

ASSESSMENT OF MERITOCRACY-BASED MANAGEMENT STRATEGIES FOR ACADEMIC STREAMING OF STUDENTS AT FEDERAL GOVERNMENT GIRLS' COLLEGE, ABULOMA, RIVERS STATE, NIGERIA

Nwokocha Chikpanim*, Abraham M. Nath

Department of Educational Management and Planning, Faculty of Education, University of Port Harcourt, Rivers State, Nigeria.

Corresponding author: Nwokocha Chikpanim, Email: alos_demysplen@yahoo.com

Abstract: This study was carried out to assess meritocracy-based management strategies for academic streaming at Federal Government Girls' College (FGGC), Abuloma, Rivers State, Nigeria. A descriptive survey design was employed, involving 54 educators, including 23 senior and 31 junior teachers, selected through a stratified total census sampling technique. Data were collected using a self-structured questionnaire titled "Meritocracy-Based Management Strategies for Academic Streaming," which consisted of 15 items rated on a four-point Likert scale. The questionnaire underwent face and content validation by three experts and achieved a reliability coefficient of 0.83, as determined by Cronbach Alpha analysis. Mean scores and standard deviations were used to address the research questions, while z-tests analyzed the hypotheses at a 0.05 alpha level. Findings revealed that respondents highly rated the management of assessment integrity, performance-based assignments and feedback. However, concerns regarding technology usage and support for slow learners were identified as critical areas needing improvement to enhance merit-based educational outcomes. Therefore, the study concluded that FGGC Abuloma requires enhancements in assessment integrity and technology to cater to diverse student needs. Recommendations include increasing technology use in assessments and providing retraining and supervision for teachers on performance-based evaluations.

Keywords: Meritocracy; Assessment integrity; Performance-based assignments; Feedback; Academic streaming

1 BACKGROUND TO THE STUDY

Unity Colleges, known officially as Federal Government Colleges, form a vital network of secondary schools established by the Federal Government of Nigeria. These schools were created to not only excel academically but also to promote social cohesion and bridge ethnic divides through education. The founding of the inaugural Unity Schools aimed to cultivate harmonious relationships among young people, enhancing national unity across Nigeria's diverse ethnic landscape[1]. The primary mission of Unity Colleges is to provide quality education while fostering a sense of belonging and understanding among students from diverse backgrounds. By embracing diversity, these schools serve as microcosms of Nigerian society, where students learn tolerance, respect, and collaboration[2,3]. The curriculum is designed to impart academic knowledge and values that support national integration. Meritocracy is at the core of these institutions, allowing students to enroll and be rewarded based on their abilities rather than socio-economic status[4]. This principle guides the academic streaming process, ensuring fair categorization based on performance.

The establishment of all-girls Unity Colleges aligns with both national and international goals to improve female education[5]. In Nigeria, many girls have historically faced significant obstacles to education due to socio-cultural factors. By creating these dedicated schools, the government aims to increase female enrollment and retention in a supportive environment that encourages self-expression, free from gender-related distractions. This initiative promotes fairness and inclusivity within the educational system, emphasizing academic streaming as a key element for the sustainability of Federal Government Colleges (FGCs) in a country with a large youth population. Academic streaming, a traditional practice in Nigeria, organizes students into groups based on their performance, allowing for movement between streams as they progress [6,7]. However, implementing merit-based management in academic streaming raises important questions about assessment integrity and the effectiveness of performance evaluations. Ensuring fair assessments is crucial for fostering trust in the educational system, which in turn enhances student motivation and self-esteem.

According to Torres and Quaresma [8], academic excellence in merit-based systems not only highlights top performers but also motivates all students to aim for greatness. When entrance exams and assessments are viewed as fair, students are more likely to engage in their education, believing their efforts will be acknowledged and rewarded. This fosters a motivated student body eager to enhance their skills and knowledge, knowing their hard work will yield results [9]. Equitable and transparent assessments can also create a level playing field for students from various backgrounds, enriching the educational experience by promoting diverse perspectives and talents [10,11]. A collaborative learning environment

emerges when everyone feels valued. Maintaining the integrity of assessment processes is crucial for the reputation of schools; perceived bias can lead to disillusionment[12]. Therefore, school leaders have the task before them to prioritize fairness in examinations and communicate effectively with parents to support a culture of learning at home. Consequently, this study is warranted as it sought to assess the extent of selected meritocracy-based management strategies in the academic streaming of students at Federal Government Girls' College (FGGC), Abuloma, Rivers State, Nigeria.

