

**Endemic Malpractices In Examination Administration in Nigeria: A Dissection of Implications on Emerging Human Resource Productivity**

Asadu Ikechukwu

University of Nigeria, Nsukka Department of Public Administration and Local Government

Quality education is a desideratum for enhanced productivity of workers in productive organizations. It is a prerequisite for effective and efficient utilization of other factors of production by labour. Thus, the association between the quality of an employee's education and his input into production cannot be underestimated. Unfortunately, education in Nigeria at various levels has been characterized by malpractices notwithstanding the provision of Examination Act which creates offences relating to examination malpractices and prescribes penalties for such offences. The malpractices are perpetrated through collaboration of students, parents, examination bodies, security agents and other stakeholders. The study examined the implications of examination malpractices on the productive capacity of human resources employed in productive activities in Nigeria. The methodology of the study is qualitative and descriptive. Primary and secondary instruments of data collection were utilized and the generated data were analyzed via contextual-descriptive approach. The findings showed that examination malpractices, among other things, have weakened the productive and managerial capacities of many workers in Nigeria. This has not only endangered the lives of consumers/clients via substandard products and service delivery, but has also increased the cost of production as a result of damage to production equipment and increased re-training cost. Consequently, the study suggests less emphasis on certificate as a criterion for recruitment of workers; strategic recruitment and selection process; reward system; performance appraisal; diligent prosecution of examination offenders etc as measures to mitigate the adverse effects of examination malpractice on productivity.

Key word: Examination, examination malpractice, employee, human resource, productivity.**Author(s) Contributions****Asadu Ikechukwu: has conducted the study.***Corresponding email address: ikejustin2@gmail.com

INTRODUCTION: Human resource development is presently linked to education as never before. Societies necessitate education not only to orient new members into their work roles and norms but also to supply the labour needs of the economy. Hence, human resources is recognized as decisive driving force of production, whose practicability and accessibility hinge on sound and standardized educational arrangement. Besides being a means of socialization, education endows an economy with expert and informed human resources vital for improved organizational efficiency, economic expansion and progress. Education is premeditated to enlighten the mind of its recipients for valuable and efficient outcomes. Consequently, [Odimegwu \(2005\)](#) opines that any nation or organization that desires guaranteed economic vivacity and self-sufficiency, high value human development indices, social well-being and qualitative life for its members must of great necessity place high premium on manpower development through sound educational structure. Underdevelopment in manpower output has been somewhat attributed to incapability of organizations to access excellent education and training for their workers. The education scheme is a mechanism that a society employs to equip its population with obligatory skills, norms and information that will lead them to productive public lives and full personal lives based on their talents and interests ([Wiliyat, 2009](#)). The system must not only make available full vista for examined individuals to build up their potentials but also avenues for the training of the management group as well as the

improvement of all the occupational abilities considered necessary for the building of a progressive society.

The value and functionality of any educational system lie in its competence to materialize the goals of education. The goals of general educational system and human resources advancement of a nation stand defeated if examination philosophy and values are not instituted, encouraged and respected by key stakeholders in the educational scheme. An erudite individual is expected to pass through the complete process of examination conducted by acknowledged and proficient institutions or agency. Hence, an examination is still perceived as the paramount instrument for an objective estimation of what learners have achieved after a period of instruction. Consequently, any action or inaction that undermines quality examination process poses a great menace to the validity and dependability of the examination results and certificates obtained.

Regrettably, the process of examination in Nigeria at various levels has raised serious apprehension owing to endemic nature of examination malpractices. The print and electronic media are over and over again awashed with stories of dishonorable practices of malpractices in public examinations like WASC, NECO, and UTME. The higher institutions of learning in Nigeria are not left out in students' involvement in examination malpractices. The types of examination malpractices ranges from impersonation, various forms of collusion, spying, mutual exchange of materials, assault of invigilators, luring of things to disrupt examination, sales of marks for money or sexual

gratification, stealing, converting and substituting the scripts of other candidates etc (Nnebedum, 2015).

The practice which became pronounced during the era of "Expo 70" has grown into a cankerworm with devastating consequences on Nigeria's standard of education and human resource development. In fact, the enormity of examination malpractices in Nigeria has been on the increase; for instance about 72,516 candidates were involved in 1994 Senior Secondary School Certificate Examination. In 2000, at least six percent of the 636,064 candidates that sat for WAEC were involved in one form of malpractice or another. In 2001, five percent of the 1,025,185 candidates that sat for the examination were involved in malpractice while in 2002, 2003 and 2004 the percentage were at least 10.5, 11, and 11 respectively. In 2007, a total of 324 schools that were identified to be involved in examination malpractices were blacklisted by the government and banned from conducting public examination for four years. In May/June 2012 WASSCE, about 101,398 results of candidates that sat for the examination were withheld for examination malpractices. In 2018 Unified Tertiary Matriculation Examination, the results of 111,981 candidates who sat for the university entrance examination were withheld (Lawal, 2017; WAEC Annual report, 2000-5; Aluko, 2018). In 2019, the Joint Admission and Matriculation Board before the release of the results for the 2019 UTME had cancelled results of two centres in Aba, Abia State over wide spread irregularity and rescheduled examination for the affected candidates at the centres. Similarly, WAEC and NECO withheld and cancelled results of some candidates who sat for the 2019 Senior Secondary School Certificate Examination in some secondary schools across the country.

It is worrisome that despite the legislations against examination offences which stipulated some severe penalties for offenders, the incidence of examination malpractices has not abated. For instance, Section 1(1) of 1999 Examination Malpractice Act explicates actions of anyone that amount to cheating at examination. According to subsection 1(a) a person who, in anticipation of, before or at any examination, by any fraudulent trick or device or abuse of his office or with intent to unjustly enrich himself or any other person procures any question paper, produced or intended for use at any examination of persons, whether or not the question paper concerned is proved to be false, not genuine or not related to the examination in question commits an offence. Subsection 1(b) considers it an offence if a person, who in anticipation of, before or at any examination, by any false pretence or with intent to cheat or secure any unfair advantage for himself or any other person, procures from or induces any other person to deliver to himself or another person any question paper intended for use at any examination. Subsection 1(c) states that any person who in anticipation of, before or at any examination, by any false pretence or with intent to cheat or unjustly enrich himself or any other person buys, sells, procures or otherwise deals with any question paper intended for use or represented as a genuine paper in respect of any particular examination commits offence while 1(d) stipulates

that a person who fraudulently or with intent to cheat or secure any unfair advantage for himself or any other person or in abuse of his office, procure, sells, buys or otherwise deals with any question paper intended for examination of persons at any examination commits offence. A critical look at section 1 of the Act demonstrates a vivid and wide description of what constitute cheating at examination.

