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## THE EFFECT OF CCTV SYSTEM IN EXAMINATION MONITORING IN INSTITUTION OF HIGHER LEARNING: A CASE OF EDO STATE POLYTECHNIC, USEN (FORMERLY EDO STATE INSTITUTE OF TECHNOLOGY & MANAGEMENT).

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### ABSTRACT

When students are put through an examination process to determine the degree to which they have internalised the information presented in the course of instruction, both learning and teaching are able to function at a higher level of efficiency. This allows the instructor to evaluate his or her own performance based on how well students do in the course. Because of this, it is indisputable that testing and evaluation are essential components of education. If these components are compromised in any way, it will have a negative impact not only on the education system itself but also on the overall development of any nation. Hence, this work was carried out to seek students' opinion and perception on the use of CCTV system in monitoring examination and its effect on examination malpractice in Edo state polytechnic. Questionnaire was administered online and the links sent to students departmental WhatsApp platforms. A total of 279 students responded by filling and submitting the form. The sex distribution percentage was roughly 50 – 50.85.7 percent of respondents are of the perception that examination malpractice is not a good practice

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**Keywords:** *CCTV, Examination, Malpractice, Education*

### INTRODUCTION

Education's overarching purpose is to mould an individual's behaviour in order to improve that person's ability to function successfully within the context of his or her social environment. Keeping in mind the role that education plays in nation building, a nation runs the risk of being underdeveloped when its youths reject the honour of getting sound education and seems to opt for ways to make ends meet that are

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dishonest as exemplified by examination malpractices, thereby negating the philosophy of sound education.

Examinations are administered at the conclusion of a learning period in education because education is a process that involves both teaching and learning. The examination not only serves as feedback for the instructor to determine the level of knowledge acquisition, but it also serves as a measure of the trainee's ability to retain the information that they have learned. Any improper behaviour or irregularity will skew this result (Onyibe, Uma & Ibina, 2015).

As a result of the widespread perception that certificates are the sole criterion by which one's qualifications can be evaluated, many people in Nigeria have resorted to purchasing educational certificates in order to demonstrate that they are worthy of their education. The practise of cheating on examinations in Nigeria dates back almost as far as the country itself. Examination malpractice was first reported in Nigeria in 1914, when the question papers of the Senior Cambridge Local Examinations were reportedly seen by candidates before the scheduled date of the examination, as stated by (Anzene, 2014; Uzoigwe; Onuka & Amoo). This study intends to x-ray the effect of using CCTV to monitor examination in Edo State Poly, Usen (formerly Edo State Institute of Technology & Management, Usen).

### **Problem Statement**

Examination cheating and other scandals have taken over the education field in Nigeria. So many students in Nigeria have been caught cheating on an exam. Teachers, lecturers, or sometimes even the high officers are involved in more than 70% of these cases. These are just a few sad facts about how exams are messed up in Nigeria.

### **Brief Objective of the Project:**

The project was basically carried out to minimise or completely eradicate the problem examination malpractice during examination. To achieve this, with the deployment CCTV to reduce:

- Students/lecturers or teachers' interaction
- Distractions during examinations
- Get students aware and conscious that they are been watched during the entire duration of the exams

- Destruction of proofs and materials caught with students doing malpractice

## REVIEW OF LITERATURE

Oyechere (2010) defines an examination as a formal test of someone's knowledge, skills, or ability in a certain subject, usually through oral and written questions or a practical exercise. In all countries of the world, real exams that are often used in competitions are made to get rid of most of the candidates and give the rest to positions that are already open.

In the context of examinations, "examination malpractice" refers to any intentional act of wrongdoing that is in violation of the rules of examinations and is intended to give a candidate an unfair advantage. Examination malpractice, also referred to as cheating, is an illegal action that students take during their examinations in an effort to try to make good grades by cutting corners and is known as examination malpractice. In the context of examinations, "examination malpractice" refers to any action or irregular method of testing candidates that goes against the rules and conventions that govern the administration of examinations. Students have suffered a great deal as a result of examination malpractice because many of them have neglected their studies in the hope that they will be able to perform the miracles that they are accustomed to doing on tests (Oko & Adie, 2016).

