

EDUCATION IN AFRICA AND THE GLOBAL FUTURE

OMOTAYO, Olufunmilola Adekiitan (Ph.D)

Department of Philosophy
Ekiti State University, Ado-Ekiti, Ekiti State, Nigeria

OKUNADE, Helen Funmilola (Ph.D)

Department of Social Science Education
Faculty of Education
Ekiti State University, Ado-Ekiti, Ekiti State, Nigeria

Abstract

Education remains a pivotal factor in Africa's quest for meaningful participation in the global future. With a rapidly expanding population and evolving economic landscapes, the continent holds immense potential to influence global development. However, realizing this potential depends significantly on the quality and accessibility of education across the continent. A major challenge facing African education systems is limited access, particularly in rural areas where infrastructural and socio-economic constraints prevent many children from attending school. Consequently, a significant number of young people remain out of school or receive substandard education, limiting their capacity to contribute meaningfully to national and global advancement. Equally concerning is the quality of education. Inadequate funding, a shortage of qualified teachers, and outdated curricula undermine the effectiveness of educational delivery. As a result, many learners graduate without the skills and competencies required in an increasingly competitive global workforce. Additionally, gender disparity remains a pressing issue. Girls often face systemic barriers to education, leading to high illiteracy rates among women and restricting their personal and societal development. To address these challenges, comprehensive reforms are necessary. Expanding educational access through rural infrastructure development, scholarship provision, and policy reforms can help bridge the gap. Moreover, investing in teacher training, curriculum modernization, and promoting gender equity in education will be essential to raise educational standards. In conclusion, the transformation of Africa's education system is vital for unlocking the continent's human capital and securing its role in shaping a sustainable global future. This paper employs an expository-analytical approach to examine the current state of education in Africa, identifying key challenges and proposing pathways for reform.

Keywords: Education, Africa, Global future, Access to education, Quality education, Gender disparity, Human capital development

Introduction

Africa's education sector stands at a pivotal crossroads caught between longstanding challenges and emerging opportunities. With one of the fastest-growing youth populations in the world, the continent's educational landscape holds significant implications not only for its own development but also for the broader global future. Despite its potential, the sector continues to grapple with critical issues such as inadequate infrastructure, insufficient funding, a shortage of qualified teachers, and outdated curricula. This paper investigates the

multifaceted challenges confronting African education systems and the prospects they hold for transformative change. It examines both the obstacles impeding access to quality education and the strategic pathways for reform. Additionally, it explores how strengthening education across the continent can yield far-reaching benefits for the global economy, society, and sustainable development.

This study deepens understanding of the current educational landscape in Africa and its potential to drive global progress. In doing so, it seeks to contribute to more informed policy-making and strategic investment in education. Ultimately, the paper underscores the urgent need for collective action among governments, educators, and stakeholders to harness education as a powerful tool for shaping a more equitable, inclusive, and sustainable global future.

Etymological Meaning of Education

The English word education is rooted in several Latin terms that convey its fundamental purpose and process. These include *educare*, *educere*, *educatum*, *educatus*, *educatio*, and the compound *e + duco* (Etymological Meaning of the Term ‘Education’, 2014). Each of these words provides insight into how education has been historically conceptualized.

The Latin term *educare* means "to bring up," "to raise," or "to nourish," suggesting that education involves nurturing and developing the potential of learners, much like a gardener tends to a plant. In contrast, *educere* means "to lead out" or "to draw forth," implying that learners possess inherent abilities that need to be drawn out and refined through guided support.

Educatum, meaning "the act of teaching" or "training," frames education as an externally driven process in which learning is facilitated through structured instruction and experiences. The phrase *e + duco* (where *e* means "out of" and *duco* means "to lead") similarly highlights the role of education in bringing forth the innate capacities of individuals with the assistance of a teacher. Further, *educatus* and *educatio* translate to "rearing," "bringing up," or "nurturing," reinforcing the developmental nature of education as a means of fostering personal growth and societal participation (Birabil & Ogeh, 2020). Additionally, the Greek word pedagogy meaning "the art or science of teaching children" is closely linked to the concept of education and emphasizes the educator's responsibility in shaping learners.

