UNIVERSITY OF GHANA

DEPARTMENT OF HISTORY

A HISTORY OF GHANA'S SECOND CYCLE EXTERNAL EXAMINATION SYSTEMS, 1951-2006

BY

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(10346754)

THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MPHIL HISTORY DEGREE

JULY, 2018
DECLARATION

I, Cerdick Ofori Antoh, hereby declare that except for references to other peoples’ works which have been duly acknowledged, this work is the result of my own research, done under the supervision of Dr. N. Y. Sapong and Dr. Kwame Adum-Kyeremeh and has neither in part nor wholly been presented elsewhere for another degree.

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DR. KWAME ADUM-KYEREMEH
(SUPERVISOR)

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DEDICATION

I dedicate this work to my Lord Jesus Christ, my parents, Mr. Daniel K. Antoh and Mrs. Cynthia Kwarteng, Dr. Aboagye Otchere (my mentor), Aunty Lydia Antoh, Emmanuel Tandoh, my siblings and Rev. Eastwood Anaba’s Love Revolution Campaign team.
ACKNOWLEDGEMENT

To God be the glory, for the great things he has done, has it not been His mercies…. I thank the Lord Almighty for his favor throughout all this period of study. I thank Rev. Eastwood Anaba, who through his “Love Revolution Campaign” gave me hope to reach this height. I am grateful to my parents, Mr. Daniel K. Antoh and Mrs. Cynthia Kwarteng for their good parentage role in my life. This work has been successful through the sacrifices of some individuals. First among them is Dr. F. Aboage Otchere who did not only buy the admission form for me but also paid almost half of my fees. Thank you Dr. Aboagye for having faith in me. Also, to my brother and friend, Emmanuel Tandoh, God bless you for the pain you went through to aid me to come this far. You emptied your account to enable me pay my fees, thank you. To my best friend, Perpetual Agyemang Senyah, you have been a blessing throughout and I am grateful.

It was a privilege working with Dr. N. Y. Sapong and Dr. Adum-Kyeremeh. Thank you, my able supervisors, for your directions and guidance from the beginning till the end of this thesis writing. I am also grateful to Prof. Akosua A. Perbi for her motherly role in my life. To all the staff of the Department of History, University of Ghana, especially Prof. S. Ajayi, Dr. Emmanuel Ofosu-Mensah Ababio (HOD), Dr. C. Amoah Boampong and Mrs. Evelyn Fayose Otoo, for your encouragement. I appreciate the positive comments and tutorage received from Dr. Victoria Ellen Smith. I thank Mrs. Martha Alibah for her material resources and readiness to support my studies.

It is worth mentioning to recognize the immense contribution of Uncle Richard Bonsu, Evangelist Richard Danso, Gideon Essel and Joseph Doku, for their spiritual and physical support. This work could not have been possible without the benevolence act of Mr. Ernest K. S. Sasu, who provided me with his personal laptop computer to facilitate this production. Ernest
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To end with, I value the service I received from the Public Record and Archives Administration Department (PRAAD, Accra).
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ABSTRACT

Traditional African societies are not oblivious to examinations. The introduction of formal education to British West Africa, however with school examinations, date back to the eighteenth century. This system brought a different understanding of assessing learners with its own unique form of examination, administered after a period of study. The aim of this study is to provide a historical survey of second cycle external examinations and the two common intertwined problems of annual examination malpractices and poor examination performance in Ghana. At the pre-tertiary level of Ghana’s education, there exist both internal and external examinations. Despite successive governments’ effort to provide accessibility, equity, and quality education through the adoption of three different external examination models known as the British, National and Sub-regional examination models, the problem of examination malpractice and poor examination performance still persists in second cycle education in Ghana.

This thesis makes use of both primary and secondary sources. Primary sources included data from the Public Record and Archives Administration Department (PRAAD), archival documents from the Ministry of Education, National and Headquarters of the West African Examination Council, the Parliament of Ghana and Balme Library. Also, this study relied heavily on oral interviews. Moreover, the work engages various secondary sources such as books, articles, journals etc.

This thesis revealed that the West African Examination Council (WAEC) was established after G.B. Jeffery report of March 1950 supporting the demand and agitation for a local body to perform what the University of Cambridge Local Examinations Syndicate and the University of London School Examinations Matriculations Council previously did in the colonies.
Also, the thesis identified over-emphasis of examinations and certification in Ghana, poverty, fear, and the abuse of technology as the factors responsible for examination malpractices.

With regards to poor examination performance, failure by WAEC to organize its examination at the appropriate and original period, abuse of formative assessment by teachers and counsellors, inability to complete syllabus and the traditional parents’ and students’ role were identified as the factors responsible for poor examination performance among second cycle students in Ghana. The thesis also brought to light a poor application of Continuous Assessment in grading second cycle students in Ghana.
# LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>A-Level</td>
<td>Advanced Level</td>
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<tr>
<td>AEAA</td>
<td>Association for Educational Assessment in Africa</td>
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<td>AVEC</td>
<td>Association of Vocational Education Colleges</td>
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<td>BECE</td>
<td>Basic Education Certificate Examination</td>
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<td>CA</td>
<td>Continuous Assessment</td>
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<tr>
<td>CCTV</td>
<td>Closed-circuit Television</td>
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<tr>
<td>CEE</td>
<td>Common Entrance Examination</td>
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<tr>
<td>CHASS</td>
<td>Conference of Heads of Assisted Secondary Schools</td>
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<tr>
<td>CPP</td>
<td>Convention Peoples Party</td>
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<tr>
<td>CSSPS</td>
<td>Computerized School Selection and Placement System</td>
</tr>
<tr>
<td>EMS</td>
<td>English Language, Mathematics, and Science</td>
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<tr>
<td>FA</td>
<td>Formative Assessment</td>
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<tr>
<td>FCUBE</td>
<td>Free Compulsory Universal Basic Education</td>
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<td>GCE</td>
<td>General Certificate of Education</td>
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<td>GES</td>
<td>Ghana Education Service</td>
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<td>GIMPA</td>
<td>Ghana Institute of Management and Public Administration</td>
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<td>GLC</td>
<td>Ghana Legal Council</td>
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<tr>
<td>GNP</td>
<td>Gross National Product</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>GSL</td>
<td>Ghana School of Law</td>
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<tr>
<td>HND</td>
<td>Higher National Diploma</td>
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<td>HOD</td>
<td>Head of Department</td>
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<tr>
<td>HSC</td>
<td>Higher School Certificate</td>
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<tr>
<td>IB</td>
<td>International Baccalaureate</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>IEA</td>
<td>Institute of Economic Affairs</td>
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<td>JAMB</td>
<td>Joint Admissions and Matriculation Board</td>
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<tr>
<td>JCE</td>
<td>Junior Certificate Examination</td>
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<tr>
<td>JHS</td>
<td>Junior High School</td>
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<tr>
<td>JSS</td>
<td>Junior Secondary School</td>
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<tr>
<td>MSLCE</td>
<td>Middle School Leaving Certificate Examination</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NAB</td>
<td>National Accreditation Board</td>
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<td>NCEA</td>
<td>National Council for Educational Awards</td>
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<td>NDC</td>
<td>National Democratic Congress</td>
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<td>NECO</td>
<td>National Examination Council</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<tr>
<td>N&amp;MC</td>
<td>Nursing and Midwifery Council</td>
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<td>NPP</td>
<td>New Patriotic Party</td>
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<tr>
<td>NRCD</td>
<td>National Redemption Council Decree</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>O-Level</td>
<td>Ordinary Level</td>
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<td>PNDC</td>
<td>Provisional National Defense Council</td>
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<td>PRAAD</td>
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<td>RSA</td>
<td>Royal Society of Arts</td>
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<td>SA</td>
<td>Summative Assessment</td>
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<td>SC</td>
<td>School Certificate</td>
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<td>SC/WAEC</td>
<td>School Certificate of West African Examination Council</td>
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<td>SDP</td>
<td>Second Development Plan</td>
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<tr>
<td>SEIP</td>
<td>Secondary Education Improvement Project</td>
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<tr>
<td>SHS</td>
<td>Senior High School</td>
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<tr>
<td>SSCE</td>
<td>Senior Secondary Certificate Examination</td>
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<tr>
<td>SSS</td>
<td>Senior Secondary School</td>
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<tr>
<td>SSSCE</td>
<td>Senior Secondary School Certificate Examination</td>
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<tr>
<td>TLMs</td>
<td>Teaching and Learning Materials</td>
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<tr>
<td>TEDRO</td>
<td>Test Development and Research Office</td>
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<tr>
<td>UCC</td>
<td>University of Cape Coast</td>
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<tr>
<td>UCLES</td>
<td>University of Cambridge Local Examination Syndicate</td>
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<tr>
<td>UG</td>
<td>University of Ghana</td>
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<tr>
<td>UHAS</td>
<td>University of Health and Allied Sciences</td>
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<tr>
<td>UK</td>
<td>United Kingdom</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<tr>
<td>Code</td>
<td>Description</td>
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<tr>
<td>UPSA</td>
<td>University of Professional Studies</td>
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<tr>
<td>WAEC</td>
<td>West African Examination Council</td>
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<tr>
<td>WASSCE</td>
<td>West African Senior School Certificate Examination</td>
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CHAPTER ONE
INTRODUCTION

BACKGROUND TO THE STUDY

The 1951 Accelerated Development Plan introduced by Ghana’s first president Osagyefo Dr. Kwame Nkrumah brought a gargantuan increase in school enrolment at all levels.\(^1\) Dr. Nkrumah did not downplay expanding pre-tertiary education and giving larger access to every Gold Coast child to experience and obtain formal education.\(^2\) It is clear his government was committed to accessibility and children can now find schools easier as compared to an earlier period, yet progressing from one level to another was not automatic, meaning students had to justify their progression through examinations.\(^3\) Examinations have been part of educational delivery in Ghana. This thesis argues that in spite of successive governments efforts to provide quality assessment models for the second cycle education through the adoption of three different examination models known as the British, National and Sub-regional examination models, yet the problems of examination malpractice and poor examination performance still persist in Ghana. Much has been written on Ghana’s educational system, yet the channel through which students’ progress from one level to another has not received the required attention.

\(^1\) In the Gold Coast, for example the biggest single increase in the primary school population occurred in 1952, on the implementation of the Accelerated Development Plan. See PRAAD, RG3/5/646, Common Entrance Examination for the Assisted Secondary Schools-Policy.

\(^2\) The rapid expansion of primary education was the most striking feature of the Accelerated development Plan for education, which was of the new government earliest proposals. See H. O.A. McWilliam and M. A. Kwamena-Poh, *The development of education in Ghana* (London: Longman, 1975), 83.

\(^3\) Although not all of this greatly increased primary school population will gain admission to the middle schools from which secondary school entrants are drawn, there is little doubt that with the increase in the number of middle schools, a large proportion of them will do so, and that the number of candidates presenting themselves for the secondary school entrance examinations will increase accordingly. From this, it is evident that the question of the methods whereby children are selected for secondary education is one which merits close study. if the best is to be made of the limited resources available, it is imperative that the methods employed should be as reliable as it is possible to make them, so as to ensure, so far as is fitted to profit from the type of education offered by the secondary schools. See PRAAD, RG3/5/646, common entrance.
An examination is an old-age activity. According to Francis Agbodeka, “Imperial China has been conducting formal competitive examinations for the past 1,500 years.” Africa was not oblivious to examination. Traditional social and economic activities such as craftsmanship, weaving, basketry, etc. demanded a master-learner relationship. The learner who agrees to be taught, placing more emphasis on the psychomotor, acquire this training for several years as stipulated in the contract terms. At the end of the training, the master has to certify the learner and based on his or her performance may either graduate or otherwise. For example, a learner who came to be taught how to make basket, at the end of his or her training can be given the tools and materials and is expected to produce a basket before the master, other learners or apprentice, other masters aside the learners immediate master or sometimes at the gathering of a whole community. Agbodeka relates, “the examining body that was the community, and the examination was a display or an exhibition of talent, skills and indeed knowledge.” The judgment of the learners' performance is sometimes not done by the master alone but by the entire community. According to S. M. Suping, C. J. Mokgothu and K. G. Garegae, “the master as it were, would satisfy himself of the performance of the student before the student is released to stand on his own. Thus, the student graduated upon mastery of skills and demonstration of such.” Introducing formal education brought a different twist to training an individual in Ghana, with its own unique form of an examination administered after a period of schooling.

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5 Agbodeka, The West African, 1.
A test is “a means of measurement characterized by systematic administration and scoring procedures, formalized objectives, and applications aimed at intra or inter individual comparisons.” A lot of emphasizes have been placed on external examination.

Regarding the sub-region, school external examinations date back to the eighteenth century. To provide examinations in British West African colonies, provision was made to have one body responsible for examining students in the colonies. The colonial masters of West Africa provided a common examination model for schools in the colonies. L. J. Lewis relates, “common provisions were made for these countries to use some facilities which initiators believed such services should be provided for all West Africans and not individual countries. It was easier and economically prudent to have one system, which could easily be managed and financed instead of setting up a single autonomous Council for each country.” Having a West African examination in the sub-region was, therefore, a colonial legacy.

The Ghana Education Service (GES), under its curriculum unit, treat examination as a necessary component. The curriculum supports the examination system to ensure that students receive the right education that aids teaching and learning, regarding content delivery. The curriculum meets national needs. However, curriculums are sometimes shaped by the mode of examinations available to the student. When describing the Nigerian syllabus, Lewis relates that” the content of the syllabuses was prescribed by the examination requirements of the Cambridge Junior and Senior Local Examinations, and the Matriculation Examination of the University of London, and which did not provide special papers based upon local material, the

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8 Agbodeka, *The West African*, 5
courses were hardly relevant to the local environment.”

Examinations have been part of educational delivery in Ghana. At the pre-tertiary level of Ghana’s education, there exist both internal and external examinations. The internal examination is organized by a particular school and is under the auspices of the school authorities. The internal examination consists of day-to-day activities, regular exercises, assignments, group discussion, “mental-drill”, etc. Students are also tested internally by class tests and end of term examinations. These take place in the school throughout the period of study. Because this examination is limited to a particular school, it differs in shape and form, from one school to another. However, it serves a common purpose for all the schools, thus, to ensure students participation, assess their understanding and to monitor progress. The student’s attitude to the classroom day-to-day activities (assessment) differs from the end of term examination. Students averagely take the end of term examination serious and are committed to studying for more hours to prepare for such examination. F. Champion Ward “discovered that the nature of examination had a profound influence on the extent and type of preparation which the students made.”

On the other hand, the external examination, currently West African Senior School Certificate Examination (WASSCE) for the second cycle, for example, is not under the control of a particular school. These examinations attract national concerns and all stakeholders are anxious about it. One common trait of this examination is known in Ghana as “apor”.

A body mandated to conduct and issue certificates for final year students in pre-tertiary institutions controls the external examination. As

12 “Apor” is a Twi word for examination malpractice. A situation where examination questions leak, leading students to cheat. Lewis describes as unfortunate this situation. Unfortunately, the very first exercise was marked by a serious defect that has continued to be a source of anxiety and embarrassment, namely leakage of the question papers. See, Lewis, “Society, School”, 96.

With the leakage of the very first examination, one will have expected the situation will be different for the past 66 years but it is still the same and with advancement in information and communication devices, the canker keeps repeating itself annually.
the internal examination aids students’ progress from one class or form to another, the external examination helps them to move from one level of education to another. The external examination has gone through no less than three transitions. Beginning from the common entrance examination, serving as a ticket to enter into a particular school. Ghana had the GCE Ordinary and Advanced (O/A) Level examinations. Also, the Senior Secondary School Certificate Examination (SSSCE) came into existence with the 1987 educational review policies. Students currently have to write the West African Senior School Certificate Examination (WASSCE), adopted in 2006. These external examinations are officially supposed to be written once to ensure school completion and certification. However, students unable to pass this examination can write it again as Private candidates, with some joining other schools for a re-registration for the examination. The latter is not common since most school authorities find it difficult accepting new student into their form three or final year class. Ghana’s educational system is broadly divided into three levels: Basic, Second cycle and Tertiary Level. At each level, written examination is inevitable because it is the major means for which students move from one form or level of their education to another.

Examination is a significant component of educational delivery. According to L.J. Lewis, “one of the ancillary education services that is most in demand is that of providing machinery whereby educational attainment can be assessed and candidates selected for further training or employment.” Hence, the important role associated with an examination in
Ghana. To assess with local content, the West African Examination Council (WAEC) was established in 1952.\textsuperscript{16} According to McWilliam and Kwamena–Poh “the existence of WAEC was as a result of a recommendation by Dr. G.B. Jeffery (who was the director of the London Institute of Education)\textsuperscript{17} and in its early years owed much to his advice.”\textsuperscript{18}

The initial desire to establish a local examination body was accepted by 1951.\textsuperscript{19} It was the same year that the Convention People Party government massively won the national election and its leader Dr. Nkrumah was released from prison to be in charge and control its affairs. In that year, the CPP government, under the leadership of Nkrumah introduced its flagship Five-Year Development Plan.\textsuperscript{20} A lot of progress in Ghana’s pre-tertiary education was made with the introduction of the Accelerated Development Plan, especially in the area of accessibility. Also, through the Second Development Plan (SDP), WAEC received its initial capital to establish its office complex. WAEC as a body is mandated to examine final year students, both at the basic and second cycle levels in Ghana. The Council was established to conduct a local examination for the colonies instead of the Cambridge Schools Examination Syndicate.\textsuperscript{21}

\begin{itemize}
\item \textsuperscript{16} The WAEC was established in 1952 with headquarters in Accra, Ghana after the Government of the then Gold Coast (Ghana), Nigeria, Sierra Leone and Gambia had enacted an ordinance in this regard in 1951. Liberia joined the League in 1974 as the fifth member. See Achiibe, M.O. & Bassey, E.O. “The Effect of Administration of Senior School Certificate Examination conducted by WAEC and NECO on Public Perception of the examinations in Nigeria,” \textit{Journal of Educational Assessment in Africa}, vol 7, (2012): 78.
\item \textsuperscript{17} It was not until 1950, when the Secretary of State for the Colonies to visit West Africa invited Dr. G.B.Jeffery, Director of the London Institute of Education, and to report on a proposal that there should be instituted a West African Schools Examination Council that the matter was again considered. Dr. Jeffery found that there was urgent need to establish a system for competitive and selection examinations specific to West Africa. See, Lewis, \textit{Society, School & Progress in Nigeria}, 94-95.
\item \textsuperscript{18} McWilliam and Kwamena-Poh, \textit{The Development of Education in Ghana}, 81.
\item \textsuperscript{19} Foster, \textit{Education and Social Change in Ghana}, 185.
\item \textsuperscript{20} The 10-year development plan that had been drawn up in 1946 and was to involve £11.5 million in expenditure was dramatically expanded to produce a 5-year development plan that was to cost £120 million. See Roger S. Gocking, \textit{The History of Ghana} (London: Greenwood Press, 2005), 99-100.
\item \textsuperscript{21} Of the third category of examination, Dr. Jeffery found that there was urgent need to establish a system for competitive and selection examinations specific to West Africa. After his report was accepted by the British and the West African governments, a Council was established composed of representatives of the Nigerian, Gold Coast, Sierra Leone and Gambian governments, a number of teachers, representatives of the university colleges of Ibadan, Gold Coast, Fourah Bay, and representatives of the University of London and of the Cambridge Schools Examinations Syndicate. See Lewis, \textit{Society, School & Progress in Nigeria}, 95-96.
\end{itemize}
The Council conducts not only school examinations, but also conducts tests for the business world. Though the Council conducts examinations for both primary and second cycle schools, for this study, attention will be paid to second cycle examinations. The importance of examination in school curriculum and in the educational delivery has led states to enact legislation about assessment. According to Scales Eldridge, “in 1961, the State Legislature of California enacted a bill requiring every public school in the state to administer standardized tests.”

The significance of education to national development has led successive Ghanaian governments to adopt policies leading to improvement in the country’s educational system. Among the efforts are the educational reforms and reviews, curriculum development, issues of accessibility and enrolments, teacher’s motivation etc. However, one crucial area in Ghana’s educational system has received less attention and that is, its examination model for assessing students. Examination remains a critical component of the educational system, yet Ghana’s educational system does not have a constant and a particular model of examination for its Second cycle students. Unlike the Basic school examination which has seen consistency for the past 26 years, the Senior High School (SHS) final examination model has been continuously changing from one model to another. Examination plays a crucial role in educational development and needs to receive the needed attention as all other aspects of our education would receive. With this background, I seek to assess second cycle examination system, look at the reasons for the annual examination malpractices, and understand the factors responsible for student poor performance in Ghana.

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22 The first examinations organized entirely by the West Africa Examination Council were civil service promotion examinations for the Gold Coast Government. See Lewis, Society, School & Progress in Nigeria, 96.
ESTABLISHMENT OF THE MINISTRY OF EDUCATION AND GHANA EDUCATION SERVICE

Ministry of Education (MOE)

The Ministry of Education (MOE) is the highest authority regarding formal education in Ghana. According to Kwabena N. Bame, “the year 1974 witnessed also the reorganization of the Ministry of Education, the governmental body in charge of pre-university education in Ghana.”

The ministry, assisted by several agencies ensures policy formulation and implementation in Ghana. The ministry works in close relation with other departments and international bodies such as National Archives and Bureau of Ghana Languages and United Nations Educational, Scientific and Cultural Organization (UNESCO). The head of the ministry of education is always a political figure appointed by the president of Ghana and works with the government in appointing heads of the other agencies, making the other agencies dependent on the ministry.

The ministry serves as the final authority in terms of “formulating policies and or guidelines and the exercise of financial control in respect of pre-university education and of all the agencies."

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25 … even though it still is in charge of policy formulation and supervision of policy implementation of pre-university education, other agencies have been established under it to perform some of its other functions. Some of the new agencies include The Ghana Library Board, Ghana Institute of Languages, Ghana Book Development Council, National Service Secretariat, National Teacher Training Council etc. See Bame, “Teachers Motivation,” 22.


27 It should be emphasized that the Education Service, and for that matter any of the other agencies specified above, is not completely autonomous. Not the least indicative of this is the fact that the Director-General and his two Deputies (and the same is true of the top officers of the other agencies) are appointed by the Ghana Government on the recommendation of the Minister. See Bame, “Teachers Motivation,” 25.
other agencies ultimately rest with the political head of the Ministry of Education.”

The ministry takes examination as a relevant activity. Examination helps the ministry to generally assess pre-tertiary education performance in the country. The ministry engages in a yearly research to produce an annual performance report. The yearly report produced with the help of WAEC’s examination results, enables the ministry to evaluate pre-tertiary education from the district through to the regional and at the national level. Several decisions are made from external examinations through the annual performance report. The ministry can measure the rate at which it is progressing and keeping focus in terms of its quality, access and equity agenda. The ministry, who also measures itself with the performance from student’s external examinations, supports the organization of the test in both human and financial resources.

**Ghana Education Service (GES)**

According to Bame, the Ghana Education Service (GES) “established in 1974 as Ghana Teaching Service by a decree (N.R.C.D. 247) and in the following year re-designated Ghana Education Service by an amendment decree (N.R.C.D. 357).”

GES is the biggest agency under the Ministry of Education, in charge of administration, teaching and learning regarding training and recruitment of teachers and curriculum development. It takes into account the working conditions of its members. It also works closely with the Ministry of Education for financing education in Ghana. Bame relates, “the GES has taken over the administrative, financing and inspectorate functions of the Ministry.”

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28 Bame, “Teachers Motivation,” 25
29 Bame, “Teachers Motivation” 23.
30 Bame, “Teachers Motivation,” 34
The GES as a governing body represented by a Council chairman and always headed by a Director-General, supported by two Deputies appointed by the government of Ghana. It is also represented by regional and district directors. Another important group that GES works with are the heads of Second Cycle institutions, known as Conference of Heads of Assisted Secondary Schools (CHASS). The centralized nature of administration give room to the Local Councils (who support in infrastructure and other ancillary services), religious bodies (founders of formal education in Ghana), associations, individuals, Non-Governmental Organizations (NGOs) etc. to operate in a supportive manner with the GES. The Ghana Education Service does not work with the MOE alone, but works with the other educational agencies and bodies. GES support WAEC to examine final year students before they complete pre-tertiary education in Ghana. Members of GES work with WAEC in organizing examination for its candidates. They support in conducting and marking of WAEC examinations.

FOCUS/PILLARS OF GHANA’S EDUCATION SYSTEM

To educate its citizens, these three features have been identified as the focus of education in the country: access, quality, and equity. Every policy focuses on with respect towards educating Ghanaians these features.

Access

The desire of every government in Ghana is to educate all children. Several kinds of research confirm the benefit of formal education. All aspects of human development are tied in the level
of education received by a person. Gold Coast missionary activities by Europeans were facilitated by formal education. The desire for missionaries to educate the people of the Gold Coast was born out of personal gains (that is educating the African was for economic and religious benefit). Colonial master’s desire to establish schools was a means to an end. Hence, the idea to make available, formal education by missionaries and colonial masters was for educated Africans to play a primary role of middlemen. Political parties in independent Ghana realized the need to champion the course of educating its citizens to practice their democratic agendas easily, and as a way of ensuring economic and social development. All those in an administrative position in the country have realized how education relates to their subjects. This is because education is able to bring positive change, improvement, and development both to the individual and the state. Hence, the desire of various governments to make education accessible to the people. Philip Foster and McWilliam & Kwamena-Poh have expressed the policies of expanding accessibility by various governments. The desire of successive governments to put many people in the classroom has been done at the expense of providing quality education to schoolchildren.