In terms of prescribed penalties for the above offences, section 1(2) of the Act states that a person found guilty of an offence under subsection (1) is liable on conviction(a) in the case of a person under the age of 18 years, to a fine of ₦ 100,000 or imprisonment for a term not exceeding three years or to both such fine and imprisonment;(b) in the case of a principal, teacher, or an invigilator, supervisor, or an examiner or an agent or employee of examination body concerned with the conduct of an examination, to imprisonment for a term of four years with the option of fine; and (c) in any other case, to imprisonment for a term of three years with or without the option of fine. Section 1(3) added that where the accused person is an employee of a body charged with the responsibility of conducting examinations or a head teacher, teacher or other person entrusted with the safety and security of question papers, the person shall be proceeded against and punished as provided in section 2 notwithstanding that the question paper concerned is proved not to be live, genuine or does not relate to the examination concerned.

It is against this background of widespread examination malpractices in internal and external examinations notwithstanding the Examination Malpractices Act 1999 which outlaws any form of examination malpractices and the indispensable roles of education in human resource development that the study examined the implications of examination malpractices on human resource productivity in Nigeria. This is with a view to identifying and analyzing the salient effects of examination misconduct on organizational and workers efficiency so as to suggest practicable strategies for reducing the adversity. This study is of essence considering the increasing number of unemployable graduates in the country and its negative effect on the economy, particularly in globally competitive economy where quality skills and knowledge are keys to comparative advantage in global and local markets

METHODOLOGY: The research methodology for this work is qualitative and descriptive in nature. The method of data collection was both primary and secondary. Through documentary and primary sources, relevant data on examination malpractices and human resource productivity were generated and subjected to contextual-descriptive analysis. To ensure the reliability and validity of the secondary data employed, the study relied on documentary data generated from examination bodies in Nigeria (WAEC,NECO, JAMB), educationalists, corporate organizations, human resource experts, conference papers, journals, internet materials and books written by experts on examination administration and human resource management. The secondary data were supplemented with primary information derived through

structured oral interview administered face to face to select representatives from examination bodies, educationists, human resources managers, corporate organization and other stakeholders. A total of 46 representatives were purposively selected and interviewed. The interview distributions were as follows: West African Examination Council (WAEC) (3); National Examination Council (3); National Board for Technical Education (3); Joint Admission and Matriculation Board (JAMB) (3); students (10); parents (5); internal examiners (3); external examination supervisors/invigilators (5); school teachers (5); school management boards (3); school heads/authorities(3).The theoretical framework employed for the work is human capital/resource theory advanced by scholars such as [Schultz \(1988\)](#) and [Becker \(1967\)](#).

Theoretical framework: The theoretical framework adopted in this work is human capital/resources theory which attempt to explicate how investments in education enhance employee productivity. [Schultz \(1988\)](#) and [Becker \(1967\)](#) view human capital as how education increases the productivity and efficiency of employees by increasing the level of cognitive skills. Proponents of human capital theory presuppose that formal education is exceedingly leading to the improvement of productive capacity of a population. The improvements of the productive competence of the human resources in this sense are forms of capital investment. In order words, human capital is viewed as the stock of economically productive human capabilities which can be formed by combining innate abilities with investment in human beings. The provision of education is thus seen as a productive investment in human capital, an investment which the promoters of the human capital theory consider to be equally worthwhile than that in physical capital ([Adeji and Campbell, 2013](#)).

Human skills or productivity have been found by this theory to be significant input in the process of development just as finance, natural growth and physical plant. The advocates of the theory have demonstrated that basic literacy enhances the productivity of worker in low skill occupation, while an instruction that demands methodical reasoning or provides special and technical knowledge, enhances the marginal productivity of employees in high-skilled or expertise position. Thus, access to education guarantees increase in stock of human capital in the society which in turn increases national productivity and economic growth ([Adeji and Campbell, 2013](#)). It is also central to note that human capital theory contends that education enrolment is a rational investment decision by which individuals build careers and resources in anticipation of higher wages in future. Individuals invest in education with the hope of future social, economic and political benefits. The quality of development in a nation is dependent on quality of human resources which in turn hinge on quality of education attained. Thus, individuals invest and acquire skills and knowledge through systematic education, training and development programmes for personal and societal growth. In the same manner, organization invest in strategic and methodical education and training programmes for their workers with the hope of meeting the immediate and future

human resource requirement of the organization that will enable it actualize its goals and objectives. Human capital theory gave economist and human resources manager, the conceptual tools with which to link manpower demand, their changes over time in response to economic growth and the educational system and to incorporate them into elaborate national or organizational development plan and growth target ([Essays, Uk, 2013](#)).

Human resources management and development:

Conceptual analysis: Human resource development is a noteworthy function in public organizations for the *raison d'être* that the structure that sustains the organizations depends on the competence of the individual that drive the structure. Human resources take account of all the know-how, proficiency, verdict, aptitude, information, contacts, risk-taking and intelligence of individuals and associates contained by an organization. The human resources of an organization consist of all layers of people who participate in the production of merchandise and services and who are the greatest as well as most treasured productive assets of the organization. The people as the human resources of productive enterprise account for the supply of corporeal labour, technical and professional skills which are germane for effective and efficient planning and implementation of development policies, programmes, projects and daily activities. Thus, human resources simply entail men working in establishments either privately or publicly for the purpose of accomplishing set institutional goals and objectives through methodical cooperation. The management of human resource is a crucial function of human resources managers because the capability of any organization to actualize its goals and objectives is in principal determined by the grade of human resources utilized. Basically, human resource management is the management function that helps the managers to recruit, select, place, compensate, discipline, train, and develop members for an organization ([Aswathappa, 2002](#)). It is a series of integrated decisions that structure the employment relationship; their value contributes to the aptitude of the organizations and the member of staff to achieve their objective ([Milkovich and Boudreau, 1997](#)). Human resource management is, for that reason, concerned with the populace dimension cum element in management. [Flippo \(1984\)](#) views human resource management as the planning, organizing, directing, and controlling of the procurement, development, compensation, integration, maintenance and separation of human resources in order that individual, organization and social objectives are accomplished. Thus, human resource management can be considered as a distinguishing approach to employment administration which seeks to get competitive benefit by means of tactical deployment of exceedingly steadfast and proficient workforce, using an incorporated arrangement of cultural, structural, institutional, economical and personnel *modus operandi* ([Storey, 1995](#)). [Olowu and Adamolekun \(2002\)](#) posit that human resource management focuses on six major unified policy areas: management of change, organization/job design, recruitment, selection and socialization; appraisal, training and development; reward system; and communication. Although human resources

management is akin to the more conventional conception of personnel management, both diverge in a number of aspects. Human resources management place prominence on the tactical role of personnel in managing organizational transformation and assimilate human resources considerations to overall organizational goals. Instead of the fixation on personnel management with the administration of personal rules for performing the three fold functions of personnel utilization, motivation and protection, human resources management centre on securing employee dedication to organizational goals through a consensual development of an organizational culture, devolved responsibility and empowerment

