INSTITUTIONAL GOVERNANCE AND MANAGEMENT OF PUPILS' ASSESSMENT RECORDS IN UNIVERSITY DEMONSTRATION STAFF PRIMARY SCHOOLS, SOUTH SOUTH, NIGERIA

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Abstract

Management of pupils' assessment records in university staff schools needs to be thoroughly managed by teachers with lay down government policy in order to provide feedback to relevant stakeholders. This research is aimed at investigating institutional governance and management of pupils' assessment records in university staff primary schools in South South, Nigeria. The study employed descriptive research design of correlational type. The population of the study constitutes one hundred and ninety-five(195) teaching staff in four (4) University staff primary schools in South South, Nigeria, census sampling method was adopted because the population is relatively small. A researcher-designed questionnaire tagged: Institutional Governance and Management of Pupils" Assessment Questionnaire (IGMPAQ) was used to collect data. The instrument was validated by three experts, two (2) in Education Foundation Department and one in Educational Technology Department all in the University of Calabar. The reliability of the instrument was established using Cronbach alpha and the result showed coefficient of the sub scale of 0.72 and 0.82. Data was analyzed using inferential statistics of Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The findings of the study revealed that there is positive significant relationship between policy implementation and management of pupils' assessment records of University staff schools in South South Nigeria.However, there is no significant relationship between policy implementation and management of pupils' assessment records of University staff schools in South South Nigeria. Based on the findings it was among others that University management should provide all the needed facilities related to pupils' assessment records.

Keywords: Institutional Governance, Pupils' Assessment Records, Primary Schools, Nigeria.

Introduction

Primary education is a solid foundation basically laid for other academic programmes all over the world. The school provides ample opportunity for learners who are seeking to acquire the basic knowledge and skills they deserve for future growth. Nneka (2020) submitted that primary education offers diverse basic knowledge and manipulative skills that will enable the child to diversify curricula effectively in society within the limits of the child's capability. In Nigeria, primary education is the initial stage of learning how to read and write, focusing on basic academic skills, knowledge and development of pupils. At this stage, there is a need to add here that, though the importance of primary education cannot be overemphasized, its functions are detailed by the Federal Republic of Nigeria (2013) that primary school level is the key to the success or failure of the whole system education. The effective management of pupils assessment records for maximal growth and school output in primary schools should therefore not be undermined. The headteacher and assessment committee of the school are to ensure that teachers are managing all the resources assigned for pupils' assessment records in the university staff primary schools. The university staff primary schools are established with the following missions to; retain a high standard of education for staff children, maintain proximity to staff offices, gain quick attention for staff children during teaching and learning while their parents are at work, and serve as a platform for innovation and research laboratories for undergraduates in different field of knowledge in the universities.

As it has been observed by the researchers that schools under study produce variety of records in a session to facilitate smooth running of activities. Thus, the records of the pupils' assessment become critical to manage. These records are very useful in monitoring the progress as well as the performance of pupils in their studies. According to Abiodun-Oyebanji (2018) records management is the practice of tracking and maintaining records for an organization, from creation to disposal. Proper management of assessment records in schools helps pupils, teachers and parents to identify the strengths and weaknesses of pupils in their academic roles per term in a session of a school year. If such records of each pupil performance are not properly managed the school valuable information would be lost.

Nkwocha (2004) defines assessment as the use of various methods and sources to thoroughly gather and assess information about a person, group, or event. This implies that assessment records document pupils' academic scores from classwork, assignments, and tests. These scores are compiled alongside examination results on a broadsheet, manually summarized in the school diary, and recorded in pupils' report cards at the end of each term or session by class teachers. These report cards serve as valuable references for future decision-making in schools.

To ensure accuracy, teachers must be well-trained in documenting assessment records effectively. Proper management of these records play a crucial

role in achieving educational objectives and driving positive outcomes. Additionally, the educational relationship between pupils and schools may extend beyond graduation, as former pupils may return to request relevant assessment records or recommendation letters for further studies (Adade, Dampson, Quashaigah & Eshun, 2018). These records remain in the school system for a period and should be properly managed by the administration, particularly in cases where behavioral concerns arise long after graduation.

Unegbu and Adenike (2013) posits records management as the classification, identification, storage, access, security, dispositions and use of records to supports an organization's mission. Well managed continuous assessment records of pupils in schools provides adequate feedback, target institutional support and also give teachers directives on effective future lesson planning and grading purposes. With regards to policy guideline, teachers collate pupils' assessment records in primary schools for progressive compilation of academic report from different sources such as tests, examinations, quiz competitions and so on which account for 40% on formative tests and examination 60% on summative test making the total scores of 100% respectively. Consequently, not all of the pupil's information can be considered as records until they satisfy the authenticity that is the records given must be true, correct, and original (Egwunyenga, 2009).