2 STATEMENT OF THE PROBLEM

The FGCs in Nigeria have documented a merit-based academic streaming system, which has prompted a demand for effective management from Nigerian parents and other stakeholders to ensure all students have access to quality education. However, it appears that although this management strategy is documented, little is seen in practice. Parents and students report a lack of knowledge or evidence of it when visiting these schools or attending parents-teachers association meeting. In response, other studies investigate the possibility of merit-based management in academic streaming, specifically among Unity Colleges', but not specifically to what extent and/or in FGGC. Thus, this study sought to assess meritocracy-based management strategies for academic streaming of students at FGGC, Abuloma, Rivers State, Nigeria to shed light on the issue of the identified strategies being employed by the school administrators and the teachers and answer the question of to what extent the merit-based strategies are being managed in these schools, highlighting the main focus of this research.

3 AIM AND OBJECTIVES OF THE STUDY

This study was aimed at assessing meritocracy-based management strategies for academic streaming of students at FGGC, Abuloma, Rivers State, Nigeria. Specifically, the study sought to:

1. Identify the extent to which assessment integrity is managed in the academic streaming of the students; and,
2. ascertain the extent to which performance-based assignments and feedback is managed in the academic streaming of the students

3.1 Research Questions

1. To what extent is assessment integrity systematically managed in the academic streaming of the students?
2. To what extent are performance-based assignments and feedback systematically managed in the academic streaming of the students?

3.2 Hypotheses

The following two (2) null hypotheses were tested at 0.05 alpha level.

1. There is no significant difference in mean scores reflecting the opinions of junior and senior teachers regarding the management of assessment integrity in the academic streaming of the students.
2. There is no significant difference in mean scores reflecting the opinions of junior and senior teachers regarding the management of performance-based assignments and feedback in the academic streaming of the students.

3.3 Conceptual Framework

This study focuses on evaluating meritocracy-based management strategies for academic streaming at FGGC, Abuloma, Rivers State, Nigeria, as illustrated in Fig. 1.

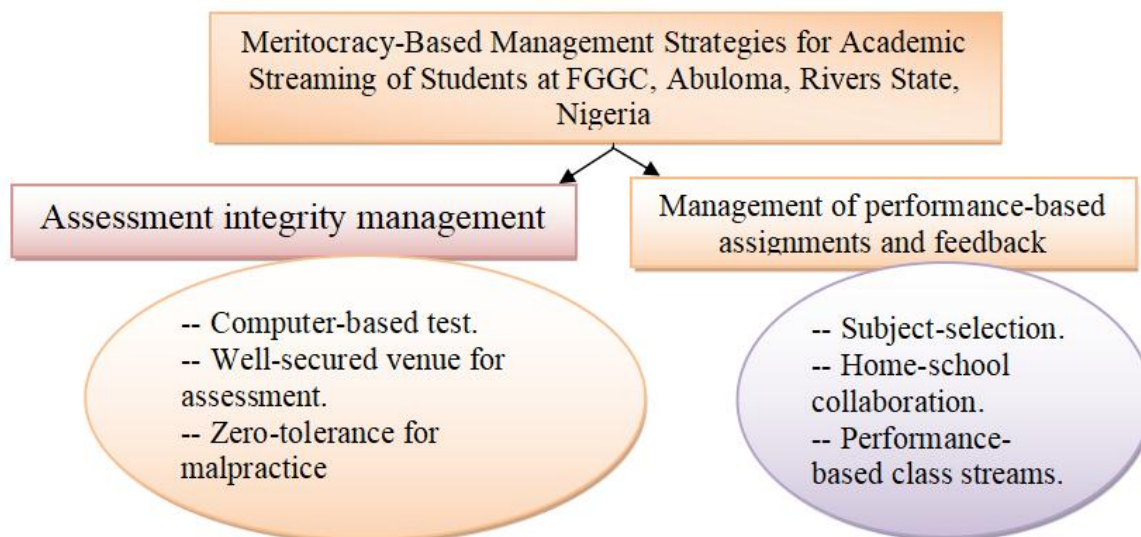


Figure 1 Conceptual Framework Showing the Relationship Between Variables

Source: Researchers’ conceptualization (2024).

