

EXAMINATION ADMINISTRATION IN HIGHER INSTITUTIONS: A CASE STUDY OF THE POLYTECHNIC SETTING

Dr. Sulaiman, DaudaIshola

Department of General Arts and Industrial Design,

Dr. Akprara Amos osakor

Department of Fine Art and Industrial Design, Faculty of Environmental Science, Southern Delta University, Ozoro, Delta State, Nigeria,

Dr. Alliu, Momodu Mohammed

Department of Accountancy, School of Financial Studies,

Mrs. Alasan Florence

Department of Public Administration, School of Administration, Business and Management Studies,

Mrs. Ogunboyowa, AdebolaOmolara

Department of Mass Communication, School of Information Communication Technology, and

Mr. Seghosime, Abdulmutanebi

Department of Humanities and Social Sciences, Auchi Polytechnic, Auchi, Edo State, Nigeria

Corresponding author: **Dr. Sulaiman, DaudaIshola** , Department of General Arts and Industrial Design

Abstract

The current position of examination and its means of administration have led to a body of misconceptions in our various academic settings (all institution of learning: Primary, Secondary and Higher Institutions). Based on this, administration of examinations in the polytechnic settings call for a systematic preparation, harmonization, and manning to uphold academic principles and values in order to addressing peculiar institutional challenges in the graduation of egalitarian students. But this target has been turned upside down and it has in turn created a vacuum in the process of graduating resourceful students. In order to annex effective teaching and learning in turn of meaningful and acceptable educational products, there is an urgent need to address this devastating academic problem. In view of this, this study examines the organizations, measures, challenge, and prediction of examination administration in a polytechnic setting. In solving this problem, this paper simply compartmentalized the research problem into different sub-sections and properly discussed with relevant illustrations. In doing this effectively, available literature was properly reviewed, analyzed,

interpreted, and documented. The adopted method of qualitative descriptive approach and secondary data were concisely conducted and reported. Conclusion was drawn with relevant recommendations that every academic institution should always give proper training to all the concerned examination staff members in order to in turn retrain other staff members on the matters regarding effective examination administration.

Key words: Examination, Administration, Examination Misconduct, Punishment and Reinforcement

1.0 Introduction

The current position of examination and its means of administration in our various academic institutions have led to a body of misconceptions due to lack of meaningful understanding of the basic processes involved. Examinations remain the central focus of teaching and learning in all higher institutions as they determine the scope of the instructional mission and vision have been achieved. Polytechnic education has been structured as a technical and vocational institutional setting. That focuses on high value of assessments and evaluations of students based on both theoretical understanding and practical competencies. Examination administration in this phase therefore, becomes a critical mechanism for maintaining academic truthfulness and institutional standing (Dutsinma, 2024). Effective examination administration basically deals with effective preparation, systematizing, carrying out policy goals, supervising, and evaluating of assessment processes. If such focuses are poorly managed, the credibility of educational products is threatened. This paper therefore, investigates the mechanisms and challenges of examination administration within a polytechnic environment, highlighting assorted ways to improve the efficiency and integrity of the phases of polytechnic setting.

Based on the above, Akinyoade, (2025) explains further that:

Examination Administration is an integral part of the means of educational assessment in order to define the position of both the students and the teachers in the areas of both effective teaching and learning.

It is academically easy to find out the position of all the efforts that have been put in place for the production of set students through a testing instrument that can be nullified by unscrupulous attention as a result of poor examination administration. Thereby, this can make the outcome of the examination to become invalid and unreliable. In administering examination, time must be spared to ensure that the testing environment is suitable for the exercise and that no candidates enjoyed undue advantage which is not available to others (Dutsinma, 2024). After the assessment is produced, it requires administration under proper circumstances.

Policies should be designed for examination administration to delineate opportunities for candidates' conduct and provide protocols for security to reduce opportunities for dishonesty. The validity and reliability of assessment are dependent on many factors, among which is administration of the measurement (Dutsinma, 2024). The focal points of this paper are the principles of examination administration and the best practice in polytechnic setting ranging from the employment of staff members to the computation of the examination results. The highlights of the principles and the best examination administration practice with sustainable suggestions.

