exams/exam are vital for assessing how instruction and studying are successful in the educational system.

An exam can be seen as internal or external, it might be penned down, verbal, or a combination of the two. It is regarded internal when performed by a school teacher. Internal ones include: continue assessment tests, term exam /semester exam, and yearly or promotion exam. External exams, often known as public exam, are those which are administered by examining bodies (external bodies), depending on the situation. Some examples of external (public) exams that are commonly held in Ghana include the WASSCE and BECE, both done through West Africa Exams Council, the Ghana Teacher Licensure Exam, which is operated by the National Teaching Council (NTC), and professional exam organized through National Business and Technical Exam Board (NABTEB). As a result, any activity that weakens the code of conduct or ethics puts the authenticity and reliability of test findings in jeopardy and certification outcomes.

Exam Misconduct

According to Section 179 of the Ghana Exam Misconduct Act 2004, a person who cheats before, during, or after an exam is considered to be engaging in exam misconduct. Students who cheat are considered to be engaging in exam

misconduct, doing so undermines the validity, reliability, or authenticity of their exam results. Exam misconduct, according to Olugeba and Daramola (cited in Alutu & Aluedu, 2006), constitutes any odd conduct by a learner or official involved in the administration of an exam that violates the norms and laws which protect the administration of these tests prior to the start of the paper, during the exam, or after the exam has been completed.

According to Makoju, Adewale, Nwangwu, and Shuaibu (2004), exam misconduct occurs when the norms and laws regulating the organization of exam are unfollowed or not adhered to by the parties engaged before, during, or after the exam. Exam misconduct, as per WAEC (2003), is any unusual behavior displayed by applicants or anyone charged with delivering exams before, throughout, or after such exams, in or out of the exam room.

According to Odongbo (2002), exam misconduct is defined as the activity of violation perpetrated by an applicant, a group of subjects, or other persons with the intent of cheating and getting an upper hand in a test.

Every unpermitted or unofficial intervention, passivity, interaction, behaviour, or exercise related to the planning, carryout, or handling of exam and other assessment methods performed by any individual engaged in the readiness, behaviour, or handling of exam and other assessment tasks, according to Joshua (2008). He goes on to assert exam misconduct as any divergence from the established norms of exam that takes place prior to, throughout, or following any exam and leads to the learner receiving greater than they are capable of obtaining.

Factors Responsible for Exam Misconduct

Several investigations on the causes of misconduct in exam have been published in Ghana and Nigeria. The factors of exam misconduct identified by Maduabum and Maduabum (2003) and Onyechere (2004) include students' desire to succeed, inability to prepare for exams, inability to complete syllabuses, reluctance to incriminate perpetrators, incessant staff strike actions that frequently interrupt school programs, inadequate school funding, and inadequate instruction and studying, etc. A quest for material wealth, dishonesty in fixing the challenges, bias in terms of culprit punishments, the desire of students to please their parents and inadequate preparation for tests, a dearth of learner belief, excessive stress on test scores and credentials, ethical decay, rewards received by exam paper suppliers, and dishonest exam coordinators and authorities and other factors were identified by (Oladuni 2000& Adegboye 2000).

They may have a role in the incidence of exam misconduct (Fayombo 2004). As a result, the eagerness to be successful in their exam battles and get relevant credentials in Ghana originates from how certifications are viewed in the country as a benchmark of readiness for a wide range of socioeconomic and political stances. The problem faced in Nigeria is caused by a scarcity of trained teachers, a lack of textbooks and science equipment, as well as inadequate compensation for teachers, supervisors, and invigilators, among other factors. Consequently, it is possible that the curriculum for a topic will not be completely covered or completed under certain circumstances. To pass, the only alternative left is to assist pupils in cheating. The teacher and other staff

members, who are underpaid, are likewise willing to assist the pupils in cheating to obtain financial rewards for themselves.

According to Olatoye (2006) Cognitively, everyone is believed to have a potent ability to go far/thrive and can perform effectively when they possess good ideas as well as being placed in a correct setting, e.g., education system, equipment, as well as strategies, that will allow them to attain their maximum potential. However, if such one-of-a-kind circumstances do not exist for a person, even if a person has a positive self-concept, despair will eventually set in. Nenty (2001) opines that people resort to cheating to be labelled as a "success". According to Nenty, a behavioural psychologist, think that most behaviours, whether good or bad, are learned. Behaviours that offer happiness are more likely to be repeated, whereas those that cause dissatisfaction are more likely to be abandoned. As a consequence, when some students bring out the effort yet fail in the exam, which might be due to poor environmental conditions, they may not need to repeat the procedure since it is unpleasant.

Denga (as cited in Nenty (2001)) identified three causes of exam misconduct: intellectual, ecological or environmental, and psychological. The psychological elements encompass all of the stress and worry that is frequently created by relatives especially parents, influence from friends around, and students in the course of attempting to satisfy the different demands of the subject significantly. He further explains that the psychological element also includes Maslow's motivational theories, which highlight the fundamental need of man, which is his physiological need. In Denga's opinion, students' physiological wants are the main factors that enhance and inspire their studying; that is, if learners' physical and security expectations are not fulfilled, it will

affect their ability to pay attention in an instructional situation and prepare the students' cognitive abilities at a very minimal concentration, thereby inspiring learners to respond in all kinds of misconduct and malfeasance during exam.

However, the ecological element has to do with the packed character of our classes, as well as the fact that there are only a few invigilators present during exam. Olatoye (2006), inadequate instructional materials in schools, as well as teachers' limited capacity to fully teach everything in the prescribed curriculum for the time prescribed before an internal or external exam, such as a promotion exam or the (WASSCE), as well as obsolete and uncertain teaching aids in the school system may lead to a number of students cheating on an exam.

Individual differences in ability level are the intellectual factors that cause exam misconduct. Denga (2001) argued that while comparing the skills, capabilities, and understanding pedigree of one student with others, the notion of personal variation must be created in the back of our minds. Another reason is the inability of pupils to realise that their I.Q. (Intelligent Quotient) varies and cannot be compared across different people. Academically inferior kids will attempt to contrast themselves to naturally talented children. When academically disadvantaged pupils are unable to satisfy the demands of the course; They engage in a variety of misbehaviours and misconducts.

Using the psychological perspective being clever and being smart are two distinct ideas. Salami (2005) expounded on this point of view, he said that smartness is defined as the capacity to deal with problems using just what is physically accessible and within a certain amount of time, However, intelligence is defined as the capacity to think and respond to stimuli. According to the author, a clever student may or may not be bright, but one who is more

likely to get great results in his or her exam as compared to the tagged or perceived intelligent learner. According to Fayombo (2004) Aside from heavy-handedness on the part of certain school heads (particularly those in private schools) to guarantee that their schools achieve high results to promote one's ego or image, other reasons contribute to exam misconduct or illegalities.

Forms of Exam Misconducts

Exam misconducts in Ghana have taken various forms, according to related literature on the subject. Onyechere (2004) asserts misconduct during exam as the use of a third party to appear for a candidate at an exam on their behalf (impersonation). Afolabi (2000), amongst examinees, impersonation is becoming increasingly common. He cited several tactics developed by students, including appearing as a legitimate exam taker, i.e., the impersonator. Another type of exam misconduct is the submission of several entries for the same subject. Starting with the application process, the scheme is developed by enrolling the imposter in the same courses as the applicant and having him or her sit for exam in the same exam venue. Before submission, there is a script exchange in which the imposter pens down the test taker's identity and index on his or her response sheet, whereas an applicant pens down the impersonator's identity as well as number on his/her booklet. Several entries, which are defined as an applicant attempting to take the same exam at multiple exam sites, are another kind of exam misconduct. Yet another approach is to bring along prefabricated answers that have been copied from textbook pages or notebook pages or from laboratory specimen pages or any other instructional assistance that has been sneaked into the exam's halls. In addition to the foregoing, a student who collaborates with an invigilator to cheat on an exam is also

prohibited. Individuals who fill such a form must give out an accepted portion of the cash to an invigilator in order for the action to be successful.

Again, not using your ideas but others' own to formulate or generate solutions in exam halls is another method. This is also known as "giraffing," and it can be done with or without the candidate's knowledge or permission.

Some candidates use electronic gadgets, such as illegal scientific calculators, organisers, CDs (the smallest storage medium), and mobile phones to reap the benefits of other people. Writing answers on portions of the body or objects such as the palms of the hands, the thighs of the legs, seats, clothes, handkerchiefs, purses, rulers, purses, desks, and the walls of the exam hall, etc are yet another form of exam misconduct.

The first sort of test misconduct, as per Akpa (2002) and Ogunsaju (2008), is the release of exam papers prior to the exam's start. In this scenario, learners must either give the replies beforehand or duplicate them to bring to the exam rooms. Assault sexually is the second issue. Girl candidates do more in this form of misconduct in relation to male candidates, who may even go so far as to sleep with male exam authorities prior to the exam to guarantee that they are given the okay to engage in the misconduct in order to succeed. The sale of exam papers is the third type of misconduct. This misconduct is carried out in advance, i.e., preceding the exam, when the candidate is aware of the exam questions and even solves them before entering the exam hall. Candidates may sometimes enter the exam hall with the answers to the questions.

According to Olanipekun (2003), collusion is one type of exam misconduct. An example of this is when two or more individuals agree to accept or provide help to one another. According to Afolabi (2001), collusion includes

the exchange of papers, sharing of recorded lesson notes either among test takers or between them, and others out of the exam room, stalling the start of an exam in one hub to get question paper from the other centres that are close and have already begun, among others. As a result, collusion can occur among factions; between learners who are writing the exam and authorities in charge of conducting the exam, between guardians of such learners and those conducting the exam, among officials/invigilators of academic institutions, between guardians and those who invigilate, or a mix of these aspects. Arguably, Exam invigilators and people who supervise are coerced and pressured into allowing exam misdeeds to take place under their watch.

West African Exams Council (WAEC) in 2003 did a study or survey on some cunning measures used to cheat during exam by learners and arrived at 12 factors that run through answer booklets. The testing organisation has detected a number of scams, including the same responses in a specific exam unit, the same mistake made by multiple examinees, candidate's exam papers being a little crumpled as if written outside, answers that are not within students' domain, multiple handwriting in a particular paper, leaving foreign materials in the booklets in which they answered their questions, and providing solutions that are above the age and cannot be written by them. Chuta (2005) classified exam misconduct into four categories: To begin, a live mercenary is when a candidate brings someone more intelligent than himself at the exam hall to attempt writing the exam for the learner who is undertaking the exam; the learner/candidates give out compensation towards the mercenary, the supervisor, and the invigilator who work together to make the plan an actuality

in exchange. Second, exam takers may pay the supervisor, invigilator, and security personnel in order for them to deliver materials inside the exam room.

The remaining options are express and super express service. Express service is a type of misconduct in which the candidate has their exam paper written beyond the exam room while they are in the exam room and these test takers have the answers brought to them in the exam room for submission. The supervisor/invigilator, who is compensated handsomely by the candidate. The super express, on the other hand, comes to existence when the test taker comes to terms and gives out cash to the invigilators in order to write the exam in the supervisors/invigilator house while the regular exam is taking place in the exam halls. The candidate in question pays twice as much for express service.

Pre-exam and post-exam misconduct are also types of misconduct. As per Onyechere (2004), pre-exam fraudulent strategies help learners who are underprepared for exam bribing couriers or assessors with gifts or cash, those who type the questions, exam officers, invigilators, or headteachers, and those involved in the handling of exam materials in order to receive exam resources leakages ahead of time. Following that, they learn the materials to try and remember the solutions to the inquiries on the test paper that they were privy to before the test.

Conversely, post-exam misconduct, can be traced back to members of the public exam boards' administration. Students know that the outcomes of national exam are the only means by which they may advance in their careers and get admission to postsecondary schools. As a result, the majority of learners who are uncertain of their achievement (success) bribe staff members

in national exam institutions that are perhaps in control of scoring and capturing scripts (script custodians) to add or change questions in an exam.

As per researchers named Joshua, Ekpoh, Edet, Joshua, as well as Obo (2010), exam writing misconduct happens in a variety of ways in the educational structure as well as many phases of that exam, including pre-exam, throughout the exam, and post-exam, among others. Parameters of exam misconduct cases are often unique to institutes of higher learning where it is done.

a. Phase of Pre-Exam

However according views Joshua et al. (2010), most national exams are preceded by some form of wrongdoing, such as school leaders' certification of non-school learners for financial benefits, students' movement from cities to villages, some accompanied by guardians, and instructors' submission of fake Continuous Assessment (CA) ratings, taking money from students before exam dates by Invigilators/supervisors to enable corrupt practices at exams. It may result from an electronic or hard copy to examinees who are extremely concerned and willing to pay money to them.

b. Phase of During Exam

According to Joshua et al (2010), it's nearly hard in order to list all different types of misconduct related to the writing of exam that exist in academic establishments. The students are bold and capable of putting their pre-planned measures of cheating into action at this stage, which they have "manufactured." However, some common misconducts include, copying from those writing the paper with the examinee, through "girraffing" use of ready materials, school books, print media, notepads, discussing questions with other examinees, responses written on question sheets with handkerchiefs and

undergarments (skirts, pants, singlets, and pockets of jeans). Outside of exam halls, students utilize smartphones with solutions that are stored or recorded to send and receive text messages to their friends. Prepared resources, such as arithmetical sets, stockings and socks, and wrappers, are used. Writing on specified tables and surfaces near seats in test halls, wearing beneath caps/hats

to hide prepared materials attaching formed items to certain body parts with 'rubber bands', among female learners also, dumping printed items in braziers is a common way for learners to cheat throughout exam.

c. Phase of Post-Exam

According to (Ojerinde, in Obo 2008) and Joshua (2008), exam misconducts frequently occur even after the exams are required to be taken and scored. At this stage, they assert that regular forms include payment of money to examiners and people who will mark for some favours, such as re-writing the exam, repackaging of exam papers to involve those written from outside the exam hall in conjunction with those invigilating or perhaps supervising, unscrupulous behaviour of computer programmers at testing organisations who profit from test takers in order to modify and alter overall exam scores, known as "sorting," and payment to examiners/markers in exchange for services such as rewriting exam, and payment of money to examiners/markers to write the exam again. Exam misconduct, the World Bank Group stated in (2002), may even include the construction of phantom exam centres, as well as the purposeful awarding of certificates to applicants who did not even appear for the exam itself.

Validity

One definition of test validity states, "the degree to which data and theory corroborate the readings of test scores indicated by the intended usage" of the test in question (AERA, APA, & NCME, 1999, p. 9). As per Nitko (2001), validity may be seen as a veracity of an one's perception and implementation of the outcomes of learners' assessments. This indicates that in order for professors at universities to provide legitimate findings for their learners, those findings need to be substantiated by a variety of proofs. The interpretation and implementation of measurement scores are at the centre of the validity debate. The meanings and applications of a person are only considered to be valid if the values that are suggested by the findings of their assessment are suitable. The readings and uses of assessment outcomes that an individual makes are considered to be valid when the outcomes of these meanings and uses are congruent with proper parameters. This principle is disregarded when the weights of the evaluation do not correlate to the conclusions drawn from it (Nitko, 2001). The fact that validity is not a "all-or-nothing" proposition but rather a question of degree is a second key implication that follows from the concept of validity. That is to say, rather than simply being valid or invalid, the validity of an interpretation of results ought to be understood of in context of potent versus impotent (Yeboah, 2017). When choosing between different psychological tests, validity ought to be the decisive factor for test takers. In spite of the fact that such judgments are founded on a wide range involving theoretical, practical and psychometric criteria, an exam must only be chosen if proof is present to justify the planned meaning and application of the results. A test's conclusion must be founded on both evidence and theory, which brings us

to the third and final essential component of validity. A test user has to have factual data to back up their understanding and execution of test scores in order to feel confidence in their analysis and application of the results of the tests. In addition, modern viewpoints on validity place a strong emphasis on the necessity of establishing the interpretation and application of tests in accordance with a psychological theory that can be defended.

Kinds of validity evidence

Instances of this kind involves evidence that is linked to content, evidence that is related to criteria, and evidence that is related to constructs. If justification for the outcome of a test conducted for some specific application is premised on the correctness of test content, the methodology adopted in explicitly stating and creating test content need to be characterised under content-oriented evidence. This is because the relevancy of content of test is a part of the reasoning for the test score interpretation (Moss, 1992; Yeboah, 2017). In addition to that, it tries to explain the test in terms of the target population who is going to be tested as well as the construct that is going to be evaluated. The extent to which a test's sample of elements, assignments, or inquiries is reflective of the content domain is another form of evidence that is considered to be content-related (Moss, 1992). "content-related validity should be focused not just with test questions, but also with the answers elicited, and the connection between them," as stated by William (2001). (p. 4).

In this particular instance, William is suggesting that evidence which is content-related ought to be enlarged so as to include acts shown that matches to the aims of the assessment process. He illustrates his point with a scenario. A test that purports to evaluate students' comprehension of forces "would be

rendered worthless if it turned out that the test's reading requirements were so stringent that pupils with poor literary skills but a solid comprehension of forces obtained low marks" (p. 4). As a result, evidence pertaining to the material is not simply demonstrated by the degree to which samples of assessment tasks are representative of some section of the material. It is essential that the student's response to the items on the exam is not impacted in any way by external variables that mask the student's actual capability or potential. This might be interpreted as an argument in favour of evaluating teachers at the schools where they work because the circumstances of the assessment can be tailored to ensure that it has ecological validity (Crooks, 2001). "the circumstances under which student achievements are acquired can have important ramifications for the validity of assessment interpretations," writes Crooks (2001). (p. 270).

The validity of learners' test outcomes can be compromised in some ways, e.g., no enthusiasm, nervousness around the exam, and unsuitable testing conditions. As per researchers, Tamakloe, Amedahe, and Attah (2005), the term "criterion-related validity" relates to the capability of a test to accurately predict how well a student will perform in a certain circumstance. As a result, criterion-related evidence can be utilised to make predictions about an individual's performance based on a criteria indicator of relevance by using exam results. To do this, the teen's score of a test is determined by the standard assessment, that involves clear and unbiased assessment of the particular act that the test is supposed to determine. This allows the test to accurately anticipate the student's future behaviour. In other terms, the degree to which a test is able to link to some established standards of the conduct that is being evaluated is what determines whether or not it possesses criterion related validity. As per research

that has been done, there are two different kinds of criterion-related evidence of validity. The purpose of these questions is to determine if the external criterion is acquired simultaneously as the exam is being administered or at a subsequent date.

Kinyua and Okunya (2014) provided the following description of the two primary categories of criterion-related evidence, which they referred to as contemporaneous and predictive validity evidence: The magnitude of present position of a person in relation to a criterion may be inferred from that individual's earlier achievement on an evaluation tool is what's known as the "concurrent validity evidence" (Nitko & Brookhart, 2007). If, for instance, the results of the State of Anxiety Scale are equivalent to the results of the Taylor Manifest Anxiety Scale, which is an older and far more established scale, then the old test would have already completed the criterion validity test. In predictive evidence of validity, the results of a test are used to speculate about the results of others that may be administered in the future. Learner's result on the (WASSCE), for instance, can be used to estimate the student's GPA in the first semester of college. As per Deville, "construct validity-evidence is directly concerned with the theoretical link of a variable (for example, a score on some scale) to other variables" (1991). This depicts the magnitude to which an element "behaves" in a manner that can be likened to how the construct being measured ought to behave in regard to recognised measurements of other constructs (p. 46).

furthermore, construct validity-evidence is described by Messick (1989) as an incorporated object of attitude of the extent to which statistical evidence and theoretical reasonings advocate the appropriateness of inferences and

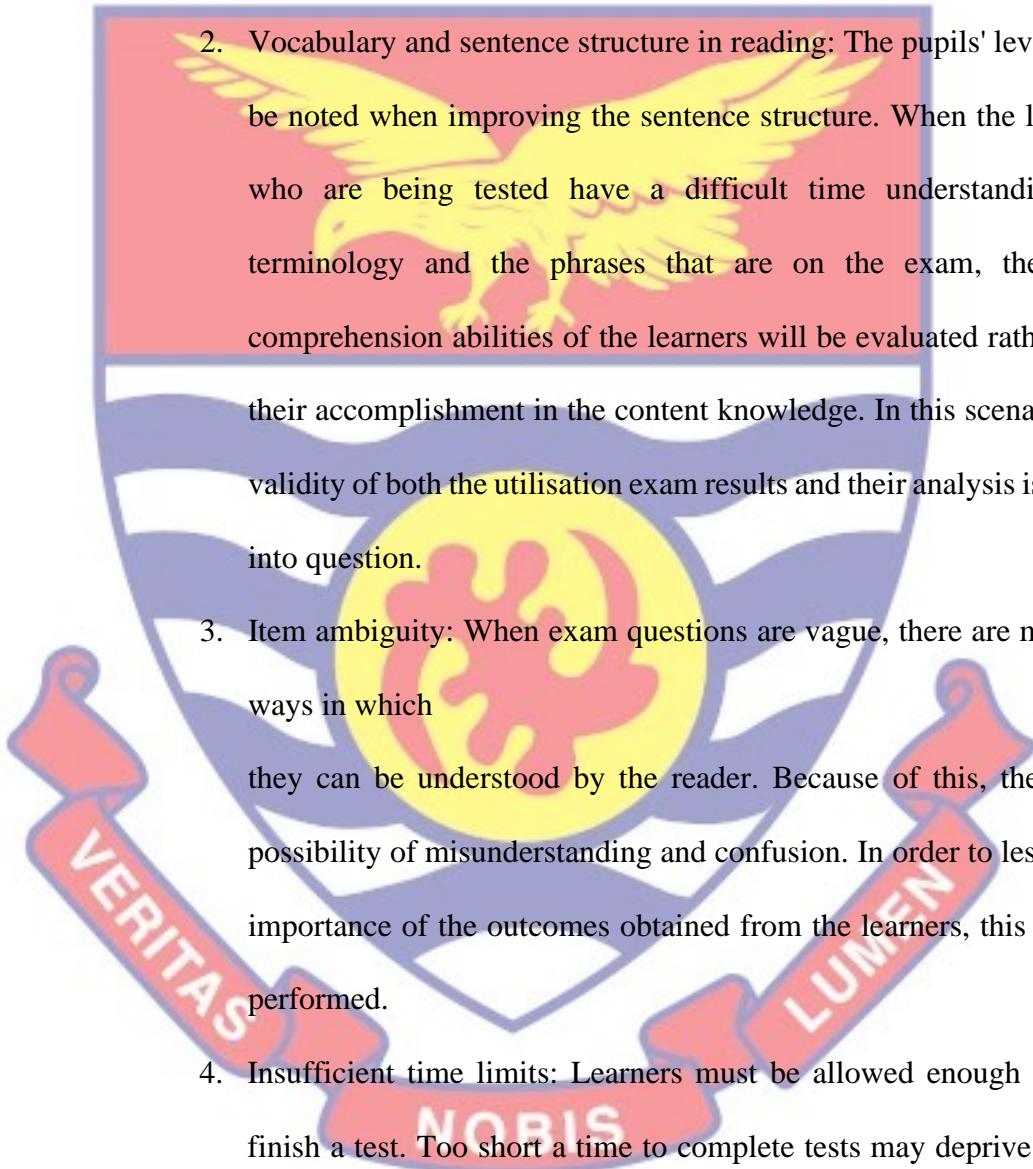
doings dependent on exam results or other assessment processes. This definition describes construct validity-evidence as an interconnected object of attitude of the extent to which statistical evidence and theoretical justifications promote the appropriateness of suppositions and doings. This is defined as an integrated evaluative judgement of the degree to which construct validity-evidence endorses the rightness of test results. The process of operationalizing the concept entails the development of a collection of measurable behaviours or characteristics that are presumed to connect to the underlying latent construct. This is one of the steps involved in the process of operationalization. Creating connections between the construct of interest and other linked structures or attitudes is needed in order to carry out a syntactic definition of the construct, as per Crocker and Algina (1986), Benson (1998), Gregory (1992), as well as Crocker and Algina (1993), who all state that this requirement is necessary in order to undertake a syntactic working definition.

Factors affecting validity

The level of validity that an evaluation achieves is impacted by a number of different elements. These characteristics have a tendency to diminish the degree to which the results are legitimate, which in turn influences how they are used and interpreted. According to Amedahe and Asamoah-Gyimah (2013, page 59), such determinants include the following:

1. **Incomplete or unclear directions:** It is always vital to present students with complete and detailed guidelines in order for them to effectively react to the items on a test. The accuracy of the research is likely to be compromised if the instructions given to the test subject do not make

it abundantly apparent how the subject should respond to the activities and how the answers should be recorded. This is due to the fact that it is possible for students to become confused about how to answer and how to register their comments, which can have a detrimental impact.

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2. Vocabulary and sentence structure in reading: The pupils' level must be noted when improving the sentence structure. When the learners who are being tested have a difficult time understanding the terminology and the phrases that are on the exam, the basic comprehension abilities of the learners will be evaluated rather than their accomplishment in the content knowledge. In this scenario, the validity of both the utilisation exam results and their analysis is called into question.
 3. Item ambiguity: When exam questions are vague, there are multiple ways in which they can be understood by the reader. Because of this, there is a possibility of misunderstanding and confusion. In order to lessen the importance of the outcomes obtained from the learners, this will be performed.
 4. Insufficient time limits: Learners must be allowed enough time to finish a test. Too short a time to complete tests may deprive testees of the opportunity to reason and respond appropriately, whereas too long a time may cause testees to finish very early and misbehave by sometimes cheating or changing the correct answer, introducing a lot of biases into their results.