31 The goal of education relates to training the “whole person” so that the individual concerned could become a useful member of his society and contribute meaningfully to nation-building and development. See Agbodeka, Francis “Education in Ghana: Yesterday and Today,” Ghana Studies 5, (2002), 21. Ghana, like any other modern civilization, values formal education and sees it as an empowerment for socio-economic emancipation. See also Patrick Nicanda Kodzo Allala: The Quandary of Collaboration with Female School Administrators: Social Distance in Ghana, Sub-Saharan Africa. (2015), 29.


33 Foster, Education and Social Change in Ghana, 184-186, 192. See also McWilliam and Kwamena-Poh, The Development of Education in Ghana, 83.
Equity

Equity is defined in this work as fairness, or the desire to achieve fairness in our quest to educate every school-going child, despite his or her sex. The MOE look at equity from a gender perspective. This alone is not enough. The MOE has to expand its scope for providing equity to students. It is not enough to define equity regarding male-female ratio. It is the ministry’s desire that male students will not be more than the female population as the case has been from time immemorial. Colonial education and traditional society in Ghana encouraged few females to participate in formal education. This can be attributed to the patriarchal society and other traditional systems that do not support female education. Several statistics on educational development show male dominance in school.\textsuperscript{34} To address this challenge, there has been some effort such as affirmative actions and girl-child education among others to get more females in the classroom. In Nigeria for instance, when it was realized there was an achievement gap, “the Federal Government in 1988 set out a guideline on criteria for admissions. The guidelines ensure that while 45% should be admitted on merit, 35% should be allocated to Catchment areas and 20% to Educationally Less Developed States, to help to bridge the gaps.”\textsuperscript{35} However, a closer look at Ghana’s educational practices meant that the country has made little progress in its hope to ensure educational equity. It is difficult to consider the system and operations of the Ghanaian education as one which wants to ensure equity especially when you define equity in terms of fairness. External examinations in Ghana are unable to fairly examine the cognitive, affective and psychomotor (the three domains of education)\textsuperscript{36} of children. More emphasis is placed on the cognitive at the expense of the other two domains. Students’ who are talented

\textsuperscript{34} Allala, \textit{The Quandary of Collaboration}, 29-31
\textsuperscript{35} Onyeneho et al “Reforms tailored towards narrowing gaps, 101-102.
more at the affective and psychomotor, are at a disadvantaged position. J. Mung’oo, & F. Moorad, reveal a similar situation in Botswana, where the Junior Certificate Examination (JCE) which is a public examination for Botswana Junior Secondary Schools, lack the ability to offer a fair assessment for all children.  

“In Botswana, the problem is exacerbated by unfair assessment procedures which reward the cognitive and theoretical aspects of learning overlooking other forms knowledge.”  

According to Mung’oo & Moorad “the education system cannot talk about equity in education unless the inherent abilities in each child are recognized and rewarded.” Also, the mere grouping of schools into class structure cast a snare on the hope of achieving equity. If Ghana as a state has an educational system which groups schools into category A, B, C, D etc., where is equity when one finds himself or herself in category D and the other is placed at category A? They enjoy different environments, with difference in terms of availability of teaching and learning materials, accommodation etc. Obviously, the training and formation in these different school environments will not be the same, hence, the huge disparities in student external examinations performance in Ghana. A similar case was observed in Nigeria, with a “clear margin of disparity in achievement existing between the Northern and Southern geo-political zones.”

Even though the MOE aims to achieve equity in educational delivery, its operations and systems defeat such aspiration and leave one to wonder if the ministry wants to achieve equity in delivering education to its citizens. “Our greatest concern is whether there is sufficient commitment in our society to significantly and directly address the problems of educational equity

38 Mung’oo & Moorad, Towards equity, 95.
39 Mung’oo & Moorad, Towards equity, 99-100.
40 Mung’oo & Moorad, Towards equity, 99-100.
through any sustained and coherent strategy”. These differences affect teaching and learning, hence, the differences in examinations and capabilities of students the nation intends to provide the same educational system for.

Quality

It is the hope of Ghana’s educational system to properly educate all students. Prof. Alabi B. Goski opines, “Quality is what you want and what works for you.” When one agrees with Prof. Alabi’s definition of quality, it is indeed not clear what Ghana wants from its second cycle students, hence, the frequent political parties’ changes in education from one system to another. The inability to decide on a unique and distinct Ghanaian educational system has led to the experimental approach that confronts education. Ghana’s educational system continuous from its British predecessor, sometimes some American, and other foreign components, which tells one that, the country possibly does not know what she wants and what will or should work for her.

In its attempt to discuss the quality aspect, the Ministry of Education relates quality to performance and the number of trained teachers as against untrained teachers in its 2013 Educational Sector Performance Report. The examination is key, considering the ministry’s emphasis on performance. However, these two indicators are not enough. Mung’oo & Moorad for instance, realized that “quality of education, more often than not is denoted by good test scores, yet, the playing ground is often not level such as resource disparities between regions and schools in many developing countries.” It is therefore a matter of concern for the ministry to

43 Mung’oo & Moorad, Towards equity, 95.
look at all necessary indicators, which will help produce a holistic graduate at all levels of education, to compete with anyone across the globe. The wish to provide quality education in Ghanaian tertiary institutions, for example, has helped to establish various Quality Assurance units at various level of education. Yet, it is still not clear what the country expectations are in terms of the individuals graduating from second cycle education.

HISTORIOGRAPHY

The historiographical survey for this thesis is grouped into two parts. The first set of historiographies pays attention to how educationist, test expert, psychologist, individuals, and groups in educational measurement have sustained the literature conversation relating to tests and other forms of assessment. The second group of works will look at the general literature on educational delivery in Ghana. This second aspect of historiography will pay attention to how various aspects of Ghana’s educational system have been researched by scholars from different fields and endeavours.

Testing is a great concern to students, teachers, parents, educationists and educational administrators etc. Cecil R. Reynolds, Livingston B. Ronald and Wilson Victor defined test as “a device or procedure in which a sample of an individual’s behaviour is obtained, evaluated and scored using standardized procedures.” 44 There are various tests available to test developers. Regarding the different test, David A. Payne, identified four most frequently used test procedures for measuring educational achievement; Oral exam, Essay test, Objective test and Standardized test.” 45 Robert J. Marzano considered five categories of items such as Forced-

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Choice items, Short written response, Essay, Oral response, Report, Demonstrations, and Performance. Other forms of tests are Speed test, Power test, Mastery test etc. This thesis wants to discuss the essay test and objective test since majority of the second cycle public examination in Ghana assume these types. The essay test which is the traditional test gives the examinee the privilege to express himself or herself freely with no restrictions. The examinee in responding to the items can express his or her own ingenuity. In his book, “The Assessment of Learning: Cognitive and Affective”, Payne alluded to the freedom enjoyed by examinee to express himself in essay tests as compared to other forms. According to Marzano, essay items provide students with questions for them to “react to” in their response. Scholars have identified candidate’s ability to plan their thought, the less difficult in developing questions and less ability for guessing as the merit of essay type test. However, the subjective aspect regarding the marking, inability to cover a large aspect or portion of the syllabus, difficulty in marking are some disadvantage’s relating to essay items. The essay part of WAEC examination always forms the highest percentage of the total marks. The objective testing came into existence as test developers searched for different, easier and faster means of assessing candidates. Macintosh and Morrison define an objective test as one in which the questions or items are asked in such a way that one predetermines correct answer is provided with other incorrect options. They

46 Robert J. Marzano, Classroom Assessment & Grading that Work, (Alexandria, Virginia, USA: Association for Supervision and Curriculum Development, 2006), 76.
48 Marzano, Classroom Assessment & Grading that Work, 80.
51 Macintosh and Morrison, Objective Testing, 9.
52 Macintosh and Morrison, Objective Testing, 7.
considered objective testing as a new technique of assessing students. 53 Daniels argues for a situation where testing will assume more objectives nature instead of the traditional essay types. 54 WAEC introduced objective testing in 1957 to aid the Council examinee the increasing number of candidates with flexibility. Agbodeka explained how some subjects could be tested easily using objective items. 55 The gains made with objective testing, led WAEC to dedicate a whole unit responsible for objective testing in 1963 known as the Objective Testing Unit. 56 He added that marks score from objective item was sufficiently high when compared with that of the traditional essay type. 57 Reliability of result, objectivity in marking and ability to cover a larger area of the syllabus are benefits relating to objective items. 58 Students guessing for answers, time-consuming with developing items, difficulty in developing the tests are bottlenecks to objective tests. Swan Desmond argues that it was the attempt to overcome the subjective nature of testing that has resulted in objective testing. 59

Some scholars have also paid attention to test reliability and test validity as the two most important technical concepts in testing. As a technique, test developers are under obligations to ensure that their items are reliable enough to all stakeholders involved with the test item. Payne defined test reliability as “the extent to which a test is accurate or consistent in measuring whatever it measures.” 60 Summative Assessment measures what students have

53 Macintosh and Morrison, Objective Testing, 7.
60 Payne, The Assessment of Learning, 503.
learned at the end of a programme. Is summative assessment able to perform its role in educating a person? How reliable is SA, here WASSCE? WAEC examination can only assist education in Ghana if and only if, its test is accurate and reliable. Macintosh and Morrison discuss the three factors that ensure test reliability. First, the extent to which different the same test are comparable. Second, the consistency with which those who take the test perform upon it and finally, the consistency with which the test is marked. Payne also mentioned these factors in his work. In his presentation, Swan argues that the subjective nature of test especially the essay type may cause low reliability. Test validity according to Payne, “is the extent to which a test does the job for which it is used, i.e. the extent to which a test measures what it is supposed to measure.” Test validity deals with the accuracy to which a test measures what it should measure. G. P. Beggan argues that the validity of the test reduced when test items cover a small aspect of the learning objective. A situation which challenges test users and reveals the danger of over-relying on test results. Beggan advocates a testing mechanism where different testings’ are involved to enable test validity and reliability to increase.

Another aspect of testing worth mentioning is the “users of test.” Users of test placed much emphasis on testing results, hence, the anxiety associated with testing. Payne argues that test critics should direct their focus on test users instead of test administration. What use are grades to various test users and what meanings are associated with the test? Macintosh and

69 Payne “*The Assessment of Learning,*”435.
Morrison identified three users of an external test. The candidates (who will take the test), the teacher and the staff of the organization or body responsible for developing the test.\textsuperscript{70} P. Gallagher also identified three users of the test as the providers of future learning opportunities (admission boards), employers and the learners themselves (student).\textsuperscript{71} Gallagher describes a misleading and dangerous situation which occurs when test results are abuse and not properly used by its users.\textsuperscript{72} Moreover, the element of chance in examination should be recognize and appreciated by test users. Examinations results are “worshipped” by test users. Students are ‘defined’ by grades and marks, yet several literature records argue clearly that “the element of chance” in examination is very high and defeat the ‘deity or infinite’ status ascribed to test results. It clearly tells examination alone cannot be a true reflection of a candidate. Sir Philip Hartog and E. C. Rhodes identified that even when individual examiners were employed in place of boards of examiners, the element of chance in the examination can only be minimized but not eradicated.\textsuperscript{73} They argued the discrepancies and disagreements present in marks from a panel of qualified and experienced examiners.\textsuperscript{74} Drawing conclusions with test marks can be misleading for test users. Therefore, additional methods should be employed when using or deciding with test results. This makes scholars appreciate formative assessment instead of summative assessment. D. G. Lewis discovered how the same script awarded different marks by fifteen independent examiners.\textsuperscript{75}

\textsuperscript{70} Macintosh and Morrison, “Objective Testing,” 17.
\textsuperscript{72} Gallagher, Assessment – A Sociological Perspective, 71-72.
\textsuperscript{73} Sir Philip Hartog and E.C. Rhodes, An Examination of Examination, 10.
\textsuperscript{74} Hartog and Rhodes, An Examination of Examinations, 11.
\textsuperscript{75} Lewis Assessment in Education, 97-98. See Appendix.
Other studies in Ghana’s educational system relevant to this study are, the Governmental Reforms and Reviews in the educational system and issues of Curriculum Development. There are also works on Accessibilities and Equity and some works talk about students’ performance. First, issues of Reforms and Reviews. Almost all Ghanaian governments have tried to review the Educational System in the country. But for this work, I will look at Nkrumah’s Convention Peoples Party (CPP), Rawlings Provisional National Defense Council (PNDC) and Kufuor’s New Patriotic Party (NPP) educational reforms and reviews in 1961, 1987 and 2004 respectively. Towse Peter, Anamuah-Mensah and Dent David (2005), trace the commissions and committees established to discuss current focus for the nation’s education system. According to Towse et al., “the 1961 Act of the first government ushered in free universal primary education.” Nkrumah’s government was more interested in accessibility. This was because education before his era was a reserved for the few rich. Hence, his introduction of the Free Compulsory Universal Basic Education (FCUBE), which was to ensure that at least every Ghanaian child, receives a basic education. The educational structure during the CPP era was the 6-4-5-2 system. This consists of 6 years of Primary education, 4 years Middle school, 5 years of Secondary School and 2 years of Sixth Form. Their studies also reveal how the PNDC adopted the 6-3-3 system, which was 6 years of primary education, 3 years of Junior Secondary School and 3 years of Senior Secondary School instead of the earlier 6-4-5-2 system. The country’s pre-tertiary education still operates with the system recommended by the PNDC’s Evans Anfom-led committee of 1987. Even though there was an effort to modify this system in 2002, that new system was short-lived, or could not survive. According to Quist O. Hubert (2003), it

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77 Towse et al Bridging the Gap, 8.
was during the PNDC regime that both the BECE and SSSCE were introduce. The BECE, which is a national examination, is the major examination that enables one to move from basic school to the second cycle in Ghana. The SSSCE, which was also a national examination, was changed in 2006 to a sub-regional examination called WASSCE. Both examinations also help to further one's education from the second cycle to the tertiary. Agbodeka Francis (2002) traces the reforms and reviews during the various regimes. The Ministry of Education, Youth and Sports (2004), “White Paper on the Report of the Education Reform Review Committee”, also contributed. The review committee was led by Anamuah-Mensah, and they recommended a change from 6-3-3 to 6-3-4 policy. This recommendation or system only survived for three years and was replaced by the earlier system. It is clear political actors mostly direct the educational policies in Ghana and this has done the country more harm than good. Several educational projects and programs have been discontinued because of change of political parties at the expense of the country.

On Access, Equity and Quality in education, the focus of most Ghanaian governments is to increase enrolment or ensure that all within the school going age obtain a formal education. Quist discusses efforts by previous governments to increase accessibility and expansion of secondary education. He explains further, how under president Nkrumah, a national secondary school project was implemented through the Ghana Education Trust (1957-1964), to increase the number of schools in the country, especially in the rural areas. The immediate past president of Ghana, His Excellency John Dramani Mahama in his 2012 Manifesto promised to build

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79 Agbodeka, Education in Ghana, 35-41.
81 Quist, Secondary Education, 189.
The president of Ghana, His Excellency Nana Akuffo Addo’s Free SHS Policy is also aimed at accessibility. According to the Minister of Education, Dr. M. Opoku Prempeh, the policy intends to make secondary school education easily accessible to all school-going children across the nation. All these are efforts towards allowing every child to obtain formal education. The Ministry of Education 2013 Educational Sector Report reveals three areas that the Ministry focuses attention on, in terms of second cycle education. These are; Access, Equity, and Quality. The report reveals that the number of secondary schools in the country keeps on increasing and enrolment is now high. The Ministry looks at Equity in terms of boys’ and girls’ ratio in pre-tertiary education. It was clear from the report that a lot of girls can move from JHS 3 to SHS 1. However, the completion rates for boys are higher than the girls. There is no effort from the ministry’s report on how this situation will be addressed or curbed. The situation demands a national effort and practical steps to ensure these girls who can enter the secondary school complete school as the boys do. With respect to quality, successive governments have not directed clear policy that will provide quality education and only focus on performance when considering quality.

In relation to financing education in Ghana, even though the 1992 constitution of Ghana calls for progressively free education, the country economic strength cannot operate an open and absolute free education at all levels. Ghana’s pre-tertiary education enjoys free education while the tertiary level operates on a cost-sharing approach. While Ghana government bears the cost of providing pre-tertiary education, students and parents or guardians share the cost of

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83 Daily Graphic, Friday, June 23, 2017:41
84 Ministry of Education Annual Education Sector Report, (2013), 63.
tertiary education in the country with the government. Government’s decision to bear the cost is partly due to the economic sense of education in the country. Education is human capital, production, and an investment. These economic activities are expected to yield positive returns. Education is a good economic venture and lucrative one to push resources into it. Also, the importance of education has made Ghanaian governments to push a huge amount of money into educating its people. The education sector is receiving the highest ‘budget allocation’ or is among the highest sectors during national budget allocations. Nations’ allocating huge resources to education is not limited to Ghana. Ernesto Schiefelbein relates, “from 1960-77, the percentage of gross national product (GNP) allocated to education rose by 60% and the rate of increase in developing countries was higher than in developed countries. Moreover, curriculum development is very key in providing education at any level. According to Fenwick W. English, the curriculum consists of the experiences of children and youth under the auspices of the school.” Ghana has had several curriculum reviews considering its developmental path at a particular period. The concern of curriculum developers is to design a curriculum that meets national developmental goals. Ross L. Neagley & N. Dean Evans opine, “educational goals emerge from society so that in any given era the goals of education reflect the national goals of the period.”

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Curriculum and national goals relation have raised concerns on the medium of instruction (seen as “a process, i.e., a series of events intended to lead to some learning outcomes). These concerns represent a result of what is considered as appropriate means of knowledge transmission especially in the early years of a child education. In the early years of providing education in the colonies, Governor F. Gordon Guggisberg argued for a curriculum with vernacular inclusion. It was the desire of governor Guggisberg to use vernacular as the medium of instruction. The UNESCO PARIS, published in 1953, The Use of Vernacular Language in Education, relates “… the best medium for teaching a child is his mother tongue.” The need for the curriculum and that matter the entire educational agenda to meet national goals has been the drive for almost all educational reforms and reviews in the country. In their studies, Bridging the Gap: Linking School and the World of Work, national needs such as skills acquisition and employment were identified by Towse et al, as the goal for education and curriculum development among almost all the governments. Another important aspect of the curriculum, so necessary especially in this 21st century, is having a curriculum that provides graduate at all levels of education with Information and Communication Technology (ICT) skills. There is an

91 … the Governor’s insistence that the country’s children should not be de-nationalized, the committee said that in what are today known as primary school, English should be introduced as early as possible as a subject of instruction, but that the vernacular should be the medium of instruction. They also made recommendations about the preparation of vernacular textbooks, as a result of which, a special Publications Officer was appointed. Guggisberg minuted: (This is probably the most important of all the committee’s recommendations. How can these infants really learn a subject in a foreign language; an adult might?)”. McWilliam & Kwamena-Poh, The Development of Education, 55.
92 UNESCO PARIS, The Use of Vernacular Language in Education, 1953
93 The CPP era. In 1966, the educational Review Committee recommended the introduction of two-year pre-vocational classes (continuation schools) based on industrial and farming needs of the country. The PNDC era also established the Dzobo Educational Reform Committee of 1974, which introduced the concept of Junior Secondary Schools, with the emphasis on practical subjects and activities to enable pupils to acquire occupational skills while still at school. In addition, the 1986 Evans Anform Committee echoed the need for education to be relevant to professional employment opportunities. Finally, the NPP era, in 2002 constituted the Anamuah-Mensah Committee and charged them to review the educational system and address the problems encountered in producing the requisite manpower for the country’s economy. Emphasis was placed on ensuring that education met the employment needs of the country. See Towse et al, Bridging the Gap, 9-10.
urgent call for curriculum developers to design an ICT-led curriculum. The world today is one of a computer world and technology is the new currency worldwide. It is appropriate for any country to seriously educate its citizenry with an education embedded with ICT skills. The conventional or traditional approach to teaching which consists of “teacher talks, the students listen and occasionally respond, preferably in writing” is giving way if it has not given way to a technological classroom experienced with student interacting with computers on regular bases. Curriculum developers should ensure there is a “continuous curriculum improvement” and this must be done with the aim of improving teaching and learning at all levels. In developing a vision of curriculum Excellence, Allan A. Glatthorn identifies that such a task should highlight this development; 1) the changing nature of society and your community, 2) the changing nature of student, 3) the new development in technology and 4) the current research on teaching, learning, and curriculum.

This study is guided by the Summative Assessment (SA) concept. However, it is almost impossible to talk about Summative Assessment exclusive of the Formative Assessment (FA). Both the Summative Assessment and Formative Assessment are interdependent since getting the best out of Summative Assessment depends on a good use of the Formative Assessment. An efficient use of FA will produce a good SA outcome, with FA being the process and SA being the product. Norton et al shares the view that, the traditional SA is seen as an endpoint while FA tends to be continuous. In *formative assessment in higher education: moves towards*

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theory and the enhancement of pedagogic practice, Mentz Yorke describe FA as a form of assessment that contributes to student learning through the provision of information about performance while SA is concerned with determining the extent to which a student has achieved curricular objectives. SA here refers to the WAEC’s examinations. Michael S. Scriven, who is considered as the originator of formative evaluation, used the term to mean an on-going improvement of the curriculum and the end of that curriculum. The main goal is to ensure that such information can lead to positive change which hitherto could not have been obtained. According to Tamakloe et al, FA is to receive data resulting to a revision of a curriculum for its effectiveness. FA is therefore to assist day-to-day teaching and learning, both in the classroom and outside the classroom. SA which “is seen as a finality at the point of the judgment,” assist in obtaining information after a period of study. In Principles and Methods of Teaching, Tamakloe et al argued that SA “can be done when students have been exposed to the entire contents of a course through instruction in relation to the established objectives.” In looking at the gains from SA, Tamakloe et al identified some crucial roles played by this concept in the educational process. First, SA is used to grade or certify students at the completion of relevant courses. They mentioned the School certificate as a clear example. Thus, after the three years’ senior secondary school, the Council issues students who sat for WAEC examinations with certificate. It is the ‘superiority status’ of this certificate that makes students and candidates ‘do everything within their limits’ to obtain credit grades. Secondly, they mentioned the

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100 Tamakloe et al, Principles and Methods of Teaching, 161.
102 Tamakloe et al, Principles and Methods of Teaching, 262.
103 Tamakloe et al, Principles and Methods of Teaching, 162.
information provided for placement and promotion in the school system by SA.\textsuperscript{104} This extends SA not to cover only public examinations but end of term examination as well. This examination is used to select students who will be promoted to another or repeated at the same form. This thesis employed SA due to the role of external examinations in the life of students and candidates in Ghana. All the three models of examination, thus, the British, National and Sub-regional examination model serve as summative examinations. The O/A level, SSSCE and WASSCE examinations provide certification to students and candidates and are used for promotion, ensuring that standards are met and could be used for admissions and employment. Despite the ‘superiority status’ assumed by SA in Ghana, the impact of its feedback to improve teaching and learning is not massive or huge as compared to the FA. The ability for learners to receive quick feedback that will bring change is easier received from FA than SA. Yorke describes how learners can receive feedback from even their peers and how in addition students can engage their teachers and assessors with feedback from FA.\textsuperscript{105} This is not the case with SA which are mostly done by external body regarding the second cycle final examinations. For this reason, Continuous Assessment should be effectively used as part of SA. Yet the role of SA in the Ghanaian society makes it a crucial aspect and because all the three models of examination at the second cycle external examination takes this form, using it as a guide for discussing each of these examination model becomes appropriate.

\textsuperscript{104} Tamakloe et al, Principles and Methods of Teaching, 162.
\textsuperscript{105} Yorke, Formative assessment in higher education, 481, 485.
OBJECTIVES OF THE STUDY

The broad aim of this study is to discuss the three models of second cycle examinations and the two common intertwined problems of annual examination malpractices and poor examination performance in Ghana. The history of standardized examination at the second cycle education is assessed. The study will explore the nature and changes relating to the transitions from one model of examination to another. This history will be traced in relation to the model of examination taken during the CPP era. Since the first president took over from the colonial masters, he was going to decolonize and nationalize several institutions. What made him to carry over this colonial examination system established before Ghana’s independence? Did Nkrumah maintain this examination because the country was not ready to have its own national body responsible for assessing student or it was too early for him since the Council was established just a year after he took over affairs? What might influence such decision by Nkrumah? The PNDC government introduced the Senior Secondary School Certificate Examination (SSSCE), which started in 1993. What was President Rawling’s motivation to switch from GCE ‘O’ and ‘A’ level examinations to the SSSCE as a national examination? Was the change by the PNDC government necessitated by nationalism, thus, given a national twist to this all-important aspect of the nation’s educational system? Finally, the thesis will look at Ghana’s participation in the sub-regional examination model from 2006 under NPP Kufuor-led administration. This work also discusses the factors that are responsible for the annual examination malpractices. Finally, this thesis explores the factors responsible for the poor examination performance among second cycle students in Ghana.
RESEARCH QUESTIONS

The study is therefore guided by these questions.

- What led to the establishment of the West African Examination Council?
- What is the nature and evolution of second cycle examinations in Ghana?
- What are the factors for poor WASSCE performance among second cycle students in Ghana?
- What are the factors responsible for the second cycle annual examination malpractices in Ghana?