Meanwhile the National Policy on Education (Federal Republic of Nigeria, 2013) had earlier recommended that the educational assessment of the Nigerian child should be liberalized by basing them in whole or in part on continuous assessment of the progress of the individual. Hence, management of pupil assessment records in the university staff primary schools under study is specifically guided with institutional policy for determining maximal learning outcomes through pupils' promotion, class placement, transferred certificates, certification on graduation, and awards on price-giving day and after successful completion of each term of the year in the schools for a set goal. Therefore, the purpose of receiving, storing, and managing pupils' assessment records, according to Philip and Udensi (2013) is to ensure accurate and proper records of achievement and growth.

Without proper management of pupils' assessment records, there will be no accountability. This aligns with the view of Ibara (2010). Unfortunately, the researchers observed with dismay that the management of pupils' records in the school under study has been compromised, a lot of pupils' assessment records have been misplaced, and some are torn thereby making it harder to identify areas of improvement or intervention by the school administration. Ibara (2010) also observed that the schools who claim to manage pupils' assessment records are keeping the records in the head teacher's office without careful organization of pupils' detail on the files. Some teachers create files quite alright without indicating series of test scores made on each subject along with progressive reports of their pupils and their observations on the files. Some teacher complaint when asked that they were not provided with adequate files, folders, shelves, cabinets or directed by

the head teachers, sectional heads or any of the committee member to keep their pupils' assessment in a burglary-proof rooms for safe keeping. Some teachers said they are constrained with time away from teaching and lesson preparation because of the increased number of pupils on enrolment also with limited educational resources. Some teachers seem to forget that assessment records management is directly their job for effective outcome.

Pupils' assessment records according to Fasasi (2004) are meant to enhance the performance of primary school administration being that an important committee set up by the school management ought to do a proper follow-up on how pupil assessment records are managed by the teachers. This unpleasant situation is not only affecting the pupils but the entire university system because one the its importance of establishing the university demonstration staff primary school is to serve as research laboratory for undergraduates from different faculties in the university. Based on this, there is a possibility to cause disputes between teachers and between the schools and researchers who are seeking to gather data for research on pupils' academic growth or between the teachers and parents who are curious to know the progressive academic feedback of their children on performance even though report cards is usually given to the pupils at the close of each term. Despite the government's and university's huge efforts to adopt the continuous assessments policy in 1977 as enumerated to:

- keep pupils/students and teachers busy through their learning and teaching;
- reduce the pressure and tension caused by one single final examination at the end of the term;
- reduce the incidence of examination malpractice and provide a basis for more effective guidance of the child;
- provide a basis for the teacher to improve his instruction method and strategies; and
- enable teachers to become more flexible and innovative in their instruction.

University management has tried its best to provide adequate facilities, train teaching staff on the knowledge and skills needed for the management of pupils' assessment records, set up committees for regular updates of pupils' assessment records, ensure that assessment records are easily accessible and so on. With all of this laudable provision made, managing pupil assessment records have shown great disparity with Institutional policy.

Iwuhiwhu (2005) emphasized that inadequate quality and quantity of record management in school systems negatively impacted efficiency and organization. He highlighted that manpower is employed without prejudices to qualitative record management. Consequently, the committee's supervision of pupils' records management across all classes is aligned with the school's goals. However, while the policies are well stated, their implementation remains a challenge (Oyeyemi, 2015). Assessment records serve as official documents for school awards, innovations and research grounds for undergraduate and postgraduate students leading to positive

outcomes in the educational system, though institutional governance in terms of policy implementation and maintenance of assessment record facilities in the university staff primary schools has not attained good success perceived to be improper management of facilities like insufficient classroom space and management other management factors teachers training on assessments record management and shortcomings of school assessment committee of the school.

Institutional policy implementations on assessment records are recommended for a good management of pupils assessment records. This aligns with Oyedekun, Aburime, and Ambali (2021) who conducted a comparative study on the importance of school records management on pupils learning progress in public primary school in Kwara state, Nigeria. A descriptive survey research design was adopted for the study and school headteachers constituted the sample. Checklists and observational questionnaires served as instruments for data collection. Results of the findings majorly pin- point on two challenges: (1) many records were too old due to weeding as a result of preservation measures in place and (2) records were still stored manually in paper files, shelves, and cabinets, making retrieval cumbersome.

Similarly, Amaefule and Eshiet (2021) investigated the implications of school record management on teaching and learning in secondary schools in Akwa Ibom state. The study used a descriptive survey research design, with a population of 7240 (262) principals and 6978 teachers obtained from all (262) public senior secondary schools in Akwa Ibom State. The sample size of this study consisted of 802 respondents drawn from secondary schools in the state using a researcher-developed questionnaire titled "Impact of School Record Management on Teaching and Teaching Questionnaire (ISRMTLQ). The instrument was duly validated by experts and 0.78 was obtained as the logical validity index. The findings of the study revealed that many teachers use the manual method of school record management, and few teachers use the computerized method. The study recommended that the teachers in Akwa Ibom state should migrate from manual school records management to a computer-based system. Updating pupils' assessment records is a required policy protocol for ensuring accuracy and completeness in university staff primary schools in Nigeria.