4 LITERATURE REVIEW

Unity Colleges in Nigeria, such as the FGGC, Abuloma, reflect the complexities of the educational system. Recent shifts towards merit-based admissions, as highlighted by Duruji et al. [13] and corroborated by Tolu-Kolawole [14], indicate a move away from the traditional quota system, which has prioritized mediocrity over merit for over two decades. While the quota system aimed to promote equity, Joshua et al. argue that it often obstructs learning and undermines meritocracy [4]. The repercussions of this system extend beyond education, fostering societal inequalities and resentment among those disadvantaged by arbitrary selection methods. Conversely, a meritocratic approach, as advocated by Obasanjo [3], emphasizes individual achievement, supporting a more equitable society. Based on record, the practice under contention entails that only 40% of admissions are merit-based, leaving 60% dictated by factors like state of origin and catchment areas, allowing for the entry of underqualified candidates and diminishing educational standards. Such policies have fostered discrimination, favouritism, and corruption, exposing the system to fraudulent practices when ability is not the primary criterion for student placement. As Nwagwu noted [15].

Arising from a down-grading of merit as a basis for admission, there is much racketeering during the exercise. Bribery, corruption and nepotism become agents that ensure admission of weak candidates and, at times, even of the bright ones who have lost faith in merit, fair play and justice. As a result of this situation, mediocrity and economic power take precedence over academic standards (p.12).

Consequently, the implication of this quota system is that a huge percentage of students in the Unity Colleges are not qualified to be there while those that are qualified are often denied admission [15]. The result of this is the creation of a frustration class of brilliant students who have lost faith in the system and have now turned to the alternatives or opted to further their education abroad, ultimately depriving the Nigerian state of intellectually sharp minds. This is similar to the views of Anya [4].

Despite the utilization of the concept of educational disadvantage states for a quarter of a century, for the allocation of resource and admission into educational institutions (Unity Colleges), the so called disadvantaged state have remained disadvantage as they were in 1975 (...) (The quota and federal character for admission) were clearly instruments of political manipulation which have proved ineffectual even for the purpose they were designed for (...) They must therefore be discarded (Pp. 13-14).

Based on the foregoing, a meritocratic-based Unity College system in Nigeria extends beyond mere enrollment and admission; it necessitates robust academic streaming influenced by factors such as assessment integrity and performance-based assignments [16]. Effective management of assessment integrity by school administrators and teachers is vital to ensure that streaming relies on merit rather than arbitrary criteria. The implementation of computer-based tests has proven beneficial in enhancing assessment integrity by reducing human error and opportunities for malpractice [16]. This highlights the importance of secure assessment venues to uphold examination credibility [17]. Emiloju and Adeyoju stress that maintaining the integrity of public examinations is crucial in Nigeria [18], where malpractice is gradually becoming a serious issue. A zero-tolerance policy for such misconduct is essential for mitigating it and fostering integrity in education, as noted by Adeniran et al. [19], who advocate for collaboration among stakeholders to combat examination malpractice.

Additionally, managing performance-based assignments and feedback by school administrators and teachers is essential for effective streaming, allowing for tailored educational experiences that align with students' abilities, interests and preparation for the world of work [1,10]. Mansor et al. support this strategy, emphasizing its potential to enhance learning outcomes and foster motivation among students[20].

5 THEORETICAL FRAMEWORK

Masaaki Imai (born 1930), a Japanese organizational theorist and management consultant, introduced the Kaizen theory in 1986, highlighting that continuous improvement arises from small, ongoing changes that lead to significant advancements. This philosophy supports streaming students, fostering engagement and sustainable academic performance. According to Suarez-Barraza et al. (2012:28), Kaizen serves as a new operational strategy to enhance the competitiveness of twenty-first-century companies. Following Imai's first book, *The Key to Japan's Competitive Success*, Kaizen gained global recognition among management experts and scholars, eventually proving valuable in education and illustrating the correlation between industry and academia for societal improvement. This has been corroborated by Ballantine and Roberts (2014:25) that: The most creative and productive organizations and societies are the ones that are highly diverse because people of different backgrounds solve problems in different ways. Because of these diversities, it may be beneficial for teachers to differentiate instruction to include using various forms of grouping and modify the curriculum in order to maximize every student's potential.