It is discernable from the above conceptualizations and analyses that human resource development forms a crucial part of organizational goals. Hence in order to take full advantage of the productivity and efficiency of the organization, every executive, manager or supervisor in public or private enterprise has the responsibility and indeed the bound duty to ensure the development of workers who have requisite knowledge and expertise. Training and development of human resources entails the imparting of specific skills, abilities and knowledge to an employee. Human resource developments therefore are those learning opportunities designed to help employee grow in his organizational career. Development is not, for all intents and purposes, skills-oriented rather it provides all-purpose knowledge and attitude which will be useful to employees in higher position. According to Akpan (1982) the prime intent of training is to endow people with the knowledge required to qualify them for a particular position of employment or to improve their skills and efficiency in the position they already hold whereas staff/human resource development implies growth and the acquisition of wide experience for future strategic advantage of the organization. Human resource development also differs from human resources utilization. Human resources development suggests growth and acquirement on wide experience while human resource utilization implies optimal exploit of proficient manpower; their deployment at strategic places and construction of enabling milieu for the practice of acquired skill. Manpower or human resource utilization means decisions and actions taken to employ or utilize the labour resources of an organization to attain its goals and objective. It differs from human resources development which entails all those activities designed to enhance the quality and productivity of human resources of an organization.

Education and human resource development: The linkage cum Interface: The liaison between educational system and human resources development is highly noteworthy. In other words, education plays a decisive task in human resource development process for the reason that it is a priceless means for the transformation of society via improvement of human resources. According to Oxford Advanced Learner's Dictionary (2000), education means a process of teaching, training and learning especially in schools or colleges to advance and expand skills. In its general sense, education is a type of learning in which

skills, knowledge, norms, values, orientation, beliefs, habit, attitudes and ideology are transmitted from one generation to another through discussion, teaching, research, training and other socialization methods. Education can be seen as a process by which someone is helped to materialize the improvement of all his potentialities and their utmost activation and thus accomplish his perfect self accomplishment. Education as noted by Aina (2005) deals with those human activities which are structured to boost the general proficiency of workers in a particular direction and further than the currently held job. Generally, education can be categorized into formal and informal. Formal education operates within the sphere of a formal or official setting, compartmentalized and certificate with designated learners and teachers. Nigeria formal education system has a policy. The broad objectives of Nigeria education as emphasized in the National policy on Education (1981) are thus: The inculcation of the right type of value attitudes for the survival of individual society; the training of the mind in building valuable concepts, generalizations and understanding of the world around; the acquisition of appropriate skills, abilities and competence of both mental and physical nature as equipment for the individual to live in his society; the acquisition of relevant and balance knowledge of facts about local and world phenomena.

Nigeria education System, based on the above outlined objectives, is no doubt geared towards self recognition, better human association, productivity, effectiveness, efficiencies, national awareness, socio-political progression, science and technological growth as well as national rebuilding. Education plays a crucial responsibility in enhancing organization's human aptitude to attract and exploit knowledge. Personal benefits credited to higher education include improved employment, high salaries and a huge capability to consume and save. A study by Mankiw, Romer, and Weil (1992) established that education, chiefly higher education, increases the human capital inbuilt in the labour force, which enhances human resource productivity. Higher education has the facility to advance innovative ability of the economy and the novel knowledge on new technologies, products and processes; and as a result promotes growth as propounded in the theories of endogenous growth (Lucas, 1988). Advocates of human capital view education as the stock of economically productive human capabilities which can be formed by combining innate abilities with investment in human beings (Adedeji and Campbell; 2013). In fact, education does not only give support to workers to implement fruitfully innovative hi-tech devices which enhance productivity but also smooth the progress of the transmission and diffusion of knowledge and skills obligatory to appreciate and process new data.

The exceedingly educated employees appear to have a comparative advantage in appreciating and adapting novel ideas or innovations into productive process. Human resource development is a way to effect the potential of people by increasing potentials and this entails empowering the employees, enabling them to actively participate in their own development . Human resource development serves as a means

that improve skills, knowledge, productivity and inventiveness of the populace via a process of human capital development. Hence, human resource development is a people centred measure not merchandise or production centred device of development. Akhter (2015) identified the impact of education on human resource development as follows:

- i. Awareness development: Education increases self consciousness. It can help individuals to be acquainted with their habit, culture, social status and management.
- ii. Learning: By acquiring knowledge, an individual can build up himself, his family and also play a part in organizational development
- iii. Thinking and judgement: Education can facilitate individuals to think transparently free from sentiment and prejudice. Accordingly, they can invent exact work process on the basis of analyzing individual and social-economic condition.
- iv. Generous outlook: Education can help man's outlook to be generous and democratic. It teaches to be united. So they can build up society, social welfare organizations and other co-operative organizations.
- v. Duties and responsibilities: Education can build up consciousness about individual duties and responsibilities in organizations.
- vi. Modern science and technology based education: Modern science and technology based education can enhance the capacity to do heavy and difficult work within a short time and can also enhance the value of work.
- vii. Medical science and economic effect: The application of higher education in medical science can develop the health service of a country. As a result the life expectance will increase and that would be helpful to play a role in economic development for long time.
- viii. Basic and religious value: Religious values of every one are awoken by education. These religious values conduct the works and earning in right way.