METHODOLOGY

This study is largely a qualitative one, as it seeks to discuss the three models of second cycle examinations and the factors responsible for the increasing examination malpractice and poor summative assessment performance in Ghana. This thesis makes use of both primary and secondary sources. Primary sources were extrapolated from the Public Record and Archives Administration Department (PRAAD). Data from PRAAD provides information on Nkrumah’s Second Development Plan, spanning from 1st July 1959 to 30th January 1964. Nkrumah, who was poised to expand every aspect of this nation, realized he could not do this without a strong and firm educational system. Examination role in educating people cannot be under-estimated. Hence Ghana’s first president decision to support the examination Council to provide sound examination at the pre-tertiary level of Ghana’s education. The file titled RG3/5/2101: The Second Development Plan and West African Examination Council, contains the document from the Ministry of Education signed by the Ag Permanent Secretary E.B.S. Alton, requesting WAEC to submit its plans and projects expenditure to be presented to the Second Development
Plan committee. This file reveals the Council budget to construct its current headquarters and other offices across the country. The document tells how much was approved by the SDP committee for the Council project. It is clear how the government supported the Council activities. This central government arrangement of supporting such activities is still common. Another file consulted was RG3/5/646: *West African Examination Council Common Entrance Examination*. This document revealed the rules and regulations governing the Common Entrance Examination. The CEE as the name suggested was the earlier examination for individuals who desired to enter into the country’s second cycle institutions. Moreover, RG3/5/2103: *Study of Educational Policy in Africa* was also a useful file. This document discusses a joint project by the Secretary of State for the Colonies and the Trustees of the Nuffied Foundation. The goal of this project was for the two to study educational policy and practices in the British Tropical Africans Territories. These experts were to visit West, East and Central Africa respectively during the second half of 1951.

In terms of challenges faced in obtaining information, PRAAD data have little to provide on contemporary issues, specifically the latter part of the 20th century and the early years of the 21st century, where the timeline of this thesis transcends. Again, I faced the challenge of reading hand writing materials from PRAAD. In addition, some materials from PRAAD were not in good shape, some were torn, while others could not be located.

This thesis uses archival documents from the Ministry of Education, Ghana Education Service, the National and Headquarters of West African Examination Council, the Parliament of Ghana and the University of Ghana Balme Library. These documents are aimed at providing additional information on these institutions relationships and usage of Summative Assessment, which will be used in various chapters of this study. Again, oral interviews contribute greatly to this work. The work intends to rely on the voices and memory of head teachers, classroom
teachers, parents, students, and the Minister of Education and Ghana Education Service officials. These individual testimonies will shape this work and provide new and additional information to the secondary sources. Another limitation to this study was the difficulty in reaching the institutions, staffs and other authorities whose voice have been incorporated in this thesis. Some institutions by their rules and regulations find it difficult providing me with information’s they considered ‘confidential’. This is a “confidential document”, was a common phrase in my attempt to seek for some files and documents from some institutions I needed data. The busy schedule of some officials such as Head of institutions, directors and registrars was a setback. As they mostly could not be available for agreed interview dates and dates, have to be rescheduled. Yet, through recommendations and referrals, some close friends of my interviewees introduced me to them and this was a breakthrough for me to undertake my interviews. The oral interviews supported the scanty materials from PRAAD and informed my use of the secondary literatures.

In addition, this work engages various secondary sources. These secondary sources include books, articles, research and conference papers, journals and working papers. Materials were also obtained from Balme Library, University of Ghana, etc.

**RELEVANCE OF THE STUDY**

This work discusses examination in Ghana with specific emphasis on Second cycle examination system. The work explores a historical survey of second cycle examination models with keen interest to understand the factors responsible for the increasing examination malpractice and student’s poor performance regarding summative assessment in Ghana. The work contributes to the history of education in Ghana but gives priority to one major aspect of Ghana’s educational history which had not received the required attention even in the general literature
on education in Ghana. This thesis also projects the Council responsible for assessing pre-tertiary students in Ghana as a colonial legacy in British West African colonies. It separates examination from the general discussions on colonial legacies and pays particular attention to student examination as a segment not prioritized by earlier scholars. This study also seeks to influence decision makers in Ghana Education service, Ministry of Education, WAEC and all who are involved in assessing second cycle students. Finally, the work seeks to redirect scholarly thinking towards assessment of students.

ORGANISATION OF THE STUDY

The study will be divided into five chapters. The First chapter, which is the introduction, deals with the general background to the work. A general discussion on examination, the establishment of the Ministry of Education and the Ghana Education Service, which serves as the highest authority in Ghana’s educational sector is incorporated in this chapter. The three focuses of the government of Ghana in delivering education was included in this first chapter (i.e., Access, Equity and Quality). Also, this chapter consists of a historiographical survey of relevant literature to this study. The methodology through which data is obtained and gathered to support the study is imbedded in the introduction. Again, the objective and the relevance of this study is well laid out in this introductory chapter.

Chapter Two of this thesis will focus on the establishment of the West African Examination Council. The chapter will look at some progress regarding the Council activities in the country, such as the increasing number of candidates for its examination, the 1984 WAEC Endowment and Award fund and the early release of candidate’s examination results.
Chapter Three examines the nature and evolution of second cycle examination in Ghana. It talks about the particular examination adopted during Nkrumah’s CPP, Rawlings PNDC, and Kufuor’s NPP governments. These examinations are GCE Ordinary and Advanced (O/A) Level, the Senior Secondary School Certificate Examination and the West African Senior School Certificate Examination respectively. The chapter begins with Ghana’s education system during Nkrumah, Rawlings and Kufuor’s administrations.

Chapter Four explores both the factors responsible for examination malpractices and poor examination performance in Ghana. The chapter looks at the trend of student performance by using student WASSCE performance for the past decade as a case study.

Chapter Five which is the final chapter offers the conclusion to the entire work. The findings from this thesis are well explained in this last chapter.
CHAPTER TWO

ESTABLISHMENT OF THE WEST AFRICAN EXAMINATION COUNCIL (WAEC)

The West African Examination Council was established in 1952.\textsuperscript{106} It is the body responsible for conducting external examinations for its member countries. Examination is a crucial aspect of students’ life and a necessary mechanism for every educational institution. As the colonies progressed in education, there was the need to give a local taste to the knowledge received from British colonial institutions. External examination in the colonies, before the establishment of WAEC was the preserve of British institutions mostly the University of Cambridge Local Examination Syndicate and the University of London School Examinations Matriculations Council. The battle for decolonization was seen in every aspect of African life. African call to see a shift from British educational delivery was not only seen in terms of the content of the curriculum, but also in terms of assessment mechanism. Hence, the call for an African body to produce examinations in the colonies. Boahen relates, “African colonies should be free to build up an educational tradition of their own.”\textsuperscript{107} African demand for independence was at its peak during the early years of the 1950s. Not surprisingly, the Jeffery committee supported having an African examination body.\textsuperscript{108} The Jeffery committee after its work in March 1950 published its report. The four West African governments and the West African Inter-Territorial Secretariat accepted the report. This acceptance by all parties were followed by an ordinance which

\textsuperscript{106} The WAEC was established in 1952 with headquarters in Accra, Ghana after the Government of the then Gold Coast (Ghana), Nigeria, Sierra Leone and Gambia had enacted an ordinance in this regard in 1951. Liberia joined the League in 1974 as the fifth member. See Achigbe, M.O. & Bassey, E.O. “The Effect of Administration of Senior School Certificate Examination, 78.


was first passed by the Legislative Assembly of the Gold Coast in December 1951. According to the WAEC Annual Report 1990,

“The ordinance charged the Council with determining the examinations required in the public interest in West Africa, and empowered it to conduct such examinations and to award certificates, provided that these certificates did not represent a lower standard of attainment than equivalent certificates of examining authorities in the United Kingdom.”

The three other members passed the ordinance in their respective countries, giving the Council a Corporate Body status. WAEC as an institution begun with four membership countries in British West Africa, namely; Nigeria, Sierra Leone, Ghana, Gambia and later Liberia joined this West African body in 1974 due to the goodwill the Council had attained across the continent, making the Council operate with five-member countries at the moment. Mr. Oduro Augustine explained how the good image of the Council has attracted Togo, a Francophone country to seek for some assistance in conducting its public examination.

WAEC’s operation is similar in all member countries. However, there are differences in some operational activities. There are differences regarding the content of examination and differences with subjects, especially the elective subjects. These differences exist because of individual nation’s cultural, social, economic and developmental needs. For example, a paper can have the same objective questions for a particular subject for the entire five-member countries, and still have different questions for the essay type. Also, regarding using WAEC examination for university education, while some countries besides WAEC certificate can also add their own national examination certificate, as done at Nigeria with the national Joint Admissions and Matriculation Board (JAMB), and or National Examination Council (NECO), the case of

110 Interview with Mr. Oduro Augustine, Accra, April 23, 2018.
Ghana is different. The only acceptable certificate for university education in Ghana is mostly the one obtained from WAEC.

Even though some private senior high schools do not graduate their students with WAEC certificates, every Ghanaian public school student writes the Councils examination. This shows the significant role WAEC examinations play among pre-tertiary students in Ghana. Hence, the desires and attitude to pass this examination at all cost which sometimes leads to examination malfeasance.

In Ghana, WAEC’s operations started in 1954 with the Common Entrance Examinations. This begun at the Prince of Wales College presently called Achimota School. But the Council through it elementary leaders secured a land and through the Second Phase of Dr. Nkrumah’s Accelerated Development Plan constructed their own office at Ridge, Accra, where they are still operating. Below is the Council’s first budget requesting approval to construct their current office.

112 PRAAD: RG3/5/2101- The Second Development Plan and West African Examination Council,
Dear Sir,

WEST AFRICAN EXAMINATIONS COUNCIL
GRANTS FOR THE SECOND DEVELOPMENT PLAN 1959-1964

I am writing in reply to your letter 32.56/2 of 31st January concerning possible grants for inclusion in the Second Development Plan. I regret the delay, which has been caused partly by preparations for the annual Council meeting and partly by the difficulty in preparing accurate estimates of the capital requirements of the Council at this juncture.

2. In my paper WAC 57/126 on the finances of the Council in Ghana, 1956-1959 forwarded to you under our reference Reg. 2.11/26 of 4th December, 1957, a capital programme was set out for 1958-9 providing £100,000 for the building of new offices, examination halls and staff quarters and for the purchase of Hollerith equipment.

3. The Asoma Building Sub-Committee of the Administrative and Finance Committee of the Council set on the 31st of January and approved schedules of office accommodation, examination halls and stores designed to allow a margin of 25% over present requirements. I should say that the representative of the Public Works Department was most anxious that such provision should be made.

4. The Sub-Committee has commissioned sketch plans of offices and an estimate of their cost. These will not be available until the middle of April and will then be considered by the Sub-Committee. But it is already clear that the offices of the size considered necessary for future requirements will cost very much more than the sum provided in the capital estimates of last December.

5. I regret therefore that I must ask you to amend the figures set out in the paper WAC 57/126 and substitute for them the following figures which will require confirmation when the building sub-committee has met in April.

6. The items shown for the period 1959-60 are staff estimates which have not been considered by the Council and which are entirely dependent on the continued growth of the examination programme.

<table>
<thead>
<tr>
<th>Item</th>
<th>1958-59</th>
<th>1959-60</th>
<th>1960-61</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offices in Accra</td>
<td>10,000</td>
<td>10,000</td>
<td>15,000</td>
<td>100,000</td>
</tr>
<tr>
<td>Examination Halls, Accra</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>60,000</td>
</tr>
<tr>
<td>&quot;   &quot; Kumasi</td>
<td>10,000</td>
<td>10,000</td>
<td>15,000</td>
<td>35,000</td>
</tr>
<tr>
<td>&quot;   &quot; Takoradi</td>
<td>5,000</td>
<td>10,000</td>
<td>15,000</td>
<td>30,000</td>
</tr>
<tr>
<td>Staff Quarters (a)</td>
<td>6,000</td>
<td>6,000</td>
<td>10,000</td>
<td>22,000</td>
</tr>
<tr>
<td>Hollerith Equipment</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>60,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>76,000</td>
<td>119,000</td>
<td>97,000</td>
<td>292,000</td>
</tr>
</tbody>
</table>

Note on Staff Quarters: this provides for four staff quarters to be begun in 1958 and completed in 1959 and two more in 1960-61.

Yours faithfully,

The Permanent Secretary,
Ministry of Education,
Accra.

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The Council at its embryonic stage agreed with the earlier UK examination bodies to continue assessing West African candidates. The Council at this childhood stage acted as agent on behalf of foreign examination bodies. Meaning the UK examination institutions had to continue with external examinations in Ghana and the rest of the member countries, until the Council could joined and later takes charge of this crucial aspect of education in all the member countries. The Cambridge University Local Examination Syndicate (CULES), University of London GCE, City and Guilds of London examination, Royal School of Arts examinations (RSA) are some of the few examinations conducted in the sub-region, for which WAEC was an agent. The Council progression from agency role to assume its primary objective of conducting local examination for member countries was gradual. It began with national examination with Ghana Sixth Form Bursary Examination as the first examination conducted by the Council in 1953. In 1955, the School Certificate Examination of Cambridge University Local Examination Syndicate was changed to West African School Certificate (WASC).\textsuperscript{113} The West Africa school certificate was at the beginning, a joint examination by WAEC and CULES. The first WAEC examination was conducted in 1956 in place of the School Certificate Examination.\textsuperscript{114} WAEC through its gradual process of adoption absorbed the examination subject by subject.\textsuperscript{115} WAEC’s participation in conducting examination for its member countries was done subject-by-subject in a gradual process. As a Council, they chose one subject at a time and joined the

\begin{flushright}
114 Agbodeka, The West African Examination Council, 33. \\
\end{flushright}
foreign bodies in examining the candidates. The Council began with those subjects with a lot of local content and emphasis, such as craftwork, African language etc.\textsuperscript{116}

The GCE O/A Level was mostly administered in Ghana and the other member countries. In fact, from pre-independence to the fourth republic, this examination has been the major tool for progressing to tertiary education. Until 1993 that, the Council for the first time organized a national examination in Ghana, known as the Senior Secondary School Certificate Examination and in 2006 switched to a sub-regional examination also referred to as the West African Senior School Certificate Examination. The WASSCE is still the only examination available for public second cycle education in Ghana.

**PROGRESS MAKING IN WEST AFRICAN EXAMINATION COUNCIL ACTIVITIES.**

**NUMBERS OF CANDIDATES FOR THE COUNCILS EXAMINATIONS**

WAEC considers the growth in the number of candidates who write its examination as a great achievement. The Council’s first examination in 1955 had 35,000 candidates throughout the sub-region but it was reported that 2,811,757 candidates wrote the 2009 examinations.\textsuperscript{117} The Council had 3,105,406 candidates for its examination in 2017.\textsuperscript{118} This achievement is also due to the Council’s examinations having assumed a central stage of education in member countries. The Council is solely responsible for pre-tertiary public examination in some member countries. In Ghana, writing the Council’s examination has been a must for all public pre-tertiary students who want to move from one level to another in their education. Since its

\textsuperscript{116} Agbodeka, The West African Examination Council, 36.


\textsuperscript{118} Address by the Registrar Dr. Iyi Uwadiae on the occasion of the 66th WAEC Day celebration on March 16, 2018.
establishment, it has been the only body responsible for final year pre-tertiary external examinations in Ghana. Below are the number of candidates who participated in the Council’s 2017 examinations.

**THE COUNCIL 2017 EXAMINATIONS**

The figure below shows the total number of candidate who wrote various examinations from the Gambia, Ghana, Liberia, Nigeria and Sierra Leone for 2017.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>WASSCE TOTAL</th>
<th>WASSCE %</th>
<th>NATIONAL TOTAL</th>
<th>NATIONAL %</th>
<th>APTITUDE/SELECTION TEST</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Gambia</td>
<td>16,669</td>
<td>0.75</td>
<td>91,093</td>
<td>10.56</td>
<td>-</td>
<td>107,762</td>
</tr>
<tr>
<td>Ghana</td>
<td>413,073</td>
<td>18.64</td>
<td>471,877</td>
<td>54.68</td>
<td>18,578</td>
<td>903,528</td>
</tr>
<tr>
<td>Liberia</td>
<td>10,821</td>
<td>0.49</td>
<td>84,293</td>
<td>9.77</td>
<td>1,818</td>
<td>96,932</td>
</tr>
<tr>
<td>Nigeria</td>
<td>1,702,962</td>
<td>76.84</td>
<td>-</td>
<td>-</td>
<td>5,848</td>
<td>1,708,810</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>72,649</td>
<td>3.28</td>
<td>215,725</td>
<td>25.00</td>
<td>-</td>
<td>288,374</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,216,174</td>
<td></td>
<td>862,988</td>
<td></td>
<td>26,244</td>
<td>3,105,406</td>
</tr>
</tbody>
</table>

*Source: Figure 1, adapted from an address by the Registrar on March 16, 2018.*

The Council in 2017 conducted examination for 3,105,406 candidates for the five-membership country. Examination conducted included the Council’s international examination (WASSCE),
which constituted the highest examination, with a total number of 2,216,174 candidates. The Council also conducted national examinations for 862,988 candidates for The Gambia, Ghana, Liberia and Sierra Leone. Even though Nigeria holds the breadth of the Council examination, looking at the fact that the Council’s main examination is the WASSCE with Nigeria constituting 1,702,962 (76.84%) yet Nigeria do not participate in the Council’s national examinations. This is because Nigeria in 1999 established her own National Examination Council (NECO) for that purpose. This is also the more reason why the number of candidates for national examinations is less when compared to the sub-regional examination. Despite the fact that WAEC also organizes some Aptitude/Selection test for member countries upon request, both the national examinations and the aptitude/selection text put together (862,988 and 26,244 thus 889,232) is incomparable with the sub-regional examinations (2,216,174) in terms of numbers. It is clear from the above figure that it is the second cycle examination with its huge numbers that is keeping the Council’s vibrancy in member countries. Without the second cycle examination, the Council strength in member countries will not have been felt much. For it is the WASSCE that is keeping the regional unity and ensuring the Council keeps its mandate.

The Council’s establishment of a research unit is a positive initiative and should be rigorous in its search to improve on the Council’s operations especially in combating malpractice and other fraudulent acts against the Council and its beneficiaries

**WAEC ENDOWMENT AND AWARD FUND**

One creative way of recognizing students’ effort is to offer an award in terms of scholarship, cash or any other thing befitting such hard work as determined by the awardee. The Council in 1984 instituted an International/Excellence Award for all member countries and a
National/Distinction Awards for individual countries. The Council’s Endowment Fund is a very innovative approach. However, schools in deprived communities will struggle to benefit from such reward. There should be a pragmatic approach to rewarding students. For example, instead of choosing overall best of students with 7 or 8A’s, there could be a policy of selecting best students from the various grouping in Ghana’s second cycle education. Ghana has grouped secondary schools into Group A, B, C, and D. Selecting best student from each group is more appropriate and representative instead of choosing overall best students, where such students are likely to come from Group A or B instead of Group D. The reason is that, students from Group A may enjoy different facilities as compared to those from Group D which have an automatic effect on their final examination performance. Below is a table of yearly international award winners from 1985 to 2011.

### WINNERS OF THE INTERNATIONAL AWARD FROM 1985 TO 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>1st Prize</th>
<th>2nd Prize</th>
<th>3rd Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>Ishola David Adedapo (Nigeria)</td>
<td>Jonah Nicholina J.E.O (Sierra Leone)</td>
<td>Adanu Richard Mawuena K. (Ghana)</td>
</tr>
<tr>
<td>1987</td>
<td>Akinpelu Adebayo Olakunle (Nigeria)</td>
<td>Anthony Olufemi (Sierra Leone)</td>
<td>Kwetey Prince Franklin (Ghana)</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Year</th>
<th>First Prize</th>
<th>Second Prize</th>
<th>Third Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>Carrol Bidemi Abioseh (Sierra Leone)</td>
<td>Coker Daniel Sakyi (Ghana)</td>
<td>Tagoe Cynthia-Clare (Ghana)</td>
</tr>
<tr>
<td>1989</td>
<td>Honu Kofi Senyo (Ghana)</td>
<td>Obaka Henry Enajite (Ghana)</td>
<td>Thorpe Solade (Sierra Leone)</td>
</tr>
<tr>
<td>1990</td>
<td>Mallet Alexander E. K. (Ghana)</td>
<td>Adanu Victoria (Ghana)</td>
<td>Yirerona Jaqueline (Ghana)</td>
</tr>
<tr>
<td>1991</td>
<td>Ahmad Salman (The Gambia)</td>
<td>Afrifa Oheneba Ayewa (Ghana)</td>
<td>Coker Dalton (Sierra Leone)</td>
</tr>
<tr>
<td>1992</td>
<td>Parker Bessant Allen (Ghana)</td>
<td>Okoh Samuel Osei Kofi (Ghana)</td>
<td>Owusu-Ansah Edward K. (Ghana)</td>
</tr>
<tr>
<td>1993</td>
<td>Agbadzi Anthony Kweku (Ghana)</td>
<td>Tete-Lartey Alberta (Ghana)</td>
<td>Griffihs Abraham (Ghana)</td>
</tr>
<tr>
<td>1994</td>
<td>Dodoo Nii Larney (Ghana)</td>
<td>Osafo-Kwarko Philip (Ghana)</td>
<td>Mortoti S. Selasie (Ghana)</td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Country</td>
<td>Prize</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------</td>
<td>------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1995</td>
<td>Glipin-Jackson Rodliz</td>
<td>Sierra Leone</td>
<td>Sole Winner</td>
</tr>
<tr>
<td>1996</td>
<td>No Winner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>No Winner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>No Winner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>Okoli Odinachi Matthew</td>
<td>Nigeria</td>
<td>Sole Winner</td>
</tr>
<tr>
<td>2000</td>
<td>Adeoti Olatubosun J.</td>
<td>Nigeria</td>
<td>1st Prize</td>
</tr>
<tr>
<td></td>
<td>Olarewaju Oluyomo T.</td>
<td>Nigeria</td>
<td>2nd Prize</td>
</tr>
<tr>
<td></td>
<td>Adeyemo Adekunle M.</td>
<td>Nigeria</td>
<td>3rd Prize</td>
</tr>
<tr>
<td>2001</td>
<td>Sobukunola Oluwadunni</td>
<td>Nigeria</td>
<td>1st Prize</td>
</tr>
<tr>
<td></td>
<td>Arhuidese James I.</td>
<td>Nigeria</td>
<td>2nd Prize</td>
</tr>
<tr>
<td></td>
<td>Okpaleke Christopher</td>
<td>Nigeria</td>
<td>3rd Prize</td>
</tr>
<tr>
<td>2003</td>
<td>Odinaka Cyprian I.</td>
<td>Nigeria</td>
<td>1st Prize</td>
</tr>
<tr>
<td></td>
<td>Akanbi Oluwatolola</td>
<td>Nigeria</td>
<td>2nd Prize</td>
</tr>
<tr>
<td>2004</td>
<td>Ogunlade Opeyemi O.</td>
<td>Nigeria</td>
<td>1st Prize</td>
</tr>
<tr>
<td></td>
<td>Onwunali Augustine O.</td>
<td>Nigeria</td>
<td>2nd Prize</td>
</tr>
<tr>
<td>2005</td>
<td>Omusi Odaro Anthony</td>
<td>Nigeria</td>
<td>1st Prize</td>
</tr>
<tr>
<td></td>
<td>Ubachukwu Eziama E.</td>
<td>Nigeria</td>
<td>2nd Prize</td>
</tr>
<tr>
<td></td>
<td>Dikko Said</td>
<td>Nigeria</td>
<td>3rd Prize</td>
</tr>
<tr>
<td>2006</td>
<td>Majekodunmi Oluwabukola</td>
<td>Nigeria</td>
<td>1st Prize</td>
</tr>
<tr>
<td></td>
<td>Arora Aman</td>
<td>Nigeria</td>
<td>2nd Prize</td>
</tr>
<tr>
<td></td>
<td>Oyedele Oluwadeten E.</td>
<td>Nigeria</td>
<td>3rd Prize</td>
</tr>
<tr>
<td>Year</td>
<td>First Prize</td>
<td>Second Prize</td>
<td>Third Prize</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>2007</td>
<td>Yusufu John (Nigeria)</td>
<td>Akoi Kwame (Ghana)</td>
<td>Juma Mary-Ann (Nigeria)</td>
</tr>
<tr>
<td>2008</td>
<td>Asafo-Adjej Priscilla (Ghana)</td>
<td>Tsorgali Josephine (Ghana)</td>
<td>Nysarko David Kofi (Ghana)</td>
</tr>
<tr>
<td>2009</td>
<td>Adu-Poku Frank (Ghana)</td>
<td>Ofori Maame Afua Otua (Ghana)</td>
<td>KarimFathia (Ghana)</td>
</tr>
<tr>
<td>2010</td>
<td>No Winner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Antwiwaa Sakyi Ann (Ghana)</td>
<td>Irbaz Hameed (Ghana)</td>
<td></td>
</tr>
</tbody>
</table>

Sources: [https://www.waecgh.org/ABOUTWAEC/ExcellenceAward.aspx (accessed January 20, 2018)](https://www.waecgh.org/ABOUTWAEC/ExcellenceAward.aspx)

Ghana’s performance in this international award has been very good and consistent when compared with other member countries performance. The table above shows how Ghana has been consistent in terms of its performance regarding winning the overall excellence award. Ghana from the table took all the three awards from 2008, 2009 and 2011. Ghana did not participate in the 2010 WASSCE for school candidate, hence was not involved in the award for that year. Notwithstanding, this individual student performance, more can be done to improve overall students’ performance at the national level.
RELEASE OF RESULTS

The release of WAEC examination results comes with anxiety, as parents are eager to know their wards performance and the students themselves willing to see their results. Schools and their authorities want to know their performance since Ghanaians largely measure schools’ output by their performance in WAEC examination. Teachers are measured with students’ performance in their respective subjects. As a result, the release of WAEC examination attracts a national attention and public discussions through media and other stakeholders’ avenues. Another area of progress regarding the Council’s activities concerns the duration of release of its examination results. The period between when candidates take the examination and when results are released involved several activities on behalf of the examining body. Examiners are to ensure that students and candidates receive their marks or grades on time, to help in the decision-making process of test users. WAEC has the desire not to delay candidate’s results unnecessarily after the examination. From its childhood days, the Council changed from the HSC to the GCE’s was due to the delays associated with the former. The Council adopted a new examination model because the former could not release its results early. The Council has improved tremendously in this regard. The days when students had to wait for almost a year before they could access their grades are now things of the past. The Council now releases candidates’ results within two months. The Council can still even release its test faster by improving on post-examination activities to enable test users to get access to test results early.