The Concept of Education

Education is widely recognized as a structured and continuous process through which individuals whether children or adults acquire knowledge, skills, experiences, attitudes, and values essential for effective functioning within society. According to Socrates, education serves to awaken the latent ideas of universal truth inherent in every individual. Aristotle viewed it as a means of training individuals to fulfill their purposes by fully developing their faculties within the context of society. In essence, education civilizes, refines, and cultivates the human mind. Nordqvist (2020) defines education as both the act of learning and teaching, a process through which knowledge is acquired or imparted. King (2015) similarly describes education as a structured set of knowledge obtained through various teaching methods, with the goal of addressing societal and environmental challenges. From this perspective, education becomes a tool for problem-solving and is often regarded as a universal remedy or panacea for the ills of society.

Philosophers have long offered diverse interpretations of education. Plato considered education a pathway to justice both individual and societal by enabling individuals to realize their full potential, equating justice with personal excellence (Myungjoon, 2025). John Dewey emphasized education as a reconstruction of experience, transforming individual understanding into socially valuable knowledge through increased efficiency and participation (Chambliss, 2003). Rousseau viewed education as a natural process that should nurture a child's innate goodness and development through experience and observation rather than coercive instruction (Peckover, 2012).

Contemporary scholars share similar views. Ogbuehi (2023) sees education as a process where knowledge and skills are imparted, and mental faculties are developed through the guidance of another. Adesemowo and Sotonade (2022) describe education as encompassing all dimensions of human learning, including teaching, training, and the systematic development of competencies particularly within formal settings like schools, colleges, and universities. Shituma and Wasike (2020) further emphasize education as the foundation of physical and technological development, identifying it as a vital instrument for national progress. According to Vo Van Dung, Do, Thi Thuy Trang, and Bui Thi Khanh Vy (2016), education is a national mission with far-reaching implications not only for individual development but also for the survival or collapse of political systems.

Education is also a lifelong pursuit that fosters a positive and adaptable mindset (Adesemowo & Sotonade, 2022). Jay Brothers (2014) expands this view by asserting that the ultimate purpose of education is to support individuals in their quest for wholeness a harmonious development of all aspects of the human person: physical, mental, moral, and social. Thus, true education equips individuals in a holistic manner, preparing them to lead meaningful and responsible lives.

African Nations and Education

Africa is the second-largest and second-most populous continent in the world, following Asia. It comprises 54 sovereign nations (Uzondu, 2024). The history of education in Africa can broadly be categorized into two periods: the pre-colonial and post-colonial eras (Lord, 2011). During the pre-colonial period, education played a vital role in transmitting indigenous knowledge, values, customs, and life skills from one generation to the next. It served as a cultural tool, through which young people were taught to respect and uphold the traditions of their communities, including language, norms, and virtues such as chastity, honesty, hard work, courage, generosity, and hospitality (Walters, Chisadza, & Clance, 2023). This form of education was largely informal, but deeply rooted in communal life and identity.

With the advent of European colonization, particularly in West and Central Africa, formal education systems were introduced. These systems were modelled largely on European educational structures, often displacing indigenous approaches. However, in many parts of the continent, elements of traditional African education persisted alongside the formal colonial systems, resulting in a hybridized educational landscape (Walters, Chisadza, & Clance, 2023). Today, education in Africa continues to reflect this dual heritage, shaped by both traditional values and post-colonial influences. Understanding this historical context is essential to appreciating the complexities and ongoing challenges of educational development across the continent.

Challenges of Education in Africa

While Western education has introduced improved literacy and access to knowledge across Africa, the continent still grapples with persistent and multifaceted challenges that hinder educational development. These include poverty, gender inequality, a shortage of qualified teachers, examination malpractice, political instability, cultural disconnection, language barriers, lack of technological integration, and poor policy implementation.

Poverty: Poverty remains a primary obstacle. In many African communities, especially rural ones, children face long and unsafe commutes to poorly resourced schools. Financial constraints often force families to choose between daily survival and educational investment. This economic hardship not only limits access to school supplies and learning materials but also leads to malnutrition, unstable living conditions, and emotional stress all of which adversely affect academic performance (Adeyinka, 2024). Poor infrastructure, overcrowded classrooms, and underqualified staff further weaken the quality of education delivered.