Assessment of learning is taken as a regular future of academic practice in all institutions of higher learning (Sulaiman, 2023). But lapses have been recorded against the expected success from the examination administration in nearly all places of learning with focus on polytechnic setting. For an institution to conduct or organize an acceptable and credible examination for their students in all levels of their studies, there is the need for well trained academic and non academic staff members especially the teachers who have direct contact with the students to establish whether their students have been effectively and resourcefully taught (Akinyoade, 2025). In view of this, examinations have to be conducted for the students through proper means of administering test, scores allocations and appropriate grading system.

According to Dutsinma, (2024):

Examination is regarded as a vital academic process that provides information about examinees' capabilities and performances that is depended on effective teaching and learning either directly or indirectly. This often enables meaningful observations and comparisons to be made of the kind of behavior which learners acquire during the teaching-learning process.

The students' presentations are expected to show certain enlightening grade of good understanding in an examination. Besides, acceptable results should be obtained by groups of comparable candidates using the examination and other occasions for the attainment of results. This kind of resourceful and acceptable result can only be obtained if, among others, the examination is carefully administered based on certain conditions. These conditions imply that, the qualities of examination administration should also ensure its validity and reliability (Akinyoade, 2025).

2.0 Examination and Its Administration

Examination and administration are two different concepts in education. These concepts are needed to be properly understood and put properly into practice separately by all staff members in the polytechnic setting irrespective their stratifications.

According to Sulaiman, (2024):

It is essential for the examination's managers; the management, the examination officers and the staff members as the invigilators and the monitoring teams to learn the principles and practice of the examination administration in order to ensure the attainment of the deserved qualities of an examination in three phases; before, during and after the examination.

But when the examination administrators are not conversant with the principles of examination administration, the whole target of the examination process will be defeated and more often than not, both the examiner and the examinees will surely bear the cost (Sulaiman, 2025). Across the globe, an examination scholar: Magambo, (2010) has documented vast and interesting literatures regarding the principles of examinations' administration and its good examination's practice that enthusiastically expected in all institutions of learning. Examination can be successfully managed by any cautious teacher or examination administrator popularly called examination officer, as long as the prescribed examination procedures are rigorously followed

(Sulaiman,2025).

It was maintained that examination administration becomes easier if the three phases of the practice are keenly followed:

- i. Before examination
- ii. During the examination
- iii. And after the examination

In these three phases of examination administration, the following targets are expected to be properly attained in a polytechnic setting:

- The students are expected to be motivated in order to do their best during the processes of both teaching and learning
- Examination administration directives are expected to be properly followed closely
- The time allocated for the conduct of the examination is expected to be allowed for the examination to be accurately kept within the duration
- All the needed significant events that may influence the examination scores are expected to be properly documented; attendance sheets and examination malpractice forms (Sulaiman,2023)
- Examination materials are expected to be promptly collected and returned same with proper accountability (Nagahanjr, 2020).

2.1 Examination

Examination can be simply explained as a process of teaching and learning through a body of assessments; questions, observations and experiments in order to find out the possibility of resourceful out come. The examination outcome is often centered on knowledge, skills, ability and performance in all academic setting like Polytechnic. In addition, education is a systematic means of evaluating a person or set of persons as a body of tests given to measure the result of both teaching and learning processes within a given period of time (Nagahanjr, 2020).

Such mode of assessment can be either; written form, oral form or practical form which depends on the administrative agreement and approval. The mode of Polytechnic examination administration is based on both written and practical formats. Therefore, this process is often organized to confirm the following in the polytechnic setting and other academic arena:

- Assessing the attained teaching and learning progression within a space of time.
- Measuring the level of students understanding in relation to the subject taught.
- Installing disciplining and clear level of seriousness among the examinees.
- Installing the manners and levels of promotions among the examinees.
- Selecting applicants for job opportunities. (Akinyoade, 2025)

2.2 Administration

Administration can be simply explained as a body of processes that is often carried out to manage the affairs of an organization (Sulaiman, 2022). There are different types of administration in the phase of organization:

public, business, hospital, educational and sub-sectional administration. In this study, we are concerned with the sub-sectional administration which is the examination administration under the management of the chief examination administrator with emphasis on Polytechnic examination administration. Based on this, researchers such as Okebukola (2018) and Olatunji (2021) argue that examination administration is the backbone of quality assurance. In polytechnics, examination processes must align with NBTE guidelines to ensure uniformity and credibility of certificates.

