

DOSSIERS UTILIZATION BY TEACHERS AND PUPILS' ACADEMIC PERFORMANCE IN PRIMARY SCHOOL IN UYO LOCAL GOVERNMENT AREA, AKWA IBOM STATE

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ABSTRACT

This paper sought to explain the influence of Dossiers on academic performance of pupils in pre-primary and primary schools in Akwa Ibom State, Nigeria. Four dossiers were specifically selected for the study. They were School Diary/Scheme of work, School Register, Continuous Assessment Record Booklet and Lesson notes. The researchers had tried to look at the positive influence of Diaries, School registers, Continuous Assessment Booklets and Lessons Notes on Academic performance of pupils. Using a non-parametric test-statistics of simple percentage and chi-square, the researchers tested the research questions/hypotheses based on data collected from the questionnaires administered to sample size of 60 pupils and 10 teachers. The total population was 200 pupils and 30 teachers from 25 public schools with pre-school facilities. The design was simple survey method with inferential statistics. The result showed a positive influence of the dossiers on academic performance of pupils in pre-primary and primary schools. It is recommended among others that effective utilization of dossiers by teachers and all stakeholders in education will give a positive result.

Keywords: Dossiers, Utilization, Teachers, Pupils, Academic Performance and Pre-primary School.

INTRODUCTION

Dossiers are document which contain personal data, academic performance (cognitive, affective and psycho-motive domains), reports academic sheets and terminal or transfer certificate, record of continuous assessment test. Eze, & Ijeoma, (2013). Dossier is a very important record kept in the school. It contains all the information needed from each pupil, home, parent/guardian, religion, age, sex, disabilities (if any), hobbies etc. Dossier means, to gather together various documents relating to the affairs of folders, label the spine of each folder and arrange the folders in a box. In wikipedia.Org, a dossier is a collection of papers or others sources, containing detailed information about a particular person or subject. In Dictionary Cambridge.org. A dossier refers to a collection of document that contains information in relation to a person or subject. From the definition above, school dossier is record of information gathered about the learner, the teacher and all stakeholders in the school system in order to achieve asset goal in education.

According to Ololube (2013), a good dossier keeping transcends into short and long term benefits such as accountability, management, guidance and counselling, information for parents, planning pupils academic achieve and behaviour, subject timetable, supervision etc. School dossiers are classified into two categories namely statutory and non-statutory dossier. Statutory dossiers are dossiers prescribed by education edicts as law of a state which must be maintained by school administration while non-statutory dossiers are not prescribed by law but they are equally important to the smooth functioning of a school.

Idu (2014) stated that at secondary and primary levels, the Federal Ministry of Education had issued guidelines regarding which records were statutory and non-statutory. Igwe (1990) and Abayi (1995) in Idu

(2013) stated statutory records thus; admission register, class attendance register, log book. Corporal punishment book, copies of last year's examination records and marks book, transfer certificate book, schools learning certificate book, circulars from ministry, sheet, continuous assessment master sheet. syllabus, Diary/scheme of work, School time table, National Policy on Education, visitors book, time and movement books, these records are compulsory for all schools to keep because they are the instruments for ascertaining of standards and for determining if good management has been maintained in the school.

According to Obineli, (2013), the non-statutory records also aid a school management in ensuring effectiveness such as; conduct book, subject class attendance book, lesson notes, duty roster, fees register, inventory book, school calendar, health records, PTA records, stock books records for school building, school levy book, past pupil's records, etc.

Dossier utilization is the exhaustive use of dossiers as school records to enhance academic performances and progress of learners. Effective utilization of dossiers by teachers and learners are the hall mark of educational success. The idea of dossier utilization was introduced in the Nigerian educational system in 1969, following the outcome of the Nigeria Curriculum conference held in that year. It was not until 1977 that the maiden National Policy in Education was published. In it a new system of education was approved for the country. Okebukola, (2012).

The revised National Policy on Education (2004) (4th Edition) spelt out the need for Dossiers to be kept in all Nigerian school. It said educational assessment and evaluation shall be liberalized by their being based (in part) on continuous assessment of the individual (NPE 2004) revised. What this means is that when a child starts school in pre-primary, his personal information (name, age, parents, origin, height, sex, Weight, colour of the eye, disabilities) are collected by the school. The school generates data on year of admission, date of birth class on admission, gender, fees paid, etc. All these are placed in a file or folder and stored in a safe box in the school. When all these information are arranged in a systematic and logical ways, it is called school dossier.

The dossier also includes the academic performance of the pupils; from the first day the child steps into the school, his learning experiences and progress are consistently assessed, measured and evaluated. These records are cumulative. They are used to determine the extent to which the child has achieved his learning tasks.