6 METHODOLOGY

This study utilized a descriptive survey design to assess a population of 53 educators, comprising 23 senior teachers and 31 junior teachers at FGGC, Abuloma. To ensure comprehensive representation, a stratified total census sampling technique was employed. Data collection was conducted using a self-structured questionnaire, titled the 'Meritocracy-Based Management Strategies for Academic Streaming Questionnaire' (M-BMSASQ), which included 15 items rated on a four-point Likert scale. The questionnaire underwent rigorous face and content validation by three experts and was divided into two sections, with response options of: Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE), assigned weighted values of 4, 3, 2, and 1, respectively. The M-BMSASQ demonstrated a reliability coefficient of 0.83, as determined by Cronbach Alpha analysis. Out of the distributed 54 copies of questionnaire, 47 were completed and returned, with 19 responses from senior teachers, reflecting a 82.61% return rate, and 28 from junior teachers, yielding an 90.32% return rate, resulting in an overall return rate of 88.68%. The study addressed the research questions using mean and standard deviation, while hypotheses were tested through z-tests.

7 RESULTS

7.1 Answer to Research Questions

Research Question 1: To what extent is assessment integrity systematically managed in the academic streaming of the students?

Table 1 Mean and Standard Deviation Scores of the Extent to Which Assessment Integrity is Systematically Managed in the Academic Streaming of the Students

S/ N	Test Items – Management of Assessment Integrity	Senior Teachers (N = 19)		Junior Teachers (N = 28)		Mean Set (xx)	Remarks
		\bar{x}	sd	\bar{x}	sd		
1.	To what extent are the assessment criteria consistently applied across all academic streams at FGGC, Abuloma?	2.57	0.60	2.56	0.60	2.57	High Extent
2.	How clearly defined do you find the policies and repercussions for any breaches of assessment integrity at FGGC, Abuloma?	2.69	0.64	2.53	0.59	2.61	High Extent
3.	To what extent is technology utilized to uphold assessment integrity, such as plagiarism detection software at FGGC, Abuloma?	2.41	0.55	2.32	0.52	2.37	Low Extent
4.	How thoroughly are assessment results audited on a regular basis to ensure their accuracy and integrity at FGGC, Abuloma?	2.73	0.65	2.60	0.61	2.67	High Extent
5.	To what extent do you feel that assessment integrity issues are addressed promptly at FGGC, Abuloma?	2.50	0.58	2.54	0.59	2.52	High Extent

6.	How effectively do teaching staff demonstrate integrity in their assessment practices at FGGC, Abuloma?	2.66	0.63	2.72	0.65	2.69	High Extent
7.	To what extent do you feel that peer pressure influences students' adherence to assessment integrity at FGGC, Abuloma?	2.81	0.68	2.64	0.63	2.73	High Extent
Cluster Mean/SD		2.48	0.63	2.56	0.60	2.52	High Extent

Criterion mean score = 2.5

Results in Table 1 present the mean (\bar{x}) and standard deviation (SD) scores related to the systematic management of assessment integrity in student academic streaming at FGGC, Abuloma. The teachers rated their school's management of assessment integrity with a high extent, achieving a cluster mean of 2.52. Also, the SD, ranging from 0.52 to 0.68, reflects moderate variability in responses. Conversely, concerns regarding low extent of technology usage persist, as indicated by a lower mean score of 2.37.

Research Question 2: To what extent are performance-based assignments and feedback systematically managed in the academic streaming of the students?