2.3 Polytechnic as a One among the Domains of Examination and Its Administration

Polytechnic is an educational institution that is saddled with vocational and technical education with the focus of knowledge, skills and effective practice in various fields of applied science, engineering, art, technology and business studies (Sulaiman, 2022). Therefore, a polytechnic setting is a higher institution that proffers National Diploma (ND) and Higher National Diploma (HND) programs with emphasis on technical, vocational, and applied sciences. Examination in this type setting often requires a combination of written tests, practical test, and presentations in the areas of tests. The focus of the Polytechnic educational success is often measured through the effective conduct of examination under tight examination administration been monitored by three interlacing bodies, namely:

- Departmental Academic Board
- School or Faculty Academic Board and the
- Central Academic Board

All these listed boards are of different stratifications in terms of members and authority. All academic members of a Department are members of the Departmental Academic Board. The Head of Department (HOD) is the chair person of the board. This board has power over all course lecturers in the ratification of questions and score in a legal format (Sulaiman, 2023). While the School Academic Board simply comprises all the senior Academic staff members of the School or Faculty with visiting members from other Departments, Directorates and Divisions. The Dean of the School or Faculty is the Chair person and the School officer is the secretary. This board has person over the Departmental Academic Board and the Lecturers (Akinyoade, 2025).

The central academic board is the most powerful board beside the council. It comprises of the Chief Administrator (The Rector), Deputy Rector Academic and Administration, the Registrar and his or her deputies, Deans, member of the council, all the Heads of Departments (HODs), all Directors and all the chief Lecturers who have been properly inducted to the board. The board has power over the two other boards and the final examination administration is been considered and approved (Sulaiman, 2023). Such consideration and approval will lead to the award of National Diploma (ND), Higher National Diploma (HND) and any other approved courses of studies in the Polytechnic.

2.3.1 Before the Examination

Before the commencement of examination is the preparatory periods of time when the management, staff members: Lecturers and students are expected to prepare themselves carefully for the commencement of the examination (Sulaiman, 2023). The following considerations are expected to be the part of prior preparation

checklist:-

- i. The Lecturers are expected to discharge their duties coherently based on the scheme of their courses of teaching and collation of Continuous assessment.
- ii. Students are keenly expected to be notified regarding the examination date, time and venue,
- iii. The instructions guiding the examination should be made plain to the students before they start writing. Indicate the start and the stop time for the examination.
- iv. Candidates should be reminded to bring materials necessary for the examination,
- v. The halls where the examination is to be conducted should be adequate prepared.
- vi. Candidates have been strongly prepared for the examination by suggesting to them ways of studying, giving them practice questions like those to be used, teaching them examination taking skills and stressing the value of examination as far improving learning during the continuous assessment periods (Nagahanjr, 2020).

2.3.2 During the Examination

This is the period within the scope of the examination that ranges from the first day of the commencement of the examination to the last day of the examination. The following are some of the guidelines that are needed to be observed to ensure the required conditions for a successful examination:

- i. Avoid giving hints to students who asked about individual item. If the item is ambiguous it is the responsibility of the course lecturer to clarify for the entire group.
- ii. Discourage cheating. Condition, however, it might be necessary to discourage cheating by special seating arrangements and careful supervision. Another way of discouraging cheating is discouraging students from using any form of communication devices, either in the hall break, such as birth room visit. It will be better if students are reminded earlier that they may not use any devices cellular telephones.
- iii. Ensure that no eating takes place in the examination. Students should not be allowed to bring any food items in the examination room, unless it is on proven medical grounds. Under such circumstances, it is advisable that special arrangement are made in advance for purposes of securing a designated area where the food item could be kept, to avoid distracting those who do not require the food items (Lehmann, 2020).
- iv. Identify each student to prevent a situation where someone may attempt to take the examination on someone else's behalf. Students should, therefore, be informed in advance to bring with them their identity cards and/or examination's identification slip.
- v. Handle emergencies appropriately. If an examinee becomes ill during the examination, and must leave the examination hall, they should not be allowed to return. The examination administrator is advised to make a comprehensive report about the candidate's situation to make it possible for authorities to consider a retest for such a candidate, to be scheduled for another time (Nagahanjr, 2020).