Concept of examination malpractice: The Examination Malpractice Act (1999) sees examination malpractice as any act of omission or commission by a person who in anticipation of, before, during or after any examination fraudulently secure any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to extent of undermining the validity, dependability, genuineness of the examination and eventually the honesty of the certificate. Nwahananya cited in Adewale (2004) describe examination malpractice as the act of omission or commission anticipated to make a student pass examination without relying absolutely on his/her independent ability or resource. This perception implies the reliance of the candidate on illicit means to achieve success in examination or the involvement of examination officials, school authorities, parents or any external body in aiding the candidate to have undue advantage. Balogun (1991), on his part, defined examination malpractices as cheating at examination or any act projected to benefit or give undue benefit to oneself or another by deceitfulness or scam before, during and after examination. Implicit in this description are acts such as leakage of question

paper, impersonation, bringing foreign material into examination hall, employment of mercenaries etc. Badmus and Odor (1996) have also conceived examination malpractice as wrong doing in terms of construction, custodianship; administration, marking and release of results, with the objective of conferring benefit on some candidates over other. Examination malpractice encompasses any form of mischief that leads to the modification of or a tempering with the approved ways of conducting examination in any given system. It embraces any act that deviate from establish code of conduct for examination in a state. Hence it is an improper and dishonest act connected with examination with a view to obtaining undeserved advantage (Salami, 1994).

According to Shonekan (1996) examination malpractices is any act of omission or commission that contravenes the rules and regulations of the examination body to the extent of undermining the validity and reliability of the test and ultimately the integrity of certificate issued. Examination malpractice is concerned with the application of unusual means to get a score or set of scores that is normally outside the mental capability or the state of preparedness of a candidate for that examination. Oyekan (1996) sees it as a premeditated act of indiscipline adapted by students or their privileged accomplices to secure facile success and advantage before, during and after the administration of a test or examination. Odongbo (2002) describes examination malpractice as an act of wrong doing carried out by a candidate or groups of candidates or any other person with the intention to cheat and gain unfair advantage in an examination. For Nwana (2000) ,examination malpractice is the massive and unparalleled abuse of rules and regulation pertaining to internal and public examinations beginning from the setting of such examinations through the taking of the examinations, their marking and grading, to the release of the result and the issuance of certificate; but Ahmed cited in Gbagolo (2011) simply put it as any act of wrong doing or neglect that contravenes the rules of acceptable practices before, during and after an examination by anybody. This is to say that examination malpractice can take place at any stage of examination process and such can be committed by any stakeholder in the processes.

From the above definitions, it is crystal clear that examination malpractices negate the ethics of examination conducts. Thus, examination malpractice can be seen as any act of omission or commission by any individual, groups or body that violate the moral code of examination conducts before, during or after the examination with the objective of promoting unwarranted benefit for any person, groups or body involved in the examination. Such contravention has the capacity to weaken the validity and reliability of the examination as well as the honesty of the certificate or any award related to it.

Forms and nature of examination malpractice in nigeria education system: Examination malpractice in Nigeria has taken diverse dimensions as the society develops. Some identified salient forms and natures of examination malpractice in Nigeria include:

Procurement of answer booklet: This is a form of malpractice

in which examination answer booklets are purchased in advance by candidates or their mercenaries. The answer booklets purchased from examination body or personnel particularly the supervisors and examination custodians are substituted for the original/current answer scripts during the time of writing the examination. The original answer scripts will be used by the candidates' mercenaries in answering the examination questions outside the examination hall. Thereafter, the scripts will be smuggled into the hall sometimes with the connivance of invigilators or supervisor for submission on behalf of the candidates sitting for the examination. The genuine candidates, who may be in the examination hall pretending to be writing the examination with the purchased answer booklet, eventually, will not submit their own.

Impersonation: This is a condition whereby a candidate for an examination hires a person whom he/she feels has the capacity to excel in the subject to be examined. The hired person will then sit for the examination pretending to be the true candidate. Sometimes, the candidates pre-informed and bargained with the supervisors and invigilators to avoid the impersonators being identified or harassed. However, there are instances, where the impersonators and the candidates choose to take the risk of impersonation without knowledge of the examination officials and would only resort to negotiation if the impersonators are caught. In some cases, male candidates sit for female candidates who may be their relations or friends with the connivance of examination officials. These impersonators are protected by the compromised invigilators or supervisors particularly in the event of sudden inspection visit by officials of the examination body. The mercenaries, at times, substitute the passport-sized photographs attached to examination identity cards of the genuine candidates for that of theirs with or without the connivance of the invigilator or supervisor

Collusion: This arises when the invigilators or supervisors in examination hall for gratification collude with the candidates to aid malpractice. In this case, the invigilators or supervisors give assistance to the candidates in examination hall for monetary or social benefits. The invigilators help in bringing in answers to the candidates from their mercenaries or solving the questions for the candidates. In this case, the invigilators mainly school teachers with or without the knowledge of the external supervisor take question papers outside the examination hall, solve the questions or get them solved by mercenaries and then bring them into hall and distribute to the candidates who are, at times, those that contributed money in advance or in the hall to facilitate the deal.

Examination leakage: This is a situation where question papers are seen by candidates before the writing of the examination. The leakage may be traced to internet, printing press, invigilators, supervisors and any person connected with the custody/distribution of the question papers (Gbogolo, 2011). There have been instances where students writing examinations both internal and external get possession of the questions papers days before the examination. The emergence of advanced and high-tech information and communication gadgets has raised a

new dimension to examination leakages. Some dubious elements hack into the web site of examination bodies such as WAEC and NECO and leak examination question papers. Some of these examination leakage syndicates go ahead to solve the questions and place answers on their customized web where candidates can access the solved questions by payment of specific amount of money. Some will ask the students to send a recharge card worth of a specified amount to them so that the solved questions will be sent to their hand sets. Nevertheless, sometimes, the question papers custodians or invigilators or supervisors compromised because of pecuniary benefits. They give a copy of the question papers to the candidates or their mercenaries to photocopy and return the original copy before the commencement of the examinations.