The term "malpractice" refers to any and all illegal means that students adopt in order to pass exams, whether they take place inside or outside of the testing room. It is possible to interpret this to mean "cheating," "cookery," or "fraud." Examination malpractice refers to an act or arrangement in which an examinee is programmed to derive an unlawful and unethical advantage over and above other candidates (students) in regard to some given examinations. This advantage is intended to give the examinee a competitive edge over the other students (Alhasan & Anya, 2017). It was defined as "an improper practise carried out before, during, or after any examination by an examinee(s) or others with the aim of obtaining good results" by Onokerhoraye (1993) and Maduabum (2001). Therefore, the use of unconventional behaviour or methods before, during, or after an examination in order to aid, assist, or attain the desired level of success in the examination is considered to be malpractice.

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Ugwu (2012) says that examination malpractice is doing something wrong on purpose that is against the rules of the exam and is meant to give a candidate an unfair advantage. Different kinds of cheating include leaking exam papers, impersonation, outside help, revealing answers (using dictation, phones, and pagers) during exams, copying or "giraffing" another candidate's work, not leaving enough space between words, not paying attention, and the graders raising a candidate's original mark.

In 2011, Nigeria was at the top of the world's examination malpractice index because of this. The average amount of cheating on exams was 12% per year (Omeri, 2012)).

The notion that in Nigeria, having a certificate is more important than having the skills to deliver services is what prompted the majority of students to engage in unethical practises in order to obtain the necessary certificate to be there. In this society, having a certain certificate is the equivalent of being at the top of the food chain; an individual will not be acknowledged unless he or she has this certificate. Other factors that contribute to exam malpractice in Nigeria include what the majority of respondents referred to as a "wrong value system," which they said leads to a serious quest for certification rather than knowledge and skills. Laziness, lack of preparation or inadequate preparation for the examination, lack of self-confidence, poor school facilities, (lack of or inadequacy of examination hall), poor sitting arrangement, socio-economic factors, political undertones, privatisation and commercialization of education, inadequate invigilation, and inadequate parental function are all factors that can negatively impact a student's performance on an exam. e.t.c. (Onyechere, 2004; Awambor, 2004)

According to Oko & Adie (2016), the cries and hues being raised about exam cheating taking place at all levels of the Nigerian educational system are nothing more than a reflection of the deterioration in the value system of the society as a whole. Cheating is seen as a sign of intelligence in Nigerian culture, which leads to widespread acceptance of the practise. The success story of an individual is not something that the society is interested in hearing about. The accomplishment is the most essential factor. In point of fact, Nigeria is one of those countries where the end justifies the means rather than the other way around. In point of fact, unethical behaviour at examinations is a form of the wrongdoing and corruption that exists in the society.

Eneh and Eneh (2014), recommended that appropriate education technology (AET) should be mainstreamed into the education system in order to foster an entrepreneurial drive and build entrepreneurial skills, instil self-confidence in learners, and empower and position them to tap into the numerous business opportunities that are all around them, particularly based on the bountiful natural endowments in Nigeria. AET will cultivate functionality, marketability, self-employability, and job creation capacities among the school-leavers and graduates, thereby contributing to the alleviation of poverty and increasing self-reliance. A way of reducing or eliminating examination malpractice will have to do with watching or monitoring the examination process without actually interfering with the examination and a more convenient way is to use the CCTV system.

Examination malpractice in Nigeria has been the subject of numerous attempts made by a variety of governments, school authorities, and private individuals; however, the majority of these have been unsuccessful (Petters & Okon, 2014). This is primarily due to the fact that the methods for committing examination malpractice are becoming increasingly sophisticated with each passing day (INwaba & Nwaba, 2005). In light of the aforementioned reality, the purpose of this paper is to make the case for the incorporation and implementation of CCTV surveillance into the process of exam invigilation in Nigeria. It is believed that this will not only ensure effective examination invigilation and, as a result, put an end to examination malpractice in the board, but it will also encourage students to put in significant effort because they will realise that they will not be able to pass their exams by engaging in examination malpractice and succeeding. Curran, Middleton, and Doherty have lent their support to this measure by stating that the mere presence of CCTV cameras alone is capable of scaring potential malpractice candidates. This is because they are well aware that they are being watched, and they are also aware of the possibility that recorded clips could be filed as evidence of malpractice endeavours (Curran, Middleton & Doherty, 2011).