2.3.3 After or Post Examination,

This is a period after the conclusion of each of the examined paper of the examination to the date of issuing

the original result to each student who sat for the examination (Sulaiman, 2022). These are the vital activities that normally take place after the successful conclusion of the examination as the cogent parts of its administration. Such activities include the following:

- i. All test materials and documents; both the used and the unused should be collected, counted and returned to the examination officers.
- ii. Count through candidates' scripts to ensure that they correspond with the names on the examination attendance registered. Counting also eliminates scenarios where the attendance register shows a student attended an examination but his script is not seen or found.
- iii. The examination administrators should carry all the examination's related materials to the examinations' office and make sure that they signed out after submission.
- iv. The chief Invigilator (team head Or leader) should write a comprehensive report concerning the conduct of the examination, pointing out strengths and challenges faced during the conduct of the examination and even suggest ways for overcoming the identified problems in the future (Sulaiman, 2024).

3.0 The Responsibilities of the Examination Administrators Before, During and after the Examination

These administrators include the following stakeholders in examination administration:

- i. The Administrative Management team is responsible for policy formulation, implementation and oversight
- ii. Examinations Registry Unit is often saddled with the act of coordinating and logistics of examination success.
- iii. The Heads of Departments (HOD) is an internal examination administrator who is appointed or elected to monitor examination processes right from the preliminary to the point of collection of examination result.
- iv. The lecturers are often appointed to do the bulk works of examination tasks in the areas of effective teaching, setting of question, invigilation, marking and collation of scores.
- v. The security personnel they are often legally deployed into examination environment for the purpose of maintaining orderliness during the examination.
- vi. Information and Communication Technology Unit popularly called MIS in a polytechnic setting is a digital platform where examination raw scores that have been duly approved by the Departmental board are being converted for School and Academic board consideration. It also helps to conduct CBT applications.
- vii. Students are the concerned set of individuals that the examinations are designed for. compliance with rules

Based on the above, the following responsibilities are expected from the above stakeholders:

- He or she should be familiar with the examination activities in its all phases; the timetable (Venue, date and time),
- He/she should not be absent during examination, if it becomes necessary, he/she should make a local arrangement with his/her co-workers with the permission of the chief administrator.

- He/she should not allow non-teaching staff members to invigilate any examination unless otherwise it becomes extremely necessary.
- He/she should know that the ratio of an invigilator to the number of students to invigilate is 1:40 in normal circumstances
- He/she should make the invigilators ensure that they collect all necessary materials from the examination officer.
- He/she should be in the examination room 30 minutes before the commencement of the examination,
- He/she should remind the students and the invigilators on the starting and stoppage time for the examination,
- He/she should make the course lecturers know that they should be available, in case there is need for corrections.
- The examination administrator should be vigilant and mobile throughout the examination period,
- He/she should duly sign the examination booklets and the examination cards.
- Chief examination officer or administrator should be going round from time to time to ensure the smooth running of the examination.
- The examination administrator should not praise or thank any student for finishing the examination before other students in the hall.
- He/she should not force the candidates to submit unless when the examination time is over (Lehmann, 2020).
- He/she should not add a minute to the candidate's examination's time. Unless due to a negative circumstance caused by the management or nature.
- There should be no discrepancy between the number of students on the examination attendance register and that of the scripts.
- He/she should make the students to sign-in and out for proper records,
- The examination officer should report any case of examination misconduct, in writing, to the chief examination administrator (Nagahanjr, 2020)

3.1 The Basic Two Principles of Examination Administration

Principles of Examination Administration are one among the most useful instruments in teaching-learning in the processes of conducting examination (Azimiroshan, 2016). The most significant two guiding principles for administering any examination are:

3.1.1 Acceptable Physical and Psychological Environment

In this principle, all the students should be given an impartial chance to demonstrate their achievement during their learning processes and this must be within the duration of the approve time. This implies that, physical and psychological environment in which the examination is taking place must be conducive for the students to facilitate their and the achievement of the examination outcomes.

The issues that may obstruct the validity of the measurement of the processes of examination administration are keenly expected to be controlled to an acceptable point. In line with the postulation made by Sulaiman,

(2025) that though, the evidences regarding the effectiveness of good physical and environmental condition of examination performance is not a keen factor to definite the results that the students will obtain in the examination. But students should be relaxed as possible and distractions should not be given a role to play during the examination process (Lehmann, 2020).

3.1.2 Attainment of Students Positive Attitude toward an Examination

People are likely to perform better at any endeavor, including examination taking when they approach the process with a positive attitude. Unluckily, teachers frequently failed to help students to develop positive attitude toward examinations due to their negative of unrolling behavious to students before, during and after examination. Students are not likely to perform at their best when they are excessively tensed. Thus, the experience of examination anxiety among some students may be as a result of teacher's attitude (Thorndike, 2024). It is very important that examination administrators are qualified enough and trusted persons. This is to ensure that examinations are properly managed to obtained valid and reliable results.