Some Ghanaian public university academic timetables are sometimes affected depending on the time WAEC releases second cycle students’ examination results. For example, University

— A teacher finds it almost impossible to move into an important post unless he can quote impressive figures which show his ability to prepare candidates for this examination. See, H. Davies, The Boys’ Grammar School: To-Day and To-Morrow (London: Methuen & Co. Ltd, 1945), 35-36.
of Ghana (UG) operates from August to December as its first semester. However, for a con-
secutive five years’ period, beginning from 2011 to 2016, first-year students ended their first se-
mester’s in January the following year instead of December. This was due to WAEC’s delay
or otherwise of its examination. Sometimes, school admissions delay and some schools’ ad-
mission process have to be adjusted. Some Universities in Ghana like University of Cape Coast
(UCC) and University of Health and Allied Sciences (UHAS) for example have to do two
forms of admissions. Students with their result or certificate and students who either do not
have the results or certificates (popularly known as awaiting applicants). WAEC results affect
parents, students, teachers, admission boards etc., hence releasing it early resonate the Coun-
cil’s unflinching support for education in member countries.

In conclusion, this chapter has discussed WAEC establishment in the Gambia, Ghana,
Nigeria and the Sierra Leone. Liberia in 1974 joined these four West African countries. The
chapter considers increase in number of candidates, establishment of endowment and award
fund and early release of candidate’s examination as progress making in WAEC activities.
CHAPTER THREE

GHANA’S SECOND CYCLE EXAMINATION SYSTEM

This chapter traces the nature and evolution of second cycle examination in Ghana. By so doing, it provides a historical survey of public examinations at the second cycle education. The chapter also seeks an understanding of the educational structure of Ghana during the Kwame Nkrumah Convention Peoples Party, the Jerry John Rawlings Provisional National Defense Council and the John Agyekum Kufuor New Patriotic Party administration. These three governments were selected due to their respective relations regarding public examinations in Ghana. Is either the examination model was introduced during their era or they supported or affected the activities of public examinations. The focus of this chapter is to discuss the three models of Ghana’s second cycle examination. These are the British examination model, the National examination model, and the Sub-regional examination model.

EDUCATIONAL STRUCTURE AND REFORMS IN GHANA

The educational structure of Ghana has gone through several reviews and reforms, yet much has not been done to change the colonial educational structure inherited from our former guardian (British).\textsuperscript{121} Anti-Colonial struggles were not anti-colonial education. Education as a public commodity in Ghana has not been free from political interference. The government of the day determines the structure of the nation’s educational system. This had led to several educational reviews in the country. Educational structure in Ghana mostly concerns duration of schooling. Accordingly, a change in duration affects the curriculum. Hence, the structure of education in

\textsuperscript{121} In describing the educational policy under Nkrumah’s government, Foster, asserted that, “apart from this innovation in nomenclature, such a policy was a continuation of that carried out in the colonial period.” See Foster, \textit{Education and Social Change}, 185.
Ghana has a dual effect i.e. durational and curriculum effect. Yet pre-independence and post-independence governments have pursued the inherited British educational structure with more emphasis on accessibility than any other aspect of education in the country.

The educational structure of three selected governments which represents the focus of this thesis is discussed here. First, the CPP government, followed by the PNDC and finally the first NPP government. The CPP government was chosen because of Dr. Nkrumah’s contribution to WAEC by providing seed money for the Council to construct its office to ensure smooth assessment of candidate in Ghana and to all the member countries. The PNDC government introduced the national examination model, therefore it relation to this work. The Kufuor’s-led NPP is also relevant to this study because the sub-regional examination model was introduced during his era. All the three governments also initiated educational policies and reforms discussed in this work.

**CONVENTION PEOPLE’S PARTY (1951-1966)**

The Convention People’s Party (CPP) was established in 1949. This Nationalist Party was established in Pre-independent Ghana and led the nation in the attainment of independence. It’s leader, Dr. Kwame Nkrumah, believed in using education to change the fortunes of this country. As a result, his government introduced meaningful and transformational educational policies to ensure that colonial elitist education will give way to education for all. Nkrumah’s government ensured that education was not reserve for the few rich but to include the many poor and underprivileged Ghanaian children. Also, the CPP aimed at moving education from the urban centres to rural dwellers who hitherto could not access education. He believed this was, the only sure way he could build a progressive nation. The CPP introduced free primary education. Emmanuel Asare Bediako relates, “Free education was regarded by Nkrumah and the
CPP government as the first step towards the socio-economic development of Ghana.”

The free educational policy was to ensure that every Ghanaian child received education at least to the basic level. Effort was made to expand education and provide infrastructures at all levels throughout the country. In this regard, Ghana Educational Trust (now GET Fund) was established to support educational delivery in the country. To provide the right education, attention was also paid to building more teacher training colleges in the country. This was to solve the problem of teachers’ deficit and provide additional training for the pupil teachers. Nkrumah realized that teachers were at the centre stage of educating a child; hence, teacher’s welfare was of priority to the CPP government. Nkrumah’s government paid teachers well and so doing, increased their salaries. However, Nkrumah’s educational policy did little with respect to providing equity and quality education as it did with the issue of accessibility.

WAEC was supported from Nkrumah’s educational development plan. It was the Second Development Plan, spanning from 1st July 1959 to 30th January 1964 that made provision of £130,000 as seed money for WAEC’s operation. Mr. Benson Ofori also revealed how from 1961 to 1964 Nkrumah’s government changed the policy of passing both entrance examination and O-Level certificate before entering Sixth Form. According to Mr. Benson, Nkrumah introduced a policy which admits a student to Sixth Form with passes in O-Level certificate. Hence, one was not supposed to write an entrance examination which was a hindrance to those who intend to attain Sixth Form education but could not pass the entrance examination requirement. There was much effort by the CPP government in terms of educational policies,

123 Foster, Education and Social Change in Ghana, 193. See also McWilliam and Kwamena-Poh, the Development of Education in Ghana (Commonwealth Printing Press Ltd, 1975) 95.
yet much was not done in terms of the colonial educational structure. The early years of independence with Nkrumah as the president of Ghana inherited and implemented the British educational structure. The table below shows the educational structure of Ghana before introducing Sixth Form.
Fig. 2, depicts the educational structure inherited by Nkrumah. THE CPP ERA (6-4-5-2)

The educational structure above shows six years of primary education. This was followed by four years of middle school (form I – IV). The Middle School was a switch from Colonial Senior Primary School. Successful students with the Middle School Leaving Certificate Examination (MSLCE) proceeded to the second cycle level. However, students who intended to attain second cycle education had to write an Entrance Examination for access to second cycle education. The second cycle education consisted of Five Forms (Form I – IV).


Activities of the Provisional National Defense Council (PNDC) led to the end of Dr. Liman’s Presidency of the Third Republic. The PNDC era began in 1981, under the leadership of Jerry John Rawlings. The era of PNDC in the history of Ghana was not much of political unrest and Coup d’etat as compared to Pre-PNDC period. However, the PNDC era during the 1980s was apprehended with poor economic experiences in Ghana. Popular among them were the historic 1983 drought/bush fires, leading to hunger and starvation. The country also devalued its currency. Notwithstanding this economic crisis, great strides were made in education. The PNDC inaugurated an Educational Review Committee led by E. Evans-Anfom. The 1987 Evans–Anfom Committee Report brought a revolution in the country’s educational structure. The committee recommended that the colonial educational structure which had survived through the First, Second and Third Republic needed to exit for a new educational structure. The colonial

126 It will be recalled the policy of the Accelerated Development Plan which had converted the old four-year senior-primary schools into middle schools. Foster, Education and Social Change in Ghana, 199.
127 Most important, entry into schools within this public sector is most often obtained through success in a Common Entrance examination held annually throughout Ghana for all Middle-School students aspiring to secondary-school entry. Foster, Education and Social Change in Ghana, 194. Benning also relates that “this examination was instituted in 1949 for government and assisted schools, to ensure uniform standards of admission.” R. Bagulo Benning, A History of Education in Northern Ghana, 1907-1976 (Accra: Ghana University Press: 1990), 168.
system inherited and implemented by all governments before the PNDC was the 6-4-5-2 System. A thorough review by the committee reveals that the process took too long to complete pre-tertiary education in Ghana. The Evans-Anfom committee recommended 6-3-3 structure instead of the earlier 6-4-5-2. The new system wanted 6 years of primary education, 3 years of junior secondary school (middle school) and 3 years of secondary cycle education.

The PNDC era implemented the three years Junior Secondary School (JSS) and Senior Secondary School (SSS) concept. Within his three-year reign (1969-1972), Dr. Busia Kofi Abrefa who took over administration as the prime minister on September 3, 1969, commencing the Second Republic,\textsuperscript{128} initiated an educational review committee under the chairmanship of Mr. Allotei Konuah (a former headmaster of Accra Academy School). The Allotei Konuah committee advocated for a replacement of the Ordinary and Advanced Levels with the Junior Secondary School and Senior Secondary School educational system. On his part, Colonel Ignatius Acheampong whose government is remembered for ensuring food security in the country, with the introduction of “Operation Feed Yourself”\textsuperscript{129} was not left out in government rituals of setting up educational committees. The late Prof. Dzobo (former Dean of the Faculty of Education, University of Cape Coast) was in charge of Acheampong’s educational committee. The Dzobo committee adopted the JSS and SSS policy for implementation. Hence, the Allotei Konuah and Dzobo committee of Dr. Busia and Acheampong educational review committees respectively started the preparatory stage of replacing the British inherited ‘O’ and ‘A’ Level education with the new proposed JSS and SSS during their 1971 and 1974 educational reviews. The Junior Secondary School, apart from the reduction of the years, saw a great curriculum revision. The new PNDC curriculum emphasized agriculture and technical education.\textsuperscript{130} The

\textsuperscript{128}Roger S. Gocking, The History of Ghana, 156.
\textsuperscript{129}Roger S. Gocking, The History of Ghana, 167.
\textsuperscript{130}Towse et al, Bridging the Gap, 9.
new JSS was to ensure that its graduates received the skills needed to support the industrial and agricultural economy.\textsuperscript{131} The JSS was not focused only on the academic discipline but the practical aspect of education. Paying attention to practical education was a remarkable decision since that can support the informal sector of the economy, simultaneously solving the huge graduate unemployment. The Senior Secondary School replaced the O/A level system. The SSS also reduced second cycle education from 5-7 years to 3 years. Both the JSS and the SSS had a dual mandate. This change was both in curriculum and durational. The changes recommended by the Evans-Anfom committee were not limited to duration and curriculum but affected pre-tertiary public examinations. At the basic level, the Basic Education Certificate Examination (BECE) was introduced to replace the MSLCE. The first candidates for the new BECE took their examinations in 1990 across the country. At the second cycle level, the Senior Secondary School Certificate Examination (SSSCE) replaced the GCE O/A levels, in 1993 as the first examination year for the new SSSCE.

The changes initiated by the PNDC were done in the spirit of nationalism. National consciousness is a great virtue aspired by all group across time and age. The Evans-Anfom 1987 committee gave a national flavour to the school curriculum, in terms of agriculture and vocational studies. This was to meet national economic demands. At the same time, the introduction of the BECE and SSSCE was a shift from British to a national examination. Ghanaian students alone, unlike the previous examinations, took these new examinations. Yet, these policies were not directed to achieving fairness and standards in the educational system as compared to increasing enrolment in the classroom.

\textsuperscript{131} Towse et al, Bridging the Gap, 9.

The New Patriotic Party came to power when Ghana was enjoying a new democratic constitution and a multi-party system. Under the leadership of John Agyekum Kufuor, the NPP came into power in 2001, as the third government in Ghana’s fourth republic. It is clear there is no government in Ghana who had not initiated educational policy on its own. On 17th January 2002, President Kufuor commissioned an educational review committee. Kufuor’s educational review committee was chaired by Anamuah-Mensah (a formal vice chancellor of the University of Education. An option deemed appropriate due to the man’s experience in educational matters). The Anamuah-Mensah committee maintained the PNDC educational structure at both the basic and tertiary level of education but recommended a new structure for the second level education system. The Anamuah-Mensah committee recommended a four-year educational structure instead of the PNDC three-years regarding the second cycle education in Ghana. This four years second cycle education was recommended and accepted because the three years was too short to complete the second cycle teaching syllabus. The recommendation was accepted and implemented by the government.

Fig 3 depicts the Kufuors-led NPP Educational Structure.

<table>
<thead>
<tr>
<th>YEARS</th>
<th>AGE</th>
<th>PRIMARY EDUCATION</th>
<th>SECOND CYCLE</th>
<th>TERTIARY EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>11-12</td>
<td>KINDEGARTEN</td>
<td>FIRST CYCLE</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10-11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9-10</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>8-9</td>
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<td>2</td>
<td>7-8</td>
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<tr>
<td>1</td>
<td>6-7</td>
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<td>2</td>
<td>5-6</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4-5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The 2007 secondary school first years began the new four-year system instead of the previous three years. Hence, the first batch of students for the four years’ system, which began in 2007, completed their studies in 2011, instead of 2010, had it been the earlier system. As a result, Ghana did not present any candidate for the 2010 sub-regional West African Senior Secondary Certificate Examination. The Anamuah-Mensah’s committee did little in terms of ensuring fairness. In dealing with educational standards, attention was paid to years spent in school instead. Because Ghana’s educational system is not independent of political interference, the Kufuor’s four years’ educational structure survived for only 3 academic years. Thus, 2007, 2008 and 2009 first year’s students, and completed their studies in 2011, 2012 and 2013 respectively. They received the educational structure implemented by the Kufuor’s administration. The NPP lost power to the New Democratic Congress government in 2008 general elections. The late J. A Mills was before then, a vice president to J. J. Rawlings during whose era the 3 years’ system was practiced. It was easier for the late J. A. Mills when he was installed as president of Ghana in 2009, to reverse the four-years to three-year system, which he was familiar and comfortable with. In 2010, the first year’s students in Ghana’s second cycle had to begin the previous three years’ education system again. Since the reinstatement of the 3-years system, the country has conformed to it. However, the likelihood for a change from this 3-years, if not for financial constraints by the government is not far from reach. Since the 3-years system was re-introduced in 2010, there have been several debates by political actors, individuals, civic organizations, religious leaders, academicians etc. discussing the “school years’ syndrome”. This conversation must be devoid of political interest and focus on national demands supported by empirical studies.

In addition to the change of years from 3-years to 4-years by the Kufuor-led NPP government, there was also a change in the name “secondary”. The name “Secondary” in both the
junior and senior level was replaced by “High”. Hence, the previous junior secondary school and senior secondary school introduced by Rawlings administration became junior high school and senior high school under Kufuor’s administration. The change from “secondary” to “high” did not change with the 2010 change in school years. Even though Kufuor’s 4-year’s educational structure was short-lived, the name “high” still exist.

Also, during Kufuor’s administration, Ghana switched from the national SSSCE to the sub-regional WASSCE. Though WASSCE began in 1998 by The Gambia, Ghana joined the other member countries to write WASSCE in 2006. It was realized from this study that Ghana decision for not writing WASSCE during the first 8 years was not because she was against this new model of examination rather it had to deal with some national issues before joining the other members. First, the year 1994, proposed by WAEC as the year for this sub-regional examination model. This year was unfavourable for Ghana because the examination result for her national examination which was SSSCE was released for the first time in that year, thus 1994. The poor performance for the very first time the national examination was taken, took over the public space and stakeholders were seriously discussing the system and need not introduce or accept any new system. Also, by the year 2000, when all the three members joined The Gambia for the examination, Ghana was preparing for an election and the nature of politics in the country and for that particular election could not allow a decision of that nature to be made. After the election, the opposition Kufuor’s NPP won the election. When the issue of the sub-regional examination was raised again, the new government was also not ready for such decision at that material time. The new government took this position because, as it has been the norm in this country, every new government wants to commission a new educational review committee. The Kufuor NPP government also danced to the tune and initiated a new educational committee. It was after the committee chaired by Anamuah-Mensah had finished their work that the
discussion for WASSCE was completed. The nation finally joined the other members in 2006 and since then it has been the only external examination for completion, certification and for tertiary education. Ghana had to join WAEC’s International examination which other members had taken 8 years before her decision, for the Council to keep it status quo yet the decision was by agreement, between the Council and the Ministry of Education.

Moreover, the Computerized School Selection and Placement System (CSSPS) was introduced during the Kufuor’s administration. The CSSPS was introduced in 2005 to select and placed junior high school students to their respective choice of Senior High Schools. This system was to replace the earlier phenomena where guardians or parents and their wards were under the mercies of heads of second cycle institutions, who chose and picked from the candidates they considered fit for their schools. A system which was not fair to all Ghanaians in search for second cycle education. In the new system, the computer placed the candidates to their choice of schools selected by them before completing JHS. Even though the system is to ensure sanity in placing students in the senior high schools it has been struggling with foundational challenges for the past 10 years. The system still struggles with its core mandate of placing students. Ghanaians have embraced the idea behind the CSSPS therefore, a conscious effort to improve and sustain it for the good people of Ghana must be aimed at.
GHANA’S SECOND CYCLE EXAMINATION SYSTEM

WAEC from its inception has conducted three examination system at Ghana second cycle education. These examination systems are also the same as examination models. They are the British, National and Sub-regional examination models.

THE BRITISH EXAMINATION MODEL.

Testing has occupied a great role in the Ghanaian educational system. In Ghana, the West African Examination Council has been responsible for the second cycle external examination from mid-20th century till present. The Council has enjoyed a monopoly in the external examination for pre-tertiary education and beyond. Though the Council has been responsible for school examination, its mandate would not be realized if its examination was solely for school candidates. The Council recognized private candidates participating in the examination in member countries. This allows the Council to conduct two examinations known as “May/June” and “November/December” for school and private candidates respectively. The Council’s examination in Ghana includes but is not limited to, Middle School Leaving Certificate Examination (MSLCE), School Certificate of WAEC, Higher School Certificate, Common Entrance Examination (CEE), Teachers External Certificate, Royal Society of Arts (RSA), and General Certificate of Education (Ordinary and Advanced Level). Others are the Senior Secondary School Certificate Examination (SSSCE) and the latest West Africa Senior School Certificate Examination (WASSCE). Currently, it is only the WASSCE available for both school and private candidates at the second cycle level.
Before the General Certificate Examination Ordinary Level examinations, the West African School Certificate examination and School Certificate of West African Examination Council have existed. The Cambridge University of Local Examination Syndicate provided the WASSCE in the sub-regions around 1955/6. The newly established West African Examination Council was under the tutelage of the UK examination bodies as it prepared itself to be in control of assessment of candidates in member countries. The Council at its infancy stage was from 1958 projected to test candidates in British West African countries. The SC/WAEC which began in 1960 adopted almost all the standards and procedures of WASCE. The General Certificate of Education examination started in 1965 and should have replaced the SC/GCE of WAEC.133 The GCE ‘O’ level examination was at first a private candidate examination taken in November. WAEC conducted examinations for all who needed it in the sub-region. The Council was established in an era when the certificate was of high value in British West Africa. Many people needed a certificate to progress from one level to another in society.134 The Council can only be said to be fulfilling its mandate to the full if all individuals who required their services are given the opportunity. WAEC’s examination was not supposed to be a privilege to those who find themselves in the classrooms alone, neither should it be a property of those who find themselves in WAEC recognized schools. It was this purpose of examining non-school candidates, which led to the GCE O level examinations, which started as a private candidate

134 Entry into the various professions comes mostly through success in this examination and the majority of employers regard a school certificate as adequate evidence of a satisfactory educational standard. Davies, The Boys’ Grammar School, 35. See also, Foster, Education and Social Change, 201.
examination. The Council was to assume full responsibility for examining private candidates in Ghana, Sierra Leone and The Gambia in 1967. It was difficult for the Council to conduct practical examinations for private candidates in member countries where private candidate examination existed. This was because of lack of laboratories for practical examinations in these member countries. The problem of laboratories is still common among senior high schools especially those in the category “C” and beyond. This affects students whose programme of study demand modern equipment and tools. Students in General Science, Agricultural Science, Home Economics etc., suffer from such deficiencies. This problem has led to the proliferation of Business and Arts programmes by most private institutions at the expense of science courses. Another challenge the Council encountered regarding organizing private examination was in Nigeria. The desire for private candidates to write this examination grew rapidly. The large numbers of private candidates from Nigeria to write the examination was a threat to the Council in organizing private examination and continued through 1975. The O-Level was the certificate obtained after five years of secondary school education. Unlike the current education and examination system where students begin both their core subjects and elective subjects from the first year, the O-Level allows students to study the core subject for the first three years of their secondary school, begin their electives subjects from their fourth year, and complete them at the fifth year. Students, therefore, had to go through five years of education.

137 In Ghana most private institutions especially at the tertiary level do not offer science related courses. Owners of private institutions who cannot offer the equipment and tools for science training have chosen the Business and Arts subject as easy to offer. In their attempts to offer these perceived to be easy programmes have also failed to provide it properly with unprofessional and amateur trainers handling various Arts and Business programmes. Every discipline has its foundations and principles and must be handled by individuals from the field and not to be seen as easy for anyone to be in charge.
139 Interview with Mr. Benson Ofori, Abelekepe, Accra, May 11, 2018.
to prepare themselves for O-Level examination, completion, and certification. Also, grade interpretation regarding O-Level differed from the other examination models. Moreover, pass in O-Level certificate alone was not sufficient or accepted for university admissions. However, a student with O-Level passes could move to pursue A-Level or pursue training college certificate courses or any other equivalent certificate. See Appendix for different grades interpretations regarding the O-Levels certificate interpretations and the other examination certification.

GCE ADVANCED LEVEL EXAMINATION, (A-Level Examination).

Attaining higher education is attributed to personal and societal development. Education is seen as the greatest avenue that can lead to human development. As a lot of individuals and students demanded higher education, there was a need to ensure that higher education would be available for all such individuals. As partners in education, WAEC was to prepare itself as the country’s interest for higher education was increasing. The Council has to position itself to conduct new examination for education in the sub-region. The Higher School Certificate (HSC) examination was provided to candidates in this period. However, there was a decision by the Council to change from HSC to the General Certificate of Education Advanced Level examination. The Council was for the GCE A-level examination for two reasons. First, the unnecessary delays regarding the HSC results were disadvantage to candidates. Candidates who wrote HSC examination in November had to wait till October the following year for their results. The GCE A-levels was a better option to solve the problem associated with the HSC examination. Second, the ministry of education for Ghana, Sierra Leone, and The Gambia had a new educational policy. The policy brought about a change in the educational year in those member

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141 Agbodeka, The West African Examination Council, 55.
countries. These member countries through their ministries of education changed their educational year from ‘the Calendar’ year to ‘the Academic’ year.\textsuperscript{142} The new change did not support the November examination, as was the case of HSC. The Council considered adopting a June examination in these member countries was the best option to suit the then new educational system. The erstwhile HSC was a Cambridge examination and it was difficult for the Cambridge local examination to organize a June examination outside the United Kingdom (UK). The University of London became the ’Good Samaritan’ with the willingness to provide British West African countries with GCE A-Level in June. The University of London was ready to offer its GCE examination from 1962 and beyond for member countries. The University of London agreed to provide GCE A – Level examination to the member countries but with some regulations. For example, Nigeria can take this examination on conditions that its candidate has obtained a successful mark from an entrance-qualifying test.\textsuperscript{143}

The Council’s decision to write the University of London GCE A-level was a temporal measure. They agreed to write this examination for 5 years. Hence, 1967 was targeted as a year when the Council would develop its own examination for Sixth form candidates in British West Africa.\textsuperscript{144} WAEC had the obligation of developing syllabus if their plan to have a sixth form examination of its own was to be realized. The Council strategy to be in full control of examination in the sub-region was always executed on a subject-by-subject approach.\textsuperscript{145} The Council made progress with this new agenda but was limited to few subject areas and was determined to be in full control of all examinations by 1970.\textsuperscript{146} Notwithstanding, the Council’s determina-
tion to lead examining candidates from British West Africa, its relationships with UK examination bodies were maintained. As a result, the Council was always in consultation with London and Cambridge examination authorities for directions and mentoring. The Cambridge local examination syndicate congratulatory message on the Council’s 21st anniversary remarked:

 Recognition of the Council’s certificates, achieved in the face of what might have appeared to be unsurmountable difficulties, was only made possible by our joint effort and close co-operation. Co-operation between our two organizations have continued in many fields at the school certificate level and of course in the gradual transfer, now successfully completed, of responsibility for the higher school certificate examination from the syndicate to the Council. I would like to express the hope, on behalf of the syndicate, that a special bond of friendship and mutual trust which have marked our co-operation in the past will continue undiminished in the future.147

The vice-chancellor, of the University of London, C. H. Philips on his part said, “The University of London recalls, with pleasure, and a certain amount of pride, the part which it played in the establishment of the West African examination Council in 1952.”148 The above expressions retrace the cordial relationship between these UK institutions and WAEC.

The A-Level examination was available for Sixth form students after completing their two years’ post-secondary education. Successful students with A-Level certificate unlike those with O-Level progressed straight to the university as it was with SSSCE and the current WASSCE examination models. In addition, students who completed their Sixth Form education, with A-Level certification, unlike the SSSCE and WASSCE, took a one-year national service which made them more employable than all the others. However, the decision to switch from this examination to the national model was political.

THE NATIONAL EXAMINATION MODEL

SENIOR SECONDARY SCHOOL CERTIFICATE EXAMINATION (SSSCE)

WAEC, since its establishment was willing and ready to meet national educational needs and its sub-regional obligations. The Council’s examination is prepared to meet individual member countries educational and developmental goals. The Council has mostly adjusted and modified its activities to satisfy different educational policies in the sub-regions.