Gender Inequality: This is another barrier. Deep-rooted cultural norms frequently prioritize boys' education over girls', reinforcing gender disparities. Girls often face early marriages, household responsibilities, and safety risks when commuting to school (Education in Africa, 2024). These factors result in reduced enrolment and retention of girls in schools, particularly in impoverished or traditional communities (Dube, 2015). Promoting equitable education policies and subsidizing schooling in vulnerable regions can help improve access for girls, fostering broader societal development (Gender Disparity in Africa, 2025).

Teacher Shortages: These significantly affect educational outcomes. Across many African countries, there are not enough trained teachers to meet student demands. Those who are employed are often overworked, underpaid, or inadequately trained (Momoh, 2023). Rural schools suffer the most, as experienced teachers tend to remain in urban areas. This imbalance leads to inconsistent instruction, overcrowded classrooms, and a lack of subject-matter expertise, ultimately affecting student performance (UNESCO, 2023).

Examination Malpractice: This is a widespread concern that undermines the credibility of African education systems. From cheating and impersonation to corruption in grading and certification, academic dishonesty devalues merit and fosters a culture of shortcuts and mediocrity (Yeboah, 2024; Nwobodo, 2024). Such unethical practices are often enabled by institutional weaknesses and societal pressures, further eroding academic integrity and producing ill-equipped graduates (Enebong, Ataide, & Ataudo, 2024).

Political Instability: This has disrupted education in several African countries. Conflicts often lead to the closure or destruction of schools, displacement of teachers and students, and a general decline in educational quality (Kipkoech, 2024). In unstable governments, education budgets are deprioritized in favour of military spending, resulting in overcrowded schools and inadequate materials. The outflow of skilled educators seeking safety abroad further contributes to the brain drain, deepening the education crisis.

Cultural Erosion: This is a subtler but significant challenge. Western-style education often sidelines indigenous knowledge systems and cultural values, creating a disconnect between educated individuals and their communities. This loss of cultural identity, coupled with the promotion of individualism and materialism, threatens the communal ethos that traditionally underpinned African societies.

Language Barriers: These also hinder effective learning. Many African countries adopt colonial languages like English, French, or Portuguese as mediums of instruction, which may not be the learners' first language. This creates a gap in comprehension and engagement, especially in early education, where instruction in a mother tongue could be more effective (Bamgbose, 2011). The absence of culturally relevant learning materials in native languages also discourages deeper understanding and participation.

Technological Underdevelopment: This further restricts access to quality education. Inadequate internet infrastructure, lack of digital tools, and limited teacher training in ICT prevent many schools from leveraging technology to enhance learning. The COVID-19 pandemic highlighted this digital divide, as many African students lacked the tools for remote learning (Adeleke & Ezeanya, 2021). Without technological investment, African learners remain disadvantaged in a digitally driven global economy.

Weak Policy Implementation: This is another critical issue. While many African countries have developed promising education policies, implementation often falls short due to bureaucratic inefficiencies, lack of political will, or corruption. Policies designed to promote universal basic education, curriculum reforms, and teacher welfare are frequently delayed or unevenly executed, leading to inconsistency in education delivery across regions (Okafor & Ayeni, 2020).

Education in Africa and the Global Future

Education is a powerful antidote to ignorance, fostering critical thinking, cultural understanding, and informed decision-making across diverse communities. In regions plagued by conflict and crises, it serves as a beacon of hope, nurturing peaceful coexistence and cohesive societies. As a catalyst for innovation, education fuels economic growth and sustainable development (Alla, Hussein, & Adam, 2017). It empowers individuals, transforms communities, and propels societal progress (Otara, 2012). Education plays a central role in economic empowerment and poverty reduction. According to the World Bank (2022), each additional year of schooling increases an individual's earnings by approximately

10%. This underscores the transformative potential of education to disrupt intergenerational poverty and support Africa's socio-economic development. By building a qualified and employable workforce aligned with the evolving demands of the labor market, education enhances human capital development a vital asset for national and continental growth.

Quality education is also instrumental in boosting national productivity. Countries with high literacy rates typically experience higher per capita income, increased innovation, and improved competitiveness. A well-educated population strengthens Africa's position in the global knowledge economy, contributing meaningfully to entrepreneurship, technological advancement, and international collaboration. Moreover, education serves as a protective force against harmful socio-cultural practices, particularly those that affect women and girls. Practices such as female genital mutilation, child marriage, and early pregnancy often rooted in ignorance perpetuate poverty and limit opportunities for future generations. Access to education raises awareness, transforms attitudes, and fosters community-wide support for gender equity and children's rights.