4.0 Examination Administration Procedures and Scope Based on Its Phases

A successful examination administration exercise is the product of examination planning. It is equally important to release that Cheating is most likely to occur in a poorly planned examination. However, a good examination administration irrespective of examination preparation is paramount Examination Administration Practices Satisfactory examination practice lies in the hands of examiner, who should ensure the examination exercise, administers smoothly. The three phases of examination; period before the examination, during, and after the examinations should be effectively handled to release a highly efficient examination period (Lehmann, 2020).

4.1 The Period before the Examination

The security of examination instrument, all examination materials used in the assessment process such as paper and pencil test or Computer-based Test (CBT) have to be properly secured. Lack of security may result in some examinees having access to questions before the commencement of the examinations, along these lines, compromising the quality, and invalidating of their scores. To avoid the irregularities, examination administrators should, for example, keep all related materials in locked rooms or cabinets and limit access to those materials to staff involved in the assessment process in aid of free flow of teaching and learning (Lehmann, 2020).

4.2 Procedural Concept of Effective Teaching and Learning

It has been critically confirmed that the success of examination administration depends solely on positive effective teaching and learning.

According to Lehmann, (2020):

The success of a class of students cannot be properly measured within the allocated time of examination administration, but it is a channel to determine the average capacity of the students' success after the contact hours allocated for the process of teaching and learning.

4.3 Conduct and Collation of Continuous Assessment

Since the total examination score is often determined based on two assessments: The continuous assessment and examination assessment. It is therefore agreed upon educational body of UNESCO (2022), which special consideration should be paid to students' pre-performance examination which must be physically appeared in the students total assessment chart. Based on this, in many institutions with a case study of Auch Polytechnic, Auch any student without continuous assessment score should be given 5 marks.

This means that, all examiners are expected to submit their Continuous Assessment (CA) to the Head of their Section at least two weeks through the sectional examinational officer before the commencement of the examination. A letter of complaint should also be written to the Head of Section against any students who failed to attend and submit assignment during the teaching and learning periods.

4.4 Drafting and Approval of Examination Times Table

This is a schedule designed for the conduct of examination. It is expected to be handled by a knowledgeable, skillful and time practically oriented body of scholars in order to promote proper capturing of all areas to be examined based on coherent time allocation, venues determination and allocation of invigilator without the clash of appearance. This is likely to be handled by the appointed examination officers or a times table consultant within and outside the institution.

In a polytechnic setting, the drafting and approval of examination timetable is often handled by a committee that is made up of the most experienced examination officers from all the available Schools. These officers are technically skilled and experienced in handling examination matters. The committee normally ensures that there are no clashes of students' courses, invigilators, time and venues allocation for the entire courses per day throughout the assigned examination time frame as determined by the academic calendar and approved by the institution. The completed proposed examination timetable is normally presented by the committee chairman to the Deputy Rector Academics for vetting and subsequently submitted same to the Rector as the overall chief examination officer of the entire institution for proper checking before the final presentation to the apex board in the polytechnic; the academic board for consideration and approval (Olatunji, 2021).

4.5 Collection of Examination Questions

In examination administration, it is expected that all academic staff members are acquaintance of how examination should look like in the areas of question and questioning: What, When, Why, How, Explain, List, Compare to mention but a few. These questions are to be structured based on management requirement and be submitted to the examination officers for both internal and external moderation based on the specification of time for the submission, at least a week before the commencement of the examination (Lehmann, 2020).. During this processes, examination linkage must not be welcome from any angle. If it happened, such questions must be proved not valid and another set of questions must be set by the initial examiner or a constituted body against the linked questions (Sulaiman, 2025).

4.6 Arrival of Invigilators

Examination invigilators are keenly expected to be the staff members of the institution irrespective of their areas of specialization who must be acquaintance of examination administration in terms of the rules and regulations governing the conduct of examination. Based on this, the invigilators are expected to be on ground in the examination office 30 minutes before the commencement of the examination. This will ensure prompt collection of the examination materials and get to the examination hall before the stipulated time for the examination. Such materials must be properly confirmed, sealed and shown to the students under the same conditions (Omooloja, 2010).