Enrolling mercenary and self: In this case, the candidate will register the examination for the mercenary and him/herself. The examination mercenary on the day of the examination will do the examination and at the end exchanges his answer booklet with that of the genuine candidate who pretends to be serious writing the examination. The mercenary, at times, after solving the questions will write the real candidate's examination number in his own answer script while the real candidate will write the examination number of the mercenary on his own. This method is adopted where the examination sitting position for the mercenary and the candidate he is writing for is afar to the extent that it is not easy for them to swap answer scripts. This method is usually adopted by candidates writing external examination such as UTME, WAEC and NECO because the candidates are not well known to the invigilators or supervisors. But in terms of internal examinations, it may be difficult to hire mercenary except in the universities and other higher institutions of learning where a particular course may be offered by a cross section of departments or faculties. In this situation, a student can register the course for a person from another department or school and thereby having the opportunity to have the person in the hall for purpose of malpractice

Smuggling of answer booklet: This involves having external help to take to and fro the examination hall answer booklet properly prepared by mercenary in connivance with supervisors, invigilators and other examination personnel. In this case, the candidate pays the supervisor or invigilators an agreed sum of money and the original answer script of the candidate will be smuggled outside and given to the mercenary who then solved the questions and returns the answer script to the candidate for submission. At times, the candidate smuggles out the answer script without the knowledge of the supervisor or invigilators and will only be ready to negotiate if caught in the act. In this situation, the candidate sends out his genuine answer script to the mercenary while holding fake answer script in the examination hall. The fake script will not be submitted at the end of the examination. A candidate may choose to smuggle out the answer booklet himself, use textbooks to answer the questions and return to the hall with or without the knowledge of the invigilators or supervisor

Sorting: This involves the exchange of marks or examination

questions for money or sex. There have been cases where male lecturers were accused of demanding sex from female students in exchange for examination malpractice. The male students pay money to lecturer, sometimes through their proxies, in exchange for marks. This does not mean that female students are not involved in paying for marks. The amount to be paid by the students depends on the grades to be awarded, with grade A having the highest price.

Many of the lecturers in higher institutions of learning that engage in sorting by demanding money for undue grade do not engage in direct contact with the students seeking to patronize them for fear of being caught in the act but rather they employ the service of students who are their confidants and partners in crime and mandate them to collect money from any of their colleagues who need the service. The lecturers' foot soldiers will then mobilize those ones interested in the deal; collect the money and submit same together with their registration numbers to the lecturers. The lecturer may reward his mobilizers with good grade or both good grade and commission from the proceeds. Some students who are employed to carry out this act at times exploit those seeking to influence their grades by adding extra money to what the lecturers asked them to collect.

Insult and assault of examination official by candidates:

Candidates, at times, particularly when the examination officials do not want to compromise, intimidate, beat and harm examination officials in order to compel them to accept their answer scripts, after being involved in cheating. Some candidates threaten the supervisor and invigilators with dangerous weapon like gun, cutlass etc. In higher institutions of learning, some lecturers who refused to compromise have been threatened physically or through letters or other means that will compel them to compromise for fear of being harmed or killed. There have been cases of lecturers being assassinated by students particularly cultists for refusing to pass the non-performing students or upgrading their marks. Such students, at times, set ablaze the vehicle or houses of the lecturers. Even at secondary schools, there have been reported cases of teachers and examination supervisors being threatened by students for preventing them from cheating in examination particularly WAEC and NECO examinations. In some occasions, supervisors for external examination are ambushed by the students on their way to the examination venues and are forced to leak the questions or face the consequence of refusal to compromise. On the other hand, some supervisors are waylaid on their way to submission centre after the examinations and are compelled to collect the students' already filled answer scripts or be dealt with

Stealing, converting and substituting of answer scripts: In this condition, the scripts of intelligent candidates are stolen by the unintelligent ones and converted to theirs. Those who engage in this act usually keep eagle eyes on the intelligent candidates and monitor their movement with the aim of perpetrating the act when the opportunity occurs. In some situations, the answer scripts of the intelligent candidates are stolen and the back covers where the candidates' names are written are carefully

removed and replaced with that of the candidates that stole the answer scripts. This act could also be perpetrated during submission of answer scripts particularly when the submission process is not methodical but done in rowdy manner which creates opportunity for candidates to run helter skelter either to submit or to complete the required number of questions to be answered

Bringing foreign material into examination hall: This is a state of affairs whereby candidates go into examination hall with answers to expected questions. In fact, the foreign material includes: text books, past questions papers either containing copious notes or used as disguise for current ones that have been smuggled out, photocopies of prepared answers etc. The candidates may bring in the foreign material with or without the knowledge of the supervisor and invigilators. These candidates copy answers from the foreign or reference materials they brought into the hall. Those candidates that do this without prior negotiation with the supervisor or the invigilators will be doing it secretly and tactfully to avoid being caught and in the event of being caught in the act will be willing to plead for mercy or negotiate terms of settlement. But those who have settled in advance with supervisor or invigilators do the act with every sense of openness and boldness.

Mass cheating: This is a large scale organized malpractices involving the school authorities, candidates, parents and examination officials. In this case, candidates contribute money to the school authorities. The school authorities use the money to influence the invigilators, supervisors and examination body officials so as to allow the students copy from text books, solved questions on the board or solved questions from hired mercenaries by the schools. In mass cheating, the schools most often hire mercenaries, who solve the questions in the area of their proficiency. The answers will be photocopied as many as possible in a standby school photocopier for onward distribution to the candidates in the hall. This could also involve teachers dictating solutions to questions or writing on the board. The dangerous trend in WAEC and NECO is that the supervisors sent to school by the examination bodies have resorted to bargaining with the school authorities on how much to be paid before the examination commences. Some supervisors charge a particular amount per candidate and the amount to pay depends on the subjects. Papers such as English, mathematics, physics and chemistry attract higher payment than others

Dubbing/copying: This is a condition whereby candidates copy answers to questions from one another. The intelligent ones make available their answer scripts for others to peep and copy answers. Copying can also take the form of giraffe where a candidate copies from his neighbour without the knowledge of the neighbour. Candidates who engage in this form of malpractice do it in tactful manner to avoid being caught by the invigilators and supervisor or by the persons the candidates are copying from their scripts, if there was no initial agreement between them. There are instances where the invigilators and supervisors expressly allow the candidates to copy from any one that has good knowledge of questions asked.

Sending answers through phones: With wide spread of information and communication technology, examination malpractice has been perpetrated through the use of text message in mobile phone and computer to send answers to students in examination halls. The students in anticipation of assistance from their mercenaries enter the examination hall with mobile phones and other electronic gadgets that will enable them receive the expected answers. Sometimes, the students use the mobile phone to browse for answers to questions raised in the examination hall. The candidates usually hide the handset in various parts of their body or clothes and put it in silent mood to avoid being caught by the invigilator or supervisor. However, in the event that the supervisors and invigilators have been settled, the candidates can proudly display their mobile phones, perform the act and even make or receive call in the examination hall

Miscellaneous: Other form or nature of examination malpractice include: inscribing information on the hidden part of the body such as thigh, palm, rulers, purses (Nnebedum, 2015); multiple entries where the candidate enters for the same examination in many places at the same time via mercenaries; sneaking out of examination hall with or without prior knowledge of the supervisor to collect foreign materials; candidate tracing their paper to marking centre (Ojerinde, 2004); changing of candidates result by officials in computer/examination processing units; illegal issuance of certificate, statement of result and admission letter. In higher institutions of learning post-examination malpractice could take the form of lobbying the examiners by begging and sending close friends and senior colleagues to the examiner to ask him to be lenient while marking.