In Ghana, the 1980’s was a difficult political and economic period. For instance, in 1983 Ghana experienced food shortage, leading to the hunger crisis. In the same year, the Ghana currency, the cedi was devalued. A situation that led the country to sort for rescue from the International Monetary Fund. Notwithstanding the 1980’s difficulties, major educational policies were also enacted during this period. The PNDC, under the leadership of Flt. Lt. Jerry John Rawlings inaugurated an educational review committee in 1987. The committee appointed Evans-Anfom as chairman, hence the name Evans-Anfom committee. The Evans-Anfom educational review committee of the 1987 proposed changes in the number of years spent at pre-tertiary education in Ghana. The committee proposed a 6-3-3 policy, instead of the earlier 6-4-5-2 educational structure.

The school years were not only affected by the committee’s report, the University of London GCE O/A examination for British West African countries was to pack bags and baggage for a new examination to be instituted in Ghana. Hence, the old educational system was to exit with it examination system, thus not only was the 5-7 years’ educational structure abolished but it examination system also became a thing of the past. The new examination was to assume a national status as compared to the earlier British examination model. The new national examination introduced was known as the Senior Secondary School Certificate Examination (SSSCE). The Evans-Anfom report was accepted and the new examination was agreed
upon to commence in 1993.\textsuperscript{149} Even though this was a political decision, WAEC was able to put itself together and did exactly as the government demanded. WAEC almost all the time plays its role well. As a result, national educational policies are unable to bring it down. It is this ability to adapt to individual national educational changes, which have kept the Council all this while. The Council is able and ready to meet demands from various Ministry of education. According to Mr. Oduro Augustine, “we are examination body and is the kind of examination required by member countries that we conduct on their behalf, even though we try to reach a win-win agreement.”\textsuperscript{150} For example, the Council did not hesitate to introduce Continuous Assessment component to its examination, which was part of the PNDC educational reforms.\textsuperscript{151} The SSSCE was a May/June examination for a school candidate, while private examination was available in November/December under this examination policy. Some stakeholders believed that SSSCE was of the lowest standard among all certificate used for university education in Ghana, when compared to the A-Level and WASSCE. According to Mr. E. Amarteh, Director of Academic Affairs, University of Ghana, “introducing SSSCE was part of the university policy to do four years undergraduate programme instead of the earlier three years.”\textsuperscript{152} The attitude toward SSSCE certificate as the lowest in terms of standard as compared to A-Level and WASSCE in Ghana is not different from what is prevailing in Nigeria regarding their National Examination Council’s (NECO’s)\textsuperscript{153} examination. Several Ni-

\textsuperscript{149} Agbodeka, \textit{The West African Examination Council}, 126.

\textsuperscript{150} Interview with Mr. Oduro K. Augustine, WAEC National office, Accra, April 23, 2018.

\textsuperscript{151} Agbodeka, \textit{The West African Examination Council}, 221.

\textsuperscript{152} Interview with Mr. Amarteh E., (Director of Academic Affairs, University of Ghana), University of Ghana, Accra, March 14, 2018.

\textsuperscript{153} The National Examination Council (NECO) is a national examination body established in 1999 and is responsible for organizing public examination in Nigeria. It is a national summative examination for only Nigerians. Abdulsalami Abubakar (a retired Nigerian Army General) who succeeded Sani Abacha established NECO. NECO
The SSSCE grading is derived by using the alphabetical grading system. The grading system for SSSCE ranges from Grade A to F. An individual with SSSCE qualification need at least Grade D in three core and three electives for tertiary admissions. The six subjects should not exceed aggregate 24 to qualify for further studies. Most recruitment bodies also required applicant to have such minimum SSSCE qualifications.

THE SUBREGIONAL EXAMINATION MODEL

WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION (WASSCE)

WASSCE is a sub-regional examination for member countries’ second cycle education. It was anticipated as early as 1992 to once again have a sub-regional examination for member countries’ Second cycle education. The desire for sub-regional examination at that material point in time was due to a national examination that had permeated member countries’ education. Some member countries introduced a national examination to replace the GCE O/A level examinations. These decisions were due to specific educational policies of these countries.

examinations are supposed to be equivalent to WAEC’s own in terms of status and weight. See https://en.wikipedia.org/wiki/National_Examination_Council_(Nigeria). (Accessed June 2, 2018).

\(^{154}\) Interview conducted with Mr. Benson Ofori. Abeleke, Accra, May 11, 2018.

In Ghana, the PNDC government through its 1987 educational policy could not maintain the erstwhile GCE O/A level education and its examination. The concept of five years’ secondary school with its O’ level examination followed by two years Sixth form education with the A-level was not maintained by Evans-Anfom committee. The O/A level certificate which took candidates at least 7 years to receive was changed with SSSCE which could be obtained within 3 years. Ghana introduced the SSSCE as it national examination with 1993, (as the first-time candidates sat for SSSCE). Nigeria at this time chose Secondary School Certificate Examination (SSCE). Both the SSSCE of Ghana and the SSCE of Nigeria had the same standard.156 WASSCE operate both May/June and November/December examination for school and private candidates respectively. WASSCE holders like SSSCE holders needs three core, three electives for tertiary education. The six subjects put together should not exceed aggregate 36 as determined by NAB. Unlike the SSSCE which uses alphabetical grading system, WASSCE uses alphanumeric grading system. With A1 as the highest and excellent grade and F9 constituting the lowest and a failure grade.

The Council hoped at every moment to maintain and foster unity among member countries. There have been several common groups and associations established to serve these member countries. These include; The West African Currency Board established in 1912, The West African Inter-Territorial Secretariat in 1943, The West African Cocoa Research Institute and the West African Airways Corporation established in 1944 and 1946 respectively.157 However, none of these could stand criticism and national developmental goal against regional agendas. WAEC ability to maintain this regional responsibility is therefore a strong and positive legacy, won through hard work and discipline. The Council has stood and survived several problems

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156 Agbodeka, The West African Examination Council, 158.
and criticism from member countries. Since its establishment, its leadership rotated from its UK parents to member countries. This is a great contribution of the Council that cannot be taken for granted. It was just a common-sense approach for any meaningful leader to remember the Council’s “first love” and maintained its hard-won glory of having a common examination for member countries. The Council began in the early 1990’s to find a common sub-regional examination (known by the Council as an International examination) for its member countries again. The new examination was to be one that would serve all the five-member countries. The search for one common examination for all member countries was to serve the second cycle education. As has also been a ritual on the side of the Council, it has to embark on curriculum development for this sub-regional examination. The Council has always faced two major challenges when preparing for a new examination it has to control all by itself. The challenge of training enough examiners on one hand, and the problem of designing curriculum on the other. Curriculum development precedes the problem of recruiting and training examiners. WAEC at this stage was not handicapped with examiners. The most important thing was to design curriculum for the anticipated new examination to be accepted by all member countries. These curriculums needed to get approval from all member countries. Member countries have different national developmental goals, unique economic and political situations. However, all these countries believed in education as the new technology that will liberate them from poverty, disease, inequalities and all form of backwardness. Hence, member country’s government strong attachment to education. WAEC had to be innovative and strategic if it has to design curriculum to be accepted by all these five individual countries. An assignment which needs a lot of skilful and intelligent brain to fulfil. The departments of education of member countries did not accept WAEC’s curriculums easily. Educational authorities from member countries
had to give the endorsement or approval before their schools would receive the Council’s curriculum. It was after the ministries of education had approved the syllabus, followed by all schools receiving them before WAEC would get the green light to assess students with any new examination by the Council. A clear case happened in Nigeria. Nigeria which had indicated to enrolling its candidates for the sub-regional WASSCE in 1998 could not do so with the explanation that WAEC’s syllabus did not reach all the schools in Nigeria as scheduled, hence, had to re-schedule their participation in WASSCE for the following year.\textsuperscript{158} WAEC, which commissioned syllabus development from 1992, hoped to begin its new sub-regional WASSCE examination in 1994. The new syllabus was to reach the examinations committee by January 1992 so the Council could fulfil its mission of conducting WASSCE in 1994.\textsuperscript{159} The situation was just impossible. WAEC, by its experience in the business of designing examination syllabus and conducting new examination, was supposed to know better. How possibly was the Council going to approve the new syllabus in March 1992 and examine candidates in 1994? WAEC knew the minimum time an individual spent in receiving second cycle education, in the sub-region was three years. The students had to begin the new syllabus from the first year throughout their three years in school. The Council should be able to know that the best way to begin a new syllabus was, to begin with, first year’s student immediately as they enrol in school. So that, they can go through one syllabus and complete school with same. Another concern was how the Council would ensure that teachers have been re-oriented and well-integrated into the new syllabus for them to switch easily from the old one to the new without difficulty. The teachers are the master craftsmen who have to be skilful enough, who have to be knowledgeable and understand any syllabus, so they can teach their students with ease. How

\textsuperscript{158} Agbodeka, The West African Examination Council, 158.
\textsuperscript{159} Agbodeka, The West African Examination Council, 167.
was the adjustment going to take place for WASSCE 1994 visions? The Council’s examination committee received the approved WASSCE syllabus in January 1993 instead of 1992. This situation was common with a decision that covers different countries with unique and separate interest. The committee, as at January 1993, was yet to distribute the new syllabus to schools and other stakeholders for suggestions. The committee agreed to complete its work by 1994. The year scheduled for the first WASSCE examination was now a date to finalize syllabus. Though the matters of syllabus were almost at completion in 1994, issues of title and structure of the new examination were still not clear to some member countries. Coincidentally, the sub-regional examination committee ambitious 1994 year met with the release of SSSCE results of Ghana for the first time. Ghana as a country had received results of SSSCE for the first time and was perusing the mass failure recorded during this examination. Having taken SSSCE for the first time, and with on-going evaluation of the process, Ghana showed no intention of accepting a new examination just a year after introducing its national examination. According to Agbodeka, “Ghana was far from ready to submit its programme for the international SSSCE.” In 1995, the Council completed arrangement in the syllabus development. In the same year, the Council decided its new sub-regional examination shall be called, the West African Senior Secondary School Certificate Examination, (WASSSCE). In 1996, the Council agreed to name the new examination West African Senior School Certificate Examination (WASSCE) instead of its earlier name. The final agreed date for this new examination was 1998. Although the Council had its own challenges, especially with leakages associated

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165 Agbodeka, The West African Examination Council, 158.
Continuous Assessment (CA) has been widely accepted as a process that allows the entire three domains\textsuperscript{167} of education to be examined.\textsuperscript{168} As a result, Kenya, Zambia, Nigeria, Britain, and Australia\textsuperscript{169} etc. are countries which have made continuous assessment an integral part of their educational system. In Ghana, the continuous assessment was introduced by the PNDC government as part of its 1987 introduction of Junior Secondary School to replace the earlier middle school system.\textsuperscript{170} Tamakloe relates, “the popularity of the concept and its practice in Ghana came as part of the recent educational reforms, particularly the implementation of the junior secondary school programme in the 1987/88 academic year.”\textsuperscript{171} The Council with introducing WASSCE adopted 30:70 ratios\textsuperscript{172} to determine students’ final marks for each paper. This final marks model was to include all classroom teachers in assessing the candidates. Hence, the 30\% continuous assessment mark provided by individual schools and the 70\% were the weight of the Council’s examination. The Council used the continuous assessment for the first time in 1990 when the BECE was also conducted for the first time in Ghana.\textsuperscript{173} When 1998 was finally approved to commence WASSCE, it was only The Gambia which kept its promise.\textsuperscript{174} Nigeria, Sierra Leone, and Liberia prepared their candidates for WASSCE by 2000.

\begin{thebibliography}{174}
\bibitem{Agbodeka158} Agbodeka, The West African Examination Council, 158.
\bibitem{Bloom7} Bloom mentioned the cognitive, affective and psychomotor as the three domains of education. See Bloom, \textit{Taxonomy of Educational Objectives}, 7.
\bibitem{Tamakloe177} Tamakloe et al, \textit{Principles and Methods of Teaching}, 177.
\bibitem{Tamakloe176} Tamakloe et al, \textit{Principles and methods of teaching}, 176.
\bibitem{Tamakloe180} Tamakloe et al, \textit{Principles and methods of teaching}, 180.
\bibitem{Tamakloe180} Tamakloe et al, \textit{Principles and methods of teaching}, 180.
\bibitem{Agbodeka158} Agbodeka, The West African Examination Council, 158.
\bibitem{Tamakloe180} Tamakloe et al, \textit{Principles and Methods of Teaching}, 180.
\bibitem{Agbodeka158} Agbodeka, The West African Examination Council, 158.
\end{thebibliography}
It was after the government educational review committee have finished with its report that Ghana became ready for WASSCE. Hence, Ghana’s switch from SSSCE to WASSCE in 2006.

In conclusion, this chapter reveals that Ghana has changed from its initial British Model of examination to the National examination model and it is currently practicing the Sub-regional examination model. It was realized that during the CPP era, Nkrumah supported public examination by providing a seed money to construct offices and purchasing of other properties for WAEC. Also, the PNDC established a national public examination model for pre-tertiary education. Moreover, the current sub-regional examination model was introduced during the Kufuor-led NPP era.

Even though the current WASSCE has English Language, Mathematics (core), Integrated Science and Social Studies as it core subjects, it is English Language and Mathematics (core) that has remain core subject for all candidates in Ghana throughout all the three examination models. Thus, both English Language and Mathematics have remained core subjects from Nkrumah’s government to the present.
CHAPTER FOUR

FACTORS RESPONSIBLE FOR EXAMINATION MALPRACTICE AND POOR PERFORMANCE IN EXAMINATIONS

This chapter discusses the two common problems that have existed throughout the British, National, and Sub-regional examination models in Ghana. Examination malpractice and poor performance are the two common problems that have existed throughout the British, National and sub-regional examination models in Ghana. Examination malpractice and poor examination performance are common features regarding second cycle examinations systems despite the change from one examination model to another. These two related problems seem to assume perpetual status regarding second cycle examination in Ghana. This chapter explores both the factors responsible for examination malpractice and student’s poor performance in WASSCE core subjects in Ghana. The WASSCE was selected because is the current examination for the sub-region of which Ghana is a member. And for the fact that unlike the O/A level which was started by UK institutions and the SSSCE which was an initiation from Ghana, the WASSCE was started by the Council and has been accepted by all member countries. The thesis identifies that despite stakeholder’s effort to provide quality education in Ghana, examination malpractice and the national poor performance in the core subjects are still high. Even though Ghana records regarding the International Excellence Award are recommendable, the average national performance regarding the core subjects falls short of stakeholder’s expectation. This thesis identifies over-emphasis on examination and certification, poverty, fear, and abuse of technology as the factors responsible for examination malpractice. Moreover, failure by WAEC to organize its examination at the appropriate and original time period, abuse of
formative assessment by teachers and counsellors, inability to complete syllabus and the tradi-
tional student’s and parent’s role were identified as the factors responsible for the poor exam-
ination performance in Ghana.

EXAMINATION MALPRACTICES

If there is anything WAEC can offer to its member countries, there is nothing that can be com-
pared to the eradication of leakages or ensuring leakage-free examinations. Agbodeka has de-
finned examination malpractices as the “various ways in which examination paper is compro-
mised or some other action flouting examination regulations is committed, resulting in cheating
during an examination.”\textsuperscript{175} Agbodeka further explained how this act is perpetuated through
“leakages of the examination questions, impersonation, cheating through collusion or swapping
of scripts, smuggling of answers to replace the real one written by the candidates etc.”\textsuperscript{176} In
fact, examination malpractice in West Africa preceded the establishment of WAEC. An exami-
nation malpractice was recorded in Nigeria in 1914. Ghana had its share or Ghana was in-
volved in this evil act in 1958. While Sierra Leone and The Gambia was affected in 1975 and
1997 respectively.\textsuperscript{177} Liberia National Examination witnessed irregularities in 1987.\textsuperscript{178} In trac-
ing the regular occurrences of examination malpractice in Ghana, a case from the British, Na-
tional and Sub-regional, examination model have been selected to explain how the phenome-
non has occurred regarding each of the second cycle examination models in the country.

In 1957, Ghana did not only attained independence but also the government worked closely
with WAEC to revive examinations. It is so surprising that just a year after, the Ghana Middle

\textsuperscript{175} Agbodeka, The West African Examination Council, 209.
\textsuperscript{176} Agbodeka, The West African Examination Council, 209.
\textsuperscript{177} Agbodeka, The West African Examination Council, 212, 218.
\textsuperscript{178} Agbodeka, The West African Examination Council, 216.
School Leaving Certificate Examination witnessed a leakage. Because of the 1958 leakage, WAEC had to “review carefully some results, and new arrangements were made for handling parcels of examination papers, such as locking and sealing mail bags kept in bank vaults throughout the examination.”\(^{179}\) In 1975, when the very first leakage of examination was recorded in Sierra Leone, due to breach of confidence on the part of authorities of a secondary school in Bo, “the Enrolled Nurses Examination held in Ghana also leaked through a TEDRO\(^{180}\) messenger who helped to lock the bags of question papers.”\(^{181}\)

With respect to the British examination model, in 1976, just a year after the Bo and the Enrolled Nurses incidents, another “untrustworthy supervisor of one of the Schools in Kumasi, deliberately compromised some question papers in his custody in the desire to help his students to do well.”\(^{182}\) Another eleven schools were involved with respect to the leakage of the Economics paper.\(^{183}\) The Kumasi incident is very common among schools in Ghana, especially with private schools that get more students in their schools with good performance of external examinations. The idea of school rankings, where schools are placed from first to last in other of WAEC examination performance also lures school authorities to engage in examination malpractices.

Also, regarding the National examination model, the 1996, November/December SSSCE in Ghana was affected with examination malpractices. The November/December examination is a private candidate examination. This explained that leakages occur at both the

\(^{179}\) Agbodeka, The West African Examination Council, 211.  
\(^{180}\) Test Development and Research Unit (TEDRO).  
\(^{181}\) Agbodeka, The West African Examination Council, 212.  
\(^{182}\) Agbodeka, The West African Examination Council, 212.  
\(^{183}\) Agbodeka, The West African Examination Council, 212.
school and private candidate’s examination. Other subjects that also got leaked during this particular scenario were Life Skills (Paper 2), Agricultural, and Environmental Studies (Paper 1).  

With the Sub-regional examination model, three out of the four core subjects had their papers leaked in 2009. According to the WAEC Annual Report 2010, “the English Language paper for the May/June 2009 WASSCE and the English Language, Mathematics core, Integrated Science, together with Mathematics Elective papers for the November/December 2009 WASSCE were compromised in Ghana.” Both the government and the Council are committed to curbing examination malpractice in the country, though unsuccessful. For example, the Ghana Supreme Military Council issued SMCD 36 West African Examinations Council Act 1970 (Amendment) Decree 1972 on 22 June declaring several examination malpractices illegal and prescribing penalties for those who contravene its provisions. On the part of the Council, its own investigation in the 2009 WASSCE leakages “revealed that a member of the staff of the company that gave technical support to the Council through the servicing of the digital printing machine at the Council’s printing press in Tema was the source of the compromise.” See Appendix for Council policies on examination malpractices. Notwithstanding, the Council clear policies dealing with examination leakages the Council is still struggling to overcome the menace.

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FACTORS RESPONSIBLE FOR EXAMINATION MALPRACTICES

Examination malpractices are threat to national development. Through such canker, the seed of corruption is sown in ‘teens’ in the sub-region. This annual phenomenon has become epidemic to deal with in member countries. Almost all the annual reports by WAEC have a caption on examination malpractice and how the Council is bedevilled with it and its intentions to cure such “disease” yet it keeps on growing and increasing in occurrences. This thesis identifies over emphasis on examination and certification in member countries, poverty, fear of failing the examination, and abuse of technology as the factors responsible for the ever-present examination malpractice associated with second cycle examination in Ghana and the sub-region as a whole.

First, there is over-emphasis on examination and certification in Ghana and this has led to the examination assuming ‘superiority status’ in this country. There seems to be much more emphasis on the certificate than any aspect of education in the sub-regions. The case is dire when you consider that examination and its resultant certificate cannot measure all aspects of education. Baughman and Dahlstrom relate, “Most teachers consider it important to teach their children ethical standards, yet there is no adequate test for measuring children’s learning in this regard.”188 This view was shared and supported by Mr. Akyemvi, K. Emmanuel of Presbyterian Boys Senior High School, Legon, who believed other aspects of education have been marginalized.189 The inability for even the ‘best examinations’ to assess all aspect of education behoved test users not to treat test as the final decider or determinant. Test users should also

189 Interview with Mr. Akyemvi K. Emmanuel, PRESEC, Legon, May 2, 2018.
consider the subjective element in examination questions and the marking of it, especially the essay type. The example below shows how 15 examiners awarded different marks for some student in one particular essay paper.\textsuperscript{190}

<table>
<thead>
<tr>
<th>Candidate Number</th>
<th>Number of Credit</th>
<th>Number of Passes</th>
<th>Number of Failures</th>
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<td>5</td>
<td>1</td>
<td>11</td>
<td>3</td>
</tr>
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</table>

Figure 4, adopted from D.G. Lewis, “Assessment in Education,” University of London Press Ltd. 1974: 98.

The figure above depicts a situation where 15 different examiners were given 5 candidates scripts to mark independently. The examiners were to grade the students as Credit, Pass and Fail. In this figure for example, candidate 1 had 2 of the examiners awarding Credit marks to the script, 8 examiners awarded Passes and 5 of the examiners gave failed marks for the same scripts. It is clear from the figure, the considerable huge differences recorded by each candidate by the 15 different examiners. This case explains the subjective elements in essay marking and

\textsuperscript{190} D.G. Lewis, “Assessment in Education,” University of London Press Ltd. 1974: 98.
hence the difficulty of making examination the sum total of a candidates or students entire education. This is a common situation regarding marking and award of marks in examinations. This scenario is also evidence of the subjectivity associated with examination marks and grade and hence not enough to determine a person’s ability as has been the case by test users. Is the certificate alone enough evidence of a person worth, considering this subjective element? Can other aspects of education be given priority as test has received? Bloom identified three domains of education as cognitive, affective and psychomotor. The cognitive domain of education has over-shadowed the other equally important affective and psychomotor domain of education in the sub-region. The laying aside of the affective and psychomotor domain of education has been made possible due to the ‘superiority status’ associated with an examination in the sub-region. Notwithstanding, Payne view that test “users must remember that even the highest quality achievement test cannot measure an entire subject-matter area and that such test can only sample types of learning.”

Most educational stakeholders including admission boards, scholarship boards, employers, parents, teachers, etc. have committed this mismatch. This has affected the entire educational process, as teachers are now teaching topics they consider testable instead of what students are to learn as the objective of their educational curriculum. A student told me some of his teachers informed him not to worry about some topics since it will not appear in their examinations. Some teacher’s will either not teach topics they consider not examinable or as stated above will tell their students not to pay attention to those topics. This is tragic and defeats the purpose of education. Payne looked at the danger associated with a situation whereby test “determines the nature of the instructional programme” This negative situation should not be entertained by any educational unit. There are also students whose

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191 Payne, The Assessment of Learning, 447.
192 Interview with Appiah C. Enock, Adenta, May 7, 2018.
193 Payne, The Assessment of Learning, 446.
dreams and aspirations have been affected due to their summative assessment grades. This is not a fault of the Council but rather that of test users. Some students said they were given courses in tertiary educations they have no interest in pursuing, but their results could not afford them with what they wished. One student opined, “I wanted to pursue medicine but I was given Earth Science, because I made aggregate 14 instead of 06.” This was how a young lady thought she could not pursue Medicine because her WAEC grades could not afford her. Another young lady told me, she wanted to pursue Law but she is now reading BA Linguistics because her grade could not qualify her for the Law degree after her WAEC examination. Even though these students can pursue some of these programmes after their first degree, they wished they could pursue it immediately after their second cycle education. Can admission boards give student opportunities to appear before panels to be interviewed and solicit for other intrinsic values? Could they have been given a task to perform in these fields to identify their interest and love for those professions? With such great emphasis on examination, there is a temptation of cheating before and during the examinations.

