



The Effect of Examination Malpractice among Undergraduates of Library and Information Science, Delta State University, Abraka, Nigeria

Rexwhite Tega Enakrire and Efe Francis Ejedafiru

Department of Library and Information Science,

Delta State University, Abraka, Nigeria

*Corresponding Author: Email: ejedafiruefe@yahoo.com | Phone: 08030898698

Abstract – This paper takes a critical look at the effect of examination malpractice among undergraduates of Library and Information Science, Delta State University Abraka. The positivism (quantitative-questionnaire) research approach was used to elicit data and information from 100 respondents. The respondents consist of 25 each across four levels of studies (100, 200, 300, and 400 levels respectively) the data collected were subjected to simple percentage analysis. Findings from the research paper revealed that undergraduates have positive attitude towards examination malpractice due to psychological, physiological, environmental and intelligence factors. It was established that problems of inadequate infrastructure, instructional materials for teaching and learning among others are major causes of examination malpractice. Based on these findings, several recommendations were made: Standards that support research of lecturers be encouraged. Lecturers who indulge in exploiting students in order to boast their personal gains should be discouraged. Admission of students be strictly based on merit instead of other influences; transcripts should be collected from students secondary school and numbers of credit owned by students before admission should be clearly stated; the laws or policy of examination malpractice be properly carried out with those affected.

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1. Introduction

A major and terrifying educational crisis that is persistently and steadily threatening the Nigeria educational system is examination malpractice. In 1977 during the May/June West African School Certificate Examination, mass leakage of questions was unfolded. The magnitude of the leakage was so great that even market women had access to the leak question papers. That year became known as “EXPO 77”. This year is generally regarded as the time the concept and knowledge of examination malpractice came into our educational sector. In recent times, since the infamous “EXPO 77” the concept of examination malpractice has gradually become a “household” phenomenon at all level of our educational institutions. This canker worm which is a form of intellectual crime, intellectual fraud or intellectual dishonesty has continued to spread like an influence through the length and breathe of Nigerian educational systems (Itedjere, 2006).

Examination malpractice as a form of corruption and corrupt practices has crept into the fabric of all level of the education enterprise in the country. Examination malpractice is a

perennial problem in higher education. It is of interest to educators, researchers and the general public (alike). This interest stems from the fact that academic integrity is a desirable characteristics for students and one that institution strive to model. There is already a large literature on the subject examination malpractice (Shonekan, 1993). There has been a bitter cry from various level of education on examination malpractice in the country, well; this is also common with other countries. But, Nigeria situation is worst because, examination malpractice is a big problem or illness in our educational sector. In fact, it's has become a cankerworm that has eaten deep into the fabrics of our society (Itedjere, 2006). Examination malpractice is carried out by library and information science students in various forms, for instance assistance by lecturers and invigilators, examination leakage, popularly known as "EXPO" by student, impersonation, smuggling of answer scripts, irregular activities inside and outside examination hall, Ecowas, microchip, refusal to summit answer script at the end of examination. (EL-Rufia 2006).

According to a research carried out by Aina (1993), Mahmond (1993) and Bunzu (2003) the following have been identified as the perpetrators of examination malpractice:

- i. Parents/guardians: Who buy "live" papers or bribe examiners or invigilators.
- ii. Teachers/head teachers: Those who collect money and turn a blind eye to students negative activities during or after the examination.
- iii. Lazy students who do not take their studies seriously and still want to get the best scores.
- iv. The examiners who set and mark the papers.
- v. The printer of the questions paper, officials of the examining body who process question paper, supervised printing arrangement or transported printed questions.
- vi. Supervisors/invigilators at the centers
- vii. Government by establishing schools without adequate equipment and staffing
- viii. Law enforcement agents
- ix. Society due to its quest for materialism
- x. Government officials, institution use of overcrowded hall and inadequate infrastructural facilities and incentives to invigilators.

As observed by Oni 2000 cited by Saint et al (2003) the downward pressure on staff salaries together with deteriorating working conditions and political repression on campus, generated a series of staff and student strikes, the 1990 culminating in the year long closures of the university system in 1992 and 1996, even primary and secondary schools teachers were not left out from months strike. In addition, the number of scientific publication in 1995 was 711 significantly less than its output of 1,062 scientific publications in 1981 by a comparatively much smaller university system in contrast; scientific publication were 3,413 for South African, 14,883 for India, 310 for Indonesia and 5,440 for Brazil (Taskforce, 2000 cited in Saint et al 2003). The factors responsible for examination malpractice in the tertiary institution of which library and information science student are not left out appeared to be internal and external factors.

