Article

Education and Nation Building

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Abstract: This study investigates the intricate relationship between education and nation-building in Nigeria, addressing prevalent challenges such as inadequate infrastructure, poor funding, and a lack of qualified educators, which hinder effective learning. It highlights the critical role education plays in fostering national unity, promoting civic responsibility, and equipping citizens with the skills necessary for sustainable development. From the Nigerian perspective, nation-building is further complicated by ethnic diversity and socio-political tensions, necessitating a robust educational framework that emphasizes inclusivity and social cohesion. The study underscores Social Studies as a vital component of the curriculum, advocating for its potential to cultivate informed and engaged citizens who are aware of their rights and responsibilities. In conclusion, the research suggests that to facilitate effective nation-building, stakeholders must prioritize educational reforms that enhance quality and accessibility. Recommendations include increasing government investment in education, promoting teacher training programs, and integrating relevant content that reflects the nation's diverse cultural heritage within the educational system

Introduction

The concept of nation building emerged as a significant focus during the late 1960s and early 1970s, particularly championed by President Julius Kambarage Nyerere of Tanzania, who ardently promoted it for the delicate post-colonial African states. The vulnerability of these states soon became apparent and was revealed from various perspectives: Dr. Hastings Kamuzu Banda of Malawi proclaimed himself President-for-Life; in Lesotho, Prime Minister Leabua Jonathan annulled the 1970 election that he had lost; King Sobhuza of Swaziland dismantled the Parliament and the Constitution, reinstating a monarchy (Amadi, 2023). This era also marked the dissolution of the Central African Federation by Zambia and Malawi, occurring simultaneously with the unification of Tanganyika and Zanzibar, which resulted in the formation of contemporary Tanzania. A significant number of African nations rapidly succumbed to military dictatorship.

As noted by Okeke (2022), a sequence of occurrences precipitated the disintegration of democratic institutions in Nigeria in 1966, ultimately culminating in a devastating Civil War. The consequences of failing to establish a nation can be exceedingly burdensome. The discourse surrounding education and nation-building is particularly pertinent, as we can all attest to the challenges that education is currently facing in numerous regions globally, including our beloved Nigeria. In regions such as Africa, Asia, and Latin America, school-aged children are encountering significant challenges in obtaining quality education. In certain countries where children do attend school, they may be compelled to remain absent from their classrooms for extended periods due to various factors, including trade disputes between teachers and governmental authorities (Okeke, 2022).

Conceptual Definitions

Education

The term education originates from the Latin word Educate, which signifies "to raise," "to bring up," "to train," and "to rear." Education can be understood as a systematic process through which the knowledge, skills, and habits of a particular group are conveyed from one generation to another, facilitated by methods such as teaching, training, or research (Wikipedia, 2024).

Nwosu (2021) articulated that education constitutes a transformation in the manner in which an individual conducts their life. It signifies the enhancement of an individual's capacity to select the most optimal option present in any situation encountered. This signifies the cultivation of an individual, equipping them to embrace the most effective strategy for addressing a problem at any moment (Adebayo & Ojo, 2020).

In the same vein, the United Nations System Task Team on the Post-2015 Development Agenda sees education as the transmission, acquisition, creation and adaptation of information, knowledge, skills and values (Central Bank of Nigeria, 2022). In other words, education can be described as the ability toacquireknowledge and use such knowledge for the socio-economic development of an individual or society.

Nation

A nation can be understood as a collective of individuals who possess a shared language, culture, ethnicity, lineage, or historical narrative. Nonetheless, it may also denote individuals who inhabit a shared territory and governance, regardless of their ethnic composition; in other words, a nation state. The concept of a nation encompasses diverse interpretations, and the implications of the term have evolved throughout history. The concept of a nation represents a social construct that has been employed to structure historical narratives. Benedict Anderson posits that a nation constitutes an imagined political community. It is conceived that the individuals of even the most diminutive nation will remain unfamiliar with the majority of their compatriots; nevertheless, within the consciousness of each resides the notion of their collective existence. Moreover, it constitutes a community, for irrespective of the tangible inequality or exploitation that may prevail within it, the nation is perpetually envisioned as a profound, horizontal camaraderie.