Table 2 Mean and Standard Deviation Scores of the Extent to Which Performance-Based Assignments and Feedback are Systematically Managed in the Academic Streaming of the Students

S/ N	Test Items- Management of Performance-Based Assignments and Feedback	Senior Teachers (N = 19)		Junior Teachers (N = 28)		Mean Set (xx)	Remarks
		\bar{x}	sd	\bar{x}	sd		
8.	To what extent are performance-based assignments aligned with learning objectives across all academic streams at FGGC, Abuloma?	2.50	0.58	2.43	0.56	2.47	Low Extent
9.	To what extent do teachers provide timely feedback on performance-based assignments of students across all academic streams at FGGC, Abuloma?	2.50	0.58	2.50	0.58	2.50	High Extent
10.	How well do performance-based assignments foster critical thinking skills among average learners at FGGC, Abuloma?	2.59	0.60	2.48	0.58	2.54	High Extent
11.	To what extent do performance-based assignments promote critical thinking among slow learners at FGGC, Abuloma?	2.52	0.59	2.44	0.56	2.48	Low Extent
12.	How well do performance-based assignments enhance critical thinking skills among fast learners at FGGC, Abuloma?	2.57	0.60	2.45	0.57	2.51	High Extent
13.	To what extent do performance-based assignments encourage problem-solving skills among average learners at FGGC, Abuloma?	2.50	0.58	2.52	0.59	2.51	High Extent
14.	How well do performance-based assignments support problem-solving skills among slow learners at FGGC, Abuloma?	2.61	0.62	2.52	0.59	2.57	High Extent
15.	To what extent do performance-based assignments develop problem-solving skills among fast learners at FGGC, Abuloma?	2.61	0.62	2.50	0.59	2.56	High Extent
Cluster Mean/SD		2.55	0.60	2.48	0.58	2.52	High Extent

Criterion mean score = 2.5

Results in Table 2 detail the mean and SD scores regarding the systematic management of performance-based assignments and feedback within student academic streaming at FGGC, Abuloma. The teachers evaluated their school's management with a cluster mean of 2.52, indicating a high extent of effectiveness. The SD, ranging from 0.56 to 0.62, reflects moderate variability in responses. However, concerns exist in terms of alignment of assignments with objectives across all the streams (xx = 2.47) and promoting critical thinking among slow learners (xx = 2.48) which were marked with low extents.

7.2 Test of Hypotheses

Hypothesis 1: There is no significant difference in mean scores reflecting the opinions of senior and junior teachers regarding the management of assessment integrity in the academic streaming of the students.

Table 3 Z-test Analysis on the Mean Difference Between the Mean Responses of the Teachers on the Management of Assessment Integrity in the Academic Streaming of the Students

Status	n	\bar{x}	Sd	df	z-cal	z-crit value	Sig.	Level of significance	Decision
Senior Teachers	19	2.48	0.63	45	3.08	1.96	0.00	0.05	Significant
Junior Teachers	28	2.56	0.60						

Results in Table 3 indicated that a z-test was conducted to evaluate the mean difference in responses from senior and junior teachers regarding assessment integrity management in academic streaming of FGGC Abuloma students. The calculated z-value (3.08) exceeds the critical value (1.96), and the p-value (0.00) is below the significance level (0.05), leading to a significant conclusion. Therefore, the null hypothesis was not retained.

Hypothesis 2: There is no significant difference in mean scores reflecting the opinions of senior and junior teachers regarding the management of performance-based assignments and feedback in the academic streaming of the students.

Table 4 Z-test Analysis on the Mean Difference Between the Mean Responses of the Teachers on the Management of Performance-Based Assignments and Feedback in the Academic Streaming of the Students

Status	n	\bar{x}	Sd	df	z-cal	z-crit value	Sig.	Level of significance	Decision
Senior Teachers	19	2.55	0.60	45	5.10	1.96	0.00	0.05	Significant
Junior Teachers	28	2.48	0.58						

Results in Table 4 indicated that a z-test analysis was performed to ascertain the mean difference in responses between senior and junior teachers regarding the management of performance-based assignments and feedback in academic streaming of FGGC Abuloma students. The calculated z-value (5.10) significantly exceeds the critical value (1.96), and the p-value (0.00) is below the significance level (0.05), confirming a significant difference. Therefore, the null hypothesis was not retained.

8 DISCUSSION OF FINDINGS

The findings from FGGC, Abuloma Rivers State, Nigeria, highlight the critical importance of systematically managing assessment integrity and performance-based assessment as strategies of meritocracy-based management within student academic streaming. Hancock et al. emphasize that the integrity of assessments is essential [21], and the high ratings assigned by FGGC, Abuloma teachers regarding their school's management reflect a strong commitment to ethical practices. However, despite this commitment, it is concerning that peer pressure significantly influences students' adherence to assessment integrity. This concern aligns with Abdaoui [22], who argues that social dynamics can undermine academic honesty and suggests various strategies to mitigate cheating. This reveals that while the teaching staff upholds integrity, external factors complicate the educational environment, necessitating a reassessment of current strategies [11]. Moreover, the findings of this study indicate a moderate variability in responses concerning assessment practices, which may suggest differing perceptions among staff, as discussed by Igbe et al. [23].