The Weekly Diary of Work is an important record, which guides not only the teacher, the school administrator in knowing the work completed and the ones pending but also the inspectors of education in determining the extent of the school work done. A properly kept school diary creates a harmonious and productive relationship between the teacher and the learners. It has a great influence not only on the learning and development of pupils, but also adds value to the school as a reliable and strong academic institution. When the diary is systematically prepared and used in teaching the pupils, academic performance is improved because the learner will be adequately and effectively taught all the content of the scheme of work before any major examination (reviewers' finances online. com. school diary Price and software features 2020).

Attendance register is a tool to record the regularity of pupils, teachers and employee in day to day basis. Previously, the attendance registers were physically maintained on paper sheets or books. Slowly and gradually with increase in the usage of computers, people started to maintain records on the computer. Attendance registers are very useful In Keeping records of presence and absence of pupil's daily and average attendance of pupils and teachers.

Lesson notes is one of the non-statutory records in the school system. It is sometimes called notes of lesson. As Obomanu (2011) observes, lesson notes is compulsory for primary and secondary teachers to prepare before going to teach in the classroom. The basic of this is for such lesson notes to serve as a guide in the teaching process as well as aids in memory retention.

Continuous assessment is a mechanism whereby the final grading of pupils in the cognitive, affective and psychomotor domains of behaviour takes account in a systematic ways all his performances during a given period of schooling (www.researchgate.net Author Obinali Amaka Susang 2020). Continuous Assessment Record Booklet has positive influence on academic performance. A child with

updated continuous Assessment has the advantage of knowing examination results, cumulative analyses of his academic achievement, favourable comment by subject/class teachers and Head teachers. Moreover, step by step developments of content and systematic evaluation of learning outcomes are all re-enforcers for academic excellence. Generally, Anwana (2005: 296) observes that information from cumulative records can be useful in helping pupils to have self-understanding with regards to their academic, physical, emotional and social progress.

He further states that the learner cannot make any meaningful progress in academic work if there are no cumulative records use in the school to help the Guidance counsellor his/her counselling and Guidance session.

Academic Performance has much to do with test, measurement and evaluation in the cognitive domains of bloom's taxonomy. It can also be determined in terms of the learner's intelligences and overall ability in consideration of cognitive, affective and psycho-motive domain of knowledge. It was against this back drop of finding the relevance of school dossier and academic performance of pupils in pre-primary and primary schools that this study was conducted.

In the realm of Early Childhood Education, the quest to optimize teaching methods to improve academic performance is ongoing. Teachers are continually seeking strategies that cater to the diverse needs of their pupils. One of such strategy involves the systematic use of pupils' dossiers-comprehensive records that detail various aspects of a pupil's academic journey, including their academic performance, behaviour, health, and personal development. This study investigates the utilization of dossiers by teachers and its potential impact on the academic performance of primary school pupils. By examining how personalized instruction, continuous monitoring, and data-driven decision-making facilitated by dossiers influence learning outcomes, this research aims to provide insights into best practices that can enhance educational achievement.

Statement of the Problem

The effectiveness of teaching methods on the academic performance of primary school pupils remains a critical area of concern in Early Childhood Education. Despite numerous pedagogical strategies employed to enhance learning outcomes, there is a lack of comprehensive understanding regarding the impact of systematically utilizing pupils' dossiers by teachers. Dossiers, which contain detailed information on pupils' academic records, behaviour, health, and personal development, are underutilized in many educational settings.

This study seeks to address the problem of whether the structured and strategic use of dossiers by teachers can significantly improve the academic performance of primary school pupils. It aims to explore how personalized instruction, continuous monitoring, enhanced communication, and data-driven decision-making facilitated by the use of dossiers affect pupils' learning outcomes. The findings will contribute to developing best practices for dossier utilization, ultimately aiming to optimize teaching methods and improve educational achievement in primary schools

It is generally observed that the declining manpower productivity and poor academic performances by the learners are partly, based on inaccurate and improper keeping of academic record in school, and partly on non-existence of such records in schools. Again, it is not yet clear whether the pupils in pre-primary and primary school have benefited much from school records which constitutes Dossiers. Therefore, the problem is whether effective utilization of school Dossiers by teachers can influence academic performances of the pupils

Purpose of the Study

1. To ascertain the extent to which school dairy influences academic performances of pupils.
2. To examine the influence of school register in academic performance of pupils.
3. To determine the influence of continuous assessment on pupils performance in primary schools.
4. To determine the influence of notes of lesson on pupils academic performances.



Research Questions

1. What is the influence of school diary on academic performances of pupils in pre-primary and primary school?
2. To what extent does school register influence academic performances of pupils?
3. How does continuous assessment influence pupil's performance?
4. To what extent does a note of lesson influence academic performance of pupils?