Nation Building

The concept of nation-building pertains to the intricate endeavour of shaping or formulating a national identity through the mechanisms and authority of the state. This process seeks to achieve a cohesive integration of the populace within the state, thereby ensuring its political stability and viability over the long term. The process of nation-building may encompass the strategic deployment of propaganda alongside significant infrastructure initiatives aimed at cultivating social cohesion and stimulating economic advancement. This pertains to the evolution of behaviours, values, language, institutions, and physical structures that clarify history and culture, solidify and safeguard the present, and ensure the future identity and autonomy of a nation (investopedia.com).

In the present day, the concept of nation-building pertains to the endeavours undertaken by newly sovereign states. Nation-building encompasses the establishment of various national symbols and institutions, including flags, anthems, designated national days, stadiums, airlines, languages, and the construction of national narratives (Ojo, 2021). At a more profound level, the construction of national identity required a conscious effort to shape various ethnic groups into a cohesive nation, particularly given that in numerous newly formed states, colonial strategies of division had led to ethnically diverse populations. Nevertheless, numerous newly established states found themselves beset by tribalism, characterised by the competition among various ethnic groups within the nation. This occasionally led to their near dissolution, exemplified by Biafra's attempt to secede from Nigeria in 1970, as well as the ongoing aspirations of the Somali populace in the Ogaden region of Ethiopia for total autonomy.

The partition of British India into India and Pakistan was influenced, in part, by ethnic distinctions, potentially exacerbated by additional elements such as colonial mismanagement of the circumstances. The Rwandan genocide, along with the persistent issues faced by Sudan, can be attributed to a deficiency in ethnic, religious, or racial unity within the respective nations. Uniting states that share ethnic similarities yet possess divergent colonial histories has frequently presented considerable challenges. While certain observers regard Cameroon

as a model of achievement, underlying divisions are surfacing, particularly manifested in the Anglophone issue. The shortcomings of the Senegambia Confederation illustrate the complexities inherent in the unification of Francophone and Anglophone regions. Ojo (2021) articulated nation-building as "the process of politically socialising the people into becoming good citizens of the political order and instilling in them a sense of investment in the community that is worthy of their commitment."

Problems of Education in Nigeria

There have been various efforts to reposition education for nation building, notwithstanding, it is weighed down with problems that have continued to affect its contribution to the overall development of Nigeria (Nwosu, 2023).

This fall in standard has been attributed to a number of factors. In an article by National Bureau of Statistics. (2020), the under listed factors were justified as the major challenges of Education in Nigeria.

- **Poor Funding:** The persistent and pervasive corruption permeating various tiers of government in Nigeria has historically resulted in inadequate funding for education. This unfortunate reality has culminated in substandard infrastructure, a lack of effective teaching resources, and the failure to disburse teachers' allowances. Furthermore, a significant drop in crude oil prices, which constitutes the primary source of government revenue, has driven the nation into a recession. This economic downturn has resulted in drastic reductions in government expenditure, exacerbating the already inadequate funding of Nigeria's educational system.

- **Unavailability of Qualified Teachers:** In Nigeria, the substandard working conditions, poor remuneration, and insufficient allowances faced by teachers have dissuaded competent and qualified individuals from pursuing careers in education. Instead, they opt for more lucrative opportunities elsewhere. The few who remain in the teaching profession often do so out of necessity rather than passion, resulting in a diminished level of commitment as they continuously seek more favourable employment prospects. This has a direct impact on output, as the quality of education is significantly diminished by this troubling issue.

- **Failure to Accommodate the Rising Population Demands:** At the time of independence, Nigeria's population was recorded at 45.2 million; however, this figure has dramatically changed as the nation has experienced a significant surge in its population since then. As of 2015, Nigeria's population was estimated at 182.2 million, presenting a significant challenge for the nation, as the education system has struggled to adequately enrol its swiftly increasing populace. For example, Nigeria's fundamental education sector faces significant challenges due to rapid population growth. In 2015, approximately 44 percent of the nation's population was comprised of individuals under the age of 15. The system is inadequate in assimilating significant segments of this expanding youth demographic.