5. Items with poor construction: Such questions can provide clues to the answer. Certain words in the stem of the item (e.g., is/an) or grammatically inconsistent options may provide clues in the selection type of test items. Poorly constructed items cause the tester to deviate from the purpose of testing, reducing the validity of the results.

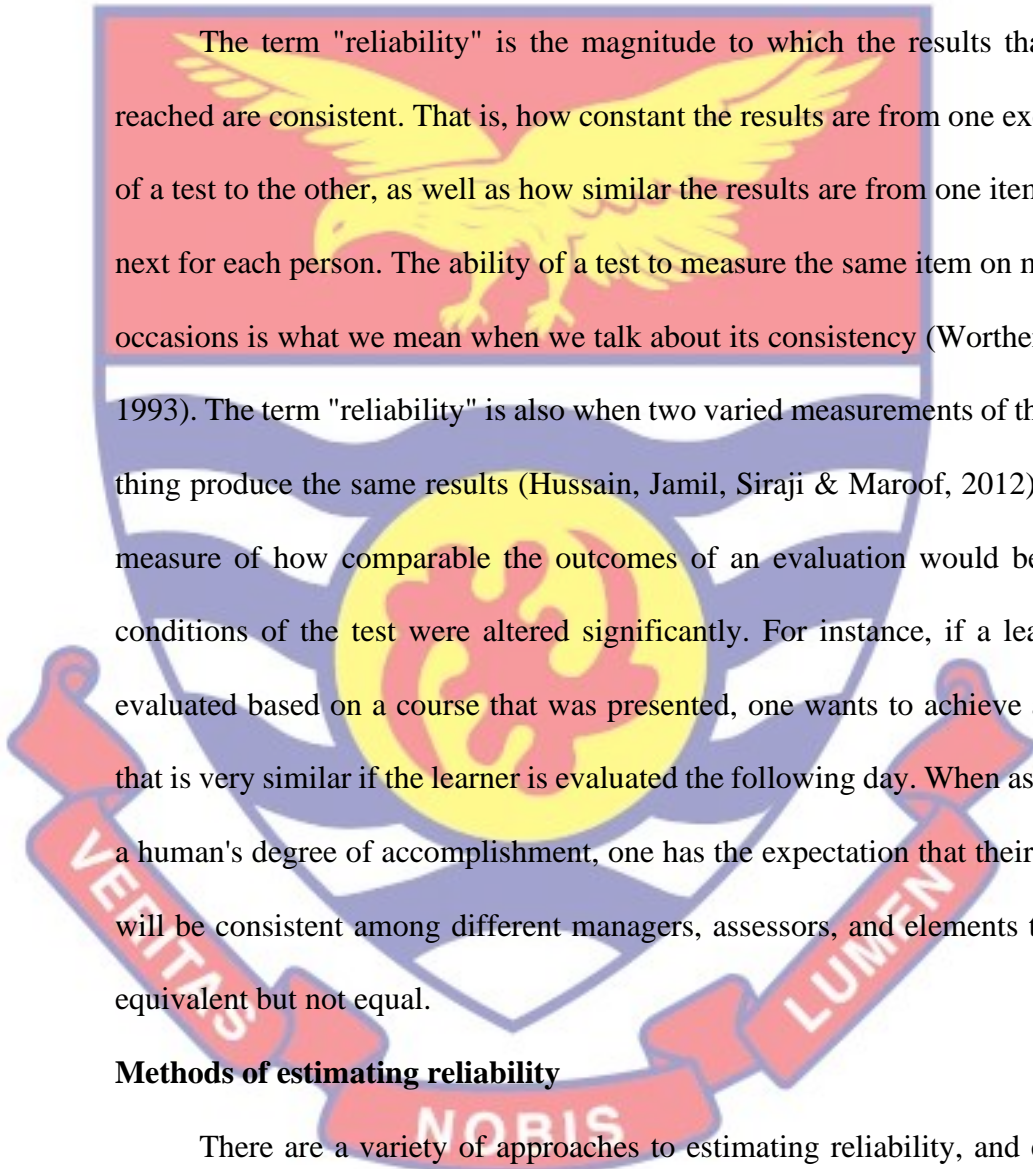
6. The class of people: With everything as same, the higher the content-related validity coefficient, the more heterogeneous the group.

7. The setting for conducting test is another variable that can influence the validity of exam that have been designed by teachers. It will be difficult for the person taking the exam to maintain consistency throughout the whole testing process when setting to test is noisy or confusing, or if the person taking the test falls ill (Griswold, 1990). Regardless of the simple reality that steps should be put in place to make sure that the testing ecosystem is relaxed, sufficiently bright, and has few shutdowns (Griswold, 1990), these components are usually elements of test regulatory requirements that are not connected to the exam itself. In other words, these variables should not be captured into consideration when determining how well a candidate will perform on the test. This is owing to the fact that even when the features of the test taker and the surroundings are thoroughly addressed, there is still a possibility that the results will be inaccurate, individual differences in performance emerge.

8. Test length: long tests help to maintain validity in three ways. For starters, the quantity of material that the learners is required to address becomes more, which ultimately produces a more accurate picture of

the student's level of understanding. Second, extensive testing reduces the impact of defective products by producing a greater number of quality products overall. Last but not least, lengthy exams reduce the significance of learner speculation.

Reliability



The term "reliability" is the magnitude to which the results that were reached are consistent. That is, how constant the results are from one execution of a test to the other, as well as how similar the results are from one item to the next for each person. The ability of a test to measure the same item on multiple occasions is what we mean when we talk about its consistency (Worthen et al., 1993). The term "reliability" is also when two varied measurements of the same thing produce the same results (Hussain, Jamil, Siraji & Maroof, 2012). It is a measure of how comparable the outcomes of an evaluation would be if the conditions of the test were altered significantly. For instance, if a learner is evaluated based on a course that was presented, one wants to achieve a result that is very similar if the learner is evaluated the following day. When assessing a human's degree of accomplishment, one has the expectation that their results will be consistent among different managers, assessors, and elements that are equivalent but not equal.

Methods of estimating reliability

There are a variety of approaches to estimating reliability, and each of these approaches takes into account a different set of error causes (Liaquat, Asif, Siraji & Maroof, 2012). Estimating reliability is done in many forms, the most frequent of which is below:

1. Test-rest method

2. Split-half
3. Equivalent forms method
4. Measures of internal consistency (Liaquat, Asif, Siraji & Maroof, 2012, 71)

Mode of testing and retesting is a measure of stability that takes into account student scores throughout the course of the study. A class or group of students may have to take the same exam twice over the course of anywhere from a few moments to many years. The results of the correlation between the scores obtained from the two separate administrations provide an approximation of the dependability of the test (Etsey, 2012). When analysing reliability coefficients, the duration of the gap must be taken into consideration since the estimate of reliability changes depending on the extent of the period. Therefore, when presenting reliability and stability in a test manual, the intervals between tests should indeed be given, and some description of the real - world events that have occurred in the interim should also be included. In this scenario, an error is considered to be any variation in score that occurs from one configuration to the next. This is an accurate reflection of the student's overall ability. As a result, based on the student's performance, appropriate decisions can be made for him or her. According to Webb (2002), stability estimates in psychological measurements are frequently hard to get as well as give meaning to it.

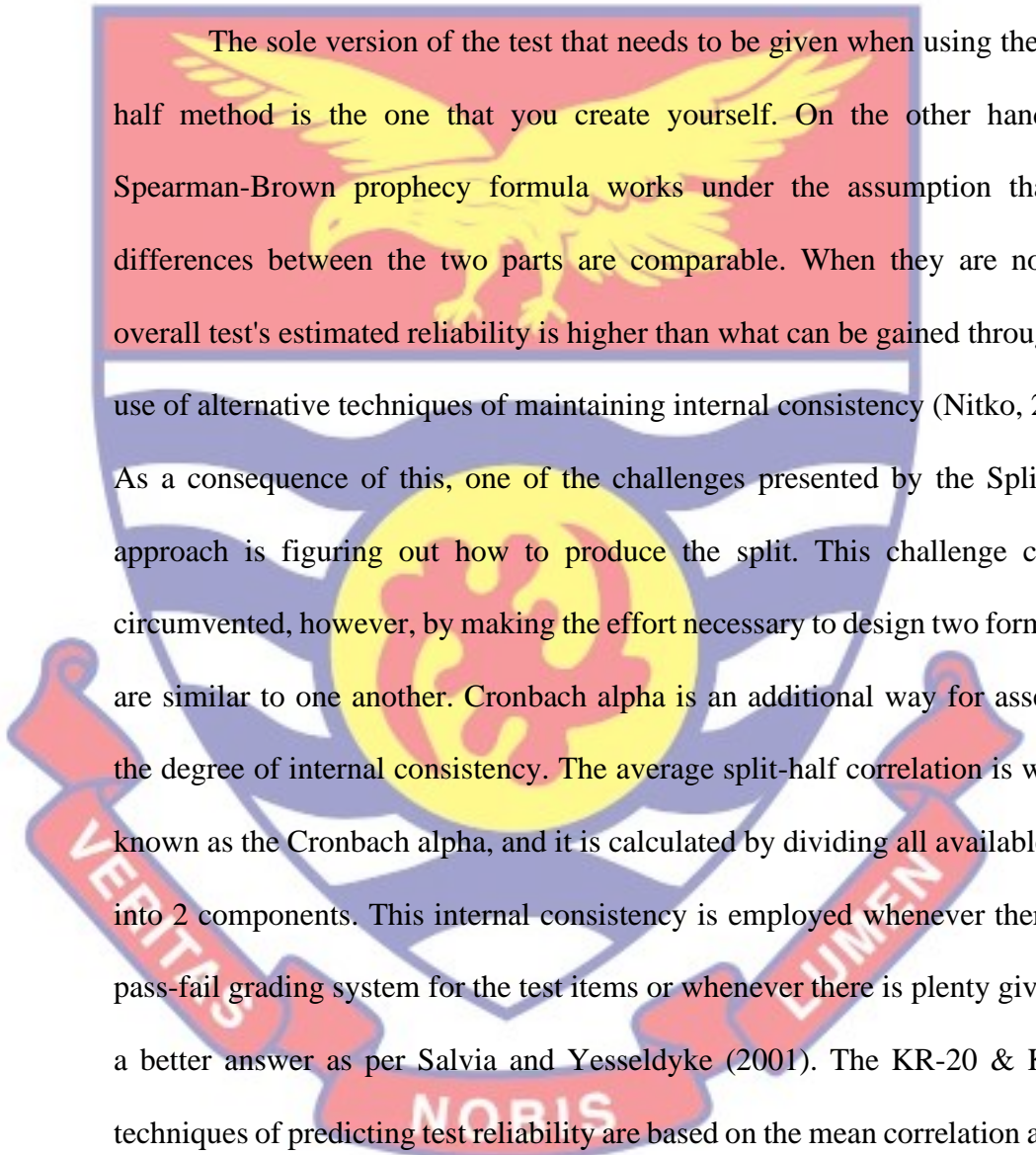
That is to say, the process of measurement causes the individual to develop a new viewpoint on the variable that is being measured. The resulting consequence that the previous tests had on the practise, for example, will most likely differ between students, lowering the reliability estimate. In contrast, A

significant recall or memory impact may be produced by a brief amount of time. It is possible to generate an approximation of the dependability known as the equivalent-forms estimate by giving two different versions of a test on the very same day to the same segment of the population and then comparing the answers. This process establishes how comfortable one may be in generalising an user's result to what he would earn if he took an exam with questions that were close to but not exactly the same as the ones he was given in the original test. Any shift in functionality, once more, is regarded to be a mistake. In this scenario, rather than keep striving from one point in time to another, one evaluates alterations as a result of the precision of the information. When constructing equivalent forms of a test, the questions on the test should be the same degree of complexity and presented in the same format (for example, true or false, multiple choice, and several others).

It is anticipated that the directions for administering both tests would be the same (Liaquat, Asif, Siraji & Maroof, 2012). When making judgements about a person's knowledge acquisition is the objective, the comparable form measure is the tool that is utilised as per Liaquat, Asif, Siraji and Maroof (2012). This is focused little with the consistency of information throughout time but plenty with whether or not an example can be extrapolated or extended to a wider body of information.

A single test is administered to students using the split-half method. After that, the test is divided into two halves for scoring. To calculate the estimate of reliability, the two scores for each student are correlated (Liaquat, Asif, Siraji & Maroof, 2012). There are several ways to divide the test into two halves. These include the use of odd-even numbered items, as well as the first

and half-second half. When calculating an estimate of the test's general dependability, a correction factor is utilised. Because each student is evaluated twice using the exact same assessment work at the relatively similar time, the split-half approach is able to offer an accurate representation of each student's overall achievement.



The sole version of the test that needs to be given when using the split-half method is the one that you create yourself. On the other hand, the Spearman-Brown prophecy formula works under the assumption that the differences between the two parts are comparable. When they are not, the overall test's estimated reliability is higher than what can be gained through the use of alternative techniques of maintaining internal consistency (Nitko, 2001). As a consequence of this, one of the challenges presented by the Split-Half approach is figuring out how to produce the split. This challenge can be circumvented, however, by making the effort necessary to design two forms that are similar to one another. Cronbach alpha is an additional way for assessing the degree of internal consistency. The average split-half correlation is what is known as the Cronbach alpha, and it is calculated by dividing all available tests into 2 components. This internal consistency is employed whenever there is a pass-fail grading system for the test items or whenever there is plenty given for a better answer as per Salvia and Yesseldyke (2001). The KR-20 & KR-21 techniques of predicting test reliability are based on the mean correlation among all potential split-half. These approaches are more constrained than other ways of calculating test reliability. KR 21 stipulates that each item on a test must be assessed in two different ways. As per Nitko (2001), the concept of internal consistency is predicated on the concept; continuity with which individuals

react from being assessed on one task to the next offers the method for predicting the reliability coefficient for overall score. In other words, the continuity with which learners react from one mode of accessing to another lays the foundation for predicting the reliability coefficient.

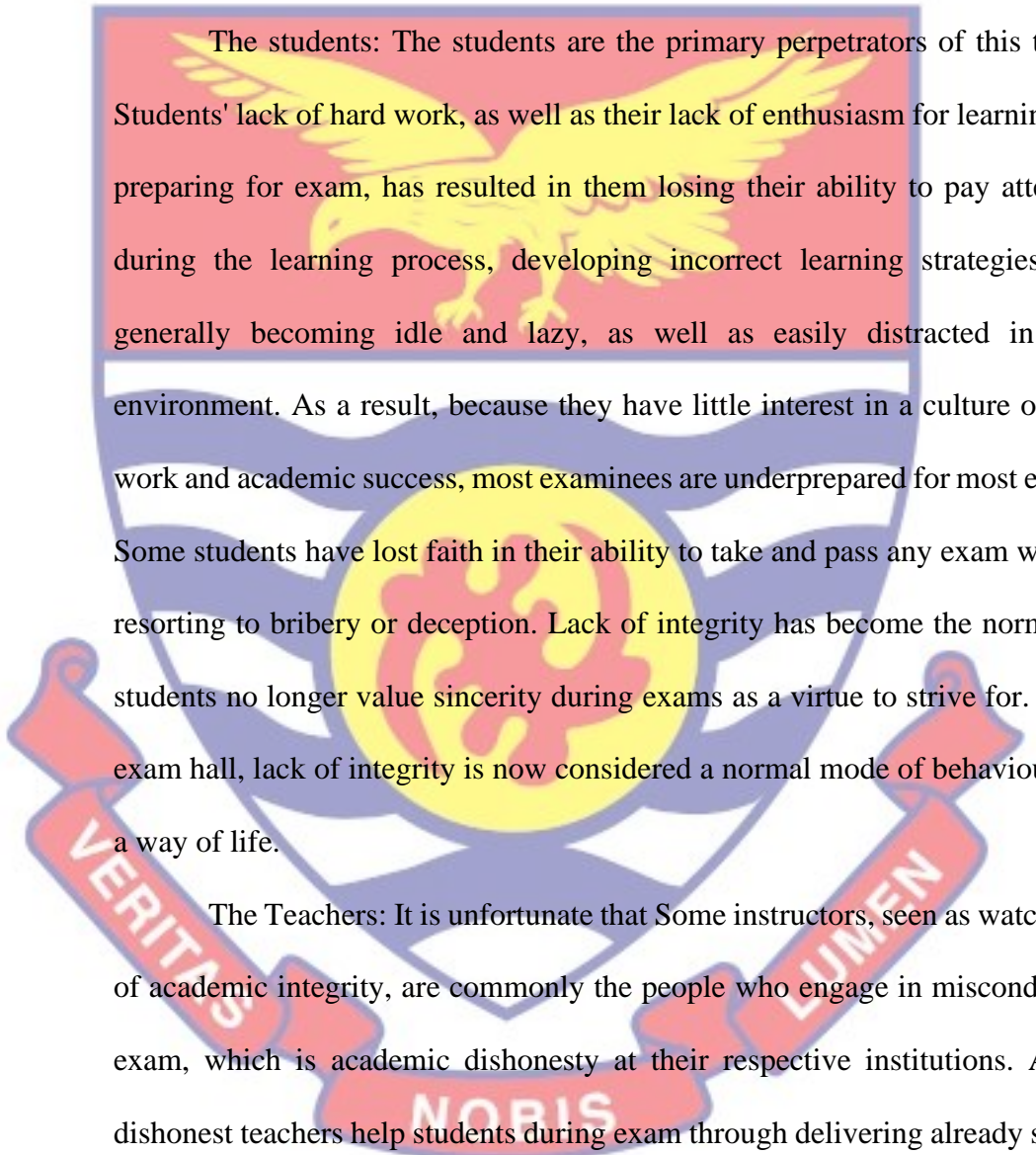
Factors affecting reliability

Predictions with a low level of internal consistency are typically the result of items that are poorly drafted or of a measurement that covers an exceedingly vast subject area (Crocker & Algina, 2008). Other variables, such as the item's complexity, the duration of the measuring device, and the uniformity of the test data, can all contribute to a reduction in the reliability coefficient as per Mehrens and Lehman (1991), DeVellis (1991), Gregory (1992) and Crocker and Algina (2008). When an evaluator makes an attempt in order to use norm-referenced test on a sample that is homogenous, the significance of group uniformity becomes very apparent. In situations like these, restricting the spectrum of the test group will cause a lesser fraction of the variation to be accounted by the measurement system, which will, in turn, result in a lower reliability coefficient (Crocker & Algina, 2008). When making a decision on how to utilise an item under certain conditions, it is essential to keep in mind what the item was designed to be used for in the first place. In the context of an exam, time limits that have been set up present a distinct kind of challenge. That is to say, time restrictions have an effect on a test taker's capacity to provide comprehensive responses to questions or finish an item. Evidently, there is an issue with this scenario because the construct that is supposed to be tested by the instrument in question has little to do with the velocity skill being assessed Mehrens and Lehman (1991), DeVellis (1991),

Gregory (1992) and Crocker and Algina (2008). Once more, the issue of variability is addressed by the link between the reliability of the test and the complexity of the items. If there is little to no diversity in the questions on the measuring device (meaning that either all of the questions are too tough or all of the items are too simple), the dependability of the results will be negatively impacted (Crocker & Algina, 2008). Besides, the reliability estimates can be artificially inflated if the test consists of too many difficult items because these things encourage misinformed guesses. Moreover, if the exam contains too many easy questions, the estimates can remain the same (Crocker & Algina, 2008; Mehrens & Lehman, 1991). In conclusion, another factor that influences the reliability estimate is the duration of the test. To put it another way, longer tests produce more accurate dependability estimates (Crocker & Algina, 2008). The Spearman Brown prophecy equation provides the most illuminating insight into the phenomena of test length. This equation demonstrates that the reliability estimate rises in proportion to the number of items included in the test (Crocker & Algina, 2008). Nevertheless, one must take into account the reliability benefits that can be made in circumstances such as these, given that exceedingly lengthy tests are not always desirable. Example, if an evaluator has an 80-item testing tool with an internal consistency reliability coefficient of .78, Spearman-Brown prophecy suggests that adding 25 items will raise one's reliability estimate to .85, then a slightly lower reliability estimate may be desirable to an overlong instrument as per Gregory (1992), Crocker and Algina (2008), as well as Mehrens and Lehman (1991).

Examining Misconducts Agents

According to Onyechere (2004), Evidence abounds those various misconducts in West African countries, particularly Ghana, have their origins in test developers who set and will assess the paper, paper with the items' printers, instructors, keepers, parents, and police etc.



The students: The students are the primary perpetrators of this threat. Students' lack of hard work, as well as their lack of enthusiasm for learning and preparing for exam, has resulted in them losing their ability to pay attention during the learning process, developing incorrect learning strategies, and generally becoming idle and lazy, as well as easily distracted in their environment. As a result, because they have little interest in a culture of hard work and academic success, most examinees are underprepared for most exams. Some students have lost faith in their ability to take and pass any exam without resorting to bribery or deception. Lack of integrity has become the norm, and students no longer value sincerity during exams as a virtue to strive for. In the exam hall, lack of integrity is now considered a normal mode of behaviour and a way of life.

The Teachers: It is unfortunate that Some instructors, seen as watchdogs of academic integrity, are commonly the people who engage in misconduct of exam, which is academic dishonesty at their respective institutions. A few dishonest teachers help students during exam through delivering already solved questions to test items into the exam room, writing the answers on the boards, and diverting the attention of invigilators/supervisors by providing consumables to them while they are in the instructors' offices during exam. These measures are taken solely to allow test takers to cheat at their leisure during exam,

accompanied with utmost collaboration as well as aid from those who instruct them.

Parents and guardians: Several parents or guardians, as well as other key members of the family, assist students in cheating during exams. Parents form syndicates to continue the practice of exam misconduct since others view them as the individuals who splash cash during misconduct operations. They give money to their kids to pay various individuals and agents involved in misconduct of exam. Specific guardians may arrive at great lengths to persuade test centre officials not to do what they are supposed to do, such as allowing their children to cheat in the exam room or assisting in the delivery of prohibited materials to their children's exam centres. Some parents approach testing boards directly in order to obtain better results emanating from their kid's exam outcomes.

Exam Bodies/Invigilators: Exam officials who engage in exam misconduct are those in charge of administering exams for the West African Exams Council (WAEC). The desire for financial gain happens to be the root why such officials decline to cooperate with approved exam rules.

In the effort to have their school's facilities acknowledged and recognised by the public, many school leaders and management and headteachers are the most severe offenders. During the exam season, subject instructors and other collaborators provide fraudulent assistance to students, and principals/headteachers bribe external invigilators, supervisors, and assessors with gifts and money in exchange for overlooking the illegal assistance.

According to Sonnie (2004), exam cheating is also committed by police officers and officials in charge of handling exam, who may even aid pupils in

receiving answer scripts that they have distributed to other classmates. Per the investigator, when it comes to exam misconduct and illegalities, law-enforcing agents such as police officers, who are frequently called in to maintain order and enforce rules and procedures, are frequently heavily involved. To accomplish this, They agree to let kids cheat on tests in return for significant quantities of money, which they collect from both the students and the school administrators. For a country in such early stages of development as Ghana, this in and of itself is depressing. Per the researcher, the act is also carried out by children and teenagers living in the area. They take money from the classmates, use some of that money to pay the those overseeing affairs to come up with ways to cheat on the test, and then, in places where they are able to get collaboration from the boss, they dig holes on the streets in their neighbourhood to protect investigation body officials from reaching the destination at the academic facility while the test is being administered.