The challenges surrounding technology usage are particularly significant; Abubakar and Adebayo highlight the potential of computer-based testing to bolster assessment integrity [16]. Notably, the continued low level of technology utilization at FGGC raises critical questions about the effectiveness of existing assessment methods. This observation supports the argument made by Archibong et al. regarding the need for regular quality assurance assessment in educational practices [9]. Umeghalu [24] and Hancock et al. [21] further argue that seamless technology integration is vital for modern pedagogy, yet the low technology use in assessment management diverges from current trends aimed at educational improvement.

Furthermore, the systematic management of performance-based assignments encourages problem-solving skills across various academic streams in FGGC, aligning with the findings of Mansor et al. regarding the benefits of streaming practices [20]. However, concerns about aligning assignments with learning objectives and fostering critical thinking among slow learners in this study echo challenges identified by Emiloju and Adeyoju [18]. This misalignment may contribute to the significant differences in responses between senior and junior teachers in this study, indicating potential gaps in pedagogical approaches [6]. Overall, the findings of this study underscore the necessity for a cohesive strategy that integrates technology and addresses the diverse needs of students while upholding rigorous standards of assessment

integrity as acknowledged by Butler-Henderson and Crawford, Umeghalu as well as Hancock et al. [21,24,25]. Such an approach is essential for fostering a meritocratic system in the management of academic streaming in Unity Colleges in Nigeria for improved educational outcome.

9 CONCLUSION

The assessment of meritocracy-based management strategies in the academic streaming of students at FGGC, Abuloma, underscores the critical importance of maintaining assessment integrity and performance-based evaluations. While the institution's dedication to ethical practices is commendable, challenges such as peer pressure and limited technology adoption hinder the preservation of academic honesty. Additionally, differing perceptions among staff members highlight the necessity for a reassessment of existing evaluation methods, process and teaching strategies. A holistic approach that effectively incorporates technology and caters to diverse student needs based on merit is essential for cultivating a meritocratic educational environment that enhances student outcome in Nigeria's Unity Colleges.

10 RECOMMENDATIONS

Based on these findings, the following recommendations were made:

1. The Ministry of Education should invest in and facilitate seamless technology adoption within assessment practices in Unity Colleges to improve integrity, efficiency, and alignment with modern pedagogical standards.
2. School management should provide ongoing training for teachers on assessment integrity and technology utilization to enhance academic standards and collaboration across the different academic streams.
3. The school administration should strengthen policies and practices to uphold academic integrity and mitigate peer pressure that undermines honest assessment.
4. School administrators should supervise teachers to systematically manage performance-based assessments, ensuring they effectively evaluate critical thinking and problem-solving skills across academic streams.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