Factors responsible for endemic examination malpractices: Examination malpractice in Nigeria has been attributed to several factors. The leading indentified factors are highlighted below:

Corruption: Corruption is one of the major challenges to quality education in Nigeria. It is corruption that drives examination invigilators and supervisors to connive with students and teachers to encourage malpractice. In other words, the desire for material reward causes some individuals and bodies that are involved in the conducts of examination to allow the students to copy from text books, grant mercenaries access to examination halls, leak papers etc. The people that engage in the act of examination misconducts lack ethical values and subscribe to philosophy of dishonesty and the end justifies the means.

Poverty and poor remuneration: The standard of living of teachers and some educational officers is not encouraging. Teachers' salaries are poor and in some cases teachers are owned salaries for months. Some of these teachers, as a result of financial pressure from family members and relatives, resort to collecting money from students in order to give them undue advantage in examinations. Also, some invigilators and examination officers see examination period as an opportunity for making money from candidates in order to augment their standard of living.

High cost of education/examination fees: The cost of acquiring education in Nigeria is on increasing trend. Similarly, the cost of registering for examination has been increasing. Most schools, particularly private schools, charge high school and examination fees. In fact, private schools in Nigeria are being run with the motive of profit maximization which leads to exploitation. Having paid such outrageous fees, students, at times with their parents' supports, will resort to all available means to pass their examinations to avoid re-enrolment. They see inability to be successful in the examination after paying such humongous examination fees as a huge loss which must not be allowed to happen at all costs.

Poor teaching in schools: The quality of some teachers in private and public schools are questionable. Most private schools do not employ quality and high standard human resource rather they go for cheap labour with no teaching skills. The consequence is that the students will not be properly taught and prepared for examinations. Such students, in order to pass, resort to examination malpractice. Moreover, some teachers employed in public school got their employment not via merit but through political affiliation, ethnicity and nepotism. Such teachers become liability instead of assets to the schools and students. These calibers of teachers often miss classes and spend most of their working hours for personal business or idle talks.

Emphasis on certificate: Nigeria society attaches much value to certificate at the detriment of practice. Recruitment is most often certificate oriented and as a result there is inordinate rush to acquire lower and higher certificate at all costs. Students, at times aided by their parents, engage in all manners of examination malpractice to ensure that the students did not only get the needed certificate but with good grades. Some people even go as far as forging certificates and examination grades instead of undergoing the rigor of writing examination to acquire certificates.

Lack of confidence: Owing to lack of competent teachers, which result in poor teaching in schools, students develop fear of failure and begin to believe in external assistance for them to pass. They do not see themselves as having the ability to answer the examination questions and as such resort to all manners of examination misconducts. The teachers not having confidence on the ability of the students to perform well in external examination choose to render assistance to the students. There are some students who have the mindset that they cannot pass any examinations without engaging in examination misconduct

Success-at-all-cost syndrome: Success in examination attracts commendation and as such some people would want to get it no matter what it takes. Furthermore, some parents want their children to succeed in their determined courses even when they lack the ability to study the course. Such parents spend money to see that their children qualify for the course. In fact, there are some candidates or students who strongly hold the view that they are not ready to experience any form of failure in life and must come out with flying colours in any examinations or engagement no matter the costs or consequences

Profit motive: Private schools are business enterprises that seek profit maximization. Some proprietors of private secondary schools exploit students for the sake of examination malpractices during external examinations such as WAEC and NECO. These proprietors ask the students to contribute certain amount to facilitate malpractices. The unfortunate thing is that some of the private secondary schools that engage in this act do not have good teaching facilities and competent teachers that can enhance students' performance. Their teachers are substandard and their welfares are poorly taking care of owing to poor remuneration

Poor infrastructure facilities: Some schools do not have the basic infrastructure such as large examination hall, and desks. During examinations, the students are clustered in a manner that encourage copying from text books and fellow students. Poor sitting arrangement promote examination malpractice. These schools also lack good laboratories for pure science students, good libraries, well ventilated class rooms etc

Cultism: Examination malpractice can be attributed to cultism. Cultists, particularly, the unintelligent ones among them threaten their teachers in the event of failure. The teachers are compelled to leak papers or award marks to them. Most cultists spend their time in lethal and illicit activities as well as social gathering rather than studying their books for purpose of examinations. These occult students cause disturbances in examination halls mainly when they are prevented from engaging in malpractices. They may disrupt the whole process or threatened to deal or actually dealt with the invigilator or lecturers involved. Some cultists go the extra mile of tracing the examiners to their various homes and offices to achieve their aims

Poor supervision: Some invigilators and supervisors lack supervision technique and skills. Consequently, they do not understand the strategies employed by students in cheating. Some invigilators rather than going round the hall to search and watch what the students are doing, will sit in a particular area, thereby providing opportunity for students to cheat. At times, supervisors mostly those that have been financially settled by the school authorities or students leave the examination hall after sharing question papers and answer scripts; thereby giving room to examination malpractices. In reality, some schools resort to providing the supervisor with drinks and food which he or she enjoys sitting comfortably in a place while the examination goes on with malpractices

Laziness: Some students are lazy and as such do not prepare well for examinations. They waste their time playing instead of reading their books in preparation for examinations. Some students stay awake watching films or interacting in social media even when they know that they have examination in the next couple of hours. Imagine what will be the mental state of candidates who stayed awake attending party and drinking alcohol; only to rush to examination hall the next day. Such students resort to examination malpractice to pass the examination because they did not work for real success in the examination.

Strike: Indiscriminate closures of school due to strike action make the students not to cover the scheme for the term or

session. Sometimes, the students are made to face marathon lecture after strike or write examinations in courses not duly taught. In this case, the students resort to cheating. During strike period, most students do not read their books but rather take to other activities which may not be positively associated to academic. This act also affects their zeal for studies and capacity in examinations

FINDINGS: The findings of the study from documentary data and respondents' views revealed that examination malpractices which are caused by diverse factors have adverse effect on human resources productivity in organizations. Examination malpractices as demonstrated by the findings erode the creativity, resourcefulness, ingenuity, skills, originality, inventiveness, initiative, technical know-how and moral values of employees and consequently undermine human resources productivity. Besides, the finding showed that those workers who are products of examination fraud display incompetence, absenteeism, wastefulness, corrupt practices, poor attitude to work and lack of adaption to organizational culture. Examination malpractice puts the youths and professionals in a situation that lead to a future of economic bankruptcy. The multiplier effect of examination malpractice on employee productivity as revealed by the findings of the work is overtly destructive.