  In 2010, the United Nations reported that 8.73 million children of elementary school age were entirely excluded from educational opportunities, a significant portion of whom were the Almajiri children. Their numbers represent the most significant cohort of children who are not enrolled in educational institutions in Nigeria. The young males are dispatched to Quranic educators to acquire an Islamic education, encompassing vocational or apprenticeship training. Certain individuals engage in the practice of soliciting alms on the streets. In 2010, the Ministry of Education projected that there were 9.5 million Almajiri children residing in the northern region of the country, positioning Nigeria as the nation with the largest population of out-of-school children globally. The net enrolment rate at the elementary level stood at 63.8 percent, in contrast to the global average of 88.8 percent. The diminished rate of enrolment in basic education within Nigeria has exacerbated the prevailing levels of illiteracy in the country. In 2015, the nation exhibited a youth literacy rate of 72.8 percent, alongside an adult literacy rate of 59.6 percent. These figures stand in stark contrast to the global averages of 90.6 percent and 85.3 percent recorded in 2010, as reported by the World Bank.

- **Academic Fraud, Corruption and Indiscipline:** In Nigeria, there have been multiple accounts of corruption and a lack of discipline within the education system, particularly in higher institutions, where incidents of cultism have increased alongside bribery for examination success. Academic dishonesty pervades every tier of the educational system. Various

manifestations of academic misconduct that have beset the Nigerian education system include cheating during examinations, as well as more egregious acts such as impersonation, falsification of academic records, and the exchange of gifts, money, or sexual favours for grades or certificates. Additionally, there are instances of intimidation directed at examiners and assaults on invigilators.

- **Politicization of Education:** The politicisation of education in Nigeria presents a significant challenge. Instances have been documented in certain institutions where tribal and political affiliations exert an influence on the processes of admission and employment. This sets a troubling precedent, as it deprives qualified individuals of both employment opportunities and the chance to pursue their studies. The education system in Nigeria is confronted with numerous challenges, among others.

Addressing the aforementioned issues with diligence will facilitate the alignment of the Nigerian educational system towards a more favourable trajectory.

Issues in Nation-Building: The Nigerian Perspective

Following the arduous ordeal of the Civil War, Nigeria embarked on significant endeavours towards nation building. This era witnessed the enactment of the Reconciliation, Rehabilitation, and Reconstruction (3Rs); the launch of a new currency, the Naira; the establishment of the National Youth Service Corps (NYSC); the "deregionalisation" of university education, resulting in the Federal Government's acquisition of previously regionally-owned institutions such as Ife, Nsukka, and Zaria Universities; the creation of Unity Colleges; the initiation of the National Sports Festival; the implementation of the Federal Character Principle alongside the influential office of the President; and the formation of the Joint Admissions and Matriculations Board (JAMB). These developments represent immediate political responses to the imperative of nation-building following the War. However, all these emphases were concentrated solely on a singular facet of nation building—National Integration—while neglecting the other dimensions (General Household Survey 2020).

As articulated by Okoro (2022), Nigeria encounters numerous challenges in the realm of nation-building; however, only a select few will be examined:

1. The issue from our history
2. The issues of socio-economic inequalities
3. The constitutional issues
4. The issues of leadership
5. The judicial Institution

- **The Issues of History:** The historical legacies of colonial governance present certain obstacles for the process of nation-building in Nigeria. The colonial administration partitioned Nigeria into Northern and Southern regions, each characterised by distinct land tenure frameworks, local governance structures, educational paradigms, and judicial systems. In contrast to the unified administrative framework observed in substantial British colonies such as India and the Sudan, Nigeria exhibited a bifurcated system, with distinct governance structures for the Northern and Southern regions. It appeared as though these entities functioned as distinct nations, interconnected solely by a common currency and a unified transportation network. A significant number of individuals within the Nigerian elite during the 1950s and 1960s had their educational experiences and perspectives shaped by regional institutions. A number of individuals possessed minimal or no comprehension of the areas adjacent to them. In such an environment, it became quite simple for bias and apprehension to flourish. In the era of decolonisation, Nigerian nationalists from various regions engaged in conflicts among themselves as vigorously as they opposed the British colonial rulers. Nigeria has yet to produce a unifying leader comparable to Kwame Nkrumah in Ghana or Nelson Mandela in South Africa. Rather, each region produced its own champions. Consequently, this historical legacy presents regionalism as a significant obstacle to the process of nation-building in Nigeria.