REFERENCES

- [1] Umeghalu, EO, Onyeike, VC. Management of positive classroom and school safety as a correlate of teachers' effectiveness in unity schools in south-eastern states, Nigeria. *European International Journal of Multidisciplinary Research and Management Studies*, 2022, 2(05): 146-168.
- [2] Egboka, P, Okeke, CM. Assessment of extent of principals' compliance with federal government students' support services for effective management of unity schools in south-east, Nigeria. *International Journal of Advanced Academic Research*, 2023, 9(8): 1-15.
- [3] Obasanjo, O. The quest for unity in Nigeria and the role of unity schools. 2023. <https://businessday.ng/backpage/article/the-quest-for-unity-in-nigeria-and-the-role-of-unity-schools/>
- [4] Joshua, S, Loromeke, RE, Olanrewaju, IP. Quota system, federal character principle and admission to federal unity schools: Barriers to learning in Nigeria. *International Journal of Interdisciplinary and Multidisciplinary Studies*, 2014, 2(2): 1-10.
- [5] Ambrose, KU. Causes of students' unrest in Rivers state secondary schools: A case study of federal government girls' college, Abuloma, Nigeria. *International journal of education and research*, 2016, 4(11): 369-384.
- [6] Nwokocha, C. Contributors to effective management of streaming for academic performance of unity colleges' students in Rivers and Bayelsa states of Nigeria. University of Port Harcourt. 2024.
- [7] Okezie, A. News: Admission into unity colleges will be merit-based - Wike. 2014. <https://blueprint.ng/admission-into-unity-colleges-will-be-merit-based-wike/>
- [8] Torres, LL, Quaresma, ML. The meritocratic ideal in education systems: The mechanisms of academic distinction in the international context. *Education as Change*, 2017, 21(1): 13-30.
- [9] Archibong, FI, Alex-Nmecha, JC, Awortu, TC. E-library and quality assurance in federal government colleges in Rivers and Bayelsa states, Nigeria. *International Journal of Educational Administration and Policy Studies*, 2022, 14(1): 29-37.
- [10] Begović, B. The aristocracy of talent: How meritocracy made the modern world by Adrian Wooldridge. *Panoeconomicus*, 2023, 70(4): 671-681.
- [11] Rohde, N. 'To assign people their place in society': School grades and the quantification of merit. *Economy and Society*, 2023, 52(3): 506-530.

- [12] Glendinning, I. (2023). Educational integrity in schools: A framework for young learners. In: Eaton, SE, Khan, ZR. (eds) *Ethics and Integrity in Teacher Education. Ethics and Integrity in Educational Contexts*, 2023, 161-178. DOI: https://doi.org/10.1007/978-3-031-16922-9_11.
- [13] Duruji, M, Joshua, S, Olanrewaju, P, et al. (2014). Ethnicization of university education and national development: The Nigerian experience. Conference: 8th International Technology, Education and Development Conference (INTED 2014). Valencia, Spain. 2014, 11-23.
- [14] Tolu-Kolawole, D. (2024, July). 60% 2024 unity school admission to be merit-based -FG. <https://punchng.com/60-2024-unity-school-admission-to-be-merit-based-fg/>
- [15] Duruji, MM, Segun, J, Olarenwaju, IP, et al. Ethnicization of university education and national development: the Nigerian experience. Covenant University. 2013.
- [16] Abubakar, AS, Adebayo, FO. Using computer based test method for the conduct of examination in Nigeria: Prospects, challenges and strategies. *Mediterranean Journal of Social Sciences*, 2014, 5(2): 47-56.
- [17] Agwu, P, Orjiakor, CT, Odii, A, et al. "Miracle examination centres" as hubs for malpractices in senior secondary school certificate examination in Nigeria: A Systematic Review. *International Journal of Educational Development*, 2022, 88, 102538.
- [18] Emiloju, AA, Adeyoju, CA. The challenges of maintaining the integrity of public examinations in Nigeria: The ethical issues. *International Education Studies*, 2012, 5(2): 18-23.
- [19] Adeniran, FA, Bakare, KM, Akinpade, OA. The stakeholders' responsibilities in managing examination malpractice in secondary schools, in Lagos state, Nigeria. 2020. DOI: 10.46654/ij.24889849.a6425.
- [20] Mansor, AN, Maniam, PP, Hunt, MC, et al. Benefits and disadvantages of streaming practices to accommodate students by ability. *Creative Education*, 2016, 7(17): 2547.
- [21] Hancock, P, Birt, J, De Lange, P, et al. Integrity of assessments in challenging times. *Accounting Education*, 2023, 32(5): 501-522.
- [22] Abdaoui, M. Strategies for avoiding cheating and preserving academic integrity in tests. *Alkhitab w el-Tawassol Journal*, 2018, 4(1): 1-9.
- [23] Igbe, FO, Ethe, N, Ossai, MC. (2023). Predictors of examination integrity among secondary school students: Framework for proactive actions against examination malpractices. *Education Quarterly Reviews*, 2023, 6(3). DOI:10.31014/aior.1993.06.03.779.
- [24] Umeghalu, EO. Management of seamless technology integration and teachers' effectiveness in Unity schools in south-eastern states of Nigeria. University of Port Harcourt. 2021.
- [25] Butler-Henderson, K, Crawford, J. A systematic review of online examinations: A pedagogical innovation for scalable authentication and integrity. *Computers & Education*, 2020, 159, 104024.