Internal factors include strike, lack of employee motivation and weak accountability for educational performance. While external factors comprises of inadequate qualified lecturers, inconsistency in funding efforts by government and admission based on quota rather than

merit. The country continued to suffer educationally and various woes started beguiling the country as identified by El-Rufai (2006) declining morale flight to talent, poor ill-equipped libraries, the open and shut syndrome, the scepter of violence and cultism, explosion of student enrolment and a self triggering explosion of the value system.

Examination malpractice streamlines flows through primary, secondary school, West African School Examination (WASCE) University Matriculation Examination (UME) tertiary institution to even professional examination. This attitude of cheating in an examination is a common feature at all level of educational system.

Examination malpractice are incessant and rampant in secondary and post secondary school, because it is mainly believed that the senior secondary school and university matriculation examination is the gate way of attaining university, other tertiary education and acquisition of the certificate becomes pertinent to the student. Thus, qualifying for university admission is seen as a do or die affair by the candidate which therefore resort to cheating during examinations (Bunza, 2004). Scholars have different attempts in defining examination malpractice in various perspectives. For this presentation, it will be defined as a corrupt practice. This is supported by Olayinka (1993) that examination malpractice are a misconduct or improper practice in any examination with a view to obtaining good result through fraudulent action.

According to Oluyeba and Daramola (2002), examination malpractice is an irregular behaviour exhibited by candidates or anybody charged with the conduct of examination in or outside the examination hall before, during or after such examination. This view is upheld by Azinge (1999), Imogie (1999). Believed that an examination malpractice is any act of wrong doing or neglect that contravenes the rules of acceptable practices before, during and after an examination by anybody in any way is tantamount to malpractices.

Shonekan (1993) sees it as "irregularities which are premeditated and perpetuated by the candidate or their agents with the intention of gaining undue advantages in the examinations. Examination malpractice in institution of learning is clearly a reflection of the large society who nurture, cheat and turn them into celebrities in our society. This study become imperative as it tends to examine the causes of examination malpractice, various devices/forms used in cheating and measures that can be taken to eradicate, this social problem, a cankerworm that has eaten deep into the fabric of our society.

2. Review of Related Literature

Examination malpractice makes employers of labour to lose confidence in the educational system of the country. This arouse when the products of the school system are unable to defend the certificates and skills propose to have acquired. In this circumstance, employers of labour may resort to the invitation of such skilled personnel (expert). This makes other nations to become skeptical of graduates and trained personnel in such counties. For example before the advent of examination malpractice in Nigeria, Nigerian degrees were highly prized in Europe, Africa and indeed all over the globe. But today, the reverse is the case our degrees and certificates are gradually losing recognition and acceptability in the globe.

Itam (1990) is of the view, that examination malpractice can lead to cancellation of result when realized that the paper got leaked, the unfortunate effect is that innocent candidate who do not know about the leakages but wrote in the centre where the leakages are affected. Examination malpractice attracts penalties pending on the gravity, ranging from failure, cancellation of result, suspension, expulsion, termination of appointment, to stringent jail terms. The military tribunals on miscellaneous offences decree No. 20 of 1984 stipulates 21 years jail term for anybody convicted of examination malpractice. Such students and teachers when punished must experience maladjustment, social and even economic problems. They will become convicts and so suffer the fate of a convict. There is the tendency for those who cheat their way through school to contribute to cheat and engage in all form of indiscipline thereafter, armed robbery, pen robbery, bribery and corruption. Examination malpractice leads to loss of confidence in oneself, loss of self respect, lack of self esteem, lack of determination and hard work which are not qualities required for truly great achievers.

Examination malpractice can act as a source of future persistent sadness, which causes psychological, emotional and physical disorder to the victim. As put by Oruma (1985) anytime a student who “passed” examination through leakage sees the certificate, his mind goes to how he “passed” instead of the certificate bringing joy, happiness, satisfaction and a sense of achievement, it bring him sorrow, a feeling of guilt and self condemnation. The certificate is a perpetual reminder of his sin, a nagging document that the he cannot get rid of all his life.