- **The issues of Socio-Economic Inequalities:** A crucial element of nation-building involves the establishment of a shared sense of citizenship. How can we possibly establish a shared sense of citizenship when the individual residing in Gombe experiences a fundamentally different quality of life compared to their counterpart in Yenagoa? Or when the likelihood of a woman in Lafia dying during childbirth surpasses that of a woman in Ibadan? In the pursuit

of economic advancement and equitable opportunities for every individual, or through the enhancement of social welfare systems, developed nations endeavour to create a foundational framework of social and economic rights that should be accessible to all constituents of the national community. To neglect these socio-economic rights signifies that the individuals concerned are excluded from the fabric of national existence.

In Nigeria, it is evident that numerous citizens are deprived of fundamental rights, including access to education and healthcare. Furthermore, there exists a significant disparity in the realisation of these rights throughout the nation. Consequently, individuals lack the impetus to endorse the state and societal structures, as they perceive a deficiency in the societal commitment to their well-being. Furthermore, disparities in socio-economic conditions throughout the nation exacerbate anxieties and mistrust, perpetuating divisions among our populace.

These inequalities present two interconnected obstacles to the process of nation-building. Firstly, significant socio-economic disparities result in varying life experiences for Nigerians across different regions of the country. The likelihood of enduring childbirth, navigating childhood, and acquiring education and skills fluctuates significantly across the nation. If the various regions of Nigeria were to function as independent nations, certain areas would classify as middle-income countries, whereas others would find themselves in a state of poverty surpassing that of the most destitute nations globally. The attainment of a cohesive national identity remains elusive as long as individuals continue to inhabit disparate existences.

The relationship between poverty and nation-building is complex, regardless of whether the impoverished constitute 20% or 85% of the populace. A citizenry that is largely marginalised and increasingly hindered by poverty and the absence of fundamental necessities is unlikely to fulfil its essential role in the nation's development. Countries are constructed upon the foundation of well-nourished and proficient individuals.

- **Distribution of Resources:** This issue has been particularly sensitive in Nigeria. To date, no revenue allocation formula has been universally accepted by all societal segments. Furthermore, the placement of significant development projects is often influenced more by political considerations than by essential factors such as viability. Given that the various regions of the country are not equally endowed with resources and that each region aspires for development, how can the government guarantee equitable distribution to prevent any region from feeling deprived or cheated? These are the political challenges that must be addressed as we strive to build a cohesive Nigerian nation.

- **The Constitutional Issues:** Since its independence, the nation has encountered the issue of establishing a constitutional framework that garners the support of a substantial majority of Nigerians. During the 1940s and 1950s, our founding fathers grappled with this issue. Ultimately, they established federalism as the cornerstone of our nation. Federalism has seen significant opposition throughout the years from proponents of a unitary government on one side and advocates of a confederal system on the other. The issue of fiscal federalism is pertinent to the topic of federalism. What is the equitable and just foundation for revenue distribution? Should the federal government possess the authority to withhold funds owed to states without their consent? Should state governments maintain authority over local government funding? These are all essential principles on which we lack a definitive consensus. Although there is a general agreement that Nigeria should function as a federation, there is no definitive consensus over the structure of that federation, specifically whether states should be delineated by territory or ethnicity, as some advocates propose.

  A separate constitutional challenge pertains to the characteristics of Nigerian democracy. Although the majority of Nigerians endorse democratic principles, including government formation reflecting the majority's will, adherence to the rule of law, and the safeguarding of fundamental citizen freedoms, the reality is that we have predominantly experienced either military governance or flawed civilian administrations. Our recent conduct has been markedly undemocratic regarding accountability, adherence to the rule of law, and the execution of elections (Mustapha 2008).

- **The Judicial Institutions:** The judiciary represents a crucial institution within any democratic framework, yet it is equally vital for the effective operation of a market economy. The judiciary serves as a mediator in conflicts that arise not only between different tiers of government, between the state and its citizens, and among individuals, but also among actors within the private sector. Considering its crucial significance in maintaining national stability

and fostering economic prosperity, several key characteristics of effective institutions previously mentioned are especially pertinent. It is essential for institutions to employ individuals possessing both the technical acumen and ethical integrity necessary to interpret regulations and execute the objectives of the organisations, thereby fostering public trust in these entities.

Recently, the Supreme Court, the highest judicial authority in the nation, has garnered significant public confidence and esteem due to the calibre of its rulings, particularly in several politically charged cases. The progressive evolution of the democratic process in Nigeria, characterised by politicians opting for legal avenues over local upheaval with their supporters and loyalists, is intrinsically connected to the increasing public trust in the judiciary. Disputes arising from elections ought to be resolved within the judicial system, whether through electoral courts or, if necessary, through higher judicial avenues, rather than resorting to violence.