In the area of health, education significantly enhances personal and public well-being. Educated individuals make informed health decisions, contributing to better community health outcomes (Unlocking the Future: The Crucial Role of Education in Africa, 2024). The lack of access to quality education in health-related fields has resulted in a poorly functioning healthcare system across many African nations. As a result, treatable conditions often lead to medical tourism or unnecessary loss of life due to unaffordable foreign treatments. Bojang (2021) argues that expanding educational opportunities in health professions such as nursing, paediatrics, and pharmacy can drastically reduce Africa's high infant mortality rate and overall disease burden.

Another essential benefit of education is improved access to better-paying jobs. In a competitive job market, individuals with higher levels of education stand a greater chance of employment and career advancement. Education opens doors to multiple income-generating opportunities and economic mobility, while a lack of education often traps individuals in low-wage or informal jobs. From a national perspective, having an educated populace reduces the need to outsource skilled labour to foreign experts, thus saving governments substantial financial resources. Furthermore, education is a stabilizing force that promotes peace, civic responsibility, and democratic governance. Citizens who are informed and literate are more likely to participate actively in political life, uphold democratic values, and reject corruption. A lack of education, by contrast, can lead to political apathy, poor leadership choices, and

susceptibility to manipulation. In many African countries, weak leadership often the result of poor educational backgrounds has fostered corruption, nepotism, authoritarianism, and political instability. Education, therefore, is critical to nurturing visionary and ethical leaders who can promote transparency, accountability, and good governance.

Equitable access to education is also essential to ensuring inclusion, justice, and national cohesion. When everyone regardless of race, gender, class, or origin has access to quality education, the chances of societal division, discrimination, and marginalization are greatly reduced. Education fosters open-mindedness, progressive thinking, and civic engagement. It equips citizens with the knowledge and tools to contribute meaningfully to national development and to challenge outdated or unjust systems. Africa's growing influence on the global stage depends largely on the educational empowerment of its people. Education enables Africans to shape global policies and initiatives and to participate in international dialogue from a position of strength. It also has the potential to address leadership deficits by producing informed, ethical, and visionary leaders who will guide the continent toward peace, prosperity, and progress.

Additionally, integrating indigenous African knowledge systems into contemporary education frameworks can enrich learning, enhance cultural identity, and foster holistic development. Indigenous education can reinforce moral values, community responsibility, and self-discipline qualities sorely needed in the fight against corruption and moral decline. As many African societies face challenges such as greed, dishonesty, and disregard for human life, a reorientation of values through culturally relevant education is imperative. Ethical education should instil core African values such as respect for elders, commitment to hard work, discipline, truthfulness, and the sanctity of human life. As Frantz Fanon noted, work defines the essence and existence of man. Unfortunately, in many parts of Africa today, lives are lost to senseless violence perpetrated by insurgents, terrorists, kidnappers, and armed bandits. This disregard for human life reflects a deeper moral decay that only value-based education can begin to remedy.

From the foregoing, education is central to Africa's quest for sustainable development and global relevance. It is not merely a tool for individual advancement but a cornerstone for building peaceful, prosperous, and equitable societies. Investing in education is investing in Africa's future economically, politically, morally, and globally.

Conclusion

This study has examined the state of education in Africa and its implications for the continent's global future. It assessed the prevailing conditions of education across African nations, identifying critical challenges and potential opportunities for transformation. The research underscores that sustained investment in education is vital not only for Africa's development but also for global economic advancement. To address educational disparities and promote inclusivity, a multifaceted strategy is required. African governments must prioritize policies that reduce rural poverty by improving infrastructure, healthcare, sanitation, and agricultural development. While urbanization plays a key role in industrial growth, a balanced approach that integrates rural and urban development is essential to ensure equitable access to quality education.

Incentivizing teachers to serve in underserved rural areas through bonuses and other forms of support is a practical step. Development partners can assist by funding targeted initiatives aimed at improving learning outcomes in rural schools. Expanding access to education also involves building more schools in remote areas, offering scholarships and financial aid, and implementing flexible education models such as community-based and distance learning programs.