Hypotheses

1. There is no significant influence of school diary on academic performance of pupils.
2. There is no significant influence of school register on pupil's performance.
3. There is no significant influence of continuous assessment on academic performance of pupils.
4. There is no significant influence of notes of lesson on academic performance of pupils.

RESEARCH METHOD

A survey inferential design was adopted for the study. The design is considered suitable for the study because the data collected were counted and not measured, the relevant test-statistic would be descriptive analysis and secondly the variables involved were not subjected to manipulations or control. The study was carried out in Uyo Local Government Area of Akwa Ibom State. The Coordinates of Uyo is $5^{\circ}21' N$; $7^{\circ} 55' E$ (en.m.wikipedia.org (down loaded 2021). Uyo lies in a serene Tropical Rain Forest Zone of Southern Nigeria. The undulating topographical Landmass with beautiful landscapes slopes gently, through Uruan into the ocean. The ravine provides attractive features for tourism. Uyo is the capital city of Akwa Ibom State, South-South Nigeria habited mainly by Ibibio people. The Population density is 440,000 (urban Agglomeration) according to 2016 estimate. Source; www.britanica.com (Revised and updated by Amy, Mckenna (2021). The population for the study covered only 25 pre-primary and primary school in Uyo Local Government Area which had facilities for running pre-school for children aged 3 -5 years. The total population was 200 pupils and 30 teachers. The sample size of 60 pupils and 10 teachers were randomly selected without replacement for the research work. For the purpose of the study, a researcher made instrument was made for data collection known as Dossiers Utilization by Teachers and Pupils' Academic Performance (DUTPAP) which has two sections A and B. Section A elicited demographic information on Dossiers utilization by teachers and pupils' academic performance (10 items) each with a total of thirty (30) items. Ten items which were constructed on a 4-point scale of response variations ranging from the highest; strongly agree 4 points, Agree 3 point; disagree 2 points; strongly disagree 1 point. The instrument was subject to face validity by experts in Test and Measurement. The instrument was tested on a small sample first and the result showed that both the pupils and their teachers understood the questions. There were no ambiguous questions. The data collected were coded and analysed using simple percentage analysis for DUTPAP which yielded a reliability co-efficient of 0.73. The research instrument were personally distributed to teachers handling those classes selected. The pupils' responses were obtained and ticked as shown on the columns. Spearman Rank Correlation Coefficient (Rho) was used for research questions as well as for testing the null hypotheses at 0.05 level of significance. A co-efficient of 0.73 showed that there was positive response hence the instrument was reliable. To take decision as regards the hypotheses, whenever the cal-value (r-cal) is greater than critical-value (r-crit), the null hypothesis is rejected and vice versa the null hypothesis is accepted.

RESULTS

Research Question one: What is the influence of school diary on academic performance of pupils in pre-primary and primary schools?

The following are for answering Research Question one

Table 1: Spearman Rank Correlation Coefficient (Rho) Analysis of the relationship between School Diary and Academic Performance of Pupils

SN	SA(4)	A (3)	D (2)	SD (1)	TOTAL
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1.	80	48	36	6	170
2.	88	69	20	8	176
3.	76	72	16	10	174
TOTAL	244	180	72	24	520

$$\begin{aligned} \text{Percentage position} &= \frac{\sum SA + \sum A}{\sum Total} \times \frac{100}{1} \\ &= \frac{244 + 180}{520} \times \frac{100}{1} \\ &= 81.5\% \end{aligned}$$

Data in Table 1 Shows that, the simple percentage of 81.5% response was high on the positive scale. Therefore, School Diary has positive influence on academic performance of pre-primary and primary school pupils.

Research Question Two: To what extent does school Register influences academic performance of pupils? The following are for answering Research Question Two

Table 2: Spearman Rank Correlation Coefficient (Rho) Analysis of the relationship between School Register and Academic Performance of Pupils

SN	SA(4)	A (3)	D (2)	SD (1)	TOTAL
4.	64	60	20	14	170
5.	90	20	24	5	176
6.	96	24	22	4	174
TOTAL	252	183	66	23	520

$$\begin{aligned} \text{Percentage position} &= \frac{\sum SA + \sum A}{Grand Total} \times \frac{100}{1} \\ &= \frac{254 + 183}{524} \times \frac{100\%}{1} \\ &= 83\% \end{aligned}$$

Data in table 2 shows that, the simple percentage of 83 was positive. Therefore, school register has positive influence on academic performance of pupils in pre-primary and primary schools.

Research Question Three: How does continuous assessment influence academic performance of pupils in pre-primary and primary schools?

The following are for answering Research Question Three.

Table 3: Spearman Rank Correlation Coefficient (