- **The Leadership Challenge:** Chinua Achebe posits that the fundamental issue facing Nigeria is rooted in a deficiency of effective leadership. Leadership plays an essential role in the process of nation-building, and it is imperative to comprehend it through two significant yet interconnected perspectives. To begin with, one must consider the essential personal attributes of integrity, honesty, commitment, and competence exhibited by leaders in positions of authority. Furthermore, one must consider the shared attributes of a unified vision, concentrated effort, and an overarching aspiration for the advancement of the elite group as a collective entity.

  For effective nation-building, it is essential that a nation possesses leadership dedicated to the rule of law, characterised by a clear sense of fairness and democratic tolerance. Such leadership must embody both capability and integrity, prioritising the ability to transcend the superficial grandeur associated with positions of power. While leadership may not encompass all aspects, it undeniably represents a crucial element. It is indeed encouraging to observe that the judiciary, the National Assembly, and the Executive are presently focussing on the matter of leadership quality.

  When a Nigerian leader, through both rhetoric and action, successfully persuades a significant portion of the Nigerian elite and the broader populace regarding a vision for a more prosperous future, Nigeria will genuinely be progressing towards national greatness. Although our previous experiences have not met expectations, we possess ample justification to anticipate a more favourable future.

The Role of Education in Nation Building

Education plays an essential role not only in the growth of individuals but also in the advancement of their families, local communities, and the broader framework of a nation, extending its influence to the global stage (Osagie, 2021). The experiences of numerous nations in contemporary society reveal that national resources, in isolation, do not significantly hasten the advancement of economic and social development. Had that been the case, Nigeria would currently rank among the most developed nations globally, considering its vast array of natural resources. On the contrary, Japan might have found itself among the less developed nations in contemporary times, owing to a lack of natural resources. In truth, the progress of economic and social spheres is predominantly influenced by the human resources of a nation. It is evident that a nation that fails to cultivate the abilities and understanding of its populace, and to leverage these effectively within its economic framework, will struggle to achieve any further development (Nwosu, 2020). Education typically involves the acquisition of knowledge and skills that are recognised and valued by a particular society. Conversely, nation-building involves the execution of processes aimed at restructuring the nation's institutions to better align with the desires, requirements, and ambitions of the broader community. Given that education serves as the foundation for any endeavour aimed at nation-building, it offers several advantages to this process.

Education fosters a society characterised by enlightenment. This serves as an essential foundation for nation-building, as an enlightened populace is more likely to avoid actions that could jeopardise the efforts of constructing a cohesive society. For instance, individuals with a high level of education are likely to exhibit responsiveness and a sense of responsibility as citizens. In this regard, they adhere to the regulations and properties established by the state. In the absence of this, no genuine nation-building initiatives will be undertaken.

According to Nwosu (2020), effective nation-building necessitates a bureaucracy that operates on meritocratic principles to enhance the functionality of state institutions. Consequently, through education, the nation will cultivate the most capable human resources, equipped to manage the daily operations of the state effectively. The decline of most states can be attributed to inadequate educational attainment, resulting in a human resource pool that is insufficiently equipped to populate state institutions effectively. However, through the pursuit of knowledge, this issue can be mitigated.

Nation-building necessitates a democratic framework that facilitates the participation of every individual, regardless of their economic status. Through the pursuit of knowledge, one can anticipate a corresponding rise in engagement within democratic processes. The involvement of individuals will subsequently contribute to the advancement of nation-building efforts, as the engagement of every citizen is integral to this process.

Education plays a pivotal role in shaping cross-cutting cleavages that encompass diversity. Embracing our differences is crucial for the development of a nation; without this acceptance and collective effort, true progress remains unattainable. Through the pursuit of knowledge, this apprehension is mitigated.

The pursuit of education fosters the emergence of a substantial middle class, encompassing a diverse array of professionals such as educators, medical practitioners, and skilled technicians. This class holds significant importance for the process of nation-building, as it imparts the essential expertise required for the development of a nation. This underscores the importance of education, as an educated society invariably emerges as a robust entity, poised for advancement and progress.