Teacher quality must be strengthened through ongoing training and professional development, particularly in digital literacy and 21st-century pedagogies. Governments should invest in teacher recruitment and training programmes while enhancing school access to digital tools and internet connectivity, ideally through partnerships with technology companies and infrastructure investments. Furthermore, addressing political instability and conflict remains crucial to securing educational access and ensuring long-term development. Curricular reforms should focus on equipping students with relevant, practical skills for the evolving labour market especially in STEM fields and digital technology. Incorporating African indigenous knowledge systems into curricula would also enhance cultural relevance and strengthen students' identity and self-worth.

Finally, the pursuit of conceptual and intellectual decolonization must not be overlooked. Revitalizing African languages, values, and knowledge systems is key to fostering an education that reflects the continent's rich cultural heritage. This is not about rejecting global influence, but about creating a balanced educational framework that affirms African identity. An education system rooted in both academic excellence and cultural authenticity can unlock

the vast potential of African learners and contribute meaningfully to a brighter, more prosperous future for the continent.

References

- Adeleke, A., & Ezeanya, C. (2021). Digital learning in Africa: Assessing the gaps and opportunities post-COVID-19. *African Journal of Educational Technology*, 7(2), 115–129.
- Adesemowo, P. O., & Sotonade, O. A. (2022). *Principles and practice of education*. Lagos: Macmillan Publishers.
- Adeyinka, E. (2024). The Impact of Poverty on Access to Education in Africa. *Medium*. Retrieved from: erioluwaadeyinka.medium.com/the-impact-of-poverty-on-access-to-education-in-africa-fa62e07156. Accessed on 16th February, 2025.
- Alla, A. D., Hussein, E. & Adam, M. (2017). Impact of Education on sustainable Development in Africa. *Managing Knowledge and Innovation for business sustainability in Africa*, WASD Publishers, 1.
- Bamgbose, A. (2011). *Language of instruction and the quality of basic education in Sub-Saharan Africa*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000211059>
- Birabil, S. T. & Ogeh, O. W. M. (2020). Education in Nigeria: Challenges and Way Forward. *International Journal of Academic Research and Reflection*, 8(1), 3.
- Bojang, L. A. (2021). The Importance of Education in African Society. Retrieved from: <https://uniathena.com/theimportanceofeducation-in-african-society#:~:text=good%20education%20is,on%20our%20website>. Accessed, 4th June, 2024.
- Building Resilient Education Systems for 21st Century Africa: Ensuring Access, Inclusivity and Relevance (2024) Retrieved from <https://www.blogafrica.com.ng>. Accessed on 16th May, 2024.
- Chambliss, J. J. (2003). John Dewey's Philosophy of Education before Democracy and Education. *Education and Culture*, 19(1), 2.
- Duarte, C. (2024) The Duality of the Education challenge in Africa: Historical imperatives and 21st – century necessities. *Africa Renewal*.
- Dube, T. (2015). Gender Disparities in Educational Enrolment and Attainment in Sub-Saharan Africa. *Journal of Education and Social Research*, 5(3), 2.
- Ebubechukwu, P. (2023) The Detrimental Effects of Examination Malpractice on Today's Students.
- Education in Africa: 3 key problems and solutions. (2024, January 18). Theirworld. <https://theirworld.org/news/education-in-africa-three-key-problems-and-solutions/>