Almustapha and Dahiru (2024) conducted a study on the level of record keeping and records management among basic schools in Zamfara state, Nigeria. To achieve this objective two research questions were established to guide the study. The study used a survey research design. The population comprised 126 teachers from government-owned basic schools, selected through simple random sampling techniques. Data collection was conducted using a researcher-structured questionnaire, and analysis was carried out using descriptive statistics. Findings showed that both the level of records-keeping and records management in Bungudu Local Government Area were moderate. The study recommended that the government should provide essential materials and resources for effective records management and ensure that in-service teachers and school personnel receive proper training in record-keeping.

In another study, Okoroma (2005) examined the effective implementation of continuous assessment policy and academic achievement of secondary school students' implication for compelling in Port Harcourt, Rivers State. The study involved 515 principals and teachers in urban schools, using a survey research design. The questionnaire was the main instrument and the chi-square statistical method was used to analyze the data obtained. The result of the finding reveals that inadequate funding and lack of commitment by both school proprietors and teachers are the major impediments to counseling. The study recommended that teachers who are the primary facilitators of continuous assessment should be adequately encouraged.

Odeniyi and Adeyanju (2020) evaluated the school records management in secondary school in the FCT, Nigeria. The study adopted the descriptive research design, and the target population was selected from ten secondary schools in FCT. , The study sample was 80. A researcher designed titled Assessment of School Record Management in Secondary Schools in FCT (ASRMSS) was used for data collection. The study established that the following records were frequently used in the schools; logbooks, registers of attendance, lesson plans, syllabus, staff movement registers, visitor's register, register of admission/withdrawal registers. However, many of these records were not properly maintained and therefore the task of verifying this information was tedious. Some of the issues that were captured included delayed supply of school records, inadequate funding for the programs, lack of training for teachers in the various programs, and lack of backup systems for all the programs. Recommendations included the need for stakeholders to prioritize proper records management to enhance efficiency in school administration.

Adebowale and Osuji (2008) investigated record-keeping practices among primary school teachers in selected local government areas of Ondo State, Nigeria. Data were collected using a questionnaire titled "Questionnaire on Record Keeping Practices of Primary School Teachers" and the data were analyzed using descriptive statistics. The findings showed that although the teachers were familiar with some principles of record keeping, they were not proficient in most of the operational procedures and did not demonstrate the knowledge of using record keeping to further the development of teaching and learning activities. Equipment that could be used for safe-keeping of records were not available. Given the importance of record keeping towards the successful implementation of the country's Universal Basic Education Programme, the researchers recommended that teachers undergo regular in-service training in record keeping and retrieval. Furthermore, teacher preparation programs should incorporate record-keeping skills development to improve future practices.

Sostina and Patrick (2019) carried out a research on records management practices in Primary Schools in Support of Good Governance and Organizational accountability in the Bulawayo Province, Zimbabwe. The purpose of this study was to investigate records management practices in selected primary schools in

Zimbabwe as factors that contribute to governance, identity, research, and memory needs. Independent research addressing records management practices in the context of the developing world is far from extensive. Using the survey approach, this study triangulated a pretested questionnaire, document analysis, an interview schedule, and observation techniques to collect data from a sample of 128 primary schools. Data were analyzed using SPSS software and thematic analysis. Records were not managed according to best practices and there was limited compliance with legislation. The situation had the potential to deprive society of access to the records with integrity and an impairment of corporate memory. The National Archives did not play an active role in the management of school records in violation of its mandate. findings contribute to a better understanding of records management practices in schools and guide those seeking to learn about and apply proper records management practices in a school environment. Proper records management will promote good governance in primary schools; and enable a pathway for compliance administration and organizational accountability.

The general observation drawn from these studies is that school records are very useful in enhancing accuracy, access and decision making in schools. However, some of the difficulties include the use of manual records, inadequate funding, poor compliance to policies, and lack of proper training for teachers. Based on the findings, the author recommends that schools should adopt digital record management system, train teachers and allocate enough resources for records management. In this way, the schools can improve organizational effectiveness, promote educational legislation, and sustain effectiveness in managing the records of learners for the long term.

The purpose of the study is to examined institution governance and managements of pupils' assessment records in South- South Nigeria, specifically, the researchers intend to find out whether there is relationship between:
1. Policy implementation and management of pupils' assessment records of University staff schools in South South Nigeria
2. maintenance of facilities and management of pupil's assessment records of University staff schools in South South, Nigeria.