According to Vanguard (2004), neighbourhood teens are seen to be part of exam misconduct by snatching an organized business, specialized exam sites, and institutions serve as safe havens for exam cheaters in areas where they are prevalent. The majority of these specialized sites pose as tutorial centers, and the only students who register with "exam contractors" involve learners who are able to pay the price imposed by the centers. Similarly, Umar (2003) reports a plethora of private tutoring schools available throughout the country (Ghana) that charge candidates a hefty fee for their services. According to Umar, the majority of such classrooms are done mainly for exam misconducts, with question papers obtained prior to exam days. Huge amounts of cash are collected from the students by the organisers of these classes so that they can

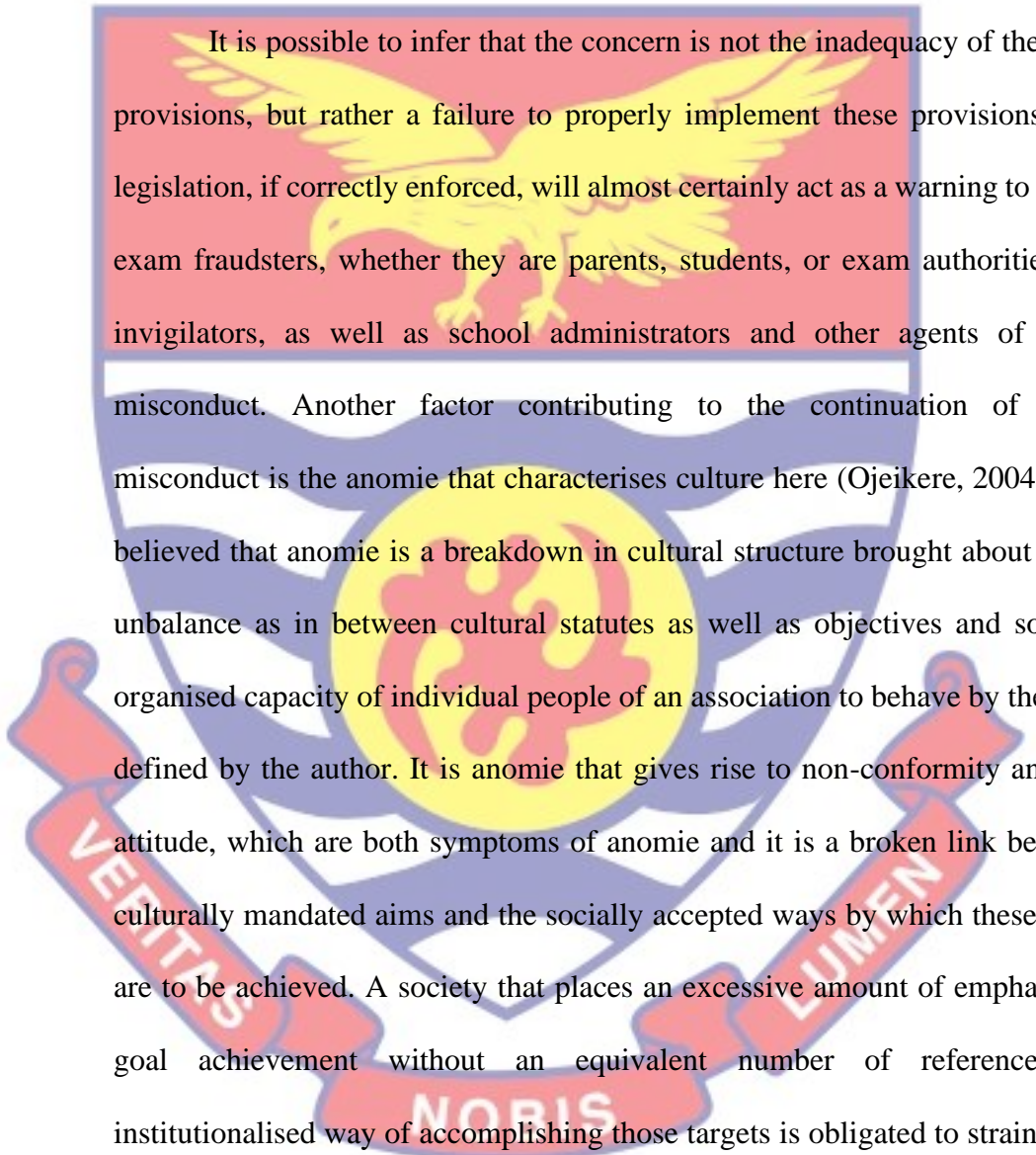
purchase study material and pay crooks to take questions, which are then transported into the exam hall with the assistance of those overseeing the process and security personnel. The collaboration involving such agents made it very hard to overcome the scourge known as exam misconduct.

Different perspectives exist on which gender is more involved in this social vice known as exam misconduct. Lobel and Levenon (2004) discovered that males take part in more exam misconduct than females. According to Lobel and Levenon, Esere, and Arewale (2005), male adolescents in relation to females are found culprits mostly in exam misconduct. This male adolescent disposition may be related to the widespread belief that males are braver and more capable of taking risks and experiencing hardship than females. Leming (2005), on the other hand, believes that Exam misconduct is more prone to be committed by female students than by male students. Oredein (2004), who claimed scientifically that ladies find it very less complicated than their male counterparts to write information on areas of their body such as the hips, baby diapers, palms wipes, and wallets. In contrast to the previous research, Olatoye (2006) asserts that exam misconduct cannot be a product of gender, but a problem that affects both girls and boys. This portrays female and male students as having equal chances of engaging in exam misconduct.

Reasons for Examining Misconduct's Persistence

Personal experiences, the vast majority of errors go unreported. One of the reasons for its continuation, according to Uwadiae (2003), is that the 1999 Exam Misconduct Act used in most West African Countries has not been enforced to the letter of the law as intended. Although a large number of persons have been apprehended, no one has been prosecuted or tried in court, even

though legislation included three- and four-year prison terms with or without the possibility of a fine. Furthermore, according to the author, one or more of the following obstacles to the administration of justice may exist: They are unlikely to accept stringent measures to ensure the exam system's credibility in the future.



It is possible to infer that the concern is not the inadequacy of the Act's provisions, but rather a failure to properly implement these provisions. The legislation, if correctly enforced, will almost certainly act as a warning to future exam fraudsters, whether they are parents, students, or exam authorities and invigilators, as well as school administrators and other agents of exam misconduct. Another factor contributing to the continuation of exam misconduct is the anomie that characterises culture here (Ojeikere, 2004). It is believed that anomie is a breakdown in cultural structure brought about by an unbalance as in between cultural statutes as well as objectives and socially organised capacity of individual people of an association to behave by them, as defined by the author. It is anomie that gives rise to non-conformity and bad attitude, which are both symptoms of anomie and it is a broken link between culturally mandated aims and the socially accepted ways by which these goals are to be achieved. A society that places an excessive amount of emphasis on goal achievement without an equivalent number of references on institutionalised way of accomplishing those targets is obligated to strain some citizens, who may ultimately fall victim to any highly advanced possibility system to meet those objectives, irrespective of whether the method utilised are valid or otherwise, if the society continues in this direction.

The disparity between culturally acclaimed objectives and the cultural context of a strong focus on achievement aims without strong attention on systemic means of achieving these goals, according to Ndibe (cited in Ojeikere 2004), has provided an atmosphere that naturally leads some students, guardians, instructors, and others to misconduct. The disjunction between culturally praised aims and the cultural framework of a high focus on achievement objectives without equal attention on institutional mechanisms of achieving such goals, according to Ndibe. Instructors and others are engaged because of the economic, material, and other unquantifiable benefits to be gained from participating in exam misconduct. Students participate because they want to excel; parents play an important role because they want their children to succeed academically; instructors and others participate because they stand to gain financially, materially, and intangibly from exam misconduct; and the government is involved because it wants to stop exam misconduct and illegalities.

According to Onyechere (2004), one of the reasons why test fraud continues to be a problem is that earning a certificate and having excellent grades are significant requirements for obtaining job in West African countries, particularly in Ghana. Before an employee may be hired, the vast majority of businesses in the labour sector require them to have a certificate rather than skills. Even candidates with grades such as first/second upper classes, are considered for employment, regardless of whether or not the candidates have the ability to justify their accomplishment. A learner who places less weight on their grades and more on their abilities will be at a disadvantage. As a consequence of this, they concoct every conceivable form of dishonesty in order

to satisfy the criterion or condition based on expertise, talent, and ability. This will help persons with lower scores to get excellent achievements and decent jobs.

According to Afolabi (2001), rationale for ongoing exam dishonesty is mediocrity being rewarded while virtue is ignored. This creates an environment in which exam misconduct can thrive. A situation in which a nation's accomplished people are honoured, regardless of how they gained success, inspires young people to continue to strive for success, regardless of the means by which it was achieved, which can be harmful to society. This sense of competition runs rampant throughout our educational system, where nobody wants to be a loser.

Insufficient work opportunities is another factor contributing to the pervasiveness of unethical testing practises (Fayombo, 2004). According to the author, a significant number of college graduates in nations located in West Africa are currently searching for work, and more students are continuing their education to join them. Ghana actively promotes the development of new universities without giving any thought to whether or not the country has sufficient companies or ministries to employ the graduates of these institutions. The recently graduated individual who is unable to find work must find a way to make ends meet. As a direct result of this, in order to gain funds from students for their continued existence, they engaged in a range of unethical acts while ignoring the potential repercussions of their actions.

A monetary incentive to undermine the administration of the exam in order to alleviate hardship would be accepted by individuals who are involved in the administration of the exam. This is especially true when considering the

vast and incalculable monetary benefits that accrue to individuals who engage in exam misconduct. The author further reported authorities, instructors, invigilators, and supervisors who are not adequately compensated engage in exam misconduct as a means of lifting themselves out of poverty. Parents who are aware of their children's capabilities and who wish to both ensure their ward's accomplishments and avoid enrolling their kids in the same activity more than once may engage in the practise in order to save money on the fees of future enrollment for their children.

Aminu (2006) mentions avarice for cash as one of the reasons for the continued existence of exam misconduct, which is in agreement with the previous statement. He added that those responsible for the conduct included headteachers, teachers, invigilators, and supervisors who were motivated by a desire for financial gain. They have a need to have a high level of recognition and do more than their cash permits, thus in order to bolster their egos, they participate in unlawful activities.

The Impact of Examining Misconduct

Misconduct related to exam end results are numerous and serious, affecting both countries as well the person involved. Some of the consequences of exam misconduct, according to Onyechere (2004), are as follows: For starters, it deters industrious students; excellent students are persuaded to affirm as well as accept that "if you can't beat them, join them," notably after witnessing some students are not caught after engaging in immoral activities such as cheating. Second, it deprives innocent students of the chance to acquire admission, many students have been denied admission because of exam misconduct. It also has a bearing on the level of quality and standard

wholistically. Consider the harm that a shoddy medical doctor may cause in the lives of others. What about teachers who are unable to manage the subject matter in which they have been trained? Consider the pupil's psychological influence. Exam misconduct has a ripple effect across the educational system, as well as on the community in general.

According to Sooze (2004), some of the consequences of exam misconduct include the following: To begin, candidate dissatisfaction; in order to ensure success, learners are at risk of engaging in unethical behaviour since they are aware that they cannot justify the certifications they hold. Because they may be assigned duties that require them to justify the certificates, they may be hesitant to present them in order to avoid humiliation.

Secondly, it invalidates the goals of education; when pandemic of misconduct associated with exam is not eliminated from the way things are done, the achievement of educational objectives will remain a phantom, with the result that a generation of graduates will lack the essential knowledge, aptitude, and skill to utilize the country's natural resources. Furthermore, graduates will lack the appropriate set of beliefs and attitudes that will be required for viability in a worldwide market. After everything is said and done, teens will slowly and foster this dishonest deed in whatever organisation in which they may find themselves. As a result, if test misconduct continues to be widespread across the school system, the fight against corruption will be in vain. They will be doomed to a life of theft, deception, and fraudulent practices if they continue on this path as people who will one day be leaders and have gone through an education system marked by academic dishonesty and deceit.

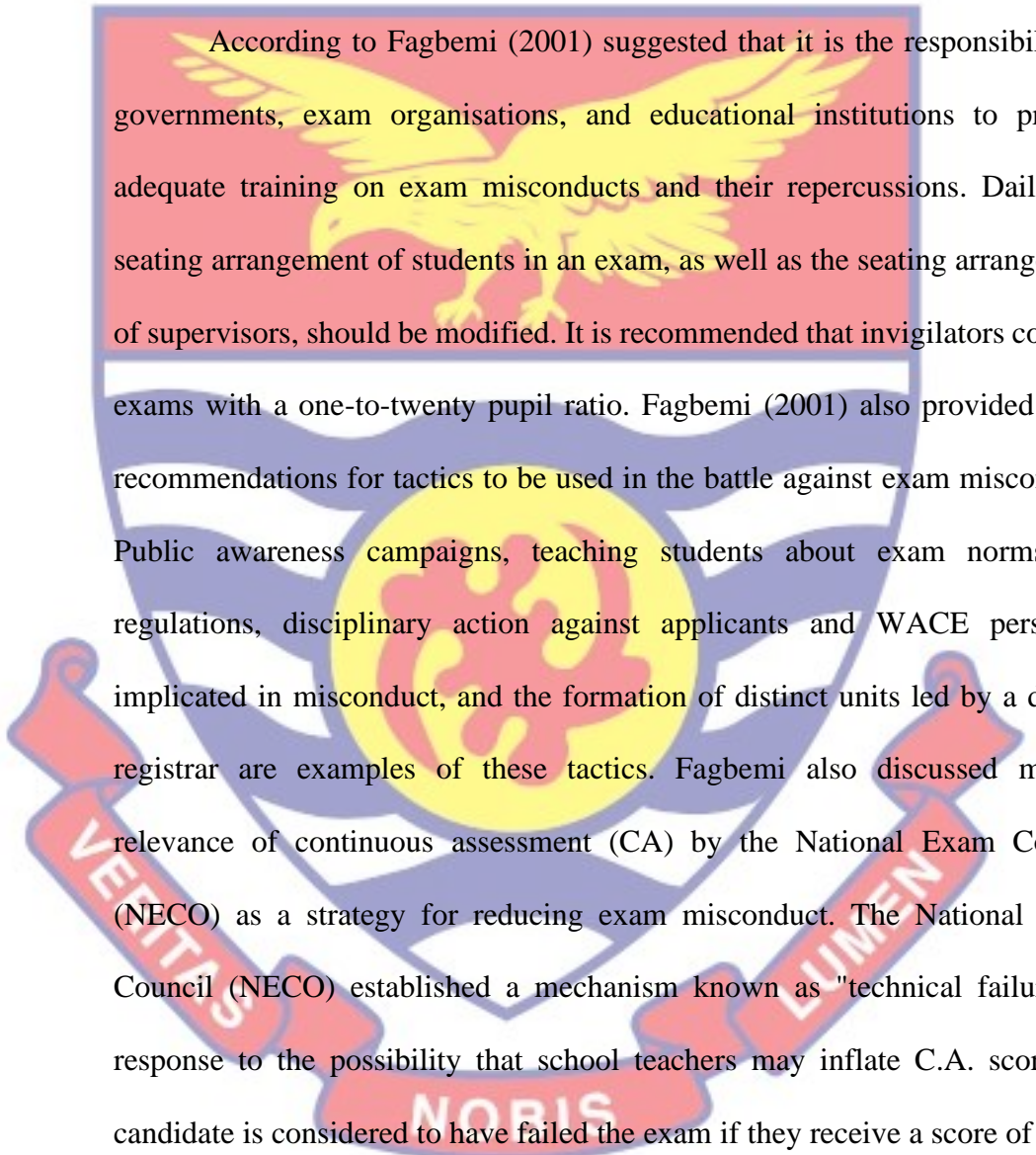
According to Ahmed (2001), the problem of exam misconduct has degraded our educational system to the point where our diplomas are no longer valid. The majority of labour companies require specific abilities from their employees, which are based on their credentials. These employers are dissatisfied with the results should bosses get far below expectations, although they have outstanding certificates. The researcher also highlighted that the lack of belief that students have in the credentials is what led to the implementation of post-JAMB testing in a number of different colleges and they present it when applying for admission to a tertiary institution.

Word Bank (2004), in agreement with the preceding, previously indicated, one of the consequences of exam misconduct should be the loss of confidence. The inference is that any documents originating in such a nation would be viewed with suspicion. Examining the quality of our country's personnel growth, we find that there is widespread exam misconduct (Fayombo, 2004). When it comes to a country's manpower development, the quality of its educational system is directly proportional to the educational system's level of perfection. In this way, nations with an unstable and porous educational system will possess a dearth of people since the psychometric value of credentials gained through exam fraud will be useless in that country.

Strategies for Reducing Examinee Misconduct

To ensure a smooth exam, there have been many attempts made by professionals to provide some possible answers for the problem of cheating in exams in Ghana's educational structure. According to Ene and Ursula (2008), Government must create a suitable classroom environment in institutions through improved learning facilities and increased compensation for teachers to

help reduce the number of future strike actions. They also recommended that the government take the Nigeria exam misconduct Act 1999 seriously and enforce it; that the personnel of exam organisations is adequately compensated so that they are not lured by money; and that, enough resources must be made available for the exam to take place.



According to Fagbemi (2001) suggested that it is the responsibility of governments, exam organisations, and educational institutions to provide adequate training on exam misconducts and their repercussions. Daily, the seating arrangement of students in an exam, as well as the seating arrangement of supervisors, should be modified. It is recommended that invigilators conduct exams with a one-to-twenty pupil ratio. Fagbemi (2001) also provided some recommendations for tactics to be used in the battle against exam misconduct. Public awareness campaigns, teaching students about exam norms and regulations, disciplinary action against applicants and WACE personnel implicated in misconduct, and the formation of distinct units led by a deputy registrar are examples of these tactics. Fagbemi also discussed making relevance of continuous assessment (CA) by the National Exam Council (NECO) as a strategy for reducing exam misconduct. The National Exam Council (NECO) established a mechanism known as "technical failure" in response to the possibility that school teachers may inflate C.A. scores. A candidate is considered to have failed the exam if they receive a score of 70/70 on their exam and below twelve (12) (40 percent of 30) on the C. A. To pass the NECO exam, the student must have a C. A. average of at least twenty (20).

According to Orbih (2006), The empowerment of instructors to regulate this vice should also be adapted to facilitate the elimination of exam misconduct,

which is another form of academic dishonesty. According to the author, teachers are in a position to supply pupils with activities as well as prior experiences that will direct their growth toward a grasp of topics, if not comprehend what these insights are themselves. Similarly, if teachers have the same lack of understanding as their students, they can incorporate issues from their point of view and activities that challenge students' comprehension abilities. As a result, Teachers should be provided with moral illumination on the reasons, ramifications, and repercussions of academic cheating, as well as fair remuneration, special benefit schemes, well-funded programmes, a congenial atmosphere, and an understanding of the reasons of academic cheating. Because of these, they will be ready to put in a lot of effort to put an end to this scourge. Similarly, Onyechere (2004) suggests that teachers should identify and blacklist individuals who collude with students to promote exam misconduct. The author believes that by doing so, the rate of misconduct may go down.

As per Nwadiani (2005), he hypothesized that credentials and paper certifications should be given less weight than they deserve. Ghana's education system is heavily focused on certificate-based learning. Certificates are given so much importance and value at the expense of knowledge, talents, and expertise that it encourages the temptation to cheat. As a result, if this trend continues, the country will be populated by physicians who can't tell the difference between a vein and an artery, attorneys who can't tell the difference from one caught and the complaint, and instructors who even might be unable to correctly spell their students' names.

Due to the foregoing, it was recommended by Badmus (2006) that an additional social assistance plan be created for exam authorities in order to

prevent them from accepting material or financial incentives from pupils, caregivers, or anyone else who would like to subvert the testing process. Badmus's recommendation was made in response to the fact that exam authorities have been known to accept such bribes in the past. Authorities of the exam include instructors who are responsible for invigilating exam, overseers that regulate operations of exam in institutions, exam body regulators who oversee the implementation of exam, and officers responsible of the security of exam centres. As per Olatoye (2006) as well as Bassey, Bessong, Onete, Etim, and Achigbe (2010), example of ways to decrease exam misconduct can be split into (3) phases: pre-exam strategies, strategies used during the exam, and strategies used after the exam. These three phases are as follows: techniques used before or prior to the exam, techniques used through exam, and techniques used after the exam.

Pre-Exam Strategies to Reduce Examinee Misconduct

According to a study conducted through Bassey et al (2010) as well as the one by Olatoye (2006), The below contains a list of some of the tactics that are utilised to cut down on misconduct during pre-exams: It is advised that learners have early access to test materials, and the exam schedule, which should not be overly crowded, must be made open to kids at minimum one month even before actual test. Choosing questions with a reasonable difficulty level that is within the students' capabilities, with the items kept under strict security and within the scope of the syllabuses; before approving the use of students for public exam, educational institutions must undergo an appropriate evaluation. According to the Ministry of Education, only institutions which reaches bare level of requirements should be permitted to enroll learners as

candidates for nation-wide accepted and standardized tests. Students must be properly registered and have a picture with no claims of illegality, which will be verified against the learners' identification during the exam; Learners should be thoroughly checked before entering the test halls to ensure that they do not have any foreign materials with them; the seating posture should be set up so that students are seated far apart from one another; and public awareness advertisements and workshops on the issues and ramifications of exam misconduct should be held.

Strategies for Preventing Exam Misconduct During Exam Administration.

According to Bassey et al. (2010) as well as assertions from Olatoye (2006), 3 factions are critical in the exam process, namely; Students, teachers, and administrators as a result, the three groups' strategies for ensuring that exams are free of misconduct are as follows.

1. Students

The following strategies have been used to guarantee that exams are free of misconduct on the part of students: All students must arrive at the exam hall at least ten minutes before the exam begins and thirty minutes after the exam begins, a student may be permitted to enter the exam hall but will not be granted additional time due to tardiness; any student leaving the exam hall for a short period of time should be closely supervised; Each learner is responsible for filling out an attendance form, which is then sent in to the invigilator who oversaw that particular paper. Additionally, all candidates are required to have an identifying number. Hardly a written material of any kind should be carried into an exam room, no pupil should depart the hall during the first hour of the exam, educators should never "spy" on others writing to tell others, all papers

must be given to the invigilator prior to learners leaving the room, as well as scripts must be endorsed by supervisors, never should any student have conception of any of the item, and the accessibility of digital smartphones etc. must be strictly prohibited in an exam setting.

2. Invigilators and supervisors

The following strategies have been implemented to guarantee that exams are free of misconduct on the part of invigilators and supervisors: should not have any question sheet after the exam has begun, should not read what is contained in a question paper or discuss with students, should not invigilate the subject area he/she teaches or is related to, officials from exam bodies should make more frequent surprise visits to exam centres, Security personnel must possess or have the authority to apply laws, as well as stricter adherence to the ban on admitting a student inside the exam hall after the 30 minute grace time provided to late arrivals, as mentioned in Section 12 of the Act, and ensuring that exam papers are not furnished as the exam is ongoing .

Strategies for Preventing Post-Exam Misconduct

According to Olatoye (2006) as well as Basse et al (2010), preceding techniques have to be applied in public exams in order to prevent post-exam misconducts: It is imperative that the authorities take an active role in the battle against unethical exam practises by guaranteeing that this Act is properly followed regardless of who is involved and convicted. the education system should be free from politics, existence of unauthorised substances among the students paper should be noted by the markers, and the students should be penalised accordingly; Markers should recognize the existence of well-written items unrelated to question papers in the midst of hastily prepared materials,

and candidates should be reported up to the appropriate officers for action; the existence of identical errors and peculiarities in the scripts of students huddled close should be noted by the markers, and the candidates should be penalised accordingly; Responses scribbled on papers should be depreciated more than those given, well-written solutions with only a few faults should be extensively investigated to establish whether or not they are the product of exam misconducts, and schools participating in exam misconduct should be banned.

Theoretical Framework

The following theories were examined for this study:

- a) “Classical Test Theory, CTT”.
- b) “Attribution theory, AT”.

Classical Test Theory

In the year 1904, Spearman-Brown invented the Classical Test Theory, and ever since then, it has been widely utilised. According to this theory, the raw score, also known as the observed score, for each person consists of two parts: a true score, denoted by the letter T, and an error score, denoted by the letter E. (E).

In other words, X is equal to T plus E , where T and E are both free variables.

The observed or raw scores of students are simply the marks that the examiner gives out in a particular exam as a measure of the student's ability to perform. On the other hand, the actual score of a learner is described as the predicted number of right answers across an unlimited number of separate administrations of a certain exam (i.e., over an infinite number of test administrations) (Nitko, 2004). Error is defined as any factor that prevents a

proper test measure from being completely reliable in all circumstances. As a result, the error score is seen as the proportion of the observed test score caused by circumstances different from the student's knowledge or ability to perform. It denotes an intentional or unintentional error or mistake which arises into the measuring procedure to either inflate or delete a learner's observed score on a specific exam.

It should be noted that unfair or anomalous exam results are accounted for in the error score (E). A quick calculation reveals that the Error Score (€) equals the difference between X and T. As a result, the lesser the worth of E, the closer X and T are (when E is zero, $X = T$). The greater the value of E (due to exam misconduct), the greater the difference between X and T. T decreases as the size of E increases, and X approaches the size of E.

The consequence is that the difference between the actual talents of people who make or possess such ratings and the outcomes of school and public exams would increase according to the size of the error score that was caused by improper testing procedures. It has been asserted that some learners who obtained high marks on our academic institution or public exam are unable to illustrate or engage in behaviours that are commensurate with their high marks, just as some learners who graduated from schools are incapable of attaining the minimum requirements for credential (Quansah, Ankoma-Sey & Asamoah, 2019). According to Joshua et al, this can be caused by exam misconduct (2010).

This is significant for assessing students' cognitive domain, according to Quansah et al, (2019) and Joshua et al, (2010). When assessing psychometric traits such as persona, lifestyle, nature, interest, and other related variables,

another segment of CTT such as instrument validity and reliability becomes important. The emphasis here, however, is on face and content validity, which is concerned with how well a research tool analyzes a specific psychological (social) construct. A structured questionnaire will be used to elicit data from people about their perceptions of the efficiency of the methods used to limit

exam misconduct in public exam. This theory is applicable to the research since it is necessary to ascertain the perception of learners and instructors on the efficiency of the methods used to limit exam misconduct in public exam organized.

Attribution Theory

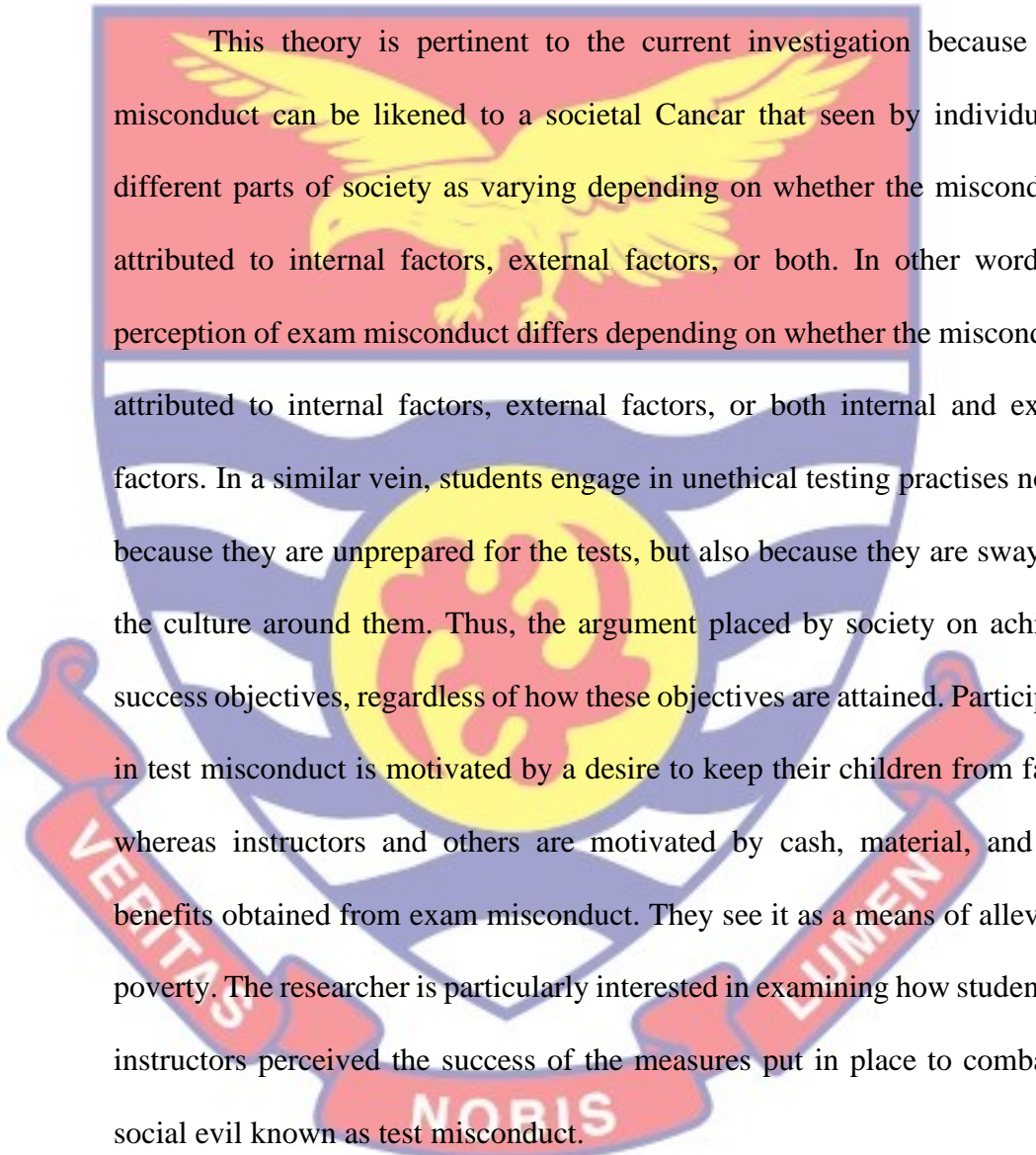
In 1958, Fritz Heider presented the first comprehensive formal proposal for attribution theory. Others, including Harold Kelly and Benard Weiner, contributed to the effort to keep it going and ensure its success. In its most basic form, attribute theory is a body of thought that seeks to explain how individuals see the world around them. In its most basic form, attribute theory is a body of thought that aim or has the vision to express vividly how people see the world around them. It again illustrates how individuals come up with causal explanations for the way they answer inquiries that start with the word "why." As an approach to resolving challenges of interpersonal perception, this theory is now the subject of investigation in the subfield of social psychology known as social psychology. Explanatory attribution and interpersonal attribution are the two subcategories that Fritz Heider, the founder of attribution theory, distinguishes between in his work.

When people make an effort to get a deeper comprehension of the world and look for reasons to explain certain occurrences, a phenomenon known as

explanatory attribution takes place. It is essential for us to have this knowledge in order to comprehend what is going on in the world. Conversely, interpersonal attribution is when two or more persons are involved in some manner in the process of determining the cause of an occurrence. Heider's theory of interpersonal attribution is an attempt to comprehend the nature of interpersonal attribution by postulating what some see, interpret, analyse, and give account in ways that is not same as other people. In addition, Heider's theory postulates that individuals witness, evaluate, assess, and justify action in a manner that is distinct from that of other individuals. As a result of this, Heider got to the realisation that an explanation has to be segmented into two separate categories: individual causal inferences (also known as internal characterizations), and contextual inferences (also known as external characterizations).

As an internal causal inference is drawn, the reason for a specific action is attributed to the qualities of someone, such as their aptitude, persona, forcefulness, mood, like/dislike, or disposition, rather than to the provided behaviour itself. These qualities include: aptitude, personality, mood, effort, attitudes, and disposition. One's ability, personality, state of mind, level of effort, attitudes, or temperament might be among these attributes (external attribution). These are known as control attributions, and they refer to the individual's perception that they have some degree of influence or command over the situation. When an external attribution is made, the explanation for a particular action is attributed to the conditions in which the behaviour was seen. These factors might include the work at hand, the other persons involved, the surrounding environment, or the social situation. This is done in lieu of assigning the cause for the action to the behaviour itself, which would be the

more traditional approach. As a consequence, Heider draws a conclusion about this theory by pointing out that the two types of attributions lead to quite different evaluations of a person who is participating in a certain behavioural pattern. This is due to the fact that these two sorts of attributions lead to quite different interpretations for the behaviour in question.



This theory is pertinent to the current investigation because exam misconduct can be likened to a societal Cancer that seen by individuals in different parts of society as varying depending on whether the misconduct is attributed to internal factors, external factors, or both. In other words, the perception of exam misconduct differs depending on whether the misconduct is attributed to internal factors, external factors, or both internal and external factors. In a similar vein, students engage in unethical testing practises not just because they are unprepared for the tests, but also because they are swayed by the culture around them. Thus, the argument placed by society on achieving success objectives, regardless of how these objectives are attained. Participation in test misconduct is motivated by a desire to keep their children from failing, whereas instructors and others are motivated by cash, material, and other benefits obtained from exam misconduct. They see it as a means of alleviating poverty. The researcher is particularly interested in examining how students and instructors perceived the success of the measures put in place to combat this social evil known as test misconduct.

Empirical Review

Educators who are worried of the negative impact of exam misconduct in Ghanaian academic institution are looking for practical solutions. This is because if the trend continues, it will destroy the essence and relevance of

education in Ghana. Exam misconduct is already a problem at many levels of Ghanaian education, particularly high school. On the topic of the prevalence of test misconduct, including gender concerns, there have been many studies published.

Perception of Teachers and Students concerning the Strategies Adopted for Curbing Pre-Exam Misconducts.

Akunne, Chigbo-Obasi, and Iwogbe (2021) conducted research on perceived techniques for reducing exam misconduct among Nigerian secondary school students. For this investigation, a descriptive survey design was used. The researchers chose 6342 educators working in secondary schools as the demographic from which to generate their sample. In choosing the sample for the investigation, proportionate stratified sampling was utilised. Cronbach's alpha was relied upon to determine reliability coefficients of 0.78, 0.80, and 0.81, and the instrument was verified by two specialists from the research field. The standard deviation was applied in order to ascertain whether or not the evaluations provided by the respondents were homogenous or heterogenous. Conversely, the arithmetic mean was utilised in order to provide responses to the research questions. On the other hand, the t-test for the independent sample was used to test the null hypotheses at a significance level of 0.05. This was done in order to determine whether or not the null hypothesis was true. At the 0.05 level of significance, the cluster mean of the ratings provided by the respondents was 3.28. Based on this score, it appears that secondary school educators feel preventative measures can minimise exam cheating. The value 2.73 was determined to be the mean of the cluster. According to the data that were provided for hypothesis 1, because the significant value is greater than the

alpha value of 0.05, this suggests that there is not a substantial distinction rating of instructors on precautionary ways to decrease exam misconduct among secondary school learners in Nigeria premised on years of professional experience. This is the conclusion that can be drawn from the fact that the significant value is higher than the alpha value. This was discovered via an examination of the information provided for hypothesis number 2. (0-5 years old and 6 years and upwards), respectively. According to the data that was provided for hypothesis 2, there is a significant difference in the mean rating of instructors on corrective strategies for minimising test wrongdoings among secondary school learners in Nigeria predicated on the great deal of expertise they have had on the ground. This difference can be attributed to the fact that instructors with more years of experience tend to have a more favourable opinion of the effectiveness of those approaches (0-5 years of experience and 6 years and above). In a comparable fashion, the information that were conveyed for hypothesis 3 disclosed that the critical level is higher than the alpha value of 0.05, indicating that there is no substantial distinction rating of teachers on inspirational ways of decreasing exam misconduct among secondary school learners in Nigeria based on ages of expertise. This conclusion was reached as a result of the fact that the significant value is greater than the alpha value of 0.05. (ranging from 0-5 years to 6 years and above). This was established by analyzing the evaluations of instructors with 0 to 5 years of experience with those with 6 years of expertise and beyond.

According to Dzakadzie (2015) researched stakeholders' views regarding exam misconducts at Volta Region SHS in Ghana. For the study, survey was adopted as a design, with 600 educational stakeholders (students,

teachers, parents, and school administrators) gathered from 20 chosen public senior high schools in Ghana's Volta Region using basic random, purposive, and stratified sampling approaches. A standardized questionnaire was relied upon to take the information. The information obtained was analysed using inferential statistics. According to the study's findings, the majority of education stakeholders have a negative attitude toward exam misconduct because they perceive it as a crime that should be prosecuted, but a worrying minority have a positive attitude toward exam misconduct because they see it as a way to help others, maintain high standards, improve the school's reputation, and make up for inadequacies in the educational system., rather than as through belittling the quality outcome of education.

Perception of Teachers and Students concerning the Strategies Adopted for Curbing Exam Misconduct During Exams

According to Okunloye, Balogun, and Oladele (2019) conducted a study on Teachers' Perceptions of Using a Values Clarification Strategy to Reduce Exam Misconduct in Ilorin Metropolis Upper-Basic Schools. The study looked at Social Studies teachers' perceptions of a values clarification technique for reducing test misconduct in upper primary academic institutions in Ilorin, Kwara state. The investigation looked at Social Studies teachers' perceptions of a values clarification technique for reducing test misconduct in upper primary academic institutions in Ilorin, Kwara state. The population for this investigation consisted of all of the Upper Basic teachers, while the target group consisted of the Upper Basic Social Studies teachers who were sampled using a technique that combined basic random sampling with selective sampling. This study made use of a questionnaire produced by the researchers, which had both

its outward appearance and its questions reviewed and approved by experts in the field of social studies. Cronbach's Alpha, which yielded a coefficient of 0.76 when applied to the reliability analysis, was used to make the determination. Statistics, both descriptive and inferential, were used to do analysis on the data that were obtained. According to the data, several sorts of exam cheating are still widely practised in elementary schools across Nigeria, and teachers' comprehension of a values clarification strategy for combatting the issue is limited, amongst other things. This is one of the reasons why the problem persists.

According to Folson and Awuah (2014) investigated how to counteract exam misconduct in Ghanaian (BECES). Every year, the (WAEC) presents Ghanaians with a staggering quantity of candidates who have been recorded as cheating during exam. As a result, WAEC annuls such candidates' results and, in certain situations, turns some of the culprits to the law enforcers for court proceedings. Conversely, dishonesty continues to be a problem and, in many instances, worsens from one year to the next. There have been allegations and counterclaims made on how and why these test misconducts are rising in Ghana, as well as how and why they first began. The accusations and counterclaims address how and why the exam misconducts originated. As part of an effort to investigate the mysteries and misconducts underlying the administration of the Basic Education Certificate Exams (BECCE), funding from nongovernmental organisations with a focus on education was sought (NGOs). Thirty recent graduates from Ghanaian educational institutions were recruited and sent to teaching positions at schools that the community had identified as being involved in exam fraud. The assertions made by these thirty recruiters, who

were located in each of Ghana's 10 regions, serve as the investigation's primary source of data.

According to Oluchukwu, (2012), carried a study on the views of stakeholders about the efficacy of the measures implemented to combat exam misconduct in Nigeria's public exams were investigated. While efforts have

been made in recent years to address the problem of exam misconduct in public exams in Nigeria, these efforts have been hampered by the failure of various exam bodies, as well as federal, state, and local governments, to do so effectively. This study attempted to assess the efficacy of measures implemented in Nigeria to reduce exam misconduct as perceived by various stakeholders in the education system. To serve as a guide for the investigation,

There were presented four research topics, and evaluations were carried out on six hypotheses. The inquiry was carried out with the help of a questionnaire. The participants in this investigation were recruited from one of the 342 senior secondary schools that are situated in the state of Delta. These participants fell into one of four distinct categories: parents, teachers, principals, and students.

The results were gathered via the use of a survey, an in-depth conversation with 25 chosen national exam body (WAEC and NECO), and a focus group interview with one 100 learners from the sample institutions. All of these methods were combined to produce the outcomes. All of these methods were combined. The analysis of the data consisted of using the mean, the t-test, and the (ANOVA).

According to the findings, the techniques used to combat exam misconduct in Nigerian public exams were deemed ineffective. The findings of the interviews and focus group discussions also suggested that the techniques were ineffective.

According to Joshua, Obo, Joshual, Edet, and Ekpoh (2010), the authors performed an investigation on the perceptions of exam misconduct among different stakeholders in the Nigerian education system and offered intervention strategies based on the outcome of their investigation. The research makes use of a survey approach, and the participants in the study—consisting of one thousand students, instructors, parents, and school administrators—from secondary schools situated within the Calabar education Zone in Nigeria—were chosen using a procedure known as stratified random selection. The data for the research questions were collected with the help of a structured questionnaire, and after that, the data were processed with the help of percentages before being evaluated with the assistance of a t-test and a one-way analysis of variance. The majority of education stakeholders, according to the results of the survey, considered test misbehaviour not as a cause in diminishing quality but rather as a method of aiding, reaching high standards, and promoting institution reputation, and making up for deficiencies in schools. This perception was supported by the fact that exam misconduct occurred more frequently in schools with lower socioeconomic status.

Omonijo (2010) investigated the impact that parental influence plays in the cheating that occurs during exams in Nigeria. The technique for undertaking the investigation consisted of a cross-sectional design, and a sample of 545 education sector interested parties from the nation's Private Christian Mission University was picked using strategies for proportionate sampling. The data was drawn from the country's Private Christian Mission College. The sample was drawn from the country. Both students and staff members at the institution were given a questionnaire to fill out, and an in-depth

interview was conducted with the department heads who were chosen. The obtained data were analysed using ranking, percentage, and three-way ANOVA. The results revealed a link between parental influence on the ward and rising exam misbehaviour, as well as the social value of certificates. Following the study's outcome, proposals were made that a great worth on paper credentials be put aside with more emphasis on practical presentation of expertise in Nigerian workplaces.

Perception of Teachers and Students concerning the Strategies Adopted for Curbing Post-Exam Misconducts

Idahosa (2004) conducted research on some stakeholders in the Nigerian education system who expressed concerns about exam misconduct and proposed solutions. For the purpose of the study, the researchers collected a sample of one thousand relevant authorities and beneficiaries' of education (including instructors, learners, guardians, and school administrators) from secondary schools located in the Calabar education zone in Nigeria. These stakeholders included students, teachers, parents, and school administrators. After the information were analyzed, the study questions were addressed by making use of %. The information was obtained by way of a standardised questionnaire which was sent to the participants, and the null hypotheses were tested through the use of t-tests and one-way ANOVAs. The findings of the survey indicate that the great majority of those involved in education believe that test misbehaviour is a method of aiding, fulfilling greater expectations, promoting school brand, and compensating for institution inadequacies, rather than as a factor in lowering performance standards.

An inquiry was carried out by Idahosa into the purported factors that led to cheating on public exams on the part of first-year students at Saint Augustine's (COE) in Akoka and Lagos State (2004). The study was conducted as a survey using one hundred people recruited from Saint Augustine's (COE) in Akoka, Nigeria, using a sampling method which was random. The research was carried out in Nigeria. The data collection was done with the Exam Misconduct in Public Exam (EMPEQ) instrument, and the findings were analysed with frequency counts and percentages. It was discovered that the primary causes of exam misconduct in public exams that were administered by WAEC and NECO were crooked WAEC and NECO officials who enable exam misconduct for the reason of cash, as well as the complexity of getting entry into higher education institutions. These are also not limited to a lack of properly trained secondary school teachers. This was found to be the case after an investigation. As a consequence of this, it was decided that coordinated efforts should be undertaken at the level of the exam agency to monitor the actions of corrupt workers in order to reduce the likelihood that exam misconducts may be present in nationwide exam administered by WAEC and NECO.

The difference in Gender of Teachers and Students' Perceptions on the Effective Strategies Adopted for Curbing Pre-Exam, During Exam, and Post-Exam Misconducts

According to Badejo and Gandonu (2001), who performed an enquiry on the elements that predispose students to cheating on exam at Lagos universities, the following were found to be the most significant factors: Counseling implications, with the goal of gaining a deeper comprehension of the problem. The researchers collected data from 240 people, including 120 men

and 120 females, who were members of the faculty of education at two public institutions in Lagos State. The researchers employed a descriptive survey technique to obtain the data from these individuals. In order to guarantee that the replies were distributed fairly, the sample was formed using tried-and-true random procedures. In order to collect the information that was required, the researchers made use of the Predisposing Factors for Exam Misconduct Questionnaire (PFTEMQ). As in the prior experiment, the research questions were answered using percentages, and a one-way analysis of variance was used to determine whether or not the null hypotheses were correct. According to the statistics, pupils' gender was not a factor in exam cheating in any way. As a consequence of this, it was suggested that the repercussions for counselling should be taken into account.

A study was conducted by Olasehinde-Williams, Abdullahi, and Owolabi (2003) of the Federal Institution of Nigeria on the connection between background factors and cheating inclinations among college learners. The researchers were tasked with determining whether or not there was a correlation between the two. It was decided that a descriptive survey would serve as the methodology for this study. The survey was administered to 268 students who were in their final year of study at the faculty of education in Illorin during the academic sessions of 2001-2003. These pupils were chosen via the use of procedures for conducting a straightforward random sample. The researchers designed a survey regarding anti-cheating feelings and a multiple-choice achievement test on developmental psychology in order to obtain information for their study. During the course of data collecting, both of these instruments were used. In order to evaluate whether or not the null hypothesis was accurate,

the results of the t-test were analysed, and the research questions were addressed by employing statistics.

The outcome indicated, among other things, that males had a greater propensity than females did to cheat on an exam. This highlighted how important it is for educational evaluators and psychologists to create approaches that are more objective in the future when it comes to assessing the effects of learning. Omotere (2010) conducted research on the impacts of age, gender, and anxiety as predictors of test misconduct among secondary school pupils. As part of his study, he utilised the Ijebu-ode Local Government region located in Ogun State as a case investigation. The participants in this study were drawn at random from the student bodies of four secondary schools located in the surrounding area, with each school contributing one hundred male and one hundred female participants to the sample. The title of the questionnaire that was utilised in the research project was "Questionnaire for Exam Misconduct among Students" (QMAS). The data from this investigation were analysed using a technique called stepwise regression. According to one of the findings, exam misconduct is more likely to be committed by females than by males. This disparity exists only between the sexes. The suggestions include that student should be provided with the proper counselling and advice in order to prevent them from engaging in test dishonesty.

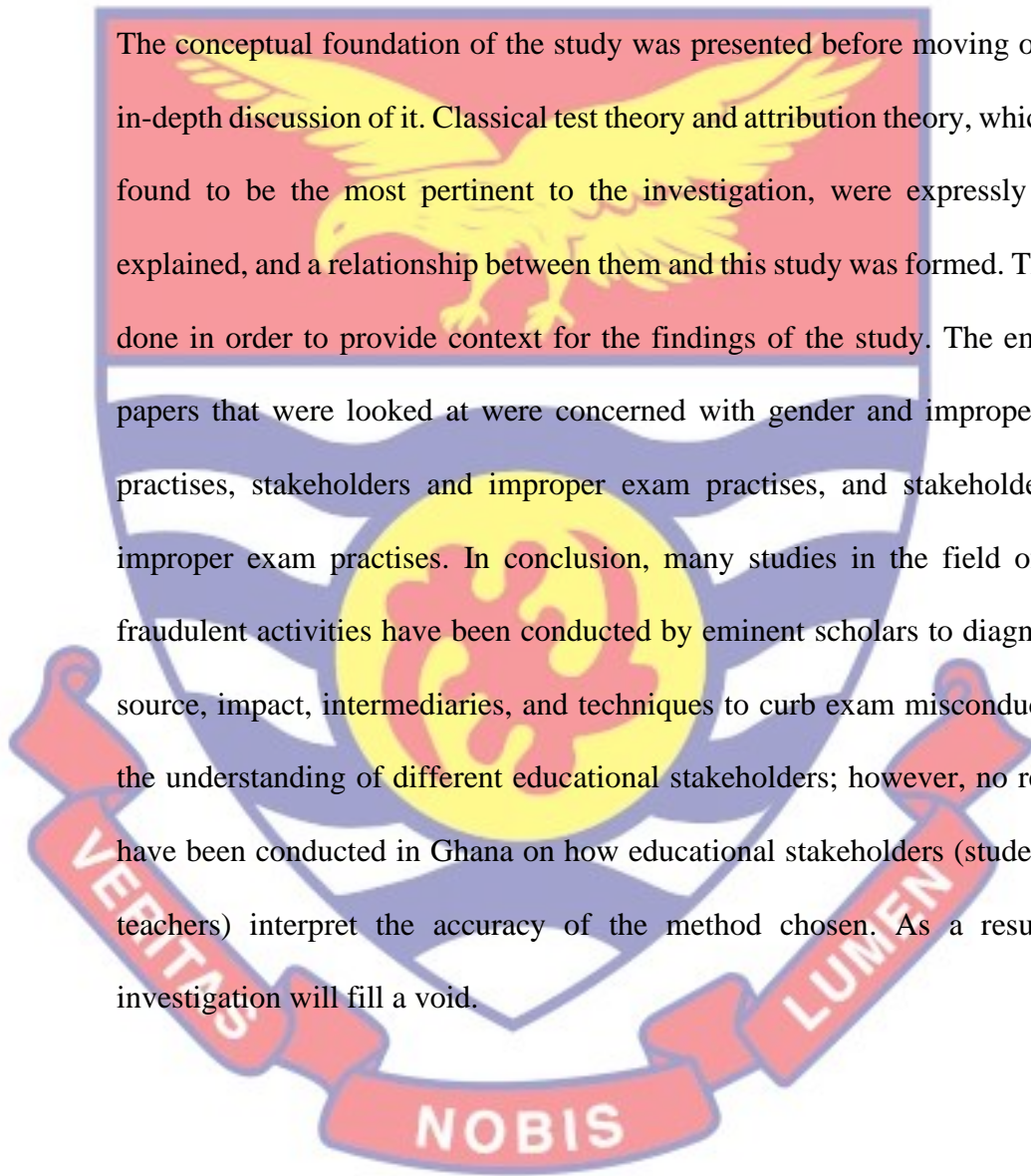
There does not appear to be a consensus about the question of which gender is more likely to participate in exam misconduct, according to the empirical data found in the literature. Because gender is a factor in this investigation, the investigator is interested in determining whether or not there is a statistically significant difference between the ways in which males and

females evaluate the efficacy of the methods that are implemented to combat academic cheating in national exam.

Summary of Literature Review

The literature overview makes clear the several subheadings that were significant and pertinent to the most recent research in their respective fields.

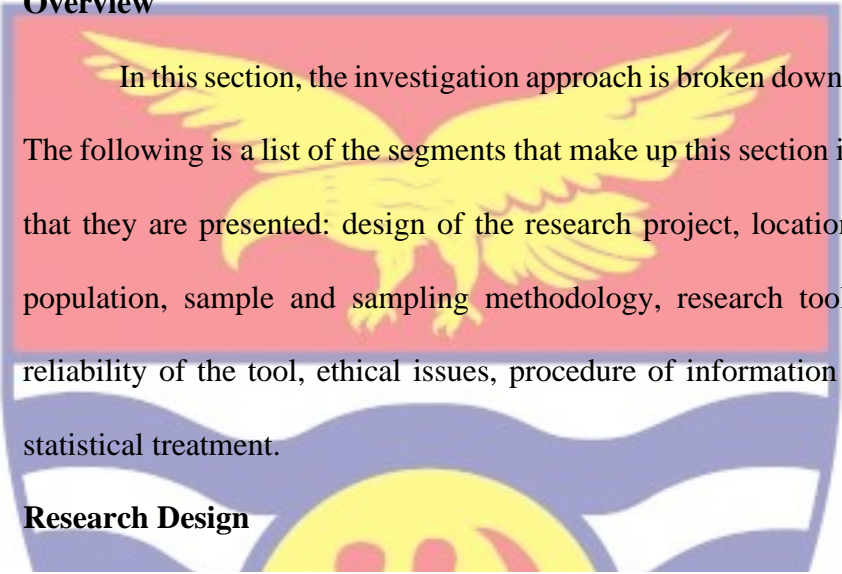
The conceptual foundation of the study was presented before moving on to an in-depth discussion of it. Classical test theory and attribution theory, which were found to be the most pertinent to the investigation, were expressly stated, explained, and a relationship between them and this study was formed. This was done in order to provide context for the findings of the study. The empirical papers that were looked at were concerned with gender and improper exam practises, stakeholders and improper exam practises, and stakeholders and improper exam practises. In conclusion, many studies in the field of exam fraudulent activities have been conducted by eminent scholars to diagnose the source, impact, intermediaries, and techniques to curb exam misconduct from the understanding of different educational stakeholders; however, no research have been conducted in Ghana on how educational stakeholders (students and teachers) interpret the accuracy of the method chosen. As a result, this investigation will fill a void.



CHAPTER THREE


RESEARCH METHODS

Overview



In this section, the investigation approach is broken down and discussed. The following is a list of the segments that make up this section in the sequence that they are presented: design of the research project, location of the study, population, sample and sampling methodology, research tool, validity and reliability of the tool, ethical issues, procedure of information gathering, and statistical treatment.

Research Design



Every research project is unique, and as a result, research designs are developed to meet the specific needs of each study. Others believe that while selecting a suitable research design, the most important factor to examine is whether the design is capable of giving trustworthy responses to the research questions (Polit & Beck, 2004). A descriptive survey was the method of research used in this study. Nworgu (2006) asserts design as a section that aims to compile information on and describe methodically the specific characteristics or facts of a given community. This approach was deemed appropriate because the researcher's primary goal was to describe the measures made to decrease exam misconduct in public exam as perceived by teachers and students inside the educational system. It is helpful to collect actual facts, data on habits and opinions, details on beliefs and forecasts, information on behaviour and perspectives from a wide scope of respondents, and details on

behaviours to ascertain more overall perspectives and behaviours using descriptive surveys as per these assertions from (Green & Thorogood, 2018; Reinharz, 2017; Sekaran & Bougie, 2016). Descriptive surveys can also be used to collect data on opinions and forecasts. The absence of anonymity is also one of descriptive design's biggest drawbacks (Adams & Lawrence, 2018). This design's drawback is that respondents frequently aren't truthful because they feel obligated to come out with the enquirer expects in order to be successful. Participants may also choose not to submit answers to queries they feel are overly personal. Despite these drawbacks, the nature of the research problem gave the enquirer the chance to learn a great deal about the issue or situation being studied, which was "teachers' and students' perceptions toward effective strategies adopted in curbing exam misconduct in public exams in the Sekondi-Takoradi Metropolis."

Study Area

One of Ghana's sixteen regions, Western Region consists of seventeen districts with Sekondi-Takoradi Metropolis as its capital city. It is the third-biggest city in the nation Ghana and a key commercial hub, according to the World Bank. Its administrative headquarters are at Sekondi, and its total land area is 385km. In addition to acting as the regional and district capitals, the twin city also represents the Western Region. On Ghana's west coast, Sekondi-Takoradi is surrounded by the Gulf of Guinea to the south, the Ahanta West District to the south, the Mponohor Wassa East District to the north, the Komenda Edina Eguafu-Abrem District to the east, and the Mponohor Wassa East District to the north. The city can be found on the western coast of Ghana, roughly 280

kilometres to the west of Accra, the capital of the nation, and around 130 kilometres to the east of Ghana's neighbour, Togo, La Cote D'Ivoire.

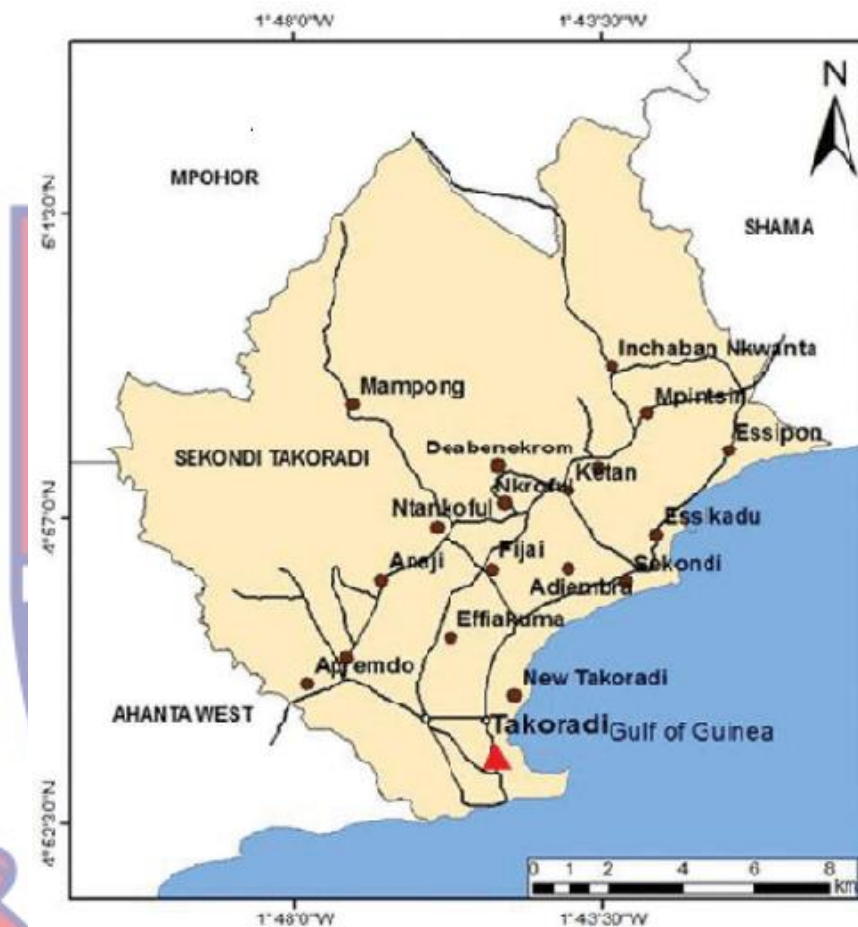


Figure 1: Map of Sekondi-Takoradi

Sources: Ghana Statistical Service

Population estimates for Sekondi-Takoradi Metropolis in 1970, 188203 in 1984, and 289593 for the Western Region in 2000 were 770087 in 1970, 1,157,807 in 1984, and 1,924,577 for the Western Region in 2000, according to the Ghana Statistical Service (Ghana Statistical Service, 2002). Between 1984 and 2000, the Western Region had the third-highest inter-censal growth rate in Ghana (3.2%), after only Greater Accra (4.4%) and Ashanti (3.2%) (3.4%). If the present pace of development continues, the region's population is expected to more than double by 2021. (Ghana Statistical Service, 2005).

The most prevalent occupation in the city is a retail business, which employs more women than men. Agriculture, forestry, and fishing are the most popular primary occupations after retail business. Manufacturing follows closely after, specifically the processing of fundamental goods such as wood and food. A considerable number of wood processing enterprises have popped up in the Western Region as a result of the presence of tropical rain forests and a varied range of timber species. The sophisticated port at the heart of this thriving city transports Ghana's primary exports of cocoa, coffee, bauxite, manganese, and wood to markets across the world.

The city has an equatorial environment with other parts of southern Ghana, with summertime high temperatures ranging from 220 to 330 degrees Celsius. The region's 1,600mm of yearly rainfall on average exhibits double maximum patterns. The two rainiest months are May, June, and September and October, respectively. The region experiences intermittent light rainfall throughout the entire year in addition to the two main rainy seasons. Only from early August to early September and from December to early February are the brief dry seasons.

Population

The target audience about which an enquirer has specific focus in obtaining data and coming to conclusions is the population (Amedahe, 2004). It is a collection of individuals who share one or more characteristics that the researcher finds interesting.

Lavrakas (2008) defined the population of a survey as the entire collection of units that will be used to draw conclusions from the survey's data. The target group for the research is those about whom the researcher is

interested in learning more and drawing conclusions. Saunders et al. (2003) defined the target population as the whole segment of particular respondents or components pertinent to the study topic. Table 2 follows.

Table 2: Distribution of Teachers and Students

Name Of Schools	Population of Teachers (N)	Population of Students (N)
Adiembra Senior High School	146	1248
Ahantaman Senior High School	85	1122
Archbishop Porter Girls'	96	1181
Bompeh Senior High School	101	738
Daibene Senior High School	98	571
Fijai Senior High School	95	1203
Ghana Senior Technical School	90	1175
Methodist Senior High School	89	484
Sekondi College	94	1262
St. John's Senior High School	94	964
Total	988	9949

Source: Sekondi-Takoradi Metropolitan Education Statistics Unit (2021)

The study's intended population included all teachers (1458) and students (26,847) in the Sekondi-Takoradi Metropolis. This study's accessible population included all teachers who participate in invigilation during WASSCE and form (3) students in the Sekondi-Takoradi Metropolis. Teachers who invigilate are made up of 988 from all ten public senior high, while students are made up of 9, 949 from all ten public secondary schools.

Sample and Sampling Procedures

A sample is made up of a single unit that has been carefully chosen to represent all of the population's categories (Sarantakos 2005). According to Sarantakos, there are many different approaches to estimating sample sizes, with some researchers focusing just on quantity, others on quality, and yet others mixing several sources, data, and procedures in a process known as triangulation. The sample distribution of teachers and pupils in Sekondi-Takoradi is shown in Table 3 below.

Table 3: Distribution of Teachers and Students

Name of Senior High Schools	Population of Teachers (N)	Sample of Teachers (S)	Population of Students (N)	Sample of Students (S)
Adiembra	146	25	1248	46
Ahantaman	85	24	1122	42
Archbishop Porter Girls'	96	27	1181	44
Bompeh Senior	101	28	738	27
Daibene	98	28	571	21
Fijai	95	27	1203	45
G.S.T.S	90	25	1175	44
Methodist	89	42	484	18
Sekondi College	94	27	1262	47
St. John's	94	27	964	36
Total	988	280	9949	370

Source: Sekondi-Takoradi Metropolitan Education Statistics Unit (2021)

For the study, a total of 370 forms (3) students and 280 invigilation teachers were chosen from a pool of potential participants. A multi-stage sampling procedure was relied upon in this investigation which comprises two or more sampling techniques. In multistage sampling, the first stage involved the use of the purposive sampling technique in the selection of schools, all schools in Sekondi-Takoradi were used. The second stage involved the use of a proportionate stratified sampling technique in selecting the number of 370 forms (3) students out of the total of 9,949 students and 280 invigilation teachers out of the total of 988 senior high invigilation teachers as respondents (Krejcie & Morgan, 1970). Again, this is necessary since the various schools vary in the numerical strength of the students and teachers. The third stage was involve using the simple random sampling (lottery method) mode in selecting the specific students and teachers from these institutions to be partakers in this investigation.

Data Collection Instrument

The tool that was used to gather data for the research was called the Stakeholders Perceptions of the Effectiveness of the Strategies for Curbing Exam Misconduct Questionnaire (SPESCEMQ). This questionnaire was developed by Uchekwe Joy Oluchukwu on the basis of the literature review. It is comprised of two different parts. In the portion of Part 1 that was dedicated to collecting personal data, the respondents' personal information was collected. There are a total of 70 articles in Part 2, and it is broken up into three sections. In Section A, we looked at how different stakeholders in the education industry felt about the effectiveness of the strategies that were used to cut down on pre-exam misbehaviour in public tests. These stakeholders were asked their

opinions. During the examination of the perspectives of different stakeholders in the education sector that was conducted in Section B, the effectiveness of the measures adopted to avoid test fraud was taken into consideration. The questions were developed using a grading system with four possible outcomes: Very Effective (V.E) = 4, Effective (E) = 3, Slightly Effective (S.E) = 2, and

Not Effective, (N.E) = 1.

Pilot Testing

The instrument underwent a test of internal consistency using Cronbach Alpha after it had been put through pilot testing in the Cape Coast Metropolis. After the pilot testing, the instrument was evaluated (r). A reliability value of 0.838 is assigned to Section B, which includes 14 different strategies; a reliability index of 0.802 is assigned to Section C, which includes 9 different strategies; and a reliability index of 0.806 is assigned to Section C, which includes 8 different methods. A dependability index of 0.909 was given to the overall Sections, which are made up of 31 different techniques.

Validity and Reliability of the Instruments

On the Stakeholders Perceptions of the Effectiveness of the Strategies for Curbing Exam Misconduct Questionnaire, two rounds of validation were carried out (SPESCEMQ). At the outset of the validation process for the SPESCEMQ, which took place at the University of Cape Coast in Cape Coast, four measurement and evaluation experts face verified its content. It was requested of the specialists that they evaluate the instrument in terms of its relevance to the study's hypotheses and goals, as well as the language level that was used in the item design, the clarity of the questions posed, the suitability of the items, and the extent to which it covered the topic area. Experts in measuring

and evaluation will be able to measure the strategies employed in reducing exam misconduct thanks to the validation of the (SPESCEMQ).

Ethical Considerations

In the view of Taylor and Pagliari, (2018), Research ethics is divided into 4 phases. These are: planning, data collection, processing and interpretation of data, and dissemination of findings and conclusions. Thus, to maintain anonymity, students and teachers was given the chance to complete their surveys discreetly. All participants' privacy, anonymity, and confidentiality were to be protected during the distribution of results by safeguards that was put in place. This implies that the names of the participants will not be divulged at any point throughout the investigation. The findings were to be discussed in light of the tendencies that have arisen from the data, rather than based on any preconceived notions.

Data Collection Procedure

For the purpose of requesting approval from the Municipal Directorate and Headteachers in the Sekondi-Takoradi Metropolis, a letter of introduction was gathered from the Department of Education and Psychology at the University of Cape Coast. The Institutional Review Board at UCC granted the researcher proper and legitimate approval (IRB). In order to help with data collection, the researcher also trained two research assistants. Within three weeks, the responders were given the questionnaires. The study's goal was explained with all of the chosen teachers and students, and the researcher also went over the questionnaires to look for any potential instrumentation clarifications.

Data Processing and Analysis

The data was coded, organized, and error-checked. The responses' percentages and frequencies were utilized to analyse the respondents' demographic information. Standard deviation and means were used for the analysis of the data for research questions 1, 2, 3, 4, 5 and 6. Multivariate analysis of variance (MANOVA) was used to assess research hypotheses 1 and 2.



CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The goal of this investigation was to assess the efficacy of solutions taken in Sekondi-Takoradi Metropolis in preventing exam malpractice in public examinations. The findings of the research as well as a discussion of them are presented in this chapter. Before moving on to the discussion of the findings, the presentation of the results comes first.

Demographic Characteristics

The demographic of the participants is presented in this segment. The gender of students and teachers are the demographic characteristics presented. The data were broken down and analysed using percentages and frequencies. Tables 4 and 5 provide the findings in their respective formats.

Table 4: Gender of Students

Gender	Frequency	Percent
Male	189	51.1
Female	181	48.9
Total	370	100.0

Source: Field Survey (2021)

It can be seen in Table 4 that males were more than females, males constituted 51.1% which is made up of 189 male respondents while females constituted 48.9% which is made up of 181 female respondents. The

background data of the participants in the investigation is reflective of the general population of students in the Sekondi-Takoradi Metropolis since there are more boys' schools than girls' schools in Sekondi-Takoradi Metropolis.

Table 5: Gender of Teachers

Gender	Frequency	Percent
Male	125	44.6
Female	155	55.4
Total	280	100.0

Source: Field Survey (2021)

It can be seen in Table 5 that females were more than males, males constituted 44.6% which is made up of 125 male respondents while females constituted 55.4% which is made up of 155 female respondents. The background data of the respondents in the study is reflective of the general population of teachers in the Sekondi-Takoradi Metropolis since there are more female teachers than male teachers in Sekondi-Takoradi Metropolis.

Results

This section entails the obtained findings from the respondent of the current study. It is guided by six enquiry questions and two research hypotheses. The findings are as below.

Research Question 1: What are students' assessments of the efficiency of the techniques employed for suppressing pre-exam misconducts at the Senior High Schools in the Sekondi-Takoradi Metropolis?

This question aimed to find out students' perspectives with regard to the efficacy of the tactics employed for controlling pre-exam misconducts. The component of the questionnaire to answer this study question was on a scale of

‘1=Not Effective’, ‘2=Slightly Effective’, ‘3=Effective’ and ‘4=Very Effective’. The data were evaluated using mean and standard deviation. The findings are provided in Tables 6.

Table 6: Statement on Pre-Exam Strategies for Students

Statement on Pre-Exam Misconducts	Mean	Std. Deviation
Appointment of supervisors early enough before the exam.	2.8757	1.01250
Appointment of exam monitors far in advance of the test's scheduled start time.	2.9649	.96348
The examination bodies must ensure that supervisors have sufficient mobility.	2.9054	.97626
Providing adequate answer scripts and exam papers before the exam.	3.0622	1.03276
Providing an adequate number of staff members to supervise and invigilate public examinations	3.0838	.97725
Provision of enough security at each of the exam centres to ensure security and uninterrupted exam.	2.9351	1.02601
Registration of students with their passport pictures.	2.9270	1.08579
Taking measures to ensure that educators, exam monitors, and other personnel receive adequate pay in order to reduce the risk of unethical behaviour on their part.	2.9865	.95272
Exam organisations are responsible for conducting adequate supervision of the candidate enrollment process to prevent non-school applicants from being registered for examinations.	3.0297	.97485
Taking measures to ensure that all examinations begin at the same time in each testing location.	2.9649	1.01552
Making certain that the exam papers are well-protected and correctly sealed in order to avoid any accidental leaks before the exam.	3.0568	1.04610
A proper check of students' passports before the exams to discourage impersonation.	2.9243	1.04878
Provision of adequate seats before the exam.	3.1946	.92539
Proper checking of students before the exam to ensure that no foreign materials are with them.	3.0703	1.01503

Source: Field Survey (2021)

According to the findings in Table 6, students believe that the strategies being used are beneficial in reducing prior to main exam misconduct in nationwide exams in Sekondi-Takoradi. All of the strategies implemented were deemed beneficial in reducing student pre-exam misconduct. The range of the mean ratings on the selected strategies was more than or equal to 2.5. From

Table 6, the students indicated that the provision of adequate seats before the exam is effective (M= 3.1946, SD= .92539).

Furthermore, students responded that having sufficient personnel for public exam monitoring and invigilation is appropriate. (M= 3.0838, SD= .97725). Students indicated that the Appointment of supervisors early enough before the exam was effective (M= 2.8757, SD= 1.01250), it is speculated from the discussion with the heads of the schools, that supervisors are not appointed by the exams bodies because once you become a headmistress you are already a supervisor.

Students also felt that exam boards' supply enough mobility for supervisors had been effective. (M= 2.9054, SD= .96348). it is speculated from the discussion with the heads of the schools, the supervisor is not provided with enough mobility to enable them to move from one centre to the other, this can be seen during BECE exam since supervisors are appointed by the exam bodies, unlike the WASSCE where headmistress is used as supervisors to supervisor their centre.

Research Question 2: What are the views of the success of the techniques that have been used in the Senior High Schools in the Sekondi-Takoradi Metropolis for the purpose of reducing the number of pre-exam misconducts?

This question sought to ascertain teachers' perceptions of the effectiveness of pre-exam misconduct prevention strategies. The section of the questionnaire to answer this research question was on a scale of '1=Not Effective', '2=Slightly Effective', '3=Effective' and '4=Very Effective'. The gathered information was analysed using mean and standard deviation. Table 7

depicts the outcome.

Table 7: Statement on Pre-Exam Strategies for Teachers

Statement on Pre-Exam Misconducts	Mean	Std. Deviation
Appointment of monitors well in advance of the test's scheduled administration.	2.7286	.88672
Appointment of exam monitors far in advance of the test's scheduled start time.	2.8250	.85598
The examination bodies must ensure that supervisors have sufficient mobility.	2.8571	.96958
Providing adequate answer scripts and exam papers before the exam.	3.1179	.95623
Providing enough personnel for supervision and invigilation of public exam	3.2143	.86580
Provision of enough security at each of the exam centres to ensure security and uninterrupted exam.	2.9250	.99717
Registration of students with their passport pictures.	3.2464	.93517
Ensuring that teachers, invigilators, and supervisors are well remunerated to guard against involvement in misconduct.	2.9107	1.14655
Exam organisations are responsible for conducting adequate supervision of the candidate enrollment process to prevent non-school applicants from being registered for examinations.	3.1643	.88078
Ensuring that all exam takes off at the same time in each exam centre.	3.1143	1.03754
Making certain that the exam papers are well-protected and correctly sealed in order to avoid any accidental leaks before the exam.	3.2964	.76293
A proper check of students' passports before the exams to discourage impersonation.	3.1071	.93284
Provision of adequate seats before the exam.	3.3679	.71118
Before the test, there must be a thorough search of the pupils to verify that they are not carrying any prohibited items.	3.1571	.87393

Source: Field Survey (2021)

According to the findings in Table 7, teachers believe the techniques being implemented are helpful in reducing pre-exam misconduct in public exams in Sekondi-Takoradi. All tactics implemented were evaluated as successful or extremely effective in reducing teacher prior to exam misconduct. Demonstration of the range of mean scores on the implemented strategies was more than or equal to 2.5. The data from the teachers also confirm what the students' impressions are on strategies used to prevent pre-exam misconduct. From Table 7, the teachers also agree with the students that the Provision of adequate seats before the exam is very effective ($M= 3.3679$, $SD= .71118$).

Additionally, the teachers said that ensuring that exam papers are well sealed and preserved before the exam is extremely effective. ($M= 3.2964$, $SD= .76293$). teachers also agree with students that the assignment of supervisors prior to the exam was effective ($M= 2.7286$, $SD= .88672$), it is speculated from the discussion with the heads of the schools, that supervisors are not appointed by the exams bodies because once you become a headmistress you are already a supervisor. Based on the result it can be said both teachers and students have less knowledge about the claims from the various heads of the schools.

Teachers also indicated that the Provision of adequate mobility for supervisors by exam bodies has been effective ($M= 2.8250$, $SD= .85598$).

Research Question 3: What are students' perceptions of the efficiency of the techniques relied upon in handling during exam misconducts at the Senior High Schools in the Sekondi-Takoradi Metropolis?

This research question sought to ascertain students' opinions of the efficiency of the strategies used to prevent exam misconducts during exam. This research question was answered on a scale of '1=Not Effective,' '2=Slightly

Effective,' '3=Effective,' and '4=Very Effective' in the questionnaire part. The data were analysed using mean and standard deviation. Table 8 carries/displays the outcome.

Table 8: Statement on During Exam Strategies for Students

Statement on During Exam Misconducts	Mean	Std. Deviation
An unannounced visit to exam centres by external supervisors.	2.6649	1.13868
Ensuring that all answer scripts are collected by an authorized person at the end of the exam.	3.3378	.85662
Handing over to the law enforcement agents any candidates caught cheating during exam.	2.7676	.96555
Proper searching of students who go out during exam to ensure that no foreign materials are with them.	2.8216	1.04923
Attendance forms must be filled by candidates and collected by invigilators on each paper.	3.2162	.92935
Preventing candidates from “giraffe” during an exam.	2.7568	1.00420
Preventing the use of prepared materials during an exam.	3.0324	.93067
Handing over to the law enforcement agents, all those caught assisting the candidate during an exam.	2.6378	1.0534
Preventing individuals who are not registered exam invigilators from giving external assistance to students during an exam.	2.9378	1.4060

Source: Field Survey (2021)

According to the results in Table 8, students accept the strategies being implemented as beneficial for reducing exam misconduct in public exams in Sekondi-Takoradi. All of the strategies implemented were judged as either successful or highly effective in reducing student exam misconduct. This was demonstrated by the range of the mean ratings on the adopted strategies being more than or equal to 2.5. The data from the students also support what the teachers' thoughts are on cubing tactics used during exam misconduct.

According to Table 8, students responded that having an authorized person collect all response scripts at the conclusion of the exam is immensely effective (M= 3.3378, SD=.85662).

Also, the students indicated that Attendance forms must be filled by candidates and collected by invigilators on each paper are also very effective (M= 3.2162, SD= .92935). Students also reported that not using prepared materials during an exam is effective (M= 3.0324, SD=.93067), Students prosecuted for turning over to law enforcement agents, all those caught aiding candidates during an exam, on the other hand, are slightly effective since their mean is just above the average (M= 2.6378, SD= 1.05341). Students also agree that unannounced visits to exam centres by external supervisors (M= 2.6649, SD= 1.13868), preventing candidates from “giraffe” during an exam (M= 2.7568, SD= 1.00420) and Handing over any candidates discovered cheating during the exam to law enforcement officials (M= 2.7676, SD=.96555) appears slightly effective in reducing exam misconduct during the exam.

Research Question 4: What are teachers’ perceptions of the effectiveness of the strategies adopted for curbing during exam misconducts at the Senior High Schools in the Sekondi-Takoradi Metropolis?

This research question seeks to learn about teachers' opinions of the effectiveness of strategies used to prevent exam misconduct during exam. The section of the questionnaire to answer this research question was on a scale of ‘1=Not Effective’, ‘2=Slightly Effective’, ‘3=Effective’ and ‘4=Very Effective’. The data were analysed using mean and standard deviation. The results are presented in Table 9.

Table 9: Statement on During Exam Strategies for Teachers

Statement on During Exam Misconducts	Mean	Std. Deviation
Unannounced inspections of testing locations by personnel from other organisations.	3.1393	.94199
Ensuring that all answer scripts are collected by an authorized person at the end of the exam.	3.4143	.63906
Handing over to the law enforcement agents any candidates caught cheating during exam.	2.7893	1.02403
Proper searching of students who go out during exam to ensure that no foreign materials are with them.	2.9429	.94107
Attendance forms must be filled by candidates and collected by invigilators on each paper.	3.3464	.71691
Preventing candidates from “giraffe” during an exam.	2.7821	.84181
During an examination, candidates are not allowed to use any prepared materials.	3.1071	.90158
Those individuals who are detected aiding candidates during an examination will be handed over to the law enforcement officers.	2.8536	.98555
Preventing individuals who are not registered exam invigilators from giving external assistance to students during an exam.	3.1000	.94509

Source: Field Survey (2021)

According to the findings in Table 9, teachers believe the strategies being implemented are successful for reducing exam misconduct in public exams in Sekondi-Takoradi during exam. All of the techniques implemented were judged as either successful or highly effective in reducing student exam misconduct. The range of the mean ratings on the selected strategies was more than or equal to 2.5. The data from the teachers also corroborate the students'

perceptions of cubing strategies used during exam misconduct. According to Table 8, ensuring that all answer scripts are collected by an authorized person at the conclusion of the exam is extremely effective ($M= 3.4143$, $SD=.63906$).

Also, teachers felt that having candidates fill out attendance forms and have them collected by invigilators on each paper is immensely effective ($M= 3.3464$, $SD=.71691$). Teachers also stated that prohibiting the use of prepared materials during exams is effective ($M= 3.1071$, $SD=.90158$). Teachers, on the other hand, have been charged with turning over to law enforcement authorities, and anybody discovered supporting a candidate during an exam has been penalized is slightly effective ($M= 2.8536$, $SD=.98555$). Teachers concur with the student, stating that unannounced visits to exam centers by external supervisors ($M= 3.1393$, $SD=.94199$), preventing candidates from “giraffe” during an exam ($M= 2.7821$, $SD= .84181$) and any candidates detected cheating during an exam being turned over to criminal authorities ($M= 2.7893$, $SD= 1.02403$) are effective in curbing exam misconduct during exam.

Research Question 5: How do students feel about the success of the solutions that have been used in senior high schools in the Sekondi-Takoradi Metropolis to reduce post-exam misconducts?

This research question aims to ascertain students' opinions of the efficacy of post-exam misconduct prevention strategies. The section of the questionnaire to answer this research question was on a scale of ‘1=Not Effective’, ‘2=Slightly Effective’, ‘3=Effective’ and ‘4=Very Effective’. The data were analysed using mean and standard deviation. The results are presented in Table 10.

Table 10: Statement on Post-Exam Strategies for Students

Statement on Post-Exam Misconducts	Mean	Std. Deviation
Cancellation of entire results for mass misconduct in any exam centre.	2.6027	1.12450
Cancellation of candidate's result if caught cheating.	2.6378	1.04307
Banning of schools involved in exam misconducts from writing external exams.	2.4568	1.08676
Imprisonment of supervisors for aiding and abetting exam misconduct.	2.3189	1.12422
Blacklisting of teachers involved in exam misconduct.	2.4622	1.04890
Withholding of candidates' results when exam misconduct is suspected for proper investigation.	2.8243	1.01957
Disqualification of answers not written on answer booklet provided.	2.6703	1.06404
Remarking exam scripts when misconduct is suspected.	2.8297	1.06975

Source: Field Survey (2021)

According to the findings in Table 10, students regard the strategies being implemented as slightly successful or effective for reducing post-exam misconduct in public exams in Sekondi-Takoradi. All of the measures used were judged as modestly helpful in reducing student post-exam misconduct. The range of the mean ratings on the selected strategies was less than or equal to 2.5.

According to Table 9, reviewing of exam scripts where misconduct is suspected (M= 2.8297, SD= 1.06975), withholding of applicants' results for adequate inquiry when exam misconduct is suspected (M= 2.8243, SD= 1.01957), Disqualification for answers not written on the given answer booklet (M= 2.6703, SD= 1.06404), If a candidate is detected cheating, his or her results are cancelled (M= 2.6378, SD= 1.04307) and Cancellation of all results for mass misconduct at any exam center (M= 2.6027, SD= 1.12450) is considered slightly effective because it is barely over 2.5. Supervisors, on the other hand, were imprisoned for aiding and abetting exam misconduct (M= 2.3189, SD=

1.12422), schools implicated in exam misconduct are barred from writing external exam (M= 2.4568, SD= 1.08676), and teachers implicated in exam misconduct are blacklisted (M= 2.4622, SD= 1.04890) are regarded as ineffective since their means are less than 2.5.

Research Question 6: What are teachers’ perceptions of the effectiveness of the strategies adopted for curbing post-exam misconducts at the Senior High Schools in the Sekondi-Takoradi Metropolis?

This research question aims to ascertain teachers' opinions of the efficacy of post-exam misconduct prevention strategies. The section of the questionnaire to answer this research question was on a scale of ‘1=Not Effective’, ‘2=Slightly Effective’, ‘3=Effective’ and ‘4=Very Effective’. The data were analysed using mean and standard deviation. The results are presented in Table 11.

Table 11: Statement on Post-Exam Strategies for Teachers

Statement on Post-Exam Misconducts	Mean	Std. Deviation
Cancellation of entire results for mass misconduct in any exam centre.	2.6000	1.09936
Cancellation of candidate’s result if caught cheating.	2.9643	.92679
Banning of schools involved in exam misconducts from writing external exams.	2.4893	.98003
Imprisonment of supervisors for aiding and abetting exam misconduct.	2.4286	1.07525
Blacklisting of teachers involved in exam misconduct.	2.6643	1.02030
Withholding of candidates’ results when exam misconduct is suspected for proper investigation.	3.1750	.86845
Disqualification of answers not written on answer booklet provided.	2.9071	.91891
Remarking exam scripts when misconduct is suspected.	2.8179	1.00127

Source: Field Survey (2021)

According to the findings in Table 11, teachers see the strategies being implemented as slightly effective for reducing post-exam misconduct in public exams in Sekondi-Takoradi. All of the strategies implemented were regarded as ineffective or marginally useful in reducing student post-exam misconduct. The range of the mean ratings on the selected strategies was less than or equal to 2.5.

Table 11 shows that when exam misconduct is suspected, applicants' results are withheld for adequate inquiry ($M= 3.1750$, $SD=.86845$), If a candidate is detected cheating, his or her results are cancelled ($M= 2.9643$, $SD=.92679$), Disqualification for answers not written on the given answer booklet ($M= 2.9071$, $SD=.91889$) and When exam misconduct is suspected, commenting of exam scripts ($M= 2.8179$, $SD= 1.00127$) is slightly effective, but withholding of applicants' results for adequate inquiry is massively effective, according to teachers in Sekondi-Takoradi. Teachers agree with students that schools implicated in exam misconduct should be barred from writing external exam ($M= 2.4893$, $SD=.98003$) and Supervisors' imprisonment for aiding and abetting exam misconduct ($M= 2.4286$, $SD= 1.08676$) is ineffective in reducing post-exam misconduct since the mean was less than 2.5.

Research Hypotheses 1

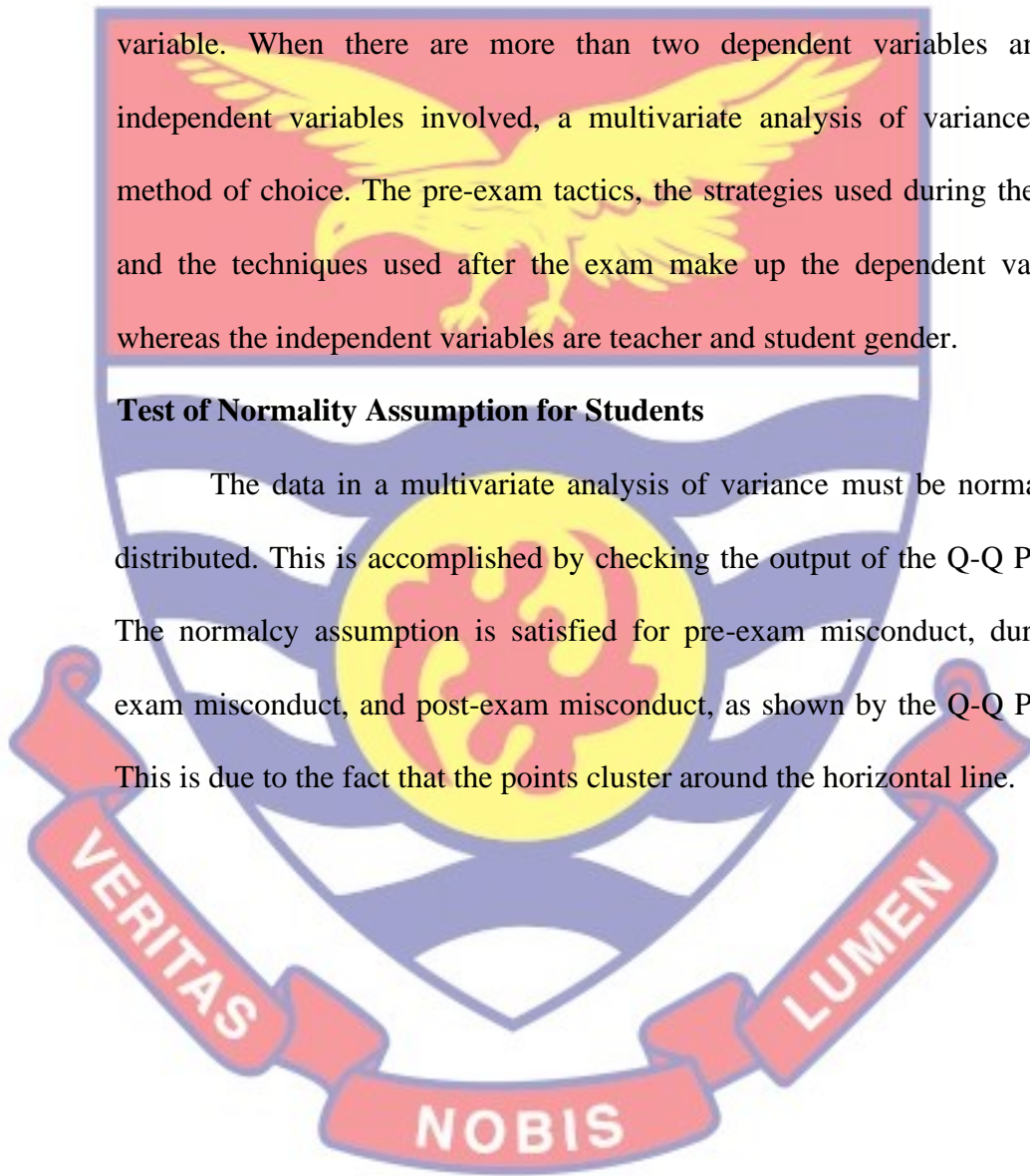
H_0 : There is no significant difference between male and female students on their mean perception with respect to the effectiveness of strategies adopted for curbing pre-exam misconducts, during exam misconducts, and post-exam misconducts.

This research hypothesis attempted to determine whether there is a variation in male and female learners' mean perceptions of the success of strategies used to reduce prior to beginning an exam, during exam, and after

exam misconducts. A multivariate analysis of variance was carried out to ascertain whether or not there are any differences, on the basis of gender, in the methods that were used to cut down on misconducts before, during, and after examinations. An extension of the analysis of variance, the multivariate analysis of variance is utilised in situations in which there is more than one dependent variable. When there are more than two dependent variables and two independent variables involved, a multivariate analysis of variance is the method of choice. The pre-exam tactics, the strategies used during the exam, and the techniques used after the exam make up the dependent variables, whereas the independent variables are teacher and student gender.

Test of Normality Assumption for Students

The data in a multivariate analysis of variance must be normally distributed. This is accomplished by checking the output of the Q-Q Plot. The normalcy assumption is satisfied for pre-exam misconduct, during exam misconduct, and post-exam misconduct, as shown by the Q-Q Plot. This is due to the fact that the points cluster around the horizontal line.



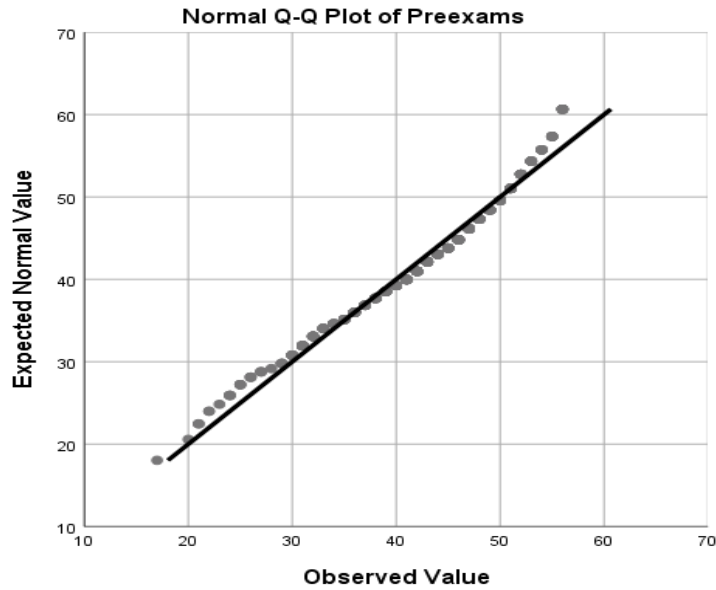


Figure 2: Normal Distribution for Pre-Exam Strategies for Students. The above diagram depicts a normal distribution for students' data based on pre-exam misconducts. From the diagram the point is close to the line indicating a linear relationship.

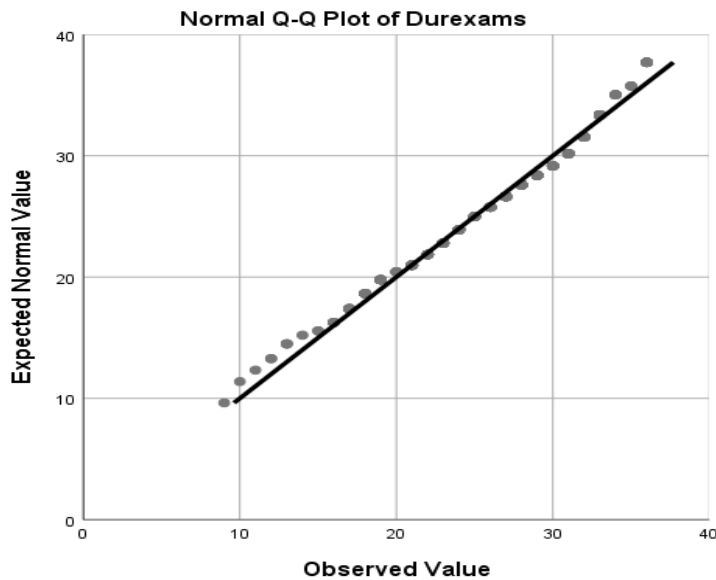


Figure 3: Normal Distribution for During Exam Strategies for Students. The above diagram depicts a normal distribution for students' data based on during exam misconducts. From the diagram the point is close to the line indicating a linear relationship.

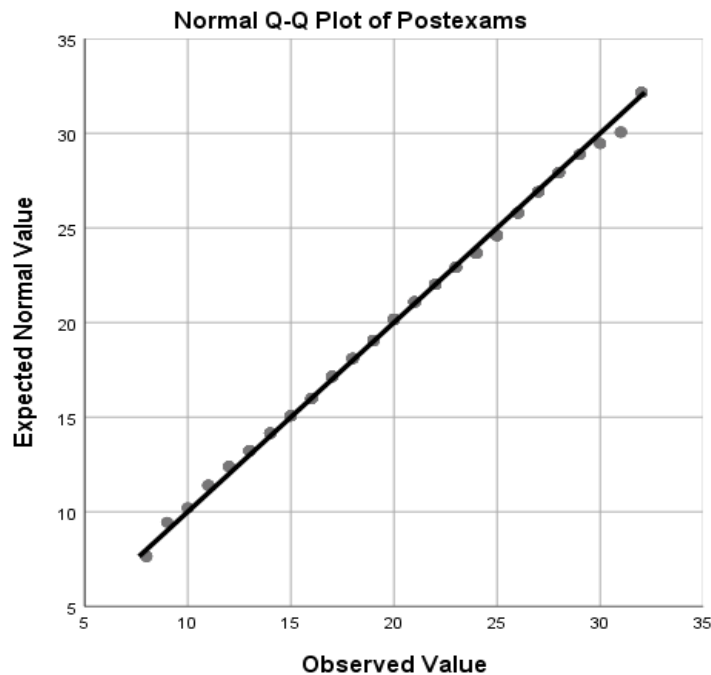


Figure 4: Normal Distribution for Post-exam Strategies for Students. The above diagram depicts a normal distribution for students' data based on post exam misconducts. From the diagram the point is close to the line indicating a linear relationship.

Test of Normality Assumption for Teachers

When doing a multivariate analysis of variance, it is essential that the data follow a normal distribution. In order to accomplish this, the output of the Q-Q Plot is looked at. It is clear from the Q-Q plot that the normalcy assumption is valid for both the pre-exam misbehaviour as well as the misconduct that occurred during the test as well as the post-exam misconduct. This is because the points tend to congregate towards the line that is horizontal.

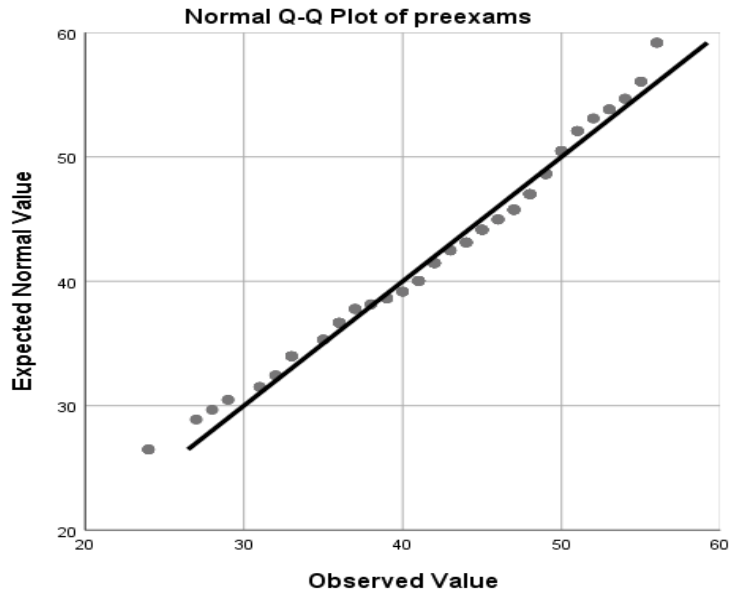


Figure 5: Normal Distribution for Pre-Exam Strategies for Teachers. The above diagram depicts a normal distribution for teacher's data based on pre-exam misconducts. From the diagram the point is close to the line indicating a linear relationship.

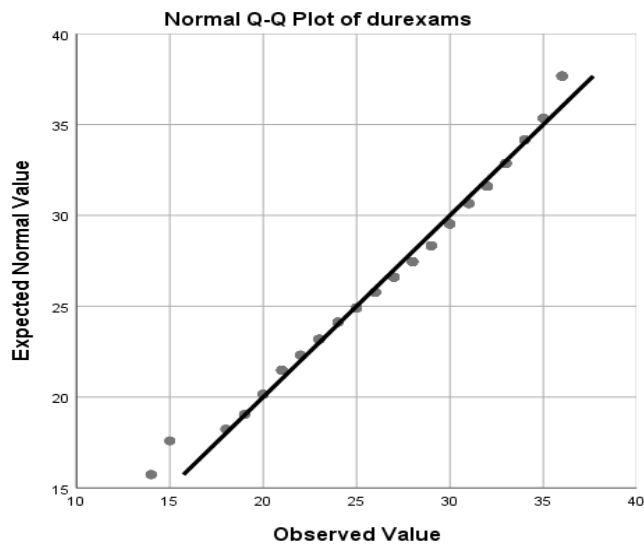


Figure 6: Normal Distribution for During Exam Strategies for Teachers. The above diagram depicts a normal distribution for teacher's data based on during exam misconducts. From the diagram the point is close to the line indicating a linear relationship.

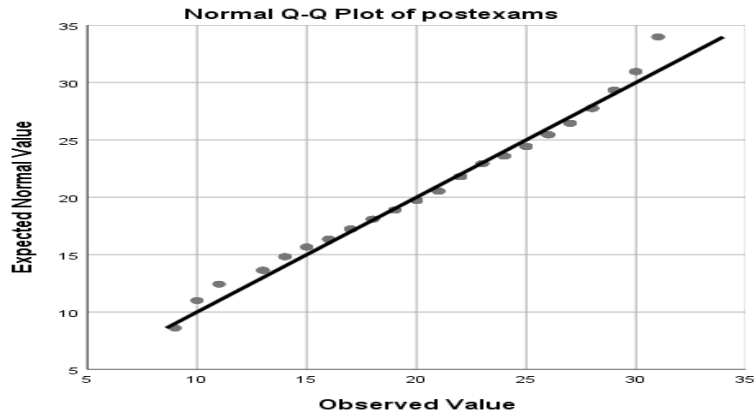


Figure 7: Normal Distribution for Post-exam Strategies for Teachers. The above diagram depicts a normal distribution for teacher’s data based on post exam misconducts. From the diagram the point is close to the line indicating a linear relationship.

Linearity Assumption

This assumption refers to the presence of a straight-line relationship between each pair of the dependent variables.

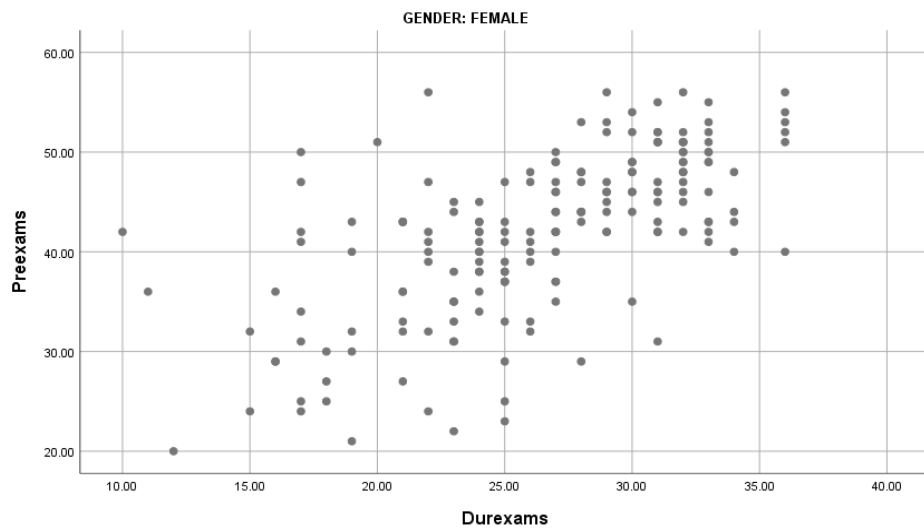


Figure 8: Linearity Assumption for Pre-exam Strategies and During Exam Strategies Based on Females

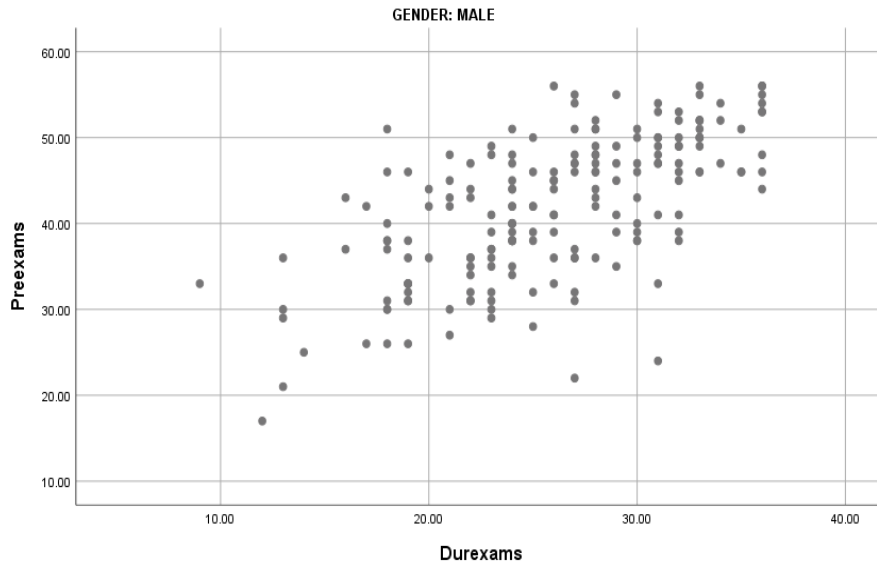


Figure 9: Linearity Assumption for Pre-exam Strategies and During Exam Strategies Based on Males

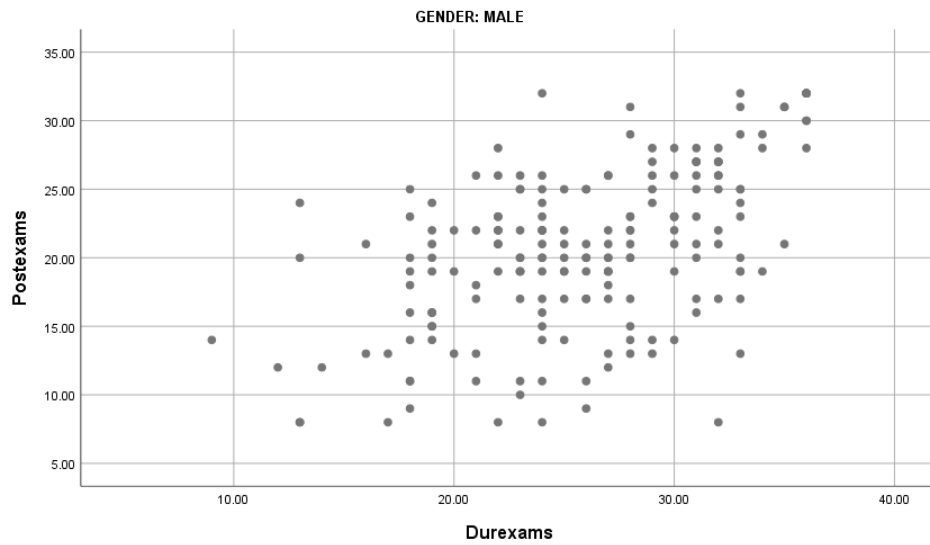


Figure 10: Linearity Assumption for Post Exam Strategies and During Exam Strategies Based on Males

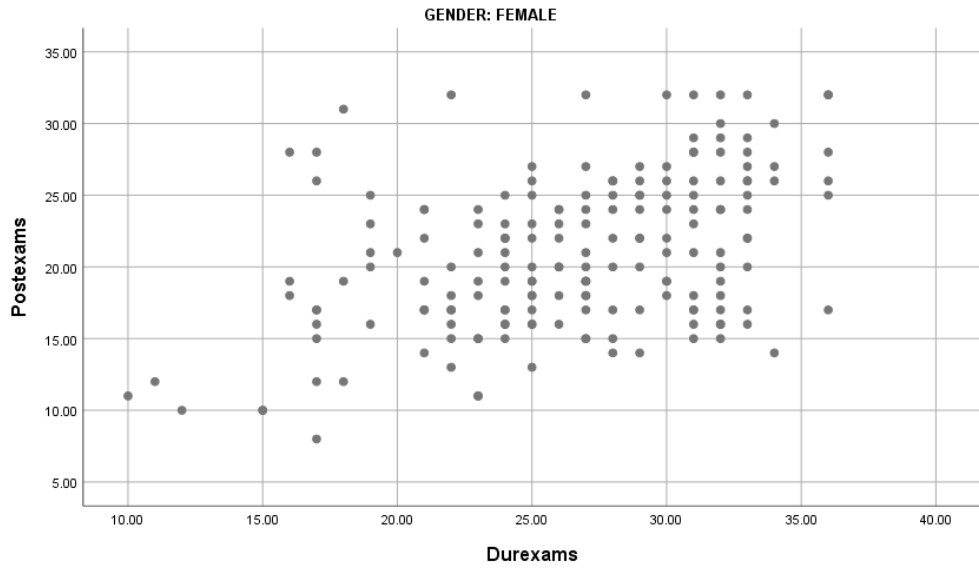


Figure 11: Linearity Assumption for Post Exam Strategies and During Exam Strategies Based on Females

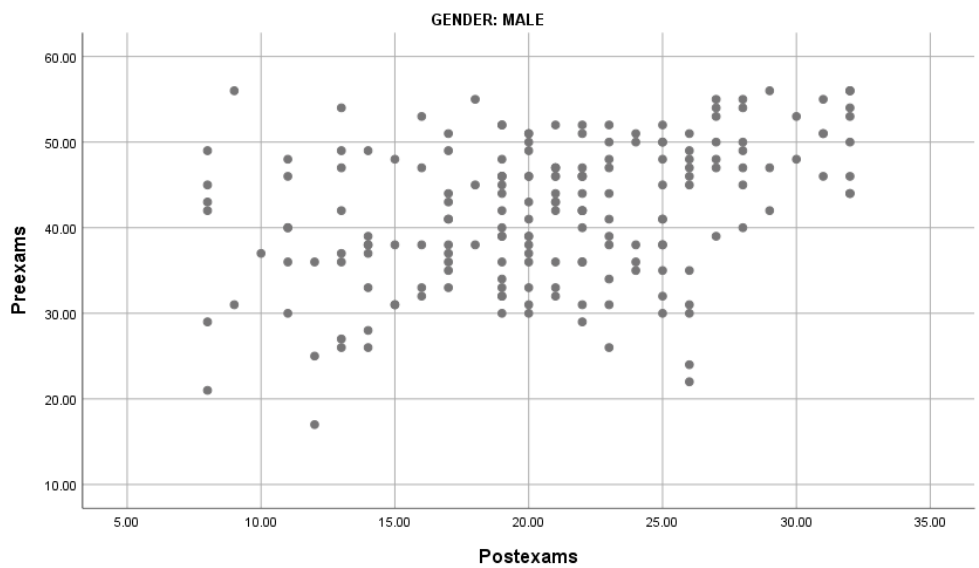


Figure 12: Linearity Assumption for Post Exam Strategies and Pre-exam Strategies Based on Males

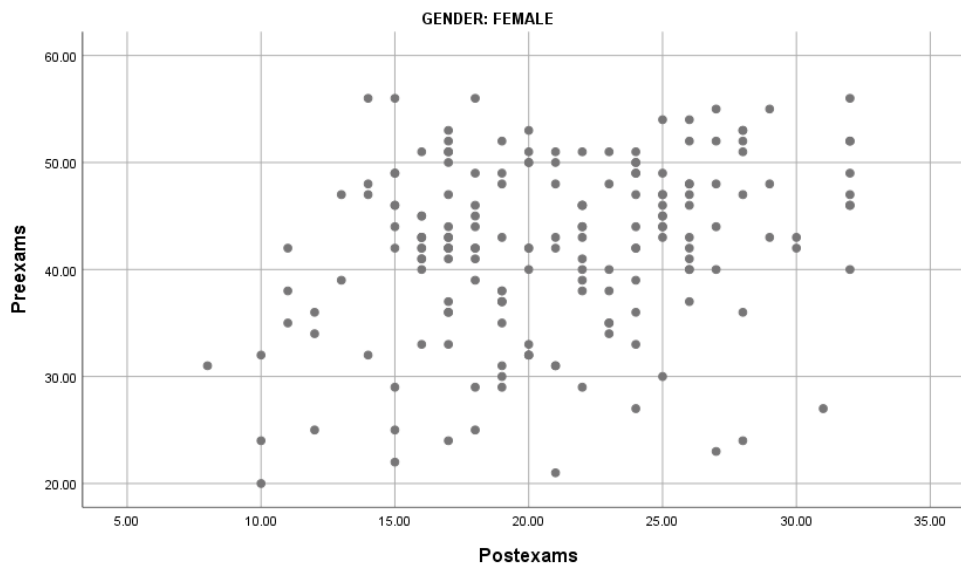


Figure 13: Linearity Assumption for Post Exam Strategies and Pre-exam Strategies Based on Females

These plots do not show any evidence of non-linearity; therefore, our assumption of linearity is satisfied.

Table 12: Perception of Students on Exam Misconduct Strategies

	GENDER	Mean	Std. Deviation	N
Pre-exam misconduct	Male	41.9259	8.22844	189
	Female	42.0387	8.12907	181
	TOTAL	41.9811	8.16909	370
During exam misconduct	Male	25.9524	5.77438	189
	Female	26.4033	5.51239	181
	TOTAL	26.1730	5.64461	370
Post exam misconduct	Male	20.6931	5.92515	189
	Female	20.9171	5.33425	181
	TOTAL	20.8027	5.63732	370

Table 13: Box's Test of Equality of Covariance

Box's Test of Equality of Covariance Matrices ^a	
Box's M	2.703
F	.447
df1	6
df2	976236.928
Sig.	.848

Table 14: Levene's Test of Equality of Error Variances

		Levene			
		Statistic	df1	df2	Sig.
Pre-exam misconduct	Based on Mean	.879	1	368	.349
	Based on Median	.914	1	368	.340
	Based on Median and with adjusted df	.914	1	364.666	.340
	Based on trimmed mean	.893	1	368	.345
During-exam misconduct	Based on Mean	.459	1	368	.499
	Based on Median	.582	1	368	.446
	Based on Median and with adjusted df	.582	1	367.969	.446
	Based on trimmed mean	.501	1	368	.479
Post-exam misconduct	Based on Mean	.697	1	368	.404
	Based on Median	.634	1	368	.426
	Based on Median and with adjusted df	.634	1	360.042	.426
	Based on trimmed mean	.687	1	368	.408

Table 15: Multivariate Tests

Effect	Hypothesis	Value	F	df	Error df	Sig.
Intercept	Pillai's Trace	.970	3908.346 ^b	3.000	366.000	.000
	Wilks' Lambda	.030	3908.346 ^b	3.000	366.000	.000
	Hotelling's Trace	32.036	3908.346 ^b	3.000	366.000	.000
	Roy's Largest	32.036	3908.346 ^b	3.000	366.000	.000
	Root					
GENDER	Pillai's Trace	.002	.268 ^b	3.000	366.000	.849
	Wilks' Lambda	.998	.268 ^b	3.000	366.000	.849
	Hotelling's Trace	.002	.268 ^b	3.000	366.000	.849
	Roy's Largest	.002	.268 ^b	3.000	366.000	.849
	Root					

In order to determine whether or whether there are gender disparities in the approaches taken to reduce exam misbehaviour, a one-way between-group multivariate analysis of variance was carried out. There were three different types of misbehaviour that were employed as dependent variables: pre-exam misconducts, misconducts that occurred during the exam, and misconducts that occurred after the exam. The independent variable was gender. In the preliminary assumption testing that was carried out, which checked for deviations from normality and linearity as well as univariate and multivariate outliers, there was no indication of a major breach. According to the results of Box's Test of Equality of Covariance Matrices, the assumption of homogeneity was confirmed to be correct because the sig-value was found to be larger than .05

and equal to .848. Based on the results of the Levene Test of Equality of Error Variances table, which showed that no value suggested a significant value, we may infer that the variances are equal. The sig-value of Wilks lambda is .849, which is more than .05. This can be seen in the table that contains the results of the multivariate tests. As a consequence of this, we are unable to reject the null hypothesis, which states that the mean rating of male and female students does not differ significantly in terms of the effectiveness of the strategies used to reduce misconduct before, during, and after an examination. As a consequence of this, we are unable to draw the conclusion that the null hypothesis is false. On the combined dependent variable, there was not a statistically significant difference between male and female students: $F(3, 366) = .268$, $p\text{-value} = .849$; $\text{wilks' lambda} = .998$; $\text{partial eta squared} = .002$.

Research Hypothesis 2

H_0 : There is no significant difference between male and female teachers on their perception with respect to the effectiveness of strategies adopted for curbing pre-exam misconducts, during exam misconducts, and post-exam misconducts.

The goal of this investigation is to determine whether or not there is a significant difference in the mean perceptions of male and female instructors on the efficacy of methods implemented to minimise misconducts that occur before, during, and after examinations. A multivariate analysis of variance was carried out to ascertain whether or not there are any differences, on the basis of gender, in the methods that were used to cut down on misconducts before, during, and after examinations. An extension of the analysis of variance, the

Multivariate analysis of variance is utilised in situations in which there are several dependent variables.

Table 16: Perception of Teachers on Exam Misconduct Strategies

	GENDER	Mean	Std. Deviation	N
Pre-exam misconduct	Male	43.4480	7.00053	125
	Female	42.6968	7.44013	155
	TOTAL	43.0321	7.24401	280
During exam misconduct	Male	27.8320	5.38477	125
	Female	27.1871	4.92909	155
	TOTAL	27.4750	5.13817	280
Post exam misconduct	Male	22.7840	5.20326	125
	Female	21.4516	4.90189	155
	TOTAL	22.0464	5.07308	280

Table 17: Box's Test of Equality of Covariance Matrices

Box's M	6.022
F	.992
df1	6
df2	496728.107
Sig.	.429

Table 18: Levene's Test of Equality of Error Variances

		Levene			
		Statistic	df1	df2	Sig.
Pre-exam misconduct	Based on Mean	.039	1	278	.843
	Based on Median	.035	1	278	.852
During-exam misconduct	Based on Median and with adjusted df	.035	1	276.591	.852
	Based on trimmed mean	.013	1	278	.909
	Based on Mean	.103	1	278	.748
	Based on Median	.031	1	278	.860
Post-exam misconduct	Based on Median and with adjusted df	.031	1	258.078	.860
	Based on trimmed mean	.047	1	278	.829
	Based on Mean	1.328	1	278	.250
	Based on Median	1.597	1	278	.207
	Based on Median and with adjusted df	1.597	1	277.193	.207
	Based on trimmed mean	1.392	1	278	.239

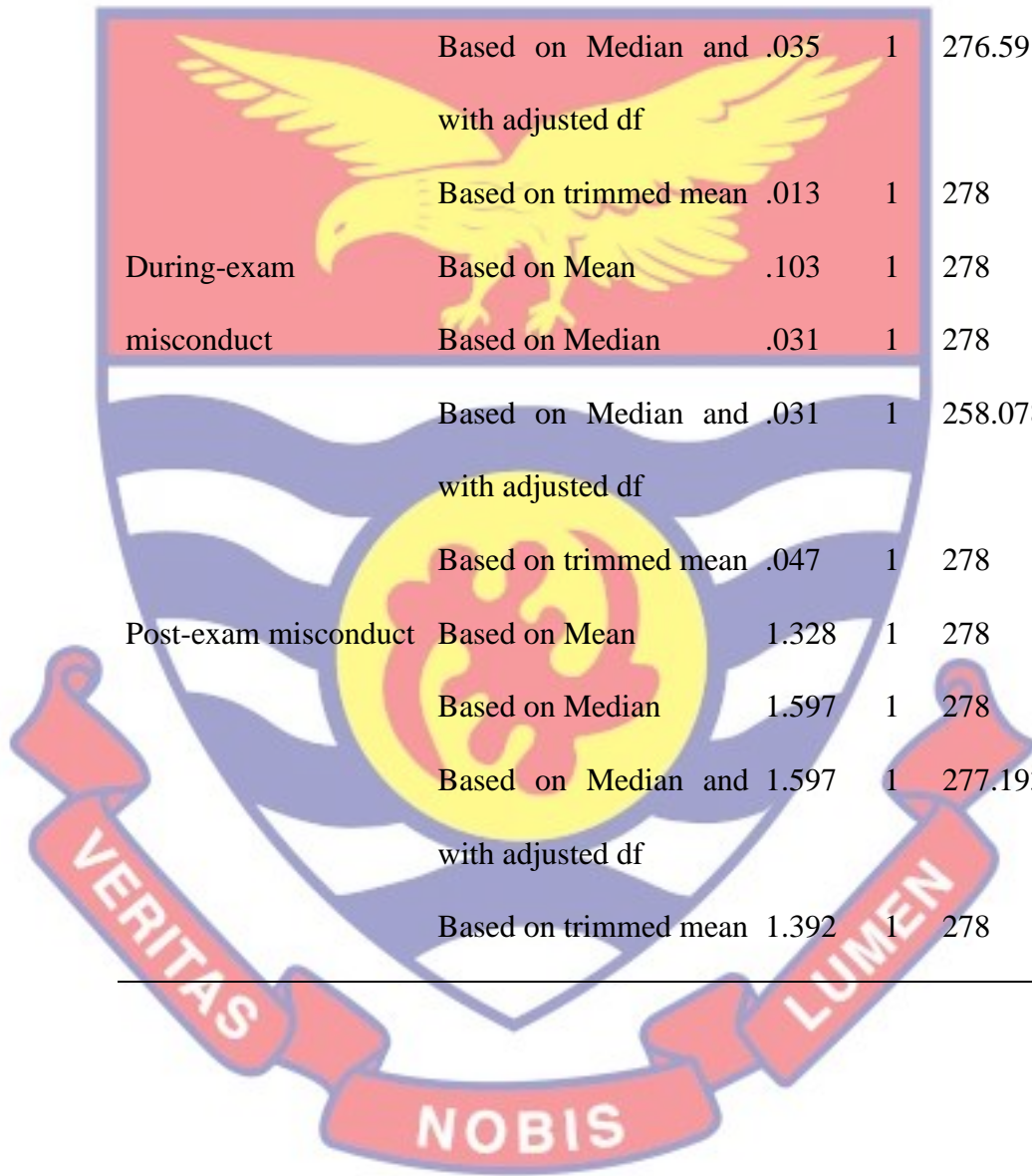


Table 19: Multivariate Tests

Effect		Value	F	Hypothesis		
				df	Error df	Sig.
Intercept	Pillai's Trace	.977	3851.845 ^b	3.000	276.000	.000
	Wilks' Lambda	.023	3851.845 ^b	3.000	276.000	.000
	Hotelling's Trace	41.868	3851.845 ^b	3.000	276.000	.000
	Roy's Largest Root	41.868	3851.845 ^b	3.000	276.000	.000
GENDER	Pillai's Trace	.018	1.639 ^b	3.000	276.000	.181
	Wilks' Lambda	.982	1.639 ^b	3.000	276.000	.181
	Hotelling's Trace	.018	1.639 ^b	3.000	276.000	.181
	Roy's Largest Root	.018	1.639 ^b	3.000	276.000	.181

In order to determine whether or whether there are gender disparities in the approaches used to reduce test misbehaviour, a one-way between-group multivariate analysis of variance was carried out. There were three different types of misbehaviour that were employed as dependent variables: pre-exam misconducts, misconducts that occurred during the test, and misconducts that occurred after the exam. The independent variable was gender. In the preliminary assumption testing that was carried out, which checked for deviations from normality and linearity as well as univariate and multivariate outliers, there was no indication of a major breach. According to the results of

Box's Test of Equality of Covariance Matrices, the assumption of homogeneity was confirmed to be correct since the sig-value was found to be larger than .05 and equal to .429. According to the table for the Levene Test of Equality of Error Variances, there was not a single number that suggested a significant value, therefore we can assume equal variance. According to the Multivariate Tests table, the sig-value of Wilks lambda is .181, which is larger than .05. As a result, we fail to reject the null hypothesis, which states that the mean rating of male and female teachers does not differ substantially in terms of the efficacy of the strategies used to reduce pre-exam, during exam, and post-exam misconduct. On the basis of the combined dependent variable, there was not a difference that could be considered statistically significant between male and female instructors: $F(3, 276) = 1.639$, $p\text{-value} = .181$; wilks' lambda = .982.

Discussion

This section interpreted and compared the findings of this current study about literature and previous findings. Each finding was evaluated and its implication concerning the current theoretical position. The findings were discussed according to the research questions and research hypothesis of the current study.

Perception of Teachers and Students concerning the Strategies Adopted for Curbing Pre-Exam Misconducts.

The findings from the current study shows that the strategies adopted in curbing pre-exam misconduct based on teachers' and students' perception was effective in Sekondi-Takoradi. Both teachers and students had a positive perception of strategies adopted in curbing exam misconducts. These findings were similar to Akunne, Chigb-Obasi, and Iwogba (2021), who argued that

perceived strategies for curbing exam misconduct among secondary school students in Nigeria are very effective for curbing exam misconduct. Notwithstanding, these findings were not similar to finding from Oluchukwu, (2012) who carried a study on the views of stakeholders about the efficacy of the measures implemented to combat exam misconduct in Nigeria's public exams.

Oluchukwu, (2012), argued that the strategies were not effective in Nigeria since means were below 2.6. It is speculated that headteachers play a significant role in making these strategies effective, these strategies were not effective in the study of Oluchukwu because it is speculated that Nigerian students are braver than Ghanaian students. There are so many factors that can cause the strategies not to be effective such as the method used in Oluchukwu study he used a survey with an interview which differ from the current study, economical factor and environmental factors could bring the difference. It is speculated that Nigerians are braver than Ghanaians, so as a result of their braveness, they can violate these strategies from students' perspective.

The study also agreed with Dzakadzie, (2015) also find out that there is a negative attitude towards stakeholders' perception in curbing exam misconduct. He argued that the majority of the stakeholders see exam misconduct as a crime that should not be endorsed, notwithstanding few majorities see it as a way of giving external help to their fellow students. Teachers and students assume that owing to Ghanaians' religious heritage, they would not participate in exam misconduct; as a consequence, the strategies used to prevent pre-exam misconduct are effective.

It is speculated that at the secondary level most of the headteachers and teachers in Nigeria do not have accommodation within the campus as a result that moving from their various houses to schools put them under pressure. In Ghana, most of our headteachers and teachers at the secondary level are given accommodation within the campus, which could be a reason why there is a significant difference in the strategies adopted in curbing pre-exam misconducts in Sekondi-Takoradi Metropolis.

Perception of Teachers and Students concerning the Strategies Adopted for Curbing Exam Misconduct During Exams

The current investigation's findings suggest that the strategies used to prevent exam misconduct were effective. The results were not similar to Okunloye, Balogun, and Oladele (2019) who carried out a study on Teachers' Perception on Use of Values Clarification Strategy for Curbing Exam Misconduct in Upper-Basic Schools in Ilorin Metropolis it was indicated that the strategies were ineffective. Geographical considerations, economic issues, and environmental variables might all have a role. According to Joshua, Obo, Joshual, Edet, and Ekpoh (2010), Exam dishonesty is seen by the vast majority of those with an interest in education not as something that brings standards down, but rather as something that helps students, helps schools fulfil high expectations, helps improve school images, and compensates for deficiencies in schools. It is speculated from some teachers and students that, sometimes teachers are not able to complete their syllabus as a result of that they allow students to solicit help from their mates during the exam.

The results are comparable to those found by Folson and Awuah (2014), who carried out research on the topic of preventing test misconducts during

Ghana's basic education certificate examinations (BECEs). Candidates who are detected cheating on their examinations might be handed over to the appropriate authorities on an annual basis by external examiners. It's possible that the fact that WAEC throws out the results of these candidates and even sends the perpetrators over to the police for prosecution in court is what led to the techniques being used to crack down on test cheating. In the Ghanaian culture, cheating is not encouraged to be done during an exam, notwithstanding it is speculated from some students that, sometimes teachers are not able to complete their syllabus as a result of that they allow students to solicit help from their mates during the exam.

Perception of Teachers and Students concerning the Strategies Adopted for Curbing Post-Exam Misconducts

The current study's findings imply that the strategies used to combat post-exam misconduct were ineffective. These findings were similar to the findings from the study by Oluchukwu, (2012) suggested that the strategy employed in reducing post-exam misconduct is ineffective in Nigeria. This is possible because it speculated from headteachers, teachers, and students that those leaders who drive the education system do not apply or use the strategies which should be used for curbing post-exam misconduct. Notwithstanding, the findings also agree with an investigation carried out by When probing the alleged reasons of misconduct in general populace tests by fresh students at ST. Augustine's College of Education, Akoka, and Lagos State, Idahosa (2004) discovered that the large bulk of interested parties perceive exam misconduct as a way of aiding and abetting, achieving lofty aspirations, enhancing school impression, and reimbursing for school inadequacies, instead of as a factor in

reducing performance targets. This was discovered during the investigation of the alleged reasons of misconduct in general populace exams by fresh learners.

Further expounding on the shortcomings of the strategies, teachers and students indicated that one of the reasons why the strategies are ineffective is that the Ghanaian society of today celebrates those who excel without determining how success happened; when trying to secure a job or get into graduate school, the importance of having certifications and getting excellent marks is emphasised, but skill development is not taken into consideration. Students who feel they did not do well on the test may, as a consequence of this fact, engage in post-exam misbehaviour before the results are officially published.

The difference in Gender of Students' Perceptions on the Effective Strategies Adopted for Curbing Pre-Exam, During Exam, and Post-Exam Misconducts

According to the findings, there is no significant difference between male and female students in terms of effective tactics for decreasing misbehaviour before, during, and after examinations. These findings were based on responses from students who took part in the investigation. Gender, according to Badejo and Gandonu (2001), was not an indicator of exam misconduct among students. The findings agreed with Olatoye (2006), who stated that exam misconduct is not a result of gender, but rather an issue that affects both males and females. This means that both male and female students are equally likely to engage in exam misconduct. The findings contradicted Olasehinde-Williams, Abdullahi, and Owolabi's (2003) claim that males were more likely than females to cheat on an exam. The current study's findings also

contradicted Omotere's (2010) claim that more females than males practice exam misconduct.

The difference in Gender of Teachers Perceptions on the Effective Strategies Adopted for Curbing Pre-Exam, During Exam, and Post-Exam Misconducts

The analysis revealed that there is no statistically significant difference between male and female teachers in terms of effective measures for reducing prior to starting exam, during-exam, and after exam misconduct. Gender, according to Badejo and Gandonu (2001), was not an indicator of exam misconduct among students. Given this, the implication for counselling was indicated, indicating that gender has no bearing on exam misconduct, since both female and male students cheat in exam. The findings contradicted Asante-Kyei and Nduro's (2014) claim that male students are more likely to cheat and engage in sharp practises during exam. The results also contradicted Omotere's (2010) claim that more females than males engage in exam misconduct. These results revealed that stakeholders in the education sector should take action via active participation of other stakeholders in the education sector to minimise incidences of students and teachers engaging in exam misconduct.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview of the Study

The investigation sought to determine teachers' and students' perceptions of the efficacy of strategies used to reduce exam misconduct in Sekondi-Takoradi Metropolis public exams.

The following research goals served as the foundation for this investigation:

1. Examine teachers' and students' perceptions of the strategies used to reduce pre-exam misconduct.
2. Examine teachers' and students' perceptions of the strategies used to prevent exam misconduct during exam.
3. Examine teachers' and students' perceptions of the strategies used to reduce post-exam misconduct.
4. Examine the differences in male and female students' perceptions of the appropriateness of strategies used to reduce pre-exam, during-exam, and post-exam misconduct.
5. Explore the differences in male and female teachers' assessments of the efficacy of strategies used to reduce pre-exam, during-exam, and post-exam misconduct.

A descriptive sample survey was carried out in the Sekondi-Takoradi Metropolis, with a questionnaire serving as the data collecting instrument. 280 Senior High School invigilation teachers, 370 Senior High School students, and

10 Senior High School from the Sekondi-Takoradi Metropolis were chosen for the study using random sampling, stratified proportional sampling, and purposive sampling. The analysis concentrated on descriptive statistics such as frequencies, percentages, means, and standard deviations. Multivariate analysis of variance (MANOVA) was used to evaluate the hypothesis.

Summary of Keys

1. Based on study question 1, the majority of students assessed all of the strategies used to prevent pre-exam misconduct as effective.
2. According to the findings of study question 2, the majority of teachers assessed all of the strategies used to prevent pre-exam misconduct as effective.
3. According to the results of study question 3, the majority of the students regarded the strategies as effective.
4. According to the results of study question 4, the majority of teachers regarded the strategies as effective.
5. Findings for study question 5 indicated that most students believe the strategies used to prevent post-exam misconduct are slightly effective.
6. Findings for study question 6 also indicated that most teachers believe the strategies used to reduce post-exam misconduct are slightly effective.
7. As per the findings of the first hypothesis, there was not a significant difference between male and female students' mean perception ratings of the effectiveness of the methods that were used to decrease pre-exam, during-exam, and post-exam misconducts. This was found to be the case

when examining the students' ratings of the effectiveness of the methods used to decrease before-exam, during-exam and after exam misconduct

8. As per the findings of the second hypothesis, there was not a significant difference in the mean perception ratings of the effectiveness of the procedures used to decrease pre-exam, during-exam, and post-exam misconducts between male and female teachers. These ratings were based on the teachers' observations of the learners.

In summary, all respondents, both students and teachers, agreed that the accepted ways to decrease post-exam misconduct are somewhat effective, as their response ratings are just above 2.5; however, three of the techniques for reducing post-exam misconduct, focuses on student perceived notion, are incarcerating superintendents for aiding and abetting exam misconduct, banning schools implicated in exam misconduct from attempting to write external exams, and restricting schools engaged in exam misconduct from attempting to write external exams. Teachers also agree that prohibiting schools implicated in exam misconduct from writing external exam and imprisoning supervisors for assisting and abetting exam misconduct are ineffective measures.

Conclusion

These conclusions were reached due to on the investigation's key findings. This research assessed teachers' and students' perceptions of the efficacy of strategies used to reduce exam misconducts in public exams in Sekondi-Takoradi. The attitudes of teachers and students were assessed at three degrees of exam misconducts (pre-exam, during exam, and post-exam).

Teachers and students both agreed that the strategies for reducing exam misconduct were effective. Teachers and students both regarded the pre-exam and during-exam procedures as effective.

Both teachers and students had an unfavourable impression of post-exam procedures, which are still ineffective.

Both male and female students thought the strategies used to reduce exam misconduct were effective.

Both male and female teachers thought the strategies used to reduce exam misconduct were effective.

Recommendations

These recommendations are made based on the study's results and implications:

1. Ghana Education Services could enhance the established strategies for reducing before and during exam strategies by developing more effective strategies.
2. The government should implement the Act on Exam Misconduct to guarantee that offenders are punished in accordance with the Act's provisions.
3. Ghana Education Services should provide a training for both teachers and students to strengthen strategies for reducing exam misconduct.
4. West Africa Exam Council should address poor custodian handling of exam materials.

Suggestions for Further Studies

1. A bigger sample size is suggested for a replication of this work in other regions.
2. A study using a mixed method approach should be done in other Regions.



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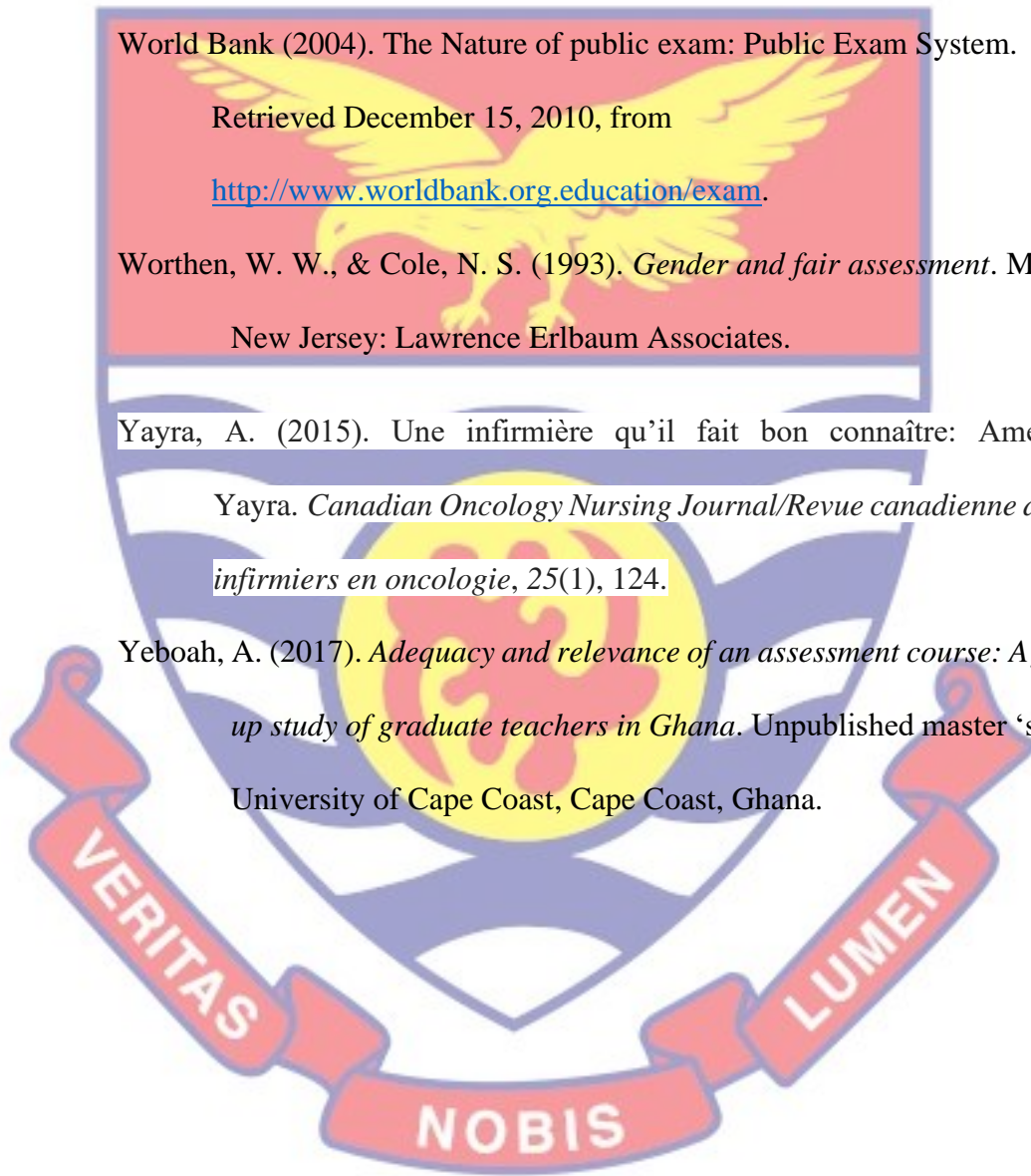
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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR SENIOR HIGH SCHOOLS TEACHERS

Dear Respondent,

I am an MPhil student at the University of Cape Coast, offering measurement and evaluation. I would be very grateful if you could find time to complete this questionnaire for me. The purpose of the questionnaire is to obtain information for my research topic: “Students’ and teachers’ perceptions towards effectiveness of strategies adopted in curbing exam misconduct in public exams in Sekondi-Takoradi Metropolis”. You are kindly requested to complete the questionnaire honestly as possible. Your responses to the items in this questionnaire are invaluable in conducting this research. The questionnaire must be completed anonymously and your responses would be treated with confidentiality. All information provided is purely for research purposes.

SECTION A

Demographic Characteristics

INSTRUCTION: Please tick ✓ as the response that best describes you.

Gender

(a) male

(b) female

SECTION B

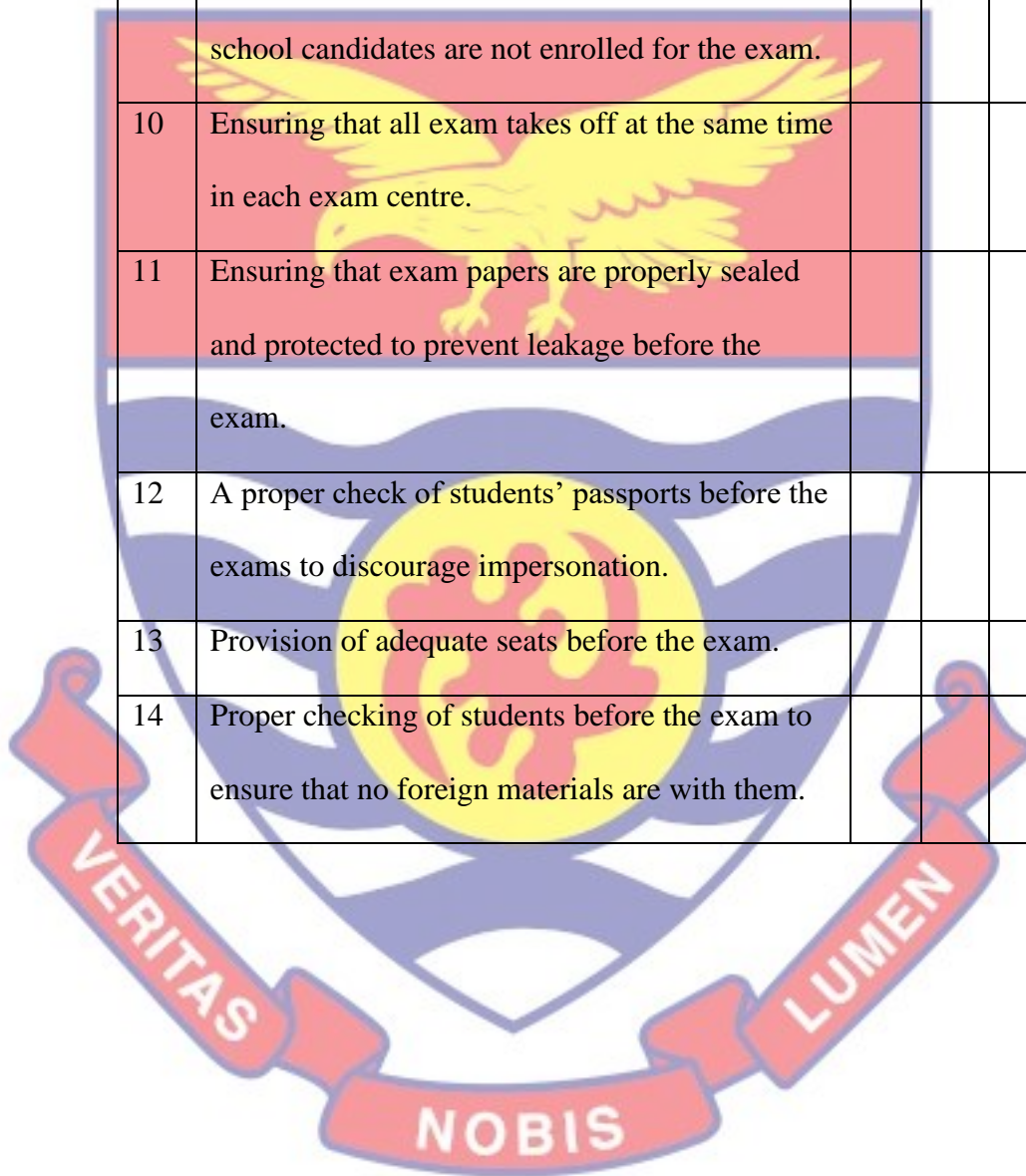
INSTRUCTION: Please kindly use the following scale to indicate your perception of the effectiveness of the existing strategies for curbing pre-exam, during the exam, and post-exam misconducts. Tick \surd the response appropriate to you with a pen.

N/B: NE= Not Effective, SE=Slightly Effective, E= Effective, VE= Very Effective

SECTION B: Strategies adopted in curbing pre-exam misconducts.

S/N	Strategies	NE	SE	E	VE
1	Appointment of supervisors early enough before the exam.				
2	Appointment of invigilators early enough before the exam.				
3	Provision of adequate mobility for supervisors by exam bodies.				
4	Providing adequate answer scripts and exam papers before the exam.				
5	Providing enough personnel for supervision and invigilation of public exam				
6	Provision of enough security at each of the exam centres to ensure security and uninterrupted exam.				
7	Registration of students with their passport pictures.				

8	Ensuring that teachers, invigilators, and supervisors are well remunerated to guard against involvement in misconduct.				
9	Proper monitoring of the enrolment of candidates by exam bodies to ensure that non-school candidates are not enrolled for the exam.				
10	Ensuring that all exam takes off at the same time in each exam centre.				
11	Ensuring that exam papers are properly sealed and protected to prevent leakage before the exam.				
12	A proper check of students' passports before the exams to discourage impersonation.				
13	Provision of adequate seats before the exam.				
14	Proper checking of students before the exam to ensure that no foreign materials are with them.				



SECTION C: Strategies for curbing misconduct during exam.

S/N	Strategies	NE	SE	E	VE
1	An unannounced visit to exam centres by external supervisors.				
2	Ensuring that all answer scripts are collected by an authorized person at the end of the exam.				
3	Handing over to the law enforcement agents any candidates caught cheating during exam.				
4	Proper searching of students who go out during exam to ensure that no foreign materials are with them.				
5	Attendance forms must be filled by candidates and collected by invigilators on each paper.				
6	Preventing candidates from “giraffing” during an exam.				
7	Preventing the use of prepared materials during an exam.				
8	Handing over to the law enforcement agents, all those caught assisting candidates during an exam.				
9	Preventing individuals who are not registered exam invigilators from giving external assistance to students during an exam.				

SECTION D: Strategies adopted in curbing post-exam misconduct

S/N	Strategies	NE	SE	E	VE
1	Cancellation of entire results for mass misconduct in any exam centre.				
2	Cancellation of candidate's result if caught cheating.				
3	Banning of schools involved in exam misconducts from writing external exams.				
4	Imprisonment of supervisors for aiding and abetting exam misconduct.				
5	Blacklisting of teachers involved in exam misconduct.				
6	Withholding of candidates' results when exam misconduct is suspected for proper investigation.				
7	Disqualification of answers not written on answer booklet provided.				
8	Remarking exam scripts when misconduct is suspected.				

APPENDIX B

UNIVERSITY OF CAPE COAST

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR SENIOR HIGH SCHOOLS STUDENTS

Dear Respondent,

I am an MPhil student at the University of Cape Coast, offering measurement and evaluation. I would be very grateful if you could find time to complete this questionnaire for me. The purpose of the questionnaire is to obtain information for my research topic: “Students’ and teachers’ perceptions towards effectiveness of strategies adopted in curbing exam misconduct in public exams in Sekondi-Takoradi Metropolis”. You are kindly requested to complete the questionnaire honestly as possible. Your responses to the items in this questionnaire are invaluable in conducting this research. The questionnaire must be completed anonymously and your responses would be treated with confidentiality. All information provided is purely for research purposes.

SECTION A

Demographic Characteristics

INSTRUCTION: Please tick ✓ as the response that best describes you.

Gender

(a) male

(b) female

SECTION B

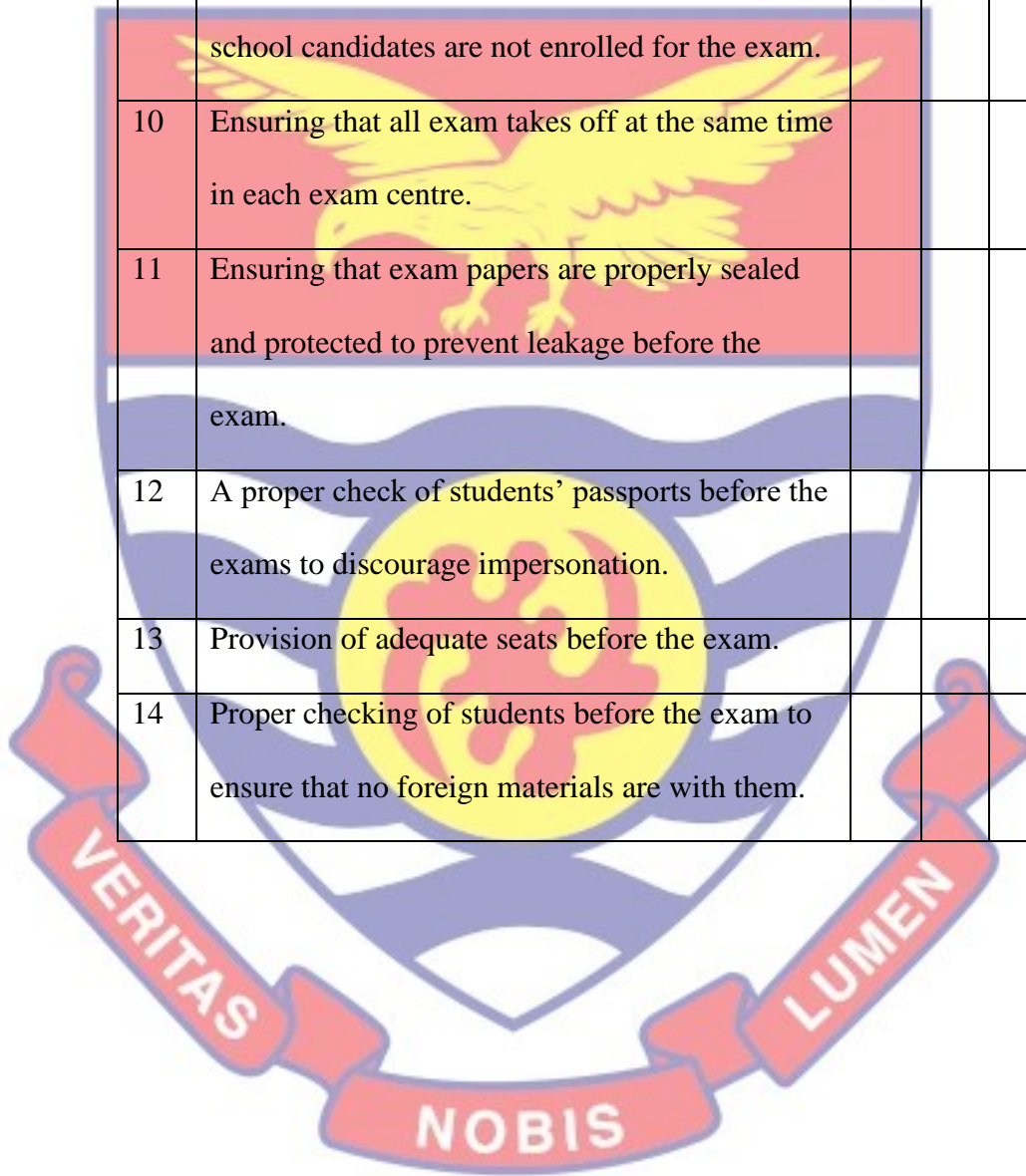
INSTRUCTION: Please kindly use the following scale to indicate your perception of the effectiveness of the existing strategies for curbing pre-exam, during the exam, and post-exam misconducts. Tick \surd the response appropriate to you with a pen.

N/B: NE= Not Effective, SE=Slightly Effective, E= Effective, VE= Very Effective

SECTION B: Strategies adopted in curbing pre-exam misconducts.

S/N	Strategies	NE	SE	E	VE
1	Appointment of supervisors early enough before the exam.				
2	Appointment of invigilators early enough before the exam.				
3	Provision of adequate mobility for supervisors by exam bodies.				
4	Providing adequate answer scripts and exam papers before the exam.				
5	Providing enough personnel for supervision and invigilation of public exam				
6	Provision of enough security at each of the exam centres to ensure security and uninterrupted exam.				
7	Registration of students with their passport pictures.				

8	Ensuring that teachers, invigilators, and supervisors are well remunerated to guard against involvement in misconduct.				
9	Proper monitoring of the enrolment of candidates by exam bodies to ensure that non-school candidates are not enrolled for the exam.				
10	Ensuring that all exam takes off at the same time in each exam centre.				
11	Ensuring that exam papers are properly sealed and protected to prevent leakage before the exam.				
12	A proper check of students' passports before the exams to discourage impersonation.				
13	Provision of adequate seats before the exam.				
14	Proper checking of students before the exam to ensure that no foreign materials are with them.				



SECTION C: Strategies for curbing misconduct during exam.

S/N	Strategies	NE	SE	E	VE
1	An unannounced visit to exam centres by external supervisors.				
2	Ensuring that all answer scripts are collected by an authorized person at the end of the exam.				
3	Handing over to the law enforcement agents any candidates caught cheating during exam.				
4	Proper searching of students who go out during exam to ensure that no foreign materials are with them.				
5	Attendance forms must be filled by candidates and collected by invigilators on each paper.				
6	Preventing candidates from “giraffing” during an exam.				
7	Preventing the use of prepared materials during an exam.				
8	Handing over to the law enforcement agents, all those caught assisting candidates during an exam.				
9	Preventing individuals who are not registered exam invigilators from giving external assistance to students during an exam.				

SECTION D: Strategies adopted in curbing post-exam misconduct

S/N	Strategies	NE	SE	E	VE
1	Cancellation of entire results for mass misconduct in any exam centre.				
2	Cancellation of candidate's result if caught cheating.				
3	Banning of schools involved in exam misconducts from writing external exams.				
4	Imprisonment of supervisors for aiding and abetting exam misconduct.				
5	Blacklisting of teachers involved in exam misconduct.				
6	Withholding of candidates' results when exam misconduct is suspected for proper investigation.				
7	Disqualification of answers not written on answer booklet provided.				
8	Remarking exam scripts when misconduct is suspected.				

APPENDIX C

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 0332091697
Email: dep@ucc.edu.gh



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref:

1st July, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

THESIS WORK LETTER OF INTRODUCTION: MR. JUSTICE DADZIE

We introduce to you Mr. Dadzie, a student from the University of Cape Coast, Department of Education and Psychology. He is pursuing a Master of Philosophy Degree in Measurement and Evaluation he is currently at the thesis stage.

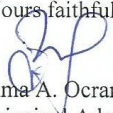
Mr. Dadzie is researching on the topic: **“TEACHERS’ AND STUDENTS’ PERCEPTION TOWARDS EFFECTIVE STRATEGIES ADOPTED IN CURBING EXAMINATION MALPRACTICE IN PUBLIC EXAMINATION IN SEKONDI-TAKORADI METROPOLIS.”**

He has opted to collect or gather data at your institution/establishment for his Thesis work. We would be most grateful if you could provide him with the opportunity and assistance for the study. Any information provided would be treated strictly as confidential.

We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,



Ama A. Ocran (Ms.)
Principal Administrative Assistant
For: **Head**

APPENDIX D

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu.gh/RS/21-79  Date: 17th June, 2021
Your Ref:

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680


The bearer, Dadzie Justice, Reg. No. CE/MEE/19/0010 is an
M.Phil. / Ph.D. student in the Department of Education and
Psychology in the College of Education Studies,
University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to
undertake a research study on the topic:

Students and teachers' perception towards
effectiveness of strategies adopted in curbing
examination malpractice in public examinations
in Sekondi-Takoradi Metropolis.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/~~her~~ proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/~~her~~ study. The ERB would be grateful if you would give him/~~her~~ the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,


Prof. Linda Dzama Forde
(Secretary, CES-ERB)