Another major consequence of examination malpractice is the tendency to create a high rate of waste and drop out among library and information science student who “passed” their examinations at the lower educational level through fraud, are very difficult to cope with. Such students end up being “professional students”. Some may engage themselves in secret cults and become threat to innocent and serious students in the department. Contributing to the effect of examination malpractice, MBMO (1991) stresses that examination malpractice’s would end in tragic situation whereby the validity of the certificates issued become questionable which would eventually result to lack of trust in the examination bodies.

The above analysis has prove that examination malpractice have sinister effect on library and information student in Delta State University. This is while everybody must work together for its eradication. To eradicate examination malpractice away from LIS department serious attention must be focused on the root courses to avoid chasing the shadow.

3. Statement of the Problem

The nature of examination malpractice in our institution of learning is alarming and if allowed to continue in this way, would lead to lack of confidence in the educational system. The authenticity and quality of certificates issued will become questionable. It will also leads to the cancellation of result affecting innocent candidate in centers where leakages are established. It will be recalled that in 2005 the Joint Admission and Matriculation students result. The JAMB register, remarked “it is unfortunate that the board is being force to withhold many results because of the large scale irregularities and malpractice discovered during the processing of the result, all of which took place at the centers during the course of the examination. This is quite unhealthy for the educational sector (The Guardian 28th July, 2005). In addition to the above

example, the society may end up nurturing a generation of cheats who cannot contribute positively to the development of the country as a whole.

4. Research Questions

The following research questions are raised based on the problem put forth in the study.

- i. To what extent have lack of infrastructural facilities promoted examination malpractice in library and information science?
- ii. Does lack of instructional materials for teaching and learning aids examination malpractice?
- iii. Does poor enumeration for lecturers contribute to examination malpractice?
- iv. What standard are to be use in admission of students?
- v. Is less respect for examination laws or policy a cause of examination malpractice?

5. Purpose of the Study

The present study is set to investigate the problem inherent in our educational system especially as it concerns the incidence of examination malpractice among library and information science student. Specifically, the purpose of this study is to examine the following:

1. Examine if lack of infrastructural facilities promotes examination malpractice at the Delta State University, Abraka.
2. Determine if lack of instructional materials for teaching and learning aid examination malpractice.
3. Investigate if poor enumerations for lecturer contribute to examination malpractices.
4. Examine standard for admission of undergraduates into universities.
5. Examine if less respect for examination laws or policy contribute to examination malpractice

6. Significance of the Study

The benefit or importance of this study is numerous and it would attempt to proffer solutions to the chronic issues of examination malpractice among library and informationscience student. The following are the significance of the study.

- i. The research becomes significant to all students who became aware and informed of the effect of examination malpractice on their academics.
- ii. It will encourage discipline and commitment among teachers and lectures.
- iii. This study will serve as a signpost for policy formulation and implementation by administrator on how examination malpractice can be eradicated from the department.
- iv. It will create room for further researcher criticism.
- v. The entire society is not left out as they are afforded the opportunity to know what effect examination malpractice can have on our Nation development.

7. Discussion of Findings

It is important to note at this juncture that, the research analysed and interpreted 100 (one hundred) questionnaire used for this study, which was retrieved from respondents.

Analysis and Interpretation of Students Questionnaire.

Table I: Sex Distribution of Students

Sex	No. of Respondent	Percentage (%)
Male	48	48%
Female	52	52%
Total	100	100%

Table I above implies that female respondents has the highest percentage of responses 52 = (52%) while male 48 to give (48%).

Table II: Age Distribution of Students.

Age	No. of Respondent	Percentage (%)
15-20 yrs	12	12%
21-25 yrs	68	68%
26-30 yrs	20	20%
30 and above	-	-
Total	100	100%

Table II above indicates that age distribution of students between 21 – 25 years gave 68 amounted to 68%, 15 – 20 yrs = 12 (12%); 26 – 30 yrs = 20 (20%). This signifies that age distribution of 21 – 25 years, 68 respondents carry the highest percentage.

Table III: Students Level of Study

Level of Study	No. of Respondent	Percentage (%)
100	25	25%
200	25	25%
300	25	25%
400	25	25%
Total	100	100%

Table III: which indicate level of study of students? Questionnaire were equally distributed in order to get accurate information on the topic from the four levels; 100 level 25 respondents, which amounted to 25%, 200 level 25 respondent = 25%, 300 level 25 respondents = 25%, 400 level 25 respondents = 25%,

Research Question One: To what extent does lack of infrastructural facilities contribute to examination malpractice in library and information science education department?