The majority of exam cheating in Nigeria takes place while the test is still being given. This can take the form of bringing in unauthorised materials, writing on currency notes and identity cards, spying on other candidates while they are inside the examination hall, substituting answer sheets, or impersonating another person. Closed-circuit television (CCTV) surveillance is one method that can be utilised for the purpose of

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conducting efficient invigilation, which can help prevent exam cheating from occurring (Eziechina, Ugboaja & Esiagu, 2017).

According to CCTV technology handbook, CCTV systems offer capabilities of surveillance that can be utilised for the purpose of protecting people, assets, and other systems. The primary function of a closed-circuit television (CCTV) system is to act as a security force multiplier by providing surveillance for a larger area and for a greater portion of the time than would be possible with security personnel alone. CCTV systems are frequently used to support comprehensive security systems by incorporating video coverage and security alarms for barriers, intrusion detection, and access control. This is done in order to monitor and protect against potential threats. For instance, if an alarm is generated by an intrusion detection system, a CCTV system can provide the means to evaluate the alarm and record the event at the same time.

A camera is connected to a video monitor through a CCTV system, which uses a direct transmission system. This is in contrast to traditional television, which involves the signal being sent out into space and received on a television set for viewing. The closed-circuit, hard-wired connection systems of the past are being replaced by newer, more open architecture and transmission methods in the CCTV industry. These newer methods are replacing older, more traditional methods.

CCTV systems are comprised of many different components, each of which can perform a number of different functions and come with a unique set of features.

A number of important parts include but are not limited to cameras, lenses, data distribution, power, and lighting systems.

CCTV technologies go through a continuous process of feature refinement in order to enhance their performance in a variety of domains, including digital equipment options, data storage, component miniaturisation, wireless communications, and automated image analysis.

A complex range of purchasing options has been created as a result of the availability of various components, configuration options, and features in the modern CCTV market. This handbook's objective is to provide information on the capabilities and limitations of CCTV components in

the hopes that it will be of assistance to an organisation in the process of acquiring a new CCTV system or upgrading an existing one.

## METHODOLOGY

The methodology includes the procurement and installation of the gadgets as the first stage, the second stage was development of the questionnaire, the third stage was the administering of questionnaires to students to ascertain their perception on this development. The final stage was the administered questionnaires been collated and then analysed by simple statistical analysis for discussion. The population of this study covers students of the polytechnic from different departments. The questionnaire was developed using google form. The link was shared to various students departmental WhatsApp platforms for students to partake in the survey.

A total of 279 students participated in the online survey from across the departments.

Statistical package for social sciences (SPSS) was used for the analysis.

### Analysis of Questionnaires

The Frequency Tables are presented below according to the questions in the questionnaire.

**Table 1: Sex Distribution**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	140	50.2	50.2	50.2
	FEMALE	139	49.8	49.8	100.0
	Total	279	100.0	100.0	

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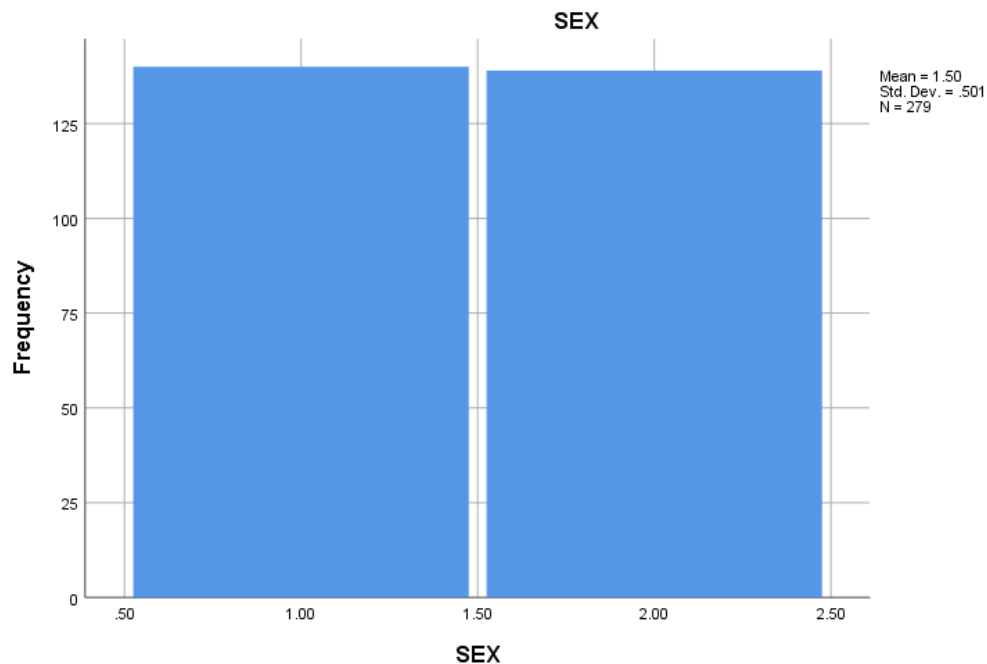