Also, poverty on the part of teachers, officials and associates of the Council negatively affects summative assessment in Ghana. These individuals are only concern with the little gains received in such disgraceful act. It is agreed, there are poor conditions of service among teachers in Ghana and other member countries of the Council. Such situations can lure these officers to compromise with their duties. WAEC is solely responsible for setting of its examination questions, printing of the questions, packaging and distribution of it. As a result, people find it hard to understand how with the Council security mechanism, questions can easily leak and get into the hands of people outside the office. WAEC have been accused of leakages in

194 Interview with Brifo, Hannah, Accra, October 21, 2017.
195 Interview with Agyeman S. Accra, October 21, 2017.
196 Agbodeka, The West African Examination Council, 204.
its examination, with the majority of people believing that the Council is not credible, if examination in their possessing will be stripped off. Such accusations are justifiable with some evidence of examination leakages associated with the Council. Agbodeka narrated a case where, in 1967 a leakage occurred and it was identified that an officer of the Council was responsible.\textsuperscript{197} The 2009 examination leakage is also another clear example of such instances.\textsuperscript{198} However, the Council alone cannot be responsible for this canker as indicated by the Council’s 2010 Annual Report. According to the report, the Registrar relates, “examination malpractice in all the forms it takes, is a societal problem.”\textsuperscript{199} Hence, several stakeholders are involved in this evil act. An interview with some Assistant supervisors of the Council’s examination revealed that some teachers take money from students and promise to compromise their role as invigilators.\textsuperscript{200} The Council on its own is putting several security checks to prevent them. In an interview with Mr. Oduro Augustine, he mentioned steps the Council continuous to explore to bring sanity in examination malpractices.\textsuperscript{201} The engagement of some invigilators and police personnel to accept money from students to enable them to cheat is a terrible one. The case becomes more worrying as some school authorities pay money to invigilators and police to compromise with their duties during the examination period. Some informants revealed to me how some school authorities in the name of their schools been recognized as good schools would like to engage in examination malpractice.\textsuperscript{202} The idea of ranking schools as it is now should not be encouraged as mentioned by some teachers who believed the practice leads to unhealthy competitions.\textsuperscript{203}

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\textsuperscript{197} Agbodeka, The West African Examination Council, 211.
\textsuperscript{198} WAEC, \textit{Annual Report}, 2010, 40.
\textsuperscript{199} WAEC, \textit{Annual Report}, 2010, 40.
\textsuperscript{200} Interview with Mr. Jongure, David, Adenta, May 7, 2018.
\textsuperscript{201} Interview with Mr. Oduro, K.A. WAEC National office, Accra, April 23, 2018.
\textsuperscript{202} Interview with Mr. Jongure, David, Adenta, May 7, 2018.
\textsuperscript{203} Interview with Mr. Akyemvi K. Emmanuel, PRESEC, Legon, May 2, 2018.
\end{flushleft}
Another factor responsible for examination malpractice is the fear of failure in examinations. However, fear entertained by students regarding WAEC examination is because of teacher’s inability to complete their syllabus, and student’s negative attitudes towards learning. WAEC examination is conducted on the assumption that students have completed their syllabus. This is sometimes not the case. Ghana, for example, is facing problems with the number of years to be spent at the second cycle of its educational structure. Debates about the number of years to be spent in the second cycle have been attributed to the inability for schools to complete their syllabus. Some stakeholders believe the school years should be four years instead of the current three years to enable students complete their syllabus. Others also believe the 3 years second cycle education should be maintained. 204 Those who support three years argue that WAEC examination should be written in a period when all the 9 terms making up the three years will be completed. This shows that even the 3 years is not utilized before the examination commence. A testimony by Miss Tracy Ansah of the Accra Girls SHS as recorded by the Daily Graphic relates, “the syllabus, which is for nine-terms, was usually covered within a period of two-and-half years which did not make it possible for schools to cover all the topic before the examination. …giving students extra months, February and March to prepare was one piece of good news for SHS students to cover more grounds before the examination.” 205 This situation made the Ghana Ministry of Education ask for a rescheduling of the 2018 May/June WASSCE to a later date, instead of its intended date by the Council. 206 According to the Daily Graphic report, Dr. Opoku Prempeh explained: “that the request for the delay in the start of the examination was to give the candidates more time to enable them to prepare

204 Interview with Mr. Benson Ofori, Abelekpe, Accra, May 11, 2018.
well for the WASSCE so that they could perform creditably.\textsuperscript{207} The bizarre situation of the number of years to be spent in school is still a public debate with no clear policy direction on the way forward. Some educationists argue that the school calendar is interrupted with other co-curricular activities such as sports, anniversaries, traditional activities such as funerals and death of chiefs, all causing break in the academic calendar. It is clear that students’ study hours are interrupted by several intentional and unintentional activities. As a result, the school and teachers do not complete syllabi which give little attention to these interruptions. When school calendar is interrupted and teachers unable to complete their syllabus, the students suffer. The Council examination does not recognize the above shortcomings. Let me hasten to add that subject incompletion is not limited to the above. There are instances of teacher laziness, strikes due to teacher’s condition of service that also affect teaching and learning. Apart from the inability to complete school syllabus, students’ own attitudes towards learning lead to fear which can result in examination malpractices. Some students do not concentrate on their studies. Some of these may be problems from the house, students joining bad companies in school and student’s own laziness. Some students engage in such unhealthy lifestyles and ignore their studies. Other students refuse to attend classes, and this does not contribute to effective learning. When the day of reckoning is due, they still want to pass their exams and they entertain fear of failing. In the edge to pass the examination, their fears lead them to look for shortcuts to success. And the only way to achieve this is to engage in examination malpractices in all forms and kinds.

Finally, technological advancement has unfortunately aided examination malpractice in Ghana. Using Information and Communication Technology (ICT) to facilitate examination malpractice is an eyesore in Ghana. Notwithstanding, the positive side of ICT, in sending and

\textsuperscript{207} Daily Graphic, Saturday, January 27, 2018, 9.
receiving information and the world becoming a ‘global village’, facilitating trade and business etc., technologies are also used for bad, and all sort of crimes in our societies. Question papers are seen on various social media platforms days before the examination. People can send examination questions through emails, WhatsApp, pictures, photocopies etc. This defeats the purpose of the examination to assess students to obtain realistic feedback to evaluate teaching and learning.

FACTORS RESPONSIBLE FOR POOR EXAMINATION PERFORMANCE

Examination performance refers to student’s examination outcome after marking and grading by the examination body. Here the emphasis is put on the grade(s) obtained by the individual and the group or country put together. The core subjects refer to the compulsory subjects that serve as a requirement for all the students in Ghana. They include:

i. English Language

ii. Mathematics (core)

iii. Integrated Science

iv. Social Studies

Students and candidates need to obtain a pass grade in all core subjects in other to benefit from the important decisions made from examinations such as granting of admission, scholarship, and employment. While WAEC defined grade A1 to E8 as a passing grade, the National Accreditation Board, the body responsible for determining the equivalences of both local and

208 Interview with Mr. Odoro A. WAEC National office, Accra, April 23, 2018.
foreign tertiary and professional qualifications\textsuperscript{209}, on the other hand considers only grade A1 to C6 as a pass grade which can be used for admissions, scholarships, jobs etc. in this country. It is not clear to the general public how and why NAB determined grade D7 and E8 as a fail grade, as both grades cannot be used for university admission in Ghana. Moreover, it is not also known what percentage mark constitutes each grade. In the University of Ghana, for example, percentage mark below 50\% is considered as fail grade as determined by the new grading system.\textsuperscript{210} This is not the case with WASSCE grading and interpretation. Why would one then determine that a grade which is considered as pass mark by the examining body cannot be used for university education for example? It will be appropriate if WAEC can provide the percentage mark for each letter grade as done in Kenya and other places. See Appendix for the Kenya National Examination Council grading and interpretation sample. Some stakeholders believed a student should be given the opportunity to use both grades (grade D7 and E8) also for a university admission. In her Inaugural lecture, Prof. Alabi questions the basis for the non-acceptability of some of these grades for university educations.\textsuperscript{211} I believe looking at the subjective nature of grading, a student with such grades should be given admission, in addition to interviews, certificates of award-winning in extracurricular activities such as sports, school

\textsuperscript{209} According to NAB, General Certificate of Education (GCE) Advance Level Candidates should possess Passes in three (3) subjects (at least, one of the passes should be grade D or better). Also, the applicant must have had credit passes (Grade 6) in five GCE Ordinary Level subjects including English Language Mathematics and a Science subject (for non-science students) and an Arts subject (for science students). The SSSCE Candidates should obtain Credit Passes (A-D) in six (6) subjects comprising three core subjects, including English Language and Mathematics, plus three (3) relevant elective subjects. WASSCE Candidates should also have Credit Passes (A-C6) in six (6) subjects comprising three core subjects, including English Language and Mathematics, plus three (3) relevant elective subjects. \url{www.nab.gov.gh/about-us/vision-and-mission}. (Accessed Monday, May 21, 2018).

\textsuperscript{210} University of Ghana, Report of the Committee set up to Develop a New Grading System to Suit the Four-Year Degree Structure of the University: A New Grading Scheme for the Four-Year Degree Programme. February 2010:9

\textsuperscript{211} "Do we have any substantial evidence to suggest that people with the D-grade are not capable of university education? What is the basis of the D grade requirement that robs young men and women and their families off the joy of higher education and their aspiration to make a better future through higher education?" Alabi, B. Goski, Quality of Higher Education in Ghana- the Key Issues, The first Inaugural Lecture of UPSA, (2017), 6.
leadership, music, and dancing groups etc. The National Accreditation Board should adopt an open-door policy where the six requirements for tertiary education can be the candidate best six subjects and not the three-three policy as it is now, thus three core, three electives. Kenya, for example, used the candidate’s 7 best subjects in this regard.\textsuperscript{212}

Except for Social Studies, Ghana’s performance in the other core subjects is not up to stakeholder’s expectation. The table below shows a decade of students WASSCE performance from 2006 to 2016. The year 2010 has an empty record because of the Anamuah-Mensah 2002 educational review committee which changes the school years from three years to four years. As a result, Ghana registered no candidate for the WASSCE school examination in 2010. The core subject is used because every student, despite his or her programme writes them beside his or her individual programme of study. Hence, it covers almost all students writing the exams for each year. The table below is a decade of student core subject performance in Ghana. (2006-2016).

\textsuperscript{212} See Appendix for the Kenya National Certificate.
THE TREND OF CORE SUBJECT PERFORMANCE, 2006-2016

FIG 5.0

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<th>SOCIAL</th>
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<td>69.4</td>
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<td>2016</td>
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<td>48.4</td>
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Authors’ Computation from the Ministry of Education, 2017.\(^{213}\)

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THE TREND OF MALE-FEMALE CORE SUBJECT PERFORMANCE

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Authors’ Computation from the Ministry of Education, 2017.\textsuperscript{214}

Fig 5.2. This figure shows the national core subjects performance for the past decade.

Authors’ computation from the Ministry of Education, 2017.
Fig 5.3. This figure shows both male and female core subject performance for the past decade. Authors’ Computation from the Ministry of Education, 2017.  

Fig 5.4. This figure shows the trend of Male core subject’s performance for the past decade. Authors’ Computation from the Ministry of Education, 2017.
Fig 5.5. This figure shows female core subject performance for the past decade.

Fig 5.6. This figure shows the trend of national English Language performance for the past decade. Authors’ Computation from the Ministry of Education, 2017.

Fig 5.7. The figure above is the national Mathematics Core performance for the past decade. Authors’ Computation from the Ministry of Education, 2017.
Fig 5.8. This figure is the trend of national Integrated Science performance for the past decade. Authors’ Computation from the Ministry of Education, 2017.

Fig 5.9. This figure shows the trend of national Social Studies performance for the past decade. Authors’ Computation from the Ministry of Education, 2017.
It is clear from the figures above that student performance in social studies is always one of the highest pass rates comparing to the English, Mathematics, and Science (EMS). The study discusses the past ten years’ performance in two ways. First the female-male performance and second the performance at the national level.

First, the gender performance of the four core subjects within the ten years’ period is discussed. The figures depict, that the female students’ performances are relatively low in comparison with their male colleagues. However, unlike the Mathematics and Science subjects, these females’ students seem to perform slightly well in the two reading subjects, thus, English and Social Studies. As the female performance remains 31.6% and 38% as the highest ever for Mathematics and Science within the ten years, the highest performance in English and Social within the same period, improved slightly as 42.3 and 43.1 respectively. The male students are not only doing better in the Mathematics and Science subjects. Their entire or overall performance outweigh their female colleagues. The table also shows more male writing summative assessment in Ghana. The situation confirms the Ministry of Education 2013 annual report which said, even though more female can move from JHS 3 to SHS 1, their numbers reduces and some are unable to complete school by the final year.\textsuperscript{216} Notwithstanding, the general dislike of the female students towards Mathematics and Science as provided in the performance data and also the understanding that males completion rate is greater than females, the female individual’s performance, regarding Ghana’s overall performance in the International Excellence Award, shows positive results. With the eight (8) Ghanaians who received the International Excellence Award from 2008 to 2011, 5 of such students were females, thus (62.5%).\textsuperscript{217}

This explains that at the individual level, there exists progress regarding female’s overall performance, yet the average performance calls for national policy to improve on the situation. A national policy to encourage female interest in Mathematics and Science by all stakeholders must be in place.

On the national front, WASSCE has a strong reliability and validity tendency in measuring student performance in Ghana. The national performance shows a situation where, if students are passing in a particular year, the passing is across board in the entire four core subject and the vice versa. The 2008 and 2009 performance and that of 2011 and 2012 as against 2015 and 2016 are clear examples as depicted in the table above. Student’s performance in 2008, 2009, 2011 and 2012 shows a similar performance trend. These years have an upward trend, thus an increase in overall performance in all the four core subjects. This gives the understanding that, the number of years a student spent in school alone should not occupy a central stage in our quest to provide quality education. In the examples above, the 2008 and 2009, year groups had students with three years’ education. However, the 2011 and 2012 graduated student with four years’ education. Notwithstanding the differences in years between the 2008 and 2009 on one hand and the 2011 and 2012 on the other, the performance between them had a similar pattern. These four years’ education (2011 and 2012), despite one-year difference produced similar outcomes as the 2008 and 2009, which had candidates with three years’ education. The performances of these four years’ duration of education, made up of two different year groups (i.e. two of the year groups were those with three years and the other two were those with four-year groups) were the best in the history of WASSCE. However, anytime students perform poorly, is also seen across board. An example can be seen with the downward trend during the following years, 2006, 2007, 2015 and 2016. Even though these performances are all from three years’ educational groups, we cannot attribute the poor performance in these
years to the number of years spent in school. This is because, first, we have seen other three years’ group with similar performance like the four years. Second, the four years did not last long to conclude whether the performance obtained in these few years was sustainable. The year 2014 recorded a situation where students performed generally well in the two reading subjects English Language and Social Studies as compared to the other two arithmetic and numeracy subjects, the Mathematics and Science. While English Language and Social Studies recorded 64.1% and 71.1% respectively, Mathematics recorded 47.8% with Science recording 45.6%. These performances are for both boys and girls at the national level. The 2013 performance had a unique situation since two academic year groups had to write and complete school together. This is uncommon in the history of external examinations in Ghana. The phenomenal passes of 2013 WASSCE with the English Language 91.1%, Mathematics 71.4%, Integrated Science 85% and Social Studies 94.2% registered two corps of students with one Form three group and the other from Form four, all sitting for one examination. According to Prof. Fletcher Jonathan, students who “sat the examination in 2013 were a mixture of students with four years senior secondary education and those with three years of senior secondary education.”

The usual situation is to see one-year group completing school at a time. However, in the mood to reverse the school year from four years to three years unsupported by any critical and empirical studies, both the form three and four, had to write the same type of examination and complete school together. The form fours for 2013 served as the last batch of the four years’ educational policy implemented under the John Agyekum Kufuor’s NPP government. The form threes who wrote 2013 with their ‘school seniors’ were the first batch to begin the reverse of the school to three years by the late John Evans Atta Mills NDC government. Even though the year group

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recorded a very good performance in the history of WASSCE in the entire four core subjects, the outstanding performance cannot be attributed to years spent in school. These performances show that the number of years’ students spent at the second cycle should not be the only driven force regarding provision of quality education. Rather, stakeholders must provide the enabling environment where syllabi are completed with proper revision period between teachers and students, effective and efficient internal or formative assessment in schools with school authorities and Councillors playing active role in internal assessment matters. Parents been responsible towards their wards at this crucial stage of education, students taking their studies seriously, and years allotted to second cycle education, should not be cut short by summative assessment. WAEC should ensure that its summative assessment will take no part of the academic calendar. Stakeholders should put measures in place to improve students’ performance with Summative Assessment especially the four core subjects due to its increasing and ripping effect on the entire society.

This led me to research into factors responsible for students’ poor performance. Failure by WAEC to organize its examination at the appropriate and original time period, abuse of formative assessment by teachers and counsellors, inability to complete syllabi and the traditional students and parents’ roles were identified as the factors responsible for the poor performance in Ghana.

First, the failure by the West African Examination Council to organize its examination at the appropriate and original time period had a negative effect on student performance. WAEC organized two kinds of second cycle examinations known as May/June School examination and November/December Private examination. This thesis focuses on the May/June school examination. The May/June presupposed that students are to write their examination at least beginning from May. The issue about the time period to commence examination led to
the abolition of London HSC to Cambridge GCE in 1961. A review during Nkrumah’s government recommended academic year instead of the calendar year. The London HSC timetable was unfavourable to the Ghana school system. Ghana searched for another examination body which could offer the same service but to support its new academic system. The Cambridge examination body responded to offer its GCE to match the Ghanaian new educational policy. Hence, the change from London HSC to the Cambridge GCE was due to the period and timetable for the examination. Examination period should always support the academic year and the school system but not to negatively affect it as the current sub-regional examination model is. What went wrong? How can examination schedule for May/June commence in February? This WASSCE timetable has only cut short the school academic terms and only gave one term to third years for teaching and learning instead of the three terms provided by the educational system in Ghana. This timetable of WAEC must change completely. One unfinished aspect of Ghana’s educational system concerns school year’s factor. A common educational debate in the country concerns the number of years to be spent at the second cycle of education in Ghana. All stakeholders have been involved, yet the right years to educate a Ghanaian second cycle graduate is unknown. A section of the stakeholders argues that the three years, divided into 9 terms with 3 terms making one academic year, is insufficient period to educate a second cycle student. Hence, the Kufuor’s NPP government recommended 4 years making 12 terms. The Anamuah-Mensah committee though left the years for basic and tertiary cycle education untouched but was of the view that “the Senior High School system will be of four years’ duration

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In a report by the N&MC, it came out that, students complain about how changes in the examination time table affect their performance. The report reveals how one principal was unhappy about the period of the examination. This tells us that the time periods for examinations are important as the examination themselves. Hence examination bodies should seek for the interest of student also when coming out with period and time tables. This timetable should not discourage teaching and learning rather support it. Agbodeka, The West African Examination Council, 55. See also, Nurses and Midwives Council of Ghana, An Investigation into the factors that contribute to Nurse/Midwife Trainees’ poor performance in the final licensing examination in Ghana, Research Report (2013), 39-40.
and will offer opportunities for students to receive further pre-tertiary instruction or skill training.\(^{220}\) The committee believed making the school four years will be beneficial to all the educational stakeholders. Notwithstanding the hope expressed by the committee and the government at the time, the late president Mills of the NDC and some section of the population rather believed three years’ education will be more appropriate at this level of the nation’s educational system. In this confused situation, what WAEC could offer was rendering the third year into one term instead of three terms. This has been done successfully by conducting summative assessment in February, making the second and part of the third term of the third-year terms not teaching and learning period as the curriculum demands it to be. I am wondering what time and period WAEC authorities expect the schools and teachers to handle the part of the syllabus scheduled for the second and third terms? Both teachers and students consider that, the reduction of terms intentionally or unintentionally affects teaching and learning negatively. A student opines, “the time is too short and we write the exams too early.”\(^ {221}\) Some teachers said their classroom interactions with students are short.\(^ {222}\) There is little or no time for revision. According to one teacher, mathematics demands applications and I don’t have enough time with the student.\(^ {223}\) A teacher relates how he finds it challenging using teaching and learning materials (TLMs) in the classroom because the time is not enough.\(^ {224}\) The students are also negatively affected because of how teachers rush through their lessons period in class. This affects their individual learning. How will they study what they were not properly taught? What are we expecting them to write on the paper during the day of examination? Should we also


\(^{221}\) Interview with Appiah, C. Enock, Adenta, May 7, 2018.

\(^{222}\) Interview with Mr. Zigah, Selorm, Akufo Hall, April 21, 2018. Also, Mr. Kwarteng, E., Medina, Accra, November 15, 2017.

\(^{223}\) Interview with Mr. Jongure, K. David, Adenta, May 7, 2018.

\(^{224}\) Interview with Mr. Jongure, K. David, Adenta, May 7, 2018.
conclude that such students, not properly taught are not good based on their examination performance? The situation seems a worried one and to be addressed by the appropriate authorities. WAEC should find an alternative way that will ensure that students complete their full terms before taking their examinations. WAEC could adopt either July/August or August/September school examination period or at worst commence its school examinations in May, which is sticking to the presupposed impotent May/June. In the proposed month, if adopted, the Council can release their exams in November/December for January-March school applications to university education. This will even save the pressure on universities rendering two admission systems known as awaiting (those without summative results or grade during the application stage) and the regular or normal ones for those with their results or grades during the application stage. With these directions, all applicants for tertiary education will have their results or grades to inform their choice of school and programme selection. The current system allows students to apply for some university admissions while they are still in school and not having their WAEC results. They only select schools and programmes based on hopes and wishes. These hopes and wishes turn out to be unrealistic, as results differ from their expectations. Some waste their resources for the application forms, while others could have chosen different programmes if they had their results or grades. The private candidate examination at the second cycle should be strictly conducted in November/December and not the August/September as it is now. If WAEC ensures that teachers and students complete all the terms available to them by conducting examinations at the right period, there is the likelihood to reduce examination malpractice born out of the artificial reduction of school terms for examination which can lead to an improved performance. This view enables the Ministry of Education to plead for the 2018 WASSCE to commence in April and not in February as planned by
WAEC. Both the MOE and GES should know that, they must ensure student complete all the terms as provided by the curriculum and its objectives.

Also, the abuse of formative and end of term assessment by teachers and counsellors is a factor for student poor summative assessment performance. End of term examination is examination organized internally at the end of every term for each particular subject by teachers under the particular school supervision. According to Connie M. Moss and Susan M. Brookhart “formative assessment is an active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence of learning with the goal of improving student achievement.” It assists teaching and learning and is used for promotion into another class or form or for repetition. In some schools, this examination is not taken seriously or is abused. If a teacher cannot complete the required topics for the term, he or she only set questions on what he or she was able to teach. As one teacher opines “we only set questions on what we have covered so far.” Assuming a teacher completes only two topics out of five for a term, it is right she or he sets questions only on the two topics and not on the other three left uncovered. This can make the examination sub-standard since for the curriculum developers, these students have the strength for five topics which they can be examined on all or any, and not been restricted to only two topics. Mr. Zigah Selorm also revealed how as teachers, they are sometimes restricted on the number of test items they can set since the school

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226 Connie M. Moss and Susan M. Brookhart *Advancing Formative Assessment in Every Classroom* (ASCD, United States of America. 2009), 6.
227 Interview with Mr. Zigah, Selorm, Akufo Hall, April 21, 2018.
did not have enough resources (here money to purchase printing materials) to print their questions.\textsuperscript{228} He mentioned an instance where his authorities told him to reduce his objective questions to a certain number which he was not happy about but could not do anything about it.\textsuperscript{229} If this repeats itself for most of the school terms, students are not well prepared for standardized examinations which cover for instance over ten topics or more and they become uncomfortable during such examinations. Some teachers are also not good with selecting test items. According to Wandt Edwin and Brown W. Gerald, \textit{Essentials of Educational Evaluation}, “although measurement and evaluation is an important part of education, most teacher-training in the United States do not require prospective teachers to take course in the subject.”\textsuperscript{230} Setting examination questions is a skill and may not be an easy activity for some teacher’s especially new ones. These teachers are faced with setting questions for their class either at the end of term assessment or daily interactions and assessment with or of students. According to the Ministry of Education, “teachers now learn how to demonstrate, explain and put a point across but little is given them on how to evaluate, get feedback and measure what changes have taken place in the pupils.”\textsuperscript{231} The Nursing and Midwives Council of Ghana 2013 Research Report also reveals that “Close examination of end-of-semester assessment from the participating colleges and schools revealed a difference between the types of questions students are exposed to in their end-of-semester examinations and those contained in past licensing examination question papers.”\textsuperscript{232} Schools’ end of term examinations, if well structured, will help prepare students so that they could be confident for their summative assessment. This could reduce the anxieties

\textsuperscript{228} Interview with Mr. Zigah, Selorm, Akuafu Hall, April 21, 2018.
\textsuperscript{229} Interview with Mr. Zigah, Selorm, Akuafu Hall, April 21, 2018.
\textsuperscript{230} Edwin Wandt and Gerald W. Brow, Essentials of Educational Evaluation (Henry Holt and Company, Inc), v.
\textsuperscript{232} Nursing and Midwives’ Council of Ghana. \textit{An Investigation into the Factors that Contribute to Nurse/Midwife Trainees’ Poor Performance in the Final Licensing Examination in Ghana}. Research Report. April 2013:41.
and fears which sometimes result in the annual ritual of examination malpractice. Teachers should be trained on test selection very well at both the teacher training colleges and institutions and on the job. Teachers should practice this, by giving or conducting regular tests during their day-to-day classroom engagement with students. Senior teachers or experienced ones should help new ones. Heads of departments and school authorities should organize test development and testing seminars and conferences for their teachers. They can invite external resource persons from WAEC, Curriculum Research and Development Unit of the Ghana Education Service and universities to assist with this important assignment. Counsellors should be actively involved in student examination performance. School counsellors are an important aspect of every level of education. In Ghana, every secondary school has a counsellor or someone who assumes the status or position of a counsellor. This trend is repeated in the universities and they are mostly referred to as course advisors and are responsible for all counselling related issues regarding advice, discipline and the total wellbeing of people in the school environment. School counsellors must not leave student academic issues to subject teachers alone. Counsellors can assess student examination performance and provide feedback that will ensure student improvement subsequently. Counsellors should shift their focus from their traditional discipline, prescription of punishment to student, and involve themselves in student academic work. They should put students on counselling appointment purposely for discussing their end of term assessment or classroom performance. Enquire, why students are performing in a particular way, speak to their teachers and parents when necessary, help by offering support for students whose minds and emotions are not stable, having negatives impact on their studies, and encouraging good ones to do better. Most of the final year students I interviewed told me they have never met their school Councillors before and some said they do not know their school counsellors. Others, who were, aware said they have no emotional problems and have no bad records to
meet their counsellors. Below is an interview I conducted with one student. When asked if she had met her school counsellor before, she said this “…but I am a good girl so I don’t need to talk to our counsellor.” Also, when asked how she was performing in class, she responded: “hmmm the Maths and English is my problem.” I asked, would you like to talk to the counsellor about it? She said, “oh nooo, he cannot do anything about it.” This shows a poor understanding of students, of the role of counsellors in their schools, and probably, a poor relationship between counsellors and students. Counsellors should rather develop a plan for meeting students based on their performance as provided by the classroom teachers. Knowing that some of the students will not have the courage to approach them. Students should be sensitized to the role of counsellors in their school.