Table IV: Lack of infrastructural facilities aid examination malpractice

Response	No. of Respondent	Percentage (%)
Yes	87	87%

No	13	13%
Total	100	100%

The ranking of response above shows that 87 (87%) were of the view that lack of infrastructural facilities promote examination malpractice. While 13 respondents (13%) said No,.

Table V: Overcrowded examination hall encourage students to indulge in examination malpractice.

Response	No. of Respondent	Percentage (%)
Yes	89	89%
No	11	11%
Total	100	100%

The above table shows that 89 respondents (89%) agreed that overcrowded examination hall encourage students to indulge in examination malpractice. Due to the fact that, there are too many students who sit on one chair, a lot of noise and disturbance from the student and invigilators within the examination hall. 11 respondents (11%) said the above is not an issue or cause to examination malpractice.

Table VI: Cancellation of Examination due to lack of venue which are prone to leakage of question papers result to examination malpractice.

Response	No. of Respondent	Percentage (%)
Yes	80	80%
No	20	20%
Total	100	100%

Table VI also shows that 80 respondents = (80%) agreed to the fact that cancellation of examination due to lack of venue are prone to leakage of question paper which normally result to examination malpractice. While 20 respondents (20%) disagreed.

Table VII: Ill: Equipped lecture hall result to poor concentration and comprehension by students?

Response	No. of Respondent	Percentage (%)
Yes	81	81%
No	19	19%
Total	100	100%

The table above indicates that 81 respondents (81%) attest to the fact that ill-equipped lecture hall result to poor concentration and comprehension by them (students) while 19 respondents (19%) said ill-equipped lecture hall does not necessary cause poor concentration and comprehension.

Research Question Two: Is lack of instructional Material for teaching – learning aids the course of examination malpractice.

Table VIII: Poor Instructional Material

Response	No. of Respondent	Percentage (%)
Yes	56	56%
No	44	44%
Total	100	100%

Table VII indicate that 56 respondents (56) agreed that lack of standard textbook for studying result in student indulging in examination malpractice. While 44 respondent (44%) strongly disagreed that student can seek for information from other source e,g browsing through the internet to enhance or boast their lecture note and for personal development.

Question: Does sharing of question paper during examination among students causes examination malpractice?

Response	No. of Respondent	Percentage (%)
Yes	58	58%
No	42	42%
Total	100	100%

Table IX indicates that the number of respondents who said “Yes: 58 (58%) and “No” 42 (42%) were of the view that sharing of examination question paper during examination among students are not cause to examination malpractice. It signals that the majority percentage goes to those of 58 respondents (58%).

Question: Do you agree that in availability of chalkboard for effective teaching-learning process in the lecture hall encourage examination malpractice.

Table X

Response	No. of Respondent	Percentage (%)
Yes	17	17%
No	83	83%
Total	100	100%

The above table X shows that 17 respondents (17%) agreed that unavailability of chalkboard for effective teaching- learning process in the lecture hall encourages examination malpractice, while 83 respondents (83%) said “No” in their response.

Question: Are you of the opinion that sound system should be used in overcrowded lecture hall.

Table XI

Response	No. of Respondent	Percentage (%)
Yes	100	100%
No	-	-
Total	100	100%

Every respondents of Table Xi above agreed that there should be use of sound system in overcrowded lecture hall through which students can understand and comprehend what is been taught.

Research Question three: Is poor enumeration for teachers and lecturers a result of examination malpractice?

Table XII: Teachers or Lecturers take bribe from students due to their poor salaries.

Response	No. of Respondent	Percentage (%)
Yes	59	59%
No	41	41%
Total	100	100%

The Table XII above shows that 59 respondents (59%) said “Yes” that teacher/lecturer take bribe from student due to their poor salaries. While 41 respondents (41%) said “No”.

Question: Respect for money is a contributing factor by the lecturers to encourage examination malpractice.

Response	No. of Respondent	Percentage (%)
Yes	78	78%
No	22	22%
Total	100	100%

The table XII above explained that 78 respondents (78%) said “Yes” that respect for money is a contributing factor by which lectures encourage examination malpractice. 22 respondents (22%) said “No”.