DISCUSSION: The strength and success of any productive enterprise hinges tremendously on the quality of human resources employed in the pursuit of its goals, objectives and missions. Substantial inputs and efforts are required to elevate the productive capacity of human resources to meet desired objectives. Among the inputs is sound educational system, inspiring working milieu and support system. The more corporate organizations have erudite, experienced and creative human resource contributing to its growth, productivity and development, the higher the significance of human resource/capital of the organizations. Bloated or high number of employees does not necessary warranty high human resource worth. What matters for enhanced productivity is sufficient quantity and balanced of knowledgeable professionals, trained and semi-skilled workers working in diverse fields and sectors of the organizations (Odimegwu, 2005).

The upshot of unproductive and incompetent workers, stemming from pitiable quality schooling, on the overall output, progress and endurance of productive organizations in competitive milieu is gross negative. Accordingly, employees with half-baked knowledge and skills are liabilities to the organizations' success in the face of competition with other service or goods providers. Examinations malpractice erodes the creative potentialities of employee. In its most fundamental sense, productivity is a measure of the quantity and quality of work done, considering the cost of the resource used (Mathis and Jackson, 2010). One significant way of evaluating the productivity of human resource is to reflect on unit labour cost, which is computed by dividing the average cost of workers by their average levels of output. Productivity can be a competitive advantage because when the costs of production and service are reduced by effective process, lower prices can be charged or

more revenue made.

Nonetheless, examination malpractices cause the graduation and employment of workers who lack the pre-requisite knowledge and skill to enhance effectiveness and efficiency in production. Products of examination malpractice are holders of good certificate without corresponding productive qualities. A single incompetent employee, who is a product of examination fraud, employed by an enterprise may have multiplier effect since the employee's act can influence the performance of others; there by leading to ineptitude and general decline in production level or standard.

Employees that were involved in examination malpractice tend to exhibit acts damaging to the organization goals and objectives. In other words, their acts are often adverse to organizational culture. They do not only avert taking challenging responsibility because of their deficiency, but may resort to absenteeism in order to cover their inadequacies. It is arguable that employees who were beneficiaries of examination malpractice show evidence of poor attitude to work. Owing to their knowledge and skill insufficiency, such employees are not compliant to technological changes in the area of creation of goods and services. They do not only slow down the space of work due to lack of competency but as well might cause damage to operational equipment or imperil their work place health and safety. Besides production of sub-standard goods that may perhaps be harmful to health, incompetency arising from examination malpractice could lead to wastage of resources and display of dishonest practice in work place.

According to [Nwankwo \(2012\)](#) cited in Ojonemi, Enejoh and [Olatunmibi \(2013\)](#), Nigeria as a result of examination misconducts will end up producing doctors who will forget scissors and towel in the stomachs after surgical operation; students with Alpha in WAEC results and first class honour in universities without a single knowledge in any distinct course or subjects; teachers who are incapable to spell the names of their schools appropriately; lawyers who cannot differentiate between an accused person and the complainant. Conceivably, the incapability of 21,780 primary school teachers in Kaduna State to pass competency test organized by the State Government could be partly attribute to consequence of examination malpractice. In fact, the Kaduna State government of Nigeria in 2017 sacked about 21,780 primary school teachers who failed competency examination. According to the state government, the teachers were unable to pass competency test that was prepared based on primary four (4) curriculums. These teachers, according to government, could not score up to 75% which was the pass mark. Reacting to the development James Kayip cited in [Ebiji \(2017\)](#) argued that the standard of education had considerably shrunken at all levels in Nigeria and thus Nigeria could not look forward to super graduates or high flyers from shoddy education system managed by low quality teachers. He stressed that some of the sacked workers failed because they were not professionally or vocationally well skilled and equipped as teachers but rather they were certificate holders with no aptitude, experience and wherewithal to take up teaching job

and make the desire input or difference. By and large, the study aligns with the view that the devastating effects of examination malpractice are usually expressed through the erosion of creativity, resourcefulness, originality, initiative, ingenuity, technical know-how and moral values of employees. The attendant outcome of these corrosions is a general decline in the employees' contributions to the actualization of the objectives of the organizations. Employees of this nature become liabilities and cause increase in production cost owing to damage to working tools and cost of their re-training. Some industries and business group experience loss for the reason that employees who are qualified for the job certificate wise are in real sense not knowledgeable for the jobs because they cheated their way through, most often via examination malpractice.

RECOMMENDATIONS: In view of the adverse upshots of examination malpractices on human resource productivity as analyzed above, the following suggestions are made to mitigate the outcomes:

Less Prominence on certificate: Employers should de-emphasis primacy given to certificates as qualification for job recruitment and focus more on practical abilities of potential employees to execute the job with competence.

Performance evaluation: Performance appraisal should be carried out regularly in objective manner to measure the present job performance of employees and potential development for future job. Appraisal will expose the weakness of those who might have cheated their way through examination malpractices and thus providing the opportunity for the organization to either retrain them or terminate their jobs.

Performance reward: Performance reward system should be adopted by productive organizations to encourage creativity; resourcefulness and zeal to undergo through the rigour of education to acquire knowledge and practical skills needed for efficiency and productivity. Employees that demonstrate competency and outstanding contributions to the organization should be rewarded to serve as incentives.

Review of education policy: The education system in Nigeria should be over hauled and be made practical and vocational oriented rather than theory- based. The education policy must be designed to match theory with practice so as to produce graduates with practical and vocational know-how

Miscellaneous: The law against examination malpractices should be strengthened and duly implemented without fear or favour. Those caught in the act of examination malpractice should be diligently prosecuted no matter their status. A special court to deal with cases of examination malpractices should be set up. Moreover, there should be moral re-orientation, improvement of teacher's welfare, strategic recruitment and selection of men with integrity as examination officials and supervisors.

CONCLUSION: Quality education is a desideratum for enhanced efficiency and productivity of employees in productive enterprises. Thus, education increases the human capital inherent in the labour force, which enhances human resource efficiency and productivity. Unfortunately,

educational system in Nigeria has been characterized by examination malpractice which erodes creativity, resourcefulness, ingenuity, technical know-how and moral value of human resource employed in the pursuit of organizational goals. The overall effect of examination malpractice on workers' efficiency and productivity is destructive because it makes the worker display attitudes and act that are antithetical to enhanced productivity and general attainment of the organizational goals as well as objectives. Consequently, there is need to de-emphasize certificate-based recruitment process and embrace practical ability. Performance appraisal should be encouraged while the educational system should be restructured towards practical knowledge.

REFERENCES: Akpan, N.U. (1982). Public administration in Nigeria. Lagos: Longman

Akhter, M. (2015). The role of education in human resources department in Bangladesh. *Banglavisian* 5(1), 39-54

Aina, S. (2005). Managing the human capital in Nigeria. Lagos: Fountain Training Consults

Adedeji, O. and Campbell, O. A. (2013). The role of higher education in human capital development in Nigeria. <https://www.pappers.ssrn.com/so13/papers>

Aluko, O. (2018, March 27). We are still screening 111,981 withheld UTME results. *The Punch*

Adewale, G. (2004). Examination malpractice: stigma on school effectiveness in Nigeria University of Ibadan: Institute of Education.

Aswathappa, K. (2002) Human resource and personnel management, text and case. New Delhi: Tata McGraw-Hill Publishing Company Ltd.

Adamolekun, L. (2002). Public administration in Africa: Main issues and selected country studies (Ed). Ibadan: Spectrum book limited.

Abdullahi, O.E (2009). Examination malpractice at the post-primary school level. *African Journal of educational studies* 6 (1) 13-24.

Barny, J.B. (1995). Looking inside for comparative advantage. *Academy of Management Executive*, 50.

Balogun, B. (1991) Examination malpractice and Nigeria society. *Journal of Education* 4 (1)110-116.

Badinus ,G.A and Odor P.I (1996). Challenge of managing educational assessment in Nigeria. Kaduna: Afaman Ltd.

Dike, G. and Osu, J (2012 ,December 22) .Mass failure in Nov/Dec. 2012 WASSCE. *The Sun*.

Decenzo, D.A and Stephen, P.R (1989) Personnel and human resource management. New Delhi: Prentice hall of India.

Essays. U.K (2013). The relationship between education and development.<http://www.ukessays.comm.essays/sociology/the relationship>.

Ebiji, N. (2017), October 31). Competence exam: war in Kaduna over 21,780 teacher sack. *The Sun*

Ezeani, E.O and Nwankwo, B.C (2002) Human resources management in the local government system in Nigeria (Eds). Nsukka: AP Express publisher.

Ezeani, E. O. (2002) Basic elements for effective human resource management in the local government system in Nigeria. In E.O. Ezeani and B.C. Nwankwo (Eds). *Human resource management in the Local Government System in Nigeria*. Nsukka: Ap Express Publisher

Fasasi, Y.A. (2006). Quality Assurance: A practical solution to examination malpractice in Nigeria secondary school. *International Journal of African and African-American Studies* 5 (2).14 -21

Flippo, E. (1984). *Personnel management (Fourth Edition)*. New York: McGraw-Hill

Gbagolo, H. (2011). Examination malpractices in Nigeria: A review of literature. *Continental Journal of Education Research* 4 (3), 34- 43

Jega, A. M. (2006). Examination malpractice concept: Causes, consequences and remedies. *Education Today* 6(2) 59 -72

Lucas, R. (1988). On the mechanics of economic development. *Journal of Monetary Economics* 22, 3 -42

Milkovich, G. T. and Boudrean J.W. (1997). *Human resources management*. Chicago; Irwin

Makiw, G, Romer, D and Weil, D (1992). A contribution to the empirics of economic growth. *Quarterly Journal of Economics* 107, 407 -437

Mathis, R and Jackson, J (2010). *Human resource management, thirteenth edition*. South –Western: Cengage Learning

Ndiomu, C. (1992). Human resource development and utilization in the Nigeria armed forces. In A. D. Yahaya and C.I. Akinyele (Eds). *Human resources development and Utilization, policies and issues*. Lagos: Safari Book Ltd.

Ndifon, R.A. and Ndifon, C.A. (2012). Public examination in Nigeria and punishing malpractices: Human right perspective. *British Journal of Art and Social Sciences* 5(2) 325 -356

Nwana, O.C. (2000). Aberration in Nigeria education system. In UNESCO the State of Education System in Nigeria, Abuja Office, Nigeria.

Nnebedum, O. (2015). *Dangers of examination Malpractice*. Enugu: Charlii concept.

Ojerinde, D (2004). Examination malpractices in our educational system: The NECO experience. A faculty of Education lecture delivered at the Obafemi Awolowo University, Ile-Ife on 23 Feb. 2004.

Udongbo, D.N. (2002). Controlling examination malpractice and irregularities: Uganda national examination board's experience. *Proceedings of 20th Annual Conference of AEEA, ARUSHA, Tanzania*

Onah, F.O. (2012). Engaging the challenges of human resources management in public organization in Nigeria. An inaugural lecture of the University of Nigeria delivered on March 29.

Onah, C.J. (2011). *How to get your desired job*. Enugu: Providence Press Nigeria Ltd.

Olowu, D and Adamolekun, L. (2002). *Human resources management*. In L. Adamolekun (Ed) *Public Administration in Africa: Main issues and selected country studies*. Ibadan: Spectrum Book Ltd.

- Oxford Advanced Learner's Dictionary (2000) (6th edition); Oxford University Press.
- Okafor, R.K. (1984). Nigeria teacher education: A search for new direction. Enugu: Fourth Dimension Publisher. Co. Ltd.
- Odimegwu, F.B.O. (2005). Meeting the challenge of human capital development: The case for reform in our educational policies and systems. University of Nigeria Nsukka 34th convocation lecture, University of Nigeria Press Ltd.
- Storey, J. (1995). Human resources management: A critical test (Ed). London: Routledge
- Schultz, J. (1961). Education and economic growth. in N.B. Henry social forces influencing American education (Ed). Chicago: University of Chicago.
- Shonekun, M. (1996, January 29). The source of exam, fraud. National Concord
- Salami, B.A. (1994). Examination malpractices and the integrity of educational credentials. A paper presented at the 12th Annual Conference of the Association for Educational Assessment in Africa (AFAA), September 19 -21 Accra, Ghana.
- Shonekan, M. (1996). Promoting the ethnics and integrity of WAEC examination .in I. Onyeke (Ed) Promoting examination ethnics, the challenges of a collective responsibility. Lagos: Examine Ethnic Project publication.