Hypotheses
Two null hypotheses were formulated to direct the study thus;
Hypothesis One: There is no significant relationship between policy implementation and management of pupils' assessment records of University staff schools in South South Nigeria

Hypothesis Two: There is no significant relationship between maintenance of facilities and management of pupil's assessment records of University staff schools in South South, Nigeria

Methodology

This study employed descriptive research design of correlational type. The area of the study is university staff primary schools South-South Nigeria. The Population is made up of one hundred and ninety-five(195) teaching staff in four (4) University staff primary schools thus; Fifty-two from University of Calabar, (UNICAL), thirty-two from University of Uyo (UNIUYO), Forty-five (45) from University of Port Harcourt (UNIPORT) and sixty-six (66) from South South Nigeria. The sampling technique adopted for this study was census method; this was adopted because the population is relatively small and manageable by the researchers. A Fourteen (14) item instrument was developed by the researchers titled "Institutional Governance and Management of Pupils' Assessments Records Questionnaire (IGMPARQ)". This questionnaire served as a main instrument for data collection. The questionnaire was made up of two sections on four points scales measuring policy implementation, maintenance of facilities with response rubric of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was validated by three expert, two (2) in Education Foundation Department and one in Educational Technology Department all in the University of Calabar. The experts' recommendation led to the production of the final instrument used for data collection. The reliability of the instrument was established using Cronbach alpha and the result showed that coefficient of the sub scale ranged from 0.72 to 0.82, which showed that the instrument was reliable. Inferential statistics of Pearson Product Moment Correlation (PPMC) was used to test the two research hypotheses at 0.05 level of significance through Statistical Package for Social Science (SPSS) version 25 was used for data analysis and the results are presented as follows.

Results

Hypothesis One: There is no significant relationship between policy implementation and management of pupils' assessment records of University staff schools in South South Nigeria

Table 1: Paired Sample t – test of relationship between policy implementation and management of pupils' assessment records of University staff schools in South South Nigeria

Variable	$\overline{X}$	SD	r-value	Sig-value
policy implementation	19.27	4.92		
			.86	0.000
Pupils' assessment records	17.50	4.92		

*Significant at the 0.05 level of significance

Table 1 shows that there is significant relationship between policy implementation and management of pupils' assessment records of University staff schools in South South Nigeria (r = .86; p = 0.000). Therefore, the null hypothesis is rejected at the 0.05 level of significance.

Hypothesis Two: There is no significant relationship between maintenance of facilities and management of pupil's assessment records of University staff schools in South South, Nigeria

Table 2: Paired Sample t – test of relationship between maintenance of facilities and management of pupil's assessment records of University staff schools in South South, Nigeria

Variable	$\overline{X}$	SD	r-value	Sig-value
Maintenance of facilities	17.40	5.23		
			- 0.26	0.788
Pupil's assessment records	17.50	5.23		

Not significant at the 0.05 level of significance

The information in Table 2 reveals that there is no significant relationship between policy implementation and management of pupils' assessment records of University staff schools in South South Nigeria (r = -0.26; p = 0.788). Hence the null hypothesis is upheld at the 0.05 level of significance.

Discussion of Findings

Findings shows that there is positive significant relationship between policy implementation and management of pupils' assessment records of University staff schools in South South Nigeria. This implies that pupils assessment records management in University staff schools in South South Nigeria is in line with policy implementation. This finding is not in tandem with the submission of Oyedekun, Aburime and Ambali (2021) disagreement between policy implementation and management of pupils' assessment records due to obsolete or archaic way of record keeping (records are still stored manually in paper files, shelves and cabinet). Also, the finding is not consistent with that of Amaefule and Eshiet (2021) that many teachers use the manual method of school record management and few teachers use the computerized method.

It is also revealed from the study that there is no significant relationship between policy implementation and management of pupils' assessment records of University staff schools in South South Nigeria. In this context as maintenance of facilities is being improved upon pupil's assessment records is not properly kept. This finding deviated from the submission of Almustapha and Dahiru (2024) that there is relationship between school records keeping and school record management in basics schools in Zamfara state, Nigeria. The findings is consistent with the submission of Okoroma (2005) that there is no relationship between assessment policy and academic achievement of secondary school students and that inadequate facilities, including funding commitment by both teachers and school authority are the major impediments for counseling

Conclusion
It is concluded from this study based on data collected and analysed that there is positive significant relationship between policy implementation and management of pupils' assessment records of University staff schools in South South Nigeria. However, there is no significant relationship between policy implementation and management of pupils' assessment records of University staff schools in South South Nigeria.

Recommendations
1) University management should do the needful by providing all the needed facilities related to pupils' assessment records. This would make implementation of assessment records policy practicable for achievement of school goals.
2) Schools committee on assessment records should be encouraged to supervise or provide training sessions to teachers for proper understanding on how to manage and maintain assessment records effectively.

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