Question: Ineffective services rendered by lecturers is due to poor standard of living

Table XIV

Response	No. of Respondent	Percentage (%)
Yes	48	48%
No	52	52%
Total	100	100%

The table XII, above indicate that 48 respondents (48%) is of the view that ineffective service rendered by lecturers is due to poor standard of living. While 52 respondents said “No” to the question. Which connote, that ineffective teaching is not as a result of poor standard of living?

Question: Lecturers make bribery part of them in order to meet their basic needs.

Response	No. of Respondent	Percentage (%)
Yes	69	69%
No	31	31%
Total	100	100%

69 respondents (69%) said “Yes” that lecturer’s makes bribery part of them in order to meet their basic needs. While 31 respondents said “No”. It signifies that the majority percentage goes to those of 69 (69%).

Research Question Four: What Standard Are to be use in Admission of Student Indicate the Best Admission standard to be Use for New Student

Table XVI: Students transcript should be collected from their secondary school before admission

Response	No. of Respondent	Percentage (%)
Yes	55	55%
No	45	45%
Total	100	100%

The table XVI above shows that 55 respondent (55%) said “YES” that students transcript should be collected from their secondary school before admission in order for them to be rightly placed in the best department. 45 respondent (45%) reacted negatively (No) to the question.

Table XVII: The total numbers of credit and the course to be own by students before admission should be clearly stated.

Response	No. of Respondent	Percentage (%)
Yes	93	93%
No	7	7%
Total	100	100%

From table XVII above 93 respondents (93%) agreed that the total number of credit and course to be earn by students before admission should be clearly stated, for proper choice of discipline. 7 respondents (7%) said “NO”.

Table XVIII: Admission should be based strictly on merit not by influence

Response	No. of Respondent	Percentage (%)
Yes	100	100%
No	-	
Total	100	100%

Every respondents of table XVII above agreed that admission should be strictly based on merit not by influence of those in authority.

It was discovered by the researcher that students who has no connection to those in authority, takes a longer time to gain admission even with their merit.

Table XVIII

Do you agree that, student should be interviewed before admission into the department in order to know their abilities.

Response	No. of Respondent	Percentage (%)
Yes	69	69%

No	31	31%
Total	100	100%

Table XVIII above shows that 69 (69%) respondents that, student should be interviewed before admission into the department in order to know their abilities while 31 (31%) responded negatively (No) to the question above.

Research Question Five: Is less Regard and Respect for Examination Laws or Policy a Cause of Examination Malpractice Poor Implementation of Examination Policy

Table XIX: Student Indulge in Examination Malpractice because the laws are not applicable.

Response	No. of Respondent	Percentage (%)
Yes	62	62%
No	48	48%
Total	100	100%

62% responded positively (YES) that students indulge in examination malpractice because the laws are not applicable, while 48 (48%) said they are applicable just that students don't diseased from the act until they are cut.

Table XX

Poor academic discipline result to Examination Malpractice

Response	No. of Respondent	Percentage (%)
Yes	80	80%
No	20	20%
Total	100	100%

The table XXI above revealed that 80 (80%) responded that students believes in bribing their way out when cut in examination malpractice and 20 (20%) said No to their response.

8. Research Findings

- i. Lack of infrastructure and facilities are major cause of examination malpractice in the department of library science. According to the research carried out.
- ii. Instructional materials for teaching – learning aids are inadequate and the little available are of low standard;
- iii. The research findings supported that majority of lecturers/teachers indulge in exploiting students in order to boast their standard of living and for other materials purposes;
- iv. It was also supported that admission of students should be strictly based on merit instead of influence, transcript should be collected from secondary school students and numbers of credit owned by students before admission should be clearly stated;
- v. The laws or policy of examination malpractice are not properly carried out and sometime not applicable in the department of library and information science education.

9. Recommendations

The result gotten from the data analyzed makes it important for some recommendations on how these menaces would be corrected.

Authorities whose responsibilities are on employment should try to employ discipline, responsible and qualified lecturers into the department, who will take their job as their primary assignment.

There should be provision of infrastructure and facilities by the government, school and department in order to improve teaching – learning process.

Above it all, students should be properly evaluated before admission is given to them in order to know their abilities and proper choice of discipline.

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