- Enebong, M. T., Ataide, H. & Ataud, I. M. (2024) Examination Malpractice and Human Resources Development in Nigeria: A Focus on Service Delivery, *Journal of Administration and Corporate Governance*, 4(2), 67.
- Etymological meaning of the term 'EDUCATION'. (2014). Academia.edu. https://www.academia.edu/8759700/Etymological_Meaning_of_the_Term_Education (https://www.academia.edu/8759700/Etymological_Meaning_of_the_Term_Education)
- Gender disparity in Africa. (2025). *UNESCO Global Education Monitoring Report 2025*. https://www.unesco.org/reports/global-education-monitoring-report/2025 (https://www.unesco.org/reports/global-education-monitoring-report/2025)
- Jaypee Brothers (2024). *Introduction to Education*. Retrieved from: <https://www.jaypeedigital.com/eReader/chapter/9789386261571/ch1#:~:txt=Education%20is%20a,up%2C%20a%20rearing.%E2%80%99>. Accessed on 21st October, 2024.
- King, N. A. S. (2015). The Challenges of Quality Education in Nigeria: Some Hints and Tips. *International Journal of Humanities, Social Sciences and Education (IJHSSE)*, 222,
- Kipkoech, D. (2024). Political Instability and Its Role in Understanding Africa's Education Sector. Retrieved from: https://www.bing.com/search?q=dominic+kipkoech+political+instability+and+its+role+in+undermining+africa%27s+education+sector&cvid=27944a74b42042c7a2038635cfc703af&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCTc3O. Accessed on 14th February, 2025.
- Lord, J. (2011). Child Labor in the Gold Coast: The Economics of Work, Education, and the Family in Late-Colonial African Childhoods, c. 1940-57. *Journal of the History of Childhood and Youth*, 4(1), 88-115. <https://doi.org/10.1353/hcy.2011.0005>. A
- Mba, J .C. (2021). *The Future of Higher Education in Nigeria*, 15th General Conference of the Association of African Universities.
- Momoh, C. (2023). Addressing Teacher Shortage in Africa, *Development Diaries*. Retrieved from: <https://developmentdiaries.com/addressing-teacher-shortage-in-africa/>. Accessed on 16th February, 2025.
- Myungjoon, L. (2025). Plato's Philosophy of Education: It's Implication for Current Education. Retrieved from: <https://epublications.marquette.edu>. Accessed on 27th March, 2025.
- Nordqvist, C. (2020). *What is education? Medical News Today*. <https://www.medicalnewstoday.com/articles/what-is-education> (https://www.medicalnewstoday.com/articles/what-is-education)
- Nwobodo, R. E. (2024). A Critical Analysis of Examination Malpractice as A Violation of the African Traditional Notion of Truth. *Igwebuike: An African Journal of Arts and Humanities*, 10 (4), 1.
- Ogbuehi, S. C. (2023). Education and Development: Challenges Facing Educational Systems Globally *Kurerie*.

- Ogunji, J. A. (2011). Examination Management and Examination Malpractice: The Nexus, *Journal of International Education Research (IJER)*, 7(4).
- Okafor, C. O., & Ayeni, T. J. (2020). Policy formulation and implementation in the African education sector: An overview. *Policy and Development Journal*, 9(1), 57–70.
- Oko, S. U. & Adie, R. I. (2016) Examination Malpractice: Causes, Effects and Possible Ways of Curbing the Menace. A study of Cross River University of Technology. *International Journal of Managerial Studies and Research (IJMSR)*.59.
- Oni, S. (2013) *Challenges and Prospects in African Education Systems*. Traafford Publishing Company. America, 1.
- Otara, A. (2012).The Future of Education and its Challenges, *International Journal of Humanities and Social Science*. 2 (9), 153. A
- Peckover, C. (2012). Realizing the natural self: Rousseau and the current system of education, *Philosophical Studies in Education*, 43, 84-94.
- Shituma, J. & Wasike, M. (2020). The Challenge of Examination Malpractices in Institutions of Higher Learning in Kenya. *International Journal of Academic Research in Business and Social sciences*, 10 (9), 701. A
- UNESCO. (2023). *Global education monitoring report 2023: Meeting our commitments*. <https://www.unesco.org/gem-report/>
- Unlocking the future: The Crucial Role of Education in Africa (2024), Retrieved from: www.sotheycan.org/blog/unlocking-the-future-the-crucial-role-of-education-in-africa/. Accessed on 22nd February, 2025.
- Uzundu, I. C. (2024). Education in Africa and the Global Future: Nigerian Context. *Proceedings of the 2024 International Conference of APAS*, 40.
- Vo Van Dung, Do, T. T. T., & Bui, T. K. V. (2016). Education and national development: A critical review. *International Journal of Education and Research*, 4(8), 35–44.
- Walters, L., Chisadza, C. & Clance, M. (2023). The Effect of Pre-Colonial Ethnic Institutions and European Influences on Contemporary Education in Sub-Saharan Africa. *The Journal of Development Studies*. 59(10), 1469-1490.
- World Bank. (2022). *The benefits of education in developing countries: Annual report*. [<https://www.worldbank.org/en/topic/education/publication>] (<https://www.worldbank.org/en/topic/education/publication>)
- Yeboah, A. (2024). A Survey of Examination Malpractice in The West African Senior School Certificate Examination (WASSCE) in The Central Region of Ghana. *International Journal of Education and Cognitive Sciences*, 5(4), 2.