Fig 1: Histogram of Sex distribution

Table 1 and Fig 1 deals with the sex distribution of respondents. This shows an almost 50 – 50 percent distribution. With males 140 and females 139, resulting to a percentage of 50.2 for males and 49.8 for females.

**Table 2: Examination Malpractice is a Good Practice**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	209	74.9	74.9	74.9
DISAGREE	30	10.8	10.8	85.7
FAIR	10	3.6	3.6	89.2
AGREE	2	.7	.7	90.0
STRONGLY AGREE	28	10.0	10.0	100.0
Total	279	100.0	100.0	

Table 2 deals with the question whether examination malpractice is good. 209 respondents strongly disagree with this while 30 disagrees. 10 says it is



fair while 28 strongly agree and 2 agree. The disagree sector makes up 85.7 percent of the total.

**Table 3: Exam Malpractice Boost Grades/Scores**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	130	46.6	46.6	46.6
	DISAGREE	32	11.5	11.5	58.1
	FAIR	32	11.5	11.5	69.5
	AGREE	9	3.2	3.2	72.8
	STRONGLY AGREE	76	27.2	27.2	100.0
	Total	279	100.0	100.0	

Table 3 is about whether Exam malpractice boost grades/scores of students generally. 130 strongly disagree, 32 disagree, while 76 strongly agree and 9 agree.

The disagree sector makes 58.1 percent of the respondents' perception concerning question 3.

**Table 4: Exam malpractice is easy and cheap**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	146	52.3	52.3	52.3
	DISAGREE	33	11.8	11.8	64.2
	FAIR	34	12.2	12.2	76.3
	AGREE	12	4.3	4.3	80.6
	STRONGLY AGREE	54	19.4	19.4	100.0
	Total	279	100.0	100.0	

On whether Exam malpractice is easy and cheap, table 4 shows that 146 strongly disagree, 38 disagree, while 54 strongly agree and 12 agree. It further shows that the sector having to do with disagree makes 64.2 percent of respondents' perception.

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**Table 5: Everybody Engages in Exam Malpractice**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	177	63.4	63.4	63.4
	DISAGREE	18	6.5	6.5	69.9
	FAIR	20	7.2	7.2	77.1
	AGREE	20	7.2	7.2	84.2
	STRONGLY AGREE	44	15.8	15.8	100.0
	Total	279	100.0	100.0	

Table 5 is about whether Everybody engages in exam malpractice generally. 177 strongly disagree, 18 disagree, while 44 strongly agree and 20 agree.

The disagree sector makes 69.9 percent of the respondents' perception concerning question 5.

**Table 6: If Opportunities for Exam Malpractice is Available, I won't bother reading for exams**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	150	53.8	53.8	53.8
	DISAGREE	43	15.4	15.4	69.2
	FAIR	19	6.8	6.8	76.0
	AGREE	19	6.8	6.8	82.8
	STRONGLY AGREE	48	17.2	17.2	100.0
	Total	279	100.0	100.0	

On whether If opportunities for exam malpractice is available, I won't bother reading for exams, table 6 shows that 150 strongly disagree, 43 disagree, while 48 strongly agree and 19 agree. It further shows that the sector having to do with disagree makes 69.2 percent of respondents' perception.