4.7 Distribution of Exams

Examinations questions are expected to be distributed in the exam hall likely 10 minutes before the actual stipulated time on the examination papers. The hall will be wide open by the examination official 20 minutes prior to the start of the examination. When the hall is unlocked, students are expected to be seated for the commencement of the examination. The signing of the attendance sheet must be done both at the commencement of the examination and at the point of submission of the properly signed answer papers. The rules guiding the conduct of the examination should be carefully read before the students in order for them not to fall prey during and after the examination (Omooloja, 2010).

4.8 Commencement of the Examination

The commencement of the examination should be monitored by the examination officer, invigilator(s) and the general supervisors who are expected to be on ground to ascertain the free flow commencement of the examination.

According to Gallonmore, (2024):

The commencement of examination marks the period of discharging the most expected result of a well conducted examination. At such stage, the examination administrators should be very vigilant, attentive and be doggish in the discharge of their examination duties and responsibilities.

4.9 Conclusion of the Examination

The conclusion of examination is often determined by the stipulated duration for the examination. They shouldn't be reduction in the allocated hours for the examination. This can be negatively affected due to certain circumstances that may go above the control of the examination administrators or otherwise before or during the process of the examination. At the conclusion of the exam, the students should be directed to stop writing, and the examination official will collect the answer sheets from the examinees (Omooloja, 2010). Then, they will be directed to sign out and the answer sheets submitted will be properly counted before the students and the general supervisors.

4.10 Submission of the Answer Sheets to the Examination officer

The properly counted and signed answer sheets by the invigilators should be returned to the examination officer with all the unused examination materials. The examination officer is expected to provide a recording booklet

where the reports of the submitted answer sheets will be properly documented (Sulaiman, 2024).

4.11 Interrupted Examinations:

Examination administration can be seen in two forms: a free flow examination and the interrupted examination. Unforeseen circumstances that necessitate an interruption of an examination must be brought to the attention of the office of the examination officer and be immediately reported to the head of the examination administrator for immediate attention (Lehmann, 2020).

5. Observations

It is administratively observed that, the real process of examination process has not comprehensively observed in all levels of education: Pre-Secondary, Secondary and Post Secondary level (Higher Institution) taken Polytechnic as a yard stick. Based on this, a very low success is often attained at the end of the examination conducted. This often led to a lot of setback, such as pending results.

6. Conclusion

It is therefore concluded that, examination and its means of administration are among the most important fundamental parts of teaching and learning processes. It is expected to be carried out at all levels of teaching and learning in different institutions of learning irrespective of their levels based on the resourceful rules and regulations as laid down in the Polytechnic settings under the management of academic boards where the processes are normally observed, considered and generally approved; Departmental, School board and the central academic board in the Polytechnic.

References

- Akinyoade, C.N.N. (2025). *Measurement and Evaluation of Examination*. Contercom Publishers.
- Ayorinde M, (2023). *The Principles and Concepts of Administration in Examination Processes*. Emilong Communication.
- Nagahanjr P.O.P (2020). *Examination Ethics in the Phase of Polytechnic Education*. Contercom Publishers.
- Dutsinma, J. S. (2024). *Analysis of the Principles of Examination in the Processes of Education*. Longman Gronlund Communication.
- Lehmann, A.J. (2020). *Measurement and Evaluation in Education and Psychology*. World Press Communication.
- Okebukola, P. (2018). *Quality Assurance in Higher Education*. Lagos: Premium Press.

Olatunji, S. (2021).Administration of Examinations in Polytechnics.Nigerian Journal of Technical Education.

Omoolora J.P. (2010). Effective Test Administration in Schools: Principles and Good Practices for Examinations. SEWAGEN Communications.

Sulaiman D.I (2022). Towards Understanding the Processes of Examination: Need for Guardian and Counseling.Blue Minds Publishers.

Sulaiman D.I (2023).Research as a Body of Examinations.EXISWAC Academic Research and Educational Consultancy Services Company Limited.
www.exiswacjournals.com

Sulaiman D.I (2024). The Basic Ideas Involved the Practical Examination of Studio Art.EXISWAC Academic Research and Educational Consultancy Services Company Limited.www.exiswacjournals.com

Sulaiman D.I (2025). Research in Studio Art Practice, Its Examination and Administrative Processes.EXISWAC Academic Research and Educational Consultancy Services Company Limited.www.exiswacjournals.com