In summary, education is intricately linked to the process of nation-building, with each serving to enhance and support the other. The foundation of a nation is inherently linked to the pursuit of education. Through education, individuals are cultivated who will contribute significantly to the advancement of society. Similarly, education facilitates the effective utilisation of a nation's resources, which is essential for nation-building; without such efficient use, the success of nation-building efforts is jeopardised. This is apparent in the advanced countries. In their pursuit of national development, they prioritise the education of their citizens, recognising that education profoundly influences the attitudes, behaviours, and values of individuals within society. These attributes are essential for the process of nation-building, and it is solely through education that these mechanisms can be effectively realised (Adebayo, 2023).

Social Studies as an Important Aspect of Education for Nation-Building
There is an increasing recognition of the necessity for cultivating fully engaged citizens; individuals who possess a deep understanding of their surroundings, the intricacies of political existence, and the cultural values inherent in Nigerian society (Adebayo, 2023). In pursuit of these objectives, the Federal Government, in its discernment, resolved to incorporate social studies into the educational curriculum. It is imperative for Nigeria to critically assess its traditions, perspectives, and beliefs in order to rectify the injustices that have been perpetuated within society and to forge a new path forward.
In particular, the sole academic discipline that examines humanity in its authentic context and is equipped to tackle the complexities of nation-building effectively is social studies. As articulated by Osagie (2021), "social studies are not merely an academic pursuit but a fundamental aspect of existence."

The subsequent aims of social studies are interconnected with the national objectives. The 1983 National Social Studies Curriculum for primary schools delineates objectives aimed at facilitating the development of the Nigerian school child in the following ways:

- Develop the ability to adapt to his environment.
- Inculcate national consciousness and national unity.
- Become good citizens capable of, and willing to contribute to the development of the society.

- Develop a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international communities.
- Inculcate the right types of values and attitudes.
- Acquire the desire for knowledge, respect for truth, nationality, tolerance, use of initiative, organizing capability, self-control comradeliness, cooperativeness, liberty and social security.
- Develop in children a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a United Nigeria. According to Okoro (2022), the chief purpose of social studies was to prepare citizens for participation in nation-building; the minds of the young need to be exposed to the analysis, critical thinking and solution of problems. Therefore, the study of social studies in Nigerian schools is very crucial. It is pertinent to say that the contents of the Nigerian Junior Secondary School social studies equally have more meaning to the student's life, and help in the development of attitudes, skills and knowledge.

Conclusion

The objective of each nation is the comprehensive social and economic metamorphosis of its society. Based on the discussions thus far, it is clear that the mere presence of natural resources does not suffice for nation building; rather, such resources must be complemented by a robust foundation of human capital, particularly through education. Notwithstanding opposing assertions, the swift quantitative enhancement of educational opportunities serves as the cornerstone of nation-building. In addition to the process of establishing a state, the concept of nation building encompasses the cultivation of appropriate sentiments within the populace. These sentiments reflect a profound connection to the nation and a willingness to collaborate with compatriots for the enduring welfare and advancement of the state.

Education serves as a conduit for comprehending both scientific and humanistic values, and it is anticipated that it will persist in ushering in transformative shifts within our society. The process of education cultivates beneficial values and competencies that significantly contribute to the development of a nation.

Suggestions

Addressing the challenges in Nigeria's education sector necessitates that the government take the initial steps to rejuvenate the system. It is imperative that appropriate measures are implemented to reorganise and preserve the sector. It is imperative for governmental bodies at every level to dedicate themselves to providing a competitive standard of education both nationally and in comparison, to other nations.

Furthermore, it is essential to make appropriate investments to achieve the desired outcomes. Proper allocation of resources, coupled with effective administration, will ensure the delivery of superior educational standards in Nigeria. It is imperative that we enhance the allocation of resources for the renovation of educational institutions, the procurement of high-quality training facilities, the provision of research grants, and the establishment of fair salaries and welfare for educators. These elements must be prioritised, released, and utilised judiciously.

The prevalence of corruption within educational ministries and regulatory bodies warrants serious attention and must be addressed with urgency. The prevalence of examination malpractices necessitates a concerted effort between governmental entities and examination regulatory bodies to effectively mitigate this issue. The educational curriculum requires a thorough review and subsequent updates. It requires a greater emphasis on practicality and empirical research.

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