**Table 7: Lecturers' aid/abet in exam malpractice**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	128	45.9	45.9	45.9
	DISAGREE	47	16.8	16.8	62.7
	FAIR	41	14.7	14.7	77.4
	AGREE	18	6.5	6.5	83.9
	STRONGLY AGREE	45	16.1	16.1	100.0
	Total	279	100.0	100.0	

Table 7 deals with the question whether Lecturers' aid/abet in exam malpractice. 128 respondents strongly disagree with this while 47 disagrees. 41 says it is fair while 45 strongly agree and 18 agree. The disagree sector makes up 62.7 percent of the total.

**Table 8: CCTV Reduce Students/Lecturers or Teachers' Interaction and Reduces Malpractice**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	68	24.4	24.4	24.4
	DISAGREE	13	4.7	4.7	29.0
	FAIR	17	6.1	6.1	35.1
	AGREE	18	6.5	6.5	41.6
	STRONGLY AGREE	163	58.4	58.4	100.0
	Total	279	100.0	100.0	

Table 8 is about whether CCTV reduce Students/lecturers or teachers' interaction and reduces malpractice generally. 68 strongly disagree, 13 disagree, while 163 strongly agree and 18 agree.

The disagree sector makes 29 percent of the respondents' perception concerning question 8.

**Table 9: CCTV reduce distractions during examinations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	93	33.3	33.3	33.3
	DISAGREE	14	5.0	5.0	38.4
	FAIR	28	10.0	10.0	48.4
	AGREE	15	5.4	5.4	53.8
	STRONGLY AGREE	129	46.2	46.2	100.0
	Total	279	100.0	100.0	

Table 9 deals with the question whether CCTV reduce distractions during examinations. 93 respondents strongly disagree with this while 14 disagrees. 28 says it is fair while 129 strongly agree and 15 agree. The disagree sector makes up 38.4 percent of the total.

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**Table 10: CCTV make Students Aware and Conscious that they are been Watched during the Entire Duration of the Exams**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	66	23.7	23.7	23.7
	DISAGREE	11	3.9	3.9	27.6
	FAIR	25	9.0	9.0	36.6
	AGREE	9	3.2	3.2	39.8
	STRONGLY AGREE	168	60.2	60.2	100.0
	Total	279	100.0	100.0	

On whether If opportunities for exam malpractice is available, I won't bother reading for exams, table 10 shows that 66 strongly disagree, 11 disagree, while 168 strongly agree and 9 agree. It further shows that the sector having to do with disagree makes 27.6 percent of respondents' perception.

**Table 11: CCTV Reduce Destruction of Malpractice Evidence**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	84	30.1	30.1	30.1
	DISAGREE	29	10.4	10.4	40.5
	FAIR	25	9.0	9.0	49.5
	AGREE	13	4.7	4.7	54.1
	STRONGLY AGREE	128	45.9	45.9	100.0
	Total	279	100.0	100.0	

Table 11 is about whether CCTV reduce destruction of malpractice evidence generally. 84 strongly disagree, 29 disagree, while 128 strongly agree and 13 agree.

The disagree sector makes 40.5 percent of the respondents' perception concerning question 8.

**Table 12: Decline in Exam Malpractice will boost confidence in students'**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	81	29.0	29.0	29.0
	DISAGREE	12	4.3	4.3	33.3
	FAIR	25	9.0	9.0	42.3
	AGREE	20	7.2	7.2	49.5
	STRONGLY AGREE	141	50.5	50.5	100.0
	Total	279	100.0	100.0	

Table 12 is about whether Decline in exam malpractice will boost confidence in students' generally. 81 strongly disagree, 12 disagree, while 141 strongly agree and 20 agree.

The disagree sector makes 33.3 percent of the respondents' perception concerning question 12.

## CONCLUSION

In conclusion students' responses shows that examination malpractice is not a good practice with 239 and a percentage of 85.7. 162 are of the opinion that examination malpractice does not boost grades and scores of students. This is 58.1 percent of the total. Students' believe that examination malpractice is not easy and cheap 179 which makes 64.2 percentage. Many students believe that it is not every student that engages in malpractice i.e. 195 which is 69.9 percent. 161 which is 67.7 percent are of the opinion that decline in exam malpractice will boost confidence in students'

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