Furthermore, teacher’s inability to complete the school syllabus serves as a factor for students’ poor performance in summative assessment. Some scholars have identified teacher’s role as one factor that affects students’ examination performance. Most scholars, explain laziness and absenteeism as some attitudes of teachers which, when exhibited in school, affect student performance negatively. In this study, I identify that the ability of teachers to complete syllabi is affected by both internal and external factors. The internal factors support the explanations given by the already existing scholars as explained above. That is, teachers have not been punctual and available during class hours. Other factors include school anniversaries and celebrations and inter-house sports competition. These activities are relevant but are not considered by syllabus developers. Some students have to leave the classroom for sports training during teaching and learning hours. Others are good with sports but will abandon it because

233 Interview with Mohammed, Zulaiha, Adenta, May 7, 2018.
they will lose some class contact hours.\textsuperscript{235} The external factors identified are national holidays and celebrations such as Independence Day, African Union Day, and International Workers Day etc. Traditional activities, such as the death, burial, and funeral of a prominent chief, national, regional and district sports week or day etc., take students from the classroom. This affects the time teachers have to spend in class with their students. Mostly, they have to close the class or the entire school for some of these activities. According to Mr. Zigah “you have to let them go home even if you are at the middle of the term since you cannot account for them and you don’t know what is going to happen with the chief’s funeral.”\textsuperscript{236} Another teacher, Mr. Kwarteng told me how in his school, end of term examination was postponed because of the paramount chief’s funeral.\textsuperscript{237} These are narrations from teachers whose schools were temporarily closed for some external activities within the school vicinity to take place. All these activities affect the school calendar and the entire teaching and learning process. As external examination body, WAEC does not consider these factors. They assumed syllabi are completed at the end of the school period and students have to write their summative assessment. WAEC cannot consider this since such happenings are mostly environmentally related. Students are mostly affected by these circumstances since they are left with several uncompleted topics and yet are expected to answer those questions which they were not taught. The situation becomes scary when those topics appear in objectives and at the compulsory\textsuperscript{238} aspect of the question papers. These are also some reasons students prefer to cheat during examinations. Indeed, curbing examination malpractices is for all stakeholders and not a group of people. As stated by the

\begin{footnotesize}
\textsuperscript{235} Interview with a teacher, Mr. Akyemvi K. Emmanuel PRESEC, Legon, May 2, 2018.
\textsuperscript{236} Interview with Mr. Zigah, Selorm, Akufo Hall, April 21, 2018.
\textsuperscript{237} Interview with Mr. kwarteng, E, Medina, November 15, 2017.
\textsuperscript{238} Compulsory part are those questions which student cannot select from but has to respond to them and their inability to respond to it will automatically reduce their marks. See Appendix for Mathematics, Core which were compulsory questions.
\end{footnotesize}
Registrar (WAEC), “the fight against it must therefore not be left to the Council as an examining body to fight alone but all stakeholders in education—parents, teachers, school authorities, government officials and all-to do everything possible and necessary to discourage all forms of examination malpractice.” Teachers should avoid negative behaviour such as absenteeism and laziness that affect classroom work. Students should form study groups and support themselves in order to study topics on their own at the group study level. School authorities, traditional leaders and government should ensure that economic, social, political and cultural factors will not affect students’ academic work.

Again, parents and students cannot be left out when discussing factors responsible for poor students’ performance. Parents have the responsibility towards their wards and one of such is to contribute to their wards education. They should provide their wards with shelter, food, school uniforms, emotional support and any other materials that will aid student to learn. Home conditions and background such as the size of the family, home duties performed by the student and broken homes have been identified as factors that can negatively affect student’s examination performance. Mrs. Ata-Kora also explained how some of her school children absent themselves because they have to sell in the market. She further relates that some of the students have a lot of workloads at home. This obviously affects their studies, she said. Parents should be involved with their wards wellbeing in school and one of such is to get themselves abreast with their ward’s examination performance. This will help them encourage their wards to study and work on their weak subject. Parents should visit their wards in school and


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speak to the teachers of their children to understand their wards’ performance and general behaviour in school. Linda Ofo su Adane identifies the low level of interaction with children’s teachers and low involvement in the Parent Teacher Association as some parental factors responsible for low academic performance.\textsuperscript{242} When these things are ignored, and not paid attention to by parents, they affect student performance negatively. Students must see they have the obligations to study, looking at the investment made by their parents, teachers and the government. When students refuse to study, they will reap what they sow during examinations. Late-ness to school and absenteeism by students were identified as factors that can negatively affect student performance.\textsuperscript{243}

In conclusion, this chapter maintained that despite Ghana’s change from one examination model to another, issues of examination malpractice and poor WASSCE performances are still high regarding summative assessment. This thesis identifies over-emphasis on examination and certification, poverty, fear, abuse of technology as the factors responsible for examination malpractice. Failure by WAEC to organize its examination at the appropriate and original time period, abuse of formative assessment by teachers and counsellors, inability to complete syllabus and the traditional students and parent’s role were identified as the factors responsible for the poor performance in Ghana.

There is a strong link between examination malpractice and student poor WASSCE performance, hence stakeholders must address the problem dependently.

\textsuperscript{242} Adane, \textit{Factors Affecting Low Academic}, iv.
\textsuperscript{243} Adane, \textit{Factors Affecting Low Academic}, iv.
CHAPTER FIVE

CONCLUSION

This thesis seeks to explore a historical trajectory of Second Cycle examination systems in Ghana. The year 1951 commenced this study due to the significance of the year in the political and educational history of Ghana. Thus, the coming into office of the country’s first president and the establishment of the first examination body in the sub-region. 1951 witnessed the coming into office of Dr. Kwame Nkrumah, this time as leader of government business. It is this same year, which following the 1948 discussion between the University of Cambridge Local Examinations Syndicate and University of London School Examinations Matriculations Council with the West African Departments of Education concerning the future policy of school examinations that would respond to African needs was made. This lead to the late Dr. G.B. Jeffery, FRS, Director of the Institute of Education of the University of London visitation to West Africa. Because of the 1948 discussion, Dr. Jeffery was invited to West Africa for a three-month visit beginning from Oct 1949. Jeffery was mandated to “study and advise on a proposal that there should be instituted a West African Examination Council.” Jeffery after his visitation to The Gambia, Gold Coast (Ghana), Nigeria and Sierra Leone gave his endorsement to the proposal. The Jeffery report also, made detailed recommendations for the composition and duties of the Council. The West African Inter-territorial Secretariat drew an ordinance establishing the Council as a corporate body. In 1951, the Legislative Assembly of the Gold Coast passed the Ordinance of West African Examination Council Ordinance No. 40 of

1951. After which The Gambia, Nigeria and Sierra Leone followed the same direction. The year 2006, serving as the ending point of this thesis is due to Ghana’s transition from her national to the sub-regional model of examination in that year. For almost a decade, Ghana whose significant role in the history of WAEC, as the headquarters of the Council was not a participant in the Council’s sub-regional examination for second cycle education. This position of Ghana was unusual until the nation in 2006 finally joined the other member countries, after 8 years of non-participation in WASSCE.

The introductory aspect of this thesis discussed the Ministry of Education and the Ghana Education Service. With the MOE serving as the governing body in charge of pre-university education in Ghana and the GES, serving more specifically as, the biggest agency under the MOE in charge of administration, teaching and learning. In discussing the three focuses of Ghana’s Education System, thus, Access, Equity, and Quality, it was realized that much of government’s effort since independence had progressively been directed towards accessibility with minimum effort regarding equity and quality. The various governments’ effort from independence through to this fifth president of the fourth republic has always focused on increasing infrastructure and getting more students into the classroom. This began with the free compulsory primary education initiative by Kwame Nkrumah which targeted children between the ages of 6 and 12. Also, the CPP government subsidized the establishment of Local Councils and Mission schools. According to Roger S. Gocking, the number of pupils in elementary schools increased from 212,000 in 1950 to over 270,000 by 1952. Nkrumah built 16 teachers–training colleges in the country and provided £1.5 million in support of the establishment of

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249 Bame, Teachers Motivation, 22.
250 Gocking, The History of Ghana, 100.
251 Gocking, The History of Ghana, 100.
252 Gocking, The History of Ghana, 100.
University College of the Gold Coast, now the University of Ghana.\textsuperscript{253} Despite the PNDC’s effort to provide opportunities for secondary education and shifting the focus from the liberal arts to more practical and cultural subjects in the Curriculum,\textsuperscript{254} the government was criticized to have failed in achieving this goal. The Anamuah-Mensah reforms relates, “under the latest 1987 reforms, public education in Ghana has failed to meet expectations in terms of its coverage, quality, equitableness and economic utility.”\textsuperscript{255} In his effort to contribute to pre-tertiary education, the Kufuor-led NPP government increased the second cycle education from three years to four years, with little effort regarding the issues of equity and quality. The immediate past president of Ghana, John Dramani Mahama did not depart from the building project aimed at accessibility. In his 2012 election campaign, the former president (John Dramani Mahama) promised to build 200 Community Day schools. In their support for the government’s \textit{Free SHS}\textsuperscript{256} policy, the Institute of Economic Affairs (IEA) “proposed a one percent increase in the VAT rate or other innovative taxes to sustain the financing of the Free Senior High School policy.”\textsuperscript{257} However, the policy as expressed by Dr. Opoku Prempeh (the Minister of Education) that “such a policy might mean many more people would have access to school.”\textsuperscript{258} This is also focused on accessibility. He supported his view by providing evidence of students who gains admission to SHS after their Basic Education Certificate Examination (BECE) but could

\begin{enumerate}
\item \textsuperscript{253} Gocking, \textit{The History of Ghana}, 100.
\item \textsuperscript{254} Gocking, \textit{The History of Ghana}, 197.
\item \textsuperscript{255} Ministry of Education Youth and Sports, \textit{White Paper on the Report of the Education Reform Review Committee}, October, 2004: 4
\item \textsuperscript{256} Free SHS according to the president meant that in addition to tuition, which is already free, there will be no admission fees, no library fees, no science centre fees, no computer lab fees, no examination fees, no utility fees, there will be free textbooks, free boarding and free meals, and day students will get a meal at school for free. Free SHS will also cover agricultural, vocational and technical institutions at the high school level. See Daily Graphic, Friday, July 28, 2017: 03.
\item \textsuperscript{257} Daily Graphic, Friday, August 4, 2017: 45.
\item \textsuperscript{258} Daily Graphic, Friday, July 28, 2017: 03.
\end{enumerate}
not do so. The minister said, in 2013, 90,604 out of the 352,202 candidates admitted to the various SHS in the country could not enrol. While 113,260 qualified candidates for 2014, were also not in the classroom. He further provided 115, 363 and 111,336 as the number of qualified candidates who denied or rejected admission for 2015 and 2016 respectively.\(^{259}\) Even though majority of this student are not in the classroom due to their inability to afford fees charged, it is clear the current government free-SHS policy seeks to retain these entire students in the classroom. All these governments did less in terms of policy direction, regarding providing and achieving equity and quality educational service. Where equity has been brought to the forefront or as part of the conversation, successive governments concentrate on Male-Female ratios, with the unfair distribution of school resources such as accommodation, laboratories, classroom blocks, teachers and provision of textbooks still dominating in various secondary schools in Ghana. Little has been done in terms of quality of teachers. Historically, students who could not pass or obtain Credits for their secondary school external examinations are given the opportunity into the country’s teacher-training colleges. According to Mr. Benson, “those who could not pass the O-Level have the opportunity to go to teacher training college.”\(^{260}\) While NAB qualification does not allow those with the D7 grade to pursue a university education, same grade is allowed for diploma education including teacher-training colleges in Ghana. Should a country that need quality education push her students who could not obtained credit pass into the classroom as teachers?

The thesis largely adopted a qualitative approach with some few statistical and graphical approaches especially in analyzing the trend of students’ core subjects for the past decade (2006-2016). In doing so, the work was conversant with the use of primary and secondary

\(^{259}\) Daily Graphic, Friday, July 28, 2017: 55.

\(^{260}\) Interview with Mr. Benson Ofori, Abelekpe, May 11, 2018.
sources. Regarding the primary sources, the Accra office of the Public Record and Achieves Administration Department (PRAAD) was very useful. Information concerning support from Kwame Nkrumah in building West Africa’s premier examination body was obtained. Informants were grouped into four categories of stakeholders in examinations and education in Ghana. The first category was those from the Ghana Education Service, who serves as an authority in pre-tertiary education. WAEC officials both at the national and headquarters serve as the second category of stakeholders. Parents and students whose lives are made better or worse from external examinations were never left out during the interviews. Various reports from the West African Examination Council, Ministry of Education, the Nursing & Midwives Council (who also provide external examinations to health professionals in Ghana), Parliament of Ghana and the University of Ghana Balme Library were consulted. To balance my primary documents, the thesis also used books, articles, journals, unpublished and published thesis etc.

The craft of a researcher is never without a challenge, this thesis was not exceptional. PRAAD had little materials on examination activities. Because examination had not received either enough attention, or the archives had little contemporary data looking at the period for the national and sub-regional examination models. PRAAD information had difficult-to-read papers, some materials were torn, and others simply could not be found. Another challenge was the difficulty of writing educational history. It is difficult getting the opportunity to speak to both the examination body officials and the main stream educational authorities and accessing some documents at their domain. A popular phrase from some of the institutions was, this is an “confidential/official document” and not for public consumption. A case that tells me Ghanaians demand for Right to Information Bill is long overdue. All efforts to speak to some top officials who decisions result to some of the changes and policies, nearly failed. However, a referral strategy helped me overcome some of these challenges. Thus, some individuals who
knew some of the officials on personal grounds were able to make calls and supported me with e-mail addresses to facilitate my interview request.

The study also focuses on the establishment of WAEC as the examination body for The Gambia, Ghana, Nigeria and Sierra Leone. The Ordinance for the Council as was established in 1951 “Charged the Council with determining the examinations required in the public interest in West Africa, and empowered it to conduct such examinations and to award certificates, provided that these certificates did not represent a lower standard of attainment than equivalent certificates of examining authorities in the United Kingdom.”

The Council which began with four formal British colonies was in 1974 joined by Liberia. Even though the Council is a British colonial legacy, neither was this institution established because of West African Colonial masters’ own initiative nor bore out of a benevolence act. Rather, as the usual demands, struggles, and agitation approach, Africans had to chart a path for herself. It was African elite who realized the content and procedure of the examination was too “foreign,” hence, the need to decolonize this examination system. They believed each aspect of the educational system must be Africanized. Boahen (1996), held the view that African education should reflect African Culture.

Despite this demands and agitation by Africans, it took the intervention of the Jeffery report to convince the West African-Inter-Territorial Secretariat, in conjunction with the support of the local structures before granting this demand. From its establishment, the Council, have had a clear direction on its responsibilities, and provided with a good leadership style to control its activities. From its initial stage, the Jeffery report did not only support the

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263 Boahen, Mfantsipim and the Making of Ghana, 227.
establishment of the Council but in addition, proposed “the composition and duties of the Council.” The Council began by assuming an agent status, as it liaises with examination bodies such as the University of Cambridge Local Examination Syndicate, University of London GCE, City and Guilds of London examination, Royal School of Arts and so on and so forth in the conduct of such examinations in the sub-region. According to Agbodeka “the Council also continued as an agent conducting examinations for several overseas examining authorities.”

With such arrangement, the setting of questions, marking and grading were done outside Africa, but mostly in these UK organizations. However, some astute Africans were selected for training in these British institutions especially from University of Cambridge and University of London. These two bodies’ relationship with WAEC have been a mother-child relationship. Gradually, Africans were trusted in selecting some of the examination questions but mostly those papers with African contents. The Council from there, started absorbing some subject and controlling such papers. However, the Council at this basic stage was confronted with two main setbacks. First, the challenge of training enough examiners and secondly, the challenge of designing the examination syllabus. In fact, these two setbacks have been with the Council anytime it decides to introduce a new subject or change its examination model. The Council’s strong leadership and administration have helped it to stand the test of time. As a result, member countries’ national political, economic, social and cultural differences could not disintegrate or collapse the Council. The Council was able to survive serious political situations such as the 1967 Biafran war of Nigeria, the 1966 National Liberation Council Coup of Ghana, the 1989 Liberian Civil war, the Sierra Leone Civil war of 1991 and the 1994 Coup of

265 Agbodeka, The West African Examination Council, 64.
266 In 1967, eight potential Chief Examiners and Team Leaders from Ghana were sent for training with the University of Cambridge Local Examinations Syndicate. See Agbodeka, The West African Examination Council, 46.
the Gambia. In fact, the recent Ebola virus disease in some member countries came as a shock to the sub-region. The Ebola disease was able to prevent Liberia from hosting the 63rd Annual Council Meeting\textsuperscript{267} even though, the leadership and administration of the Council as it known best was able to quickly call on Nigeria to take the task in place of the unfortunate happening at Liberia. However, the Council has received several attacks and threats to withdraw from its service by some member countries. Majority of such decisions are bore out of examination malpractices. The establishment of NECO in Nigeria is a case in perspective. Yet, the Council is considered as an experienced examination body on the African continent.\textsuperscript{268} In fact, the Council’s national leader for Ghana, Very Rev. Samuel Nmai Ollennu in 2015 was appointed as the president of the Association for Educational Assessment in Africa (AEAA).\textsuperscript{269}

WAEC which begun with 35,000 candidates in 1955 had 3,105,406 candidates for the 2017 examination year.\textsuperscript{270} Aside the outrageous increase in candidates’ numbers, the Council in encouraging and recognizing candidates’ hard work, in 1984 established an International/Excellence Award for outstanding students. Another area of progress is the improvement regarding the release of the Council’s examination results. The Council’s examination results which took almost a year before it was released now takes less than two months. During the 2018, 66th WAEC Day Celebration held at The Gambia, the Registrar Dr. Iyi Uwadiae opines “the results of the two editions of WASSCE conducted in 2017 were released much earlier than ever before in all the member countries. We have succeeded in progressively reducing the period

\textsuperscript{267} That this 63rd Annual Council Meeting, which should have been held in Liberia in line with WAEC’s principle of rotation, is being held in Lagos, Nigeria is one of the consequences of the Ebola crisis. See WAEC, \textit{What Else Are Writing on the Slate? A Call for a Holistic preparation of the Youth}, 20th Annual Endowment Fund Lecture, Nigeria, (2015), 6.

\textsuperscript{268} Achigbe and Bassey, “The Effect of Administration of Senior School Certificate Examination, 77.

\textsuperscript{269} Daily Graphic, Monday, August 31, 2015: 72.

\textsuperscript{270} WAEC, Address by the Registrar Dr. Iyi Uwadiae on the occasion of the 66th WAEC Day Celebration held at The Gambia on March 16, 2018: 03.
for the processing of WASSCE results from an average of 84 days in 2011 to an average of 50 days in 2017.”

The thesis identified three external examination models for Second cycle education in Ghana. These are the British examination model, the National Examination model (Former/Ex examination models) and the Sub-regional examination model (current examination model). Even though, several foreign bodies have organized external examinations in Ghana, it was the University of Cambridge Local Examination Syndicate and the University of London School Examination Matriculation Council that have provided credible support than any other institutions in member countries. Despite the popularity of the General Certificate of Education’s Ordinary and Advanced (O/A) Level examinations in Ghana and all the other member countries, other examinations such as the West African School Certificate Examination (WASCE), existed before them. The second cycle education system of Ghana before the PNDC introduction of SSS was basically referred to as “O” and “A” Level’s. Those who went through the five years’ secondary education system were certified with the O-Level certificate. Students who could not get all credit pass could enrol in training colleges while all successful candidates had the option of pursing additional two years sixth form for the A-Level certificate. The A-Level examination was a shift from the Higher School Certificate (HSC). This British examination models were administered in Ghana from pre-independence through to the Third Republic. In fact, the early years of the Fourth Republic had students registering and writing A-Levels examinations in Ghana. This British examination even though can still be used for tertiary education in Ghana today, there are some restrictions with its usage. Mr. Amarteh E. relates that

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271 WAEC, Address by the Registrar Dr. Iyi Uwadiae on the occasion of the 66th WAEC Day Celebration held at The Gambia on March 16, 2018: 03.
applicants with A-Level can no longer apply for first degrees in University of Ghana and that such applicants can only apply as diploma student to the school.272

The PNDC government introduced a national examination model in Ghana known as the Senior Secondary School Certificate Examination (SSSCE). This national examination model was introduced as part of the 1987 major educational reforms.273 The Rawlings government engineered a shift from the 6-4-5-2 to 6-3-3 pre-tertiary education in Ghana. This led to a shift from 6 years’ primary, 4 years middle school, 5 years secondary and 2 years sixth form to 6 years primary, 3 years JSS and 3 years SSS. As a result, the PNDC government offered pre-tertiary education of averagely 17 years to 12 years. This led to the introduction of the JSS and SSS concept at the basic and second cycle respectively. Hence, the shift from O/A Level examinations to the SSSCE. Another profound contribution of the Rawlings government to examination systems and the entire education system was the introduction of Continuous Assessment component. Australia, Britain, Kenya, Nigeria and Zambia are some of the countries that have adopted Continuous Assessment as part of their educational system. The use of CA component in second cycle external examinations produces two positive results. First, the teacher for each subject and each school gets involved in grading the students. Secondly, CA is to ensure that all the three domains of education are graded. Unfortunately, there is no CA component for Private candidates who are supposed to write their examinations in November/December. According to Mr. Myles some candidates for this examination have no classroom education and cannot produce CA per the requirement for the CA component.274 In fact the introduction of CA by Rawlings PNDC government is one lasting educational legacy that affects the basic, second cycle and tertiary education in Ghana. Despite the policy guidelines on CA

272 Interview with Mr. Amarteh, E., University of Ghana, Legon, March 14, 2018.
274 Interview with Mr. Myles, E.K. WAEC Headquarters, Accra, May 4, 2018.
by the MOE, the application of CA in Ghana seems to be unregulated, with various individual institutions determining what percentage of their examinations should form the CA component. WAEC has adopted 30:70% for it external examinations.\textsuperscript{275} Most tertiary institutions, like the University of Ghana, also uses the 30:70% for their end of term and semester examinations.\textsuperscript{276} However, the University of Cape Coast, UCC, Ghana’s premier educational university, awards 40% as CA for their end of semester’s examinations (40:60%).\textsuperscript{277} In fact, the MOE provide 40:60% structure for pre-tertiary education in Ghana.\textsuperscript{278} The thesis reveals an abuse of the CA component of examinations at all levels of education in Ghana. The procedure for the MOE, the highest decision-making body in education, regarding CA have not been followed at all three levels of education. The examination should involve all the three domains of education as identified by Bloom, as cognitive, affective and psychomotor.\textsuperscript{279} The CA is supposed to have each domain been assessed yet the CA has been turned into another form of cognitive examination. Most of the teachers informed me that, they organize class test and grade it over 30% and that becomes the CA for the end of term examinations. When asked how the CA component of the external examinations were obtained for their schools, some school authorities responded, “We add the 3 years end of term examination together and derive the CA for each student.”\textsuperscript{280} This approach of the school is supported by the MOE, CA structure. However, this procedure should not be allowed to continue, and a review of the process will be appropriate. This is due to the fact that much of this assessment process is cognitive at the expense of equally

\textsuperscript{275} Interview with Mr. Myles, E.K. WAEC Headquarters, Accra, May 4, 2018.
\textsuperscript{276} University of Ghana, \textit{A New Grading Scheme for the Four-Year Degree Programme}, A Report of the Committee Set-up to Develop a New Grading System to suit the Four-Year Degree Structure of the University. February 2010: 05.
\textsuperscript{277} Tamakloe et al, Principles and Methods of Teaching, 182.
\textsuperscript{278} Tamakloe et al, Principles and Methods of Teaching, 180-181.
\textsuperscript{279} Bloom, Taxonomy of educational objectives, 7.
\textsuperscript{280} Interview with Mrs. Ata-kora, Adenta, May 3, 2018.
important affective and psychomotor domains. The review should encourage assessment process where CA will concentrate on assessing more affective and psychomotor domain since the external examination still focuses more on the cognitive. According to Tamakloe et al “even though ideally final assessment should involve both cognitive and non-cognitive, areas, for certification purposes the emphasis is still on the cognitive domain.”

Also, knowing that assessment process is dynamic and keep on evolving, pragmatic measures to venture other unexamined areas of the syllabus must be the new focus of assessment bodies. Speaking at the 10th Graduation and Speech and prize-giving day, of the Startrite Montessori at New Bortiano, Accra, Prof. Ransford Gyampoh (Director of the Centre for European Studies, University of Ghana) shared the view that, “it was not just enough to teach People Mathematics and that there was the need to teach them the rudiments of peaceful collaboration, tolerance, respect, hard work, teamwork, cohesion, logical critical thinking outside the box and analytical skills.” If this is to be taken seriously by educational stakeholders then it is also important to develop assessment process and procedures that will examine these all-important aspects of education.

The sub-regional examination model which started with WAEC’s decision as a matter of urgency to brings all member countries who hitherto had adopted national examination models, together to have one common and uniform examination model. The individual member countries adoption of separate second cycle examinations models was anti-WAEC vision. Arrangement for the sub-regional examination began in the early 1990’s. However, the challenge of designing the examination syllabus and getting various governments and Ministry of Education to accept this new examination model was not easy. Getting enough examiners for its...

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281 Tamakloe et al *Principles*, 182.
282 *Daily Graphic*, Saturday, August, 12, 2017: 44.
examination at this time was not a challenge. Also, getting a name for the new examination was a minor challenge. Largely, it was the designing of the examination syllabus and receiving an endorsement from various governments that were a bane to the Council in its desire to adopt a sub-regional examination model. The Council who proposed 1994 as the first time to begin this sub-regional examination model could not fulfil its promise, largely because of syllabus issues. It was until 1998, that, The Gambia took the first bold step to commence this new examination. Sierra Leone, Liberia and Nigeria all joined The Gambia by 2000 except Ghana. Ghana did not join the sub-regional examination model for two reasons. First, Ghana had for the first time released the examination results of SSSCE in 1994, the same year WAEC had targeted to enrol the new sub-regional examination model. Naturally, the country could not just abandon its national examination which had just started for the first time in 1993. What worsened the situation in Ghana was the 1994 poor performance of candidates from the national examination model. The entire nation was caught up in this mass failure. Obviously, discussion for a new examination was immature. Politically, as Ghana prepared for the 2000 national election, the country could not consider adopting a new examination model at the time. It was safer such decision was not made during the period, since it was not clear who would win the election and how the fate of such national decision would be. The election ended with the opposition Kufuor-led NPP coming into power for the first time. As a new government, the NPP, who “prior to its assumption of office in 2001, had serious reservations concerning certain aspects of the 1987 educational reforms, inaugurated a committee on Review of Education Reforms in Ghana on 17th January 2002.” 283 It was prudent that the committee completed their work before such a major educational decision of adopting a new examination model can re-surface. The White Paper on the Anamuah-Mensah report was ready in October 2004 which

was both at the tail end of the year and was also a period for a national general election. When the NPP government had retained the seat for the second time, it was easier to continue all other decisions that were under consideration before the end of the third government of the fourth republic. Ghana was able to transition from its national examination model (SSSCE) to the sub-regional examination model (WASSCE) in 2006. Ghana presented its first set of candidates for WASSCE in 2006 when the examination had been in place for 8 years with other member countries.

The study realized that, despite efforts by successive governments to provide access, equity and quality education in Ghana, the problem of examination malpractice and poor examination performance keeps on increasing with respect to second cycle education in the country. The thesis identified the following factors as responsible for increasing examination malpractice among second cycle candidates. These are over-emphasis of examination, poverty, fear, and abuse of technology. In light of this technological advancement age, it will be appropriate for the Council to invest excessively in Closed-circuit television to combat examination malpractices. Every examination hall should have a CCTV. WAEC can use this to check both students and invigilators who engage in various forms of examination malpractice at the examination halls. Culprits should be brought to face WAEC approved sanctions as explained in the appendixes without fear or favour. With respect to the factors responsible for second cycle candidates’ poor examination performance, the thesis identified failure of WAEC to organize its examination at the appropriate and original time period, abuse of formative assessment by teachers and counsellor’s, inability to complete syllabus and the traditional students and parents’ role. The trend of students’ WASSCE core-subject performance was discussed. In Ghana, pre-tertiary education, English Language, Mathematics, Integrated Science and Social Studies
are referred to as core subjects. These four subjects by the education system in Ghana are compulsory irrespective of a student’s programme of study. These core subjects especially English Language and Mathematics have caused some to abort their education and others leaving school without a qualification. For example, Agbodeka narrated how “matters came to a head after the July 1962 SCWAEC examination when an unusually large proportion of candidates in Ghana failed to gain certificates solely because they failed in the English Language.”

In fact, the CPP government went to the extent of abolishing the English Language, as a compulsory subject following the 1962 SCWAEC, yet the government was not successful with this decision. From that time to the present, the subject remains a core subject and a thorn in the flesh of a large number of candidates. Test users give priority to core subjects in Ghana. It was realized that WAEC’s examinations have a high variability and reliability element. When students perform well in a particular year, the performance is seen across all the four core subjects and the vice versa. While Ghana’s performance in Social Studies for the ten years period is high across board, there is still more work to be done regarding the English, Mathematics, and Science (EMS). The male numbers outweigh their female counterparts in all these ten years. This view was expressed by the MOE 2013 report, which stated that, even though more females complete JHS 3 and enter SHS 1 than boys, the completion rate show more boys than girls.

What led to this dangerous situation of more girls unable to complete school? Where do these girls who are unable to complete school go?

The thesis reveals that external examinations have received a “superiority status” in Ghana. “Superiority status” here refers to the over-emphasis and demigod posture or position

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associated with examination results by test users. A case of the superiority status of examination in Ghana is seen with the selection power of examinations. Ghana as a nation places more emphasis on examination than any other form of selection or progression in one’s educational path. In situations where other means of selection are available for instance, examination results still take precedence over other available methods. Interviews, interest, passion, skills, leadership, volunteerism, ethical behaviours and conducts are some equally important methods that can influence selection. However, a mere description of a pass certificates put a person at the advantage and sometimes even on the evidence or premises that other factors are absent in the applicant’s life. Test users’ ability to adopt other methods of selection of applicants for admissions, scholarships, and employment will reduce the superiority status of examination in this country. The case of the Legal Profession (Profession and post-Call Law Course) Regulations, 2018 (L.I. 2355), concerning the admission process to the Ghana School of Law (GSL) and how examination, in this case entrance examination, is considered paramount both by the Ghana Legal Council and the Parliament of Ghana, can be used regarding the “superiority status” of examination in Ghana.287 With regard to admission process to Ghana School of Law, the GLC instituted an entrance examination and interview process in 2015 to help the Council to deal with the problem of accessibility (lack of space) for the hundreds and thousands of students who seek admission to the Ghana School of Law annually.288 Prior to the above new requirement, the Ghana Legal Council, operating by the Legal Profession Act, 1960 (Act 32) and the Professional Law Course Regulations, 1984 (L.I.1296), grants an individual an automatic entry to the GSL, on the premise that the person is of good behaviour and possess an LLB degree from the University of Ghana Law School or any other University or Institution

287 Parliament of Ghana, Parliamentary Debates, Friday, 2nd March, 2018: Col 1921
approved by the Council. However, with the proliferation of Law Schools accredited by the National Accreditation Board over the years, the GLC struggle to admit these outrageous qualified LLB holders who desire to gain admission to the Ghana School of Law. To help the GLC to reduce intakes due to limited or unavailability of space, an entrance examination and interview process were introduced in 2015. Official report from the Parliament of Ghana relates, “having regard to the high rise in the number of students seeking admission to the Ghana School of Law and coupled with limited infrastructure at the school and its other campuses, the GLC in 2015 introduced an entrance examination and interview process to scale down the numbers for admission into the school.”

The introduction of entrance examination and interview to the Ghana School of Law received public criticism and attacks by some section of the population who taught the decision was unconstitutional. Prof. Stephen Kwaku Asare who supported the views that the GLC decision was illegal, took the matter to court. The Supreme Court recognized the violation of the GLC and advice it accordingly. According to Mr. Mahama Ayariga, (chairman of the Committee on Subsidiary Legislation on the Legal Profession (Professional and Post-Call Law Course) Regulations, 2018 (L.I.2355)) “the Supreme Court in its decision on the writ also ordered the GLC to institute mechanisms that would enable it make changes to L.I.1296, in terms of what it thinks appropriate in order to properly exercise its mandate under Act 32 having regard in particular to section 1, 13 and 14 by putting in place a system of legal education in terms of articles 11(7) and 297 of the constitution.” Based on the Supreme Court’s directives, the GLC went to parliament to introduce the Legal Profession

290 Parliament of Ghana, Parliamentary Debates, Col 1924.
291 Following this, one Prof. Stephen Kwaku Asare issued a writ in the Supreme Court seeking among others a declaration that the GLC’s imposition of an entrance examination and interview requirements for the Professional Law Course violated articles 11(7), 18(2), 23, 296(a) and (b) and 297 of the constitution. He contended that the new conditions introduced by the GLC do not derive their legitimacy from the existing law. Ibid.
(Professional and Post-Call Law Course) Regulations 2018 (L.I.2355). Hence, the GLC argued among other things that “the introduction of entrance examination to select students for admission into the institution did not infringe upon articles 21(1) (b), 25 (1), 25 (1) (e) and 38 (1) of the constitution as proffered by the interest groups. The parliamentary committee chaired by Mr. Mahama Ayariga after deliberations supported the maintenance of entrance examination as against the use of interview process. The committee relates, “the Legislative Instrument has maintained the entrance examination as a prerequisite to admission into Ghana School of Law.” The committee observed that the interview is subjective and therefore not a credible assessment of a candidate. The decision of the Ayariga committee in favour of the entrance examination as against the interview process is a clear case of the superiority of examination in Ghana. If the committee shares the view that the interview process is subjective and for that matter not credible enough then they are underestimating the subjective element of the very tool they proposed. The committee should know that the selection of test items and the marking there off are also subjective by their nature and form. Could the committee not have ruled against the entrance examination? Can a candidate who could not perform well in that particular period of entrance examination excel given another opportunity? What is the correlation between passing that particular entrance examination and one’s ability to pursue the programme at the Ghana School of Law or one’s ability to become a good lawyer? Could the committee not have considered interview appearance, dressing, communication skills, and other affective and psychomotor skills relevant for the applicants? The superiority status of pen and paper examinations and its popularity and support in this country influenced the Ayariga’s

293 Parliament of Ghana, Parliamentary Debates, Col 1925.
296 Parliament of Ghana, Parliamentary Debates, Col 1929-30
committee decision. It will be more appropriate for test users to adopt several methods regarding decisions such as admissions, scholarships, and employment due to the subjective element of external examinations.

The thesis reveals government’s relationships with WAEC and pre-tertiary examinations systems. First, the Second Development Plan support to WAEC activities was a commitment by Kwame Nkrumah’s CPP government to support the then young West African body in carrying out its role successfully. Nkrumah provision of £130,000 was “for the building of new offices, examination halls and staff quarters and for the purchase of Hollerith Equipment.”

Nkrumah’s government took the decision of abolishing the English Language as a compulsory subject for earning certification and accordingly used for tertiary education. The government went to the extent of asking for retrospect certificates for 230 candidates who were denied certificates for not passing the English Language in 1962. Agbodeka explained how “the Government of Ghana insisted that a pass in the English Language should no longer be a requirement for admission to the University of Ghana.” Even though this move was not successful, it is an evidence of Nkrumah’s government relation with student performance and subsequent admission issues. Moreover, the PNDC government despite the nation’s long involvement with the British examination model was able to introduce a national examination model. Since the establishment of the Council, it was only the PNDC government that initiated a national second cycle examination model for Ghana. The existence of national second cycle examinations does not support WAEC activities at the sub-regional level. Hence, the Council’s decision in the


\[298\] In November 1962, the National Council for Higher Education and Research in Ghana informed the Secretary of the Council that, the Government had decided that for Candidates in Ghana, English Language was to be abolished as a compulsory subject. And that the 230 candidates who in 1962 failed to gain certificates on account of failure in English Language should be granted certificates retrospectively. See Agbodeka, The West African Examination Council, 48.

early 1990’s to discourage such occurrences by introducing the sub-regional examination for member countries. The PNDC government introduction of CA still exists in all the three levels of education. The year 2000 was a political year for Ghana, hence her indecision concerning the country’s participation in WASSCE. It was after the 2004 election that Ghana became fully ready for WASSCE. Providing a particular examination model in Ghana have always been a dual responsibility between the Examination Council and the government. As result, communication between both parties is important as well as policies of one invariable affecting the other. At the 33rd edition of the Association for Educational Assessment in Africa (AEAA) conference held in Accra, Mr. Michael M. Chilala of Zambia, the then immediate past president of the association maintains the need for examining bodies to communicate appropriately with their political systems.\footnote{Daily Graphic, Monday, August 31, 2015: 72.} Even though the government is actively involved in the kind of examination model available in member countries, WAEC have largely detached itself from political manipulations.

The second cycle education system has so far adopted three models of examination, thus British, National and Sub-regional models. All member countries write the same examination model with Ghana except the National examination model yet this has not encouraged exchange programmes in member countries. Even though, The Gambia, Ghana, Liberia, Nigeria, and Serra Leone participate in one form of examination model including the former GCE O/A Level and the current WASSCE, this has not facilitated exchange programmes in member countries. Member countries attitude for non-WAEC foreign applicants is always the same and give the same treatment or admission requirement to all. For example, a Nigerian student in a
Ghanaian University pays equals high foreign student fees like any other foreign student from any part of the world.

The thesis realized a strong relationship between examination malpractice and that of poor examination performance. Thus, an inverse relationship exists between examination malpractice and candidate’s performance. The annual examination malpractices and poor examination performance show that despite successive government effort to provide accessibility, equity and quality examination, this two inter-related situation keeps on increasing.

The study encourages an increase in the Continuous Assessment component from the current percentage to half of the entire marks for grading, thus 50% of external examination should be apportioned to CA, while further studies should be directed towards WAEC application of CA in determining candidate performance. Moreover, a conscious effort to select test items that will give priority to affective and psychomotor domain as it is now with the cognitive should be pursued by stakeholders.
APPENDIXES

APPENDIX A.

Students writing examination at a school examination hall.

Sources:  https://www.google.com.gh/search?q=pictures+of+student+in+examination+hall
(accessed, June 2, 2018).
APPENDIX B
Certificate Interpretation and Grading System (Ghana)
O-level

STANDARDS IN SUBJECTS
Attainment in a subject is indicated by a grade, Grade 1 being the highest and Grade 9 the lowest. Only Grades 1-8 are shown on this certificate. The interpretation of the grades is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>School Certificate Result</th>
<th>G.C.E. Ordinary Level Equivalent</th>
<th>Former G.C.E. Ordinary Level Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>Excellent</td>
<td>Excellent</td>
<td>Pass</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Very Good</td>
<td>Very Good</td>
<td>Pass</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Good</td>
<td>Good</td>
<td>Pass</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Credit</td>
<td>Credit</td>
<td>Pass</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Credit</td>
<td>Credit</td>
<td>Pass</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Credit</td>
<td>Credit</td>
<td>Pass</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Pass</td>
<td>Pass</td>
<td>Fail</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Pass</td>
<td>Pass</td>
<td>Fail</td>
</tr>
<tr>
<td>Grade 9</td>
<td>Fail</td>
<td>Fail</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Grade 6 is the minimum standard needed to satisfy university entrance requirements.

On a genuine certificate the colouring between the ornamental borders consists of the words "West African Examinations Council" micro printed in colour.

Source: WAEC, Ghana.
A-level

STANDARDS IN SUBJECTS
Candidates who have attended a post-School Certificate course for at least two years are eligible for the award of a General Certificate of Education (Advanced Level).
Pass in a subject is indicated by Grades A-E, Grade A being the highest and Grade E the lowest; "Subsidiary" indicates a standard just below an Advanced Level Pass.
Pass in the General Paper which is not a full Advanced Level subject is also indicated by Grades A-E, Grade A being the highest and Grade E the lowest.

On a genuine certificate the colouring between the ornamental borders consists of the words "West African Examinations Council" micro printed in colour.

Source: WAEC, Ghana.
WASSCE

STANDARDS IN SUBJECTS

Attainment in a subject is indicated by a grade: Grade A1 being the highest and Grade F9 the lowest.

The interpretation of the various grades is as follows:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade A1</td>
<td>Excellent</td>
</tr>
<tr>
<td>Grade B2</td>
<td>Very Good</td>
</tr>
<tr>
<td>Grade B3</td>
<td>Good</td>
</tr>
<tr>
<td>Grade C4</td>
<td>Credit</td>
</tr>
<tr>
<td>Grade C5</td>
<td>Credit</td>
</tr>
<tr>
<td>Grade C6</td>
<td>Credit</td>
</tr>
<tr>
<td>Grade D7</td>
<td>Pass</td>
</tr>
<tr>
<td>Grade E8</td>
<td>Pass</td>
</tr>
<tr>
<td>Grade F9</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Only Grades A1 – E8 are shown on this certificate.

The certificate issued is and remains the property of The West African Examinations Council at all times and it is issued on the following conditions:

(a) Any alteration, erasure or absence of photograph renders this certificate invalid.
(b) The certificate must be surrendered to The West African Examinations Council on request.
(c) The certificate should be kept in a safe place.
(d) The West African Examinations Council will not issue any copies of the original certificate.

On a genuine Certificate the colouring between the ornamental borders consists of the words "THE WEST AFRICAN EXAMINATIONS COUNCIL" interspersed in colour. There is a thread within the paper running vertically down the Certificate.

Source: WAEC, Ghana.
Certificate Interpretation and Grading System (Kenya)

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>SUBJECT GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>A-</td>
<td>11</td>
</tr>
<tr>
<td>B+</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>B-</td>
<td>8</td>
</tr>
<tr>
<td>C+</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
</tr>
<tr>
<td>C-</td>
<td>5</td>
</tr>
<tr>
<td>D+</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>D-</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEAN GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LETTER</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>C-</td>
</tr>
<tr>
<td>D+</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>D-</td>
</tr>
<tr>
<td>E</td>
</tr>
</tbody>
</table>

**NOTES**

The mean grade is determined by combining the grades of the best performed 5 subjects that meet the awards criteria.

Source: The Kenya National Examinations Council, Secondary Education.
APPENDIX C

Policies on Examination Malpractices.

WEST AFRICAN EXAMINATION COUNCIL’S POLICIES ON EXAMINATION MALPRACTICES

1. Sending Foreign Materials into the Examination Hall
   i) Where a candidate commits an offence such as bringing into the Examination Halls notes, text-books, prepared materials etc., the candidate’s results in the entire examination shall be withheld pending cancellation of the entire result by the Final Award Committee.
   ii) … a blank piece of paper or using a calculating machine to gain undue advantage, the result of the candidate in the subject involved shall be cancelled.

2. Irregular Activities inside or outside the Examination Hall

Where a candidate is involved in irregular activities like stealing, converting or misappropriating the scripts of other candidates, substituting worked scripts during or after the examination etc., the candidate’s result in the entire examination shall be withheld pending cancellation of the entire result by the Final Award Committee.

3. Collusion
   i) Where a candidate is caught during the examination passing notes for help, receiving or giving assistance or colluding in any other manner with another person or persons, the candidate’s results in the entire examination shall be withheld pending cancellation of the result of the subject involved by the appropriate
authority and if a prospective candidate shall be barred from taking any examina-

tion conducted by the Council for one year.

ii) Where cases of cheating are detected on scripts and/or otherwise established in

one paper, the results of the subject involved shall be cancelled.

4. Impersonation

A person caught impersonating a candidate shall be handed over to the police. The

entire result of the person being impersonated and of the impersonator if he is also a

candidate for any WAEC examination shall be withheld pending cancellation by the

Final Award Committee. Both will be barred from taking any WAEC examination for

a period of not less than 3 years.

5. Leakage

i) Where cases of leakage are established in a centre/subject the entire results of

the candidates offering the subject(s) shall be withheld pending the cancellation

of the subject results for the centre by the Final Award Committee.

ii) A candidate proved to have been involved in the leakages of any subject in

which leakage has been established shall have his entire results withheld pend-
ing cancellation by the Final Award Committee.

iii) Where it is established that the school authorities condoned, or encouraged the

leakage, the entire results of all candidates at the centre shall be withheld pend-
ing cancellation by the Final Award Committee.

iv) Schools involved in leakages shall be de-recognized.
v) Where a case is established for innocent candidates a submission will be prepared by the Administration to the Final Award Committee for consideration.

6. Mass Cheating

Mass cheating is where more than 50% of the candidates in a centre/subject are involved in cheating /collusion. If the school is recognized it would be reported to the Ministry of Education concerned for disciplinary action against the person(s) responsible and the school shall be de-recognized for not less than a year. This means that the school authority can no longer organize or manage the school as a school centre although the Council may use physical facilities there for Council’s examination.

7. Insult/Assault on Supervisor/Invigilators

Where a candidate insults or assaults a Supervisor/Invigilator or disturbs the conduct of the examination, the entire results of the candidate shall be withheld pending cancellation by the Final Award Committee. The candidate, in addition, may be handed over to the police and barred from taking any examination conducted by the Council for not less than 3 years.

APPENDIX D

ENTRY REQUIREMENTS

ENTRY REQUIREMENTS FOR HND PROGRAMMES

a. SSSCE Applicants

I. Six passes (A-D) in all subjects, including English Language and Mathematics; and

ii. At least three (3) of the passes must be relevant to the area of specialization.

b. WASSCE Applicants

i. Six passes (A1-D7) in all subjects, including English Language and Mathematics; and

ii. Must possess a minimum of C6 in any three (3) of the elective subjects relevant to the area of specialization.

c. ABCE/ 'O'&'A' Level Applicants

Five (5) ABCE credits or five (5) GCE Ordinary Level credits including English Language and Mathematics plus at least two (2) GCE 'A' Level/ABCE passes.

d. GBCE Applicants

Five (5) GBCE credits including English, Business Mathematics and Integrated Science/Social Studies.

e. DBS Applicants

Four (4) SSSCE/WASSCE Credits including English Language and Mathematics plus at least three DBS passes.

f. Technical School Applicants (Certificate II)
Passes in English Language, Mathematics, Integrated Science plus any three (3) relevant trade courses.

g. Mature Applicants

Mature Candidates must:

i. Be 25 years old and show proof of age with birth certificate or any legitimate documentary proof of birth date which is at least 5 years old at the time of application.

ii. Have at least two (2) years working experience (letter from the employer is required.


ENTRY REQUIREMENTS FOR UNDERGRADUATE PROGRAMMES

2018/2019 Entry Requirements- University of Ghana

The University of Ghana announces for the information of the general public that applications are open for the admission of prospective applicants into various undergraduate programmes for the 2018/2019 academic year.

Applicants should take note of the following:

Minimum/General Entry Requirements

General Entry Requirements into Legon Campus, Accra City Campus and Korle Bu Campus.

An applicant for admission to a degree programme in the University of Ghana must have at least credits (A1 - C6 in WASSCE and A – D in SSSCE) in English, Core Mathematics and Integrated Science (for Science related programmes) or Social Studies (for non-Science related
programmes) and three elective subjects in Science for applicants applying to Science or Agriculture related disciplines or three elective subjects in General Arts/Business for applicants applying to non-Science related disciplines, with the total aggregate not exceeding 24.

In addition, Science applicants should have at least a grade C6 in WASSCE/D in SSSCE in Social Studies/Life Skills and non-Science applicants should also have at least a grade C6 in WASSCE/D in SSSCE in Integrated Science/Core Science.

Sources: https://admission.ug.edu.gh/applying/undergraduate/overview. (accessed, June 2, 2018)
APPENDIX E

Past Questions (Essay)

History

Ghana

<table>
<thead>
<tr>
<th>PART V</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISTORY OF GHANA</td>
</tr>
<tr>
<td>This part must be answered by candidates in Ghana only. Answer four questions in all, choosing at least one question from each section. All questions carry equal marks.</td>
</tr>
</tbody>
</table>

**SECTION A**

1. (a) List any three stone tools used by hunter-gatherers in African history. (3 marks)
   (b) Outline any two ways in which ethnobotany is important in the study of African history. (6 marks)
   (c) Give any two reasons for the movement of the primitive man from the savanna to the forest area. (6 marks)

2. (a) Mention any three groups of people the Berber came in contact with by the 17th century. (3 marks)
   (b) Describe any four major economic activities of the Berber of North Africa. (12 marks)

3. (a) State any three characteristics of the West African coastal states. (3 marks)
   (b) Outline any four features of the political organization of the West African coastal states. (12 marks)

**SECTION B**

1. (a) List any three Mandinka states. (3 marks)
   (b) Outline any four features of political organization of the Mandinka. (12 marks)

2. Highlight any five social traditions of the Krio (AKU) in The Gambia. (15 marks)

3. Identify any five ways by which the Europeans and The Gambians profited from trans-Atlantic slave trade. (15 marks)

4. (a) State any three characteristics of the Mande in the 19th century. (3 marks)
   (b) In what four ways did the Senegalese-Marabout war affect The Gambia? (12 marks)

5. In what five ways were the Christian missionary activities disadvantageous to The Gambians in the 19th century? (15 marks)

6. Outline any five factors that led to the disruption of trade in The Gambia during the British administration. (15 marks)

Sources: WAEC (May/June 2016).

The above questions represent a scenario where the two countries, thus, Ghana and Gambia were given two different essay questions. The different in the questions are as a result of individual national, cultural, social, economic and developmental issues.
Mathematics (Core)

Mathematics (Core) 2

THE WEST AFRICAN EXAMINATIONS COUNCIL
West African Senior School Certificate Examination

Mathematics (Core) 2

May/June 2013

Write your name and index number in the spaces provided above.

Answer ten questions from Part I and five questions from Part II.

In each question, all necessary details of working, including rough work, must be shown with the answer.

Give answers as accurately as data and tables allow.

Graph papers are provided for your use in the examination.

The use of non-programmable, silent and wireless calculators is allowed.

Part I

[40 marks] 2½ hours

1. (a) Simplify \( \frac{3 - \frac{1}{4}}{\frac{1}{2} - \frac{1}{3}} \)

1. (b) Using \( \log_{10} 2 = 0.3010 \) and \( \log_{10} 3 = 0.4771 \), evaluate \( \log_{10} 24 \).

2. The sum of the ages of two brothers is 38 years. Four years ago, the age of the elder brother was the square of the younger brother’s age. Find their ages.

3. In the diagram, triangle XYZ is cut off from the circle, centre O. If \( \angle ZYO = 35^\circ \) cm and \( \angle ZYO = 26^\circ \), find the area of the remaining part of the circle.

\( \text{(Take } \pi = \frac{22}{7} \text{)} \)

4. (a) If \( x = \frac{1}{3} \) and \( y = 0.99 \), find without using tables or calculators, \( x - y \).

(b) In the diagram, \( \angle PQR = 1 \text{ cm}, \angle QPR = 90^\circ, \angle PQR = 17^\circ, \angle QPR = 5^\circ \), and \( \angle QPR = 90^\circ \).

(i) Name the triangle that is similar to triangle PQR.

(ii) Hence, calculate the value of \( t \).
The bar chart shows the number of cars sold by a dealer in the average number cars sold per day.

(2c) A man spent $\frac{3}{4}$ of a certain amount on food and shared the rem amount $2 : 3$. If the brother with the smaller share has GH¢ 6,000 amount initially.

Sources: WAEC (May/June 2013).

The above questions represent the compulsory part of the Mathematics Core (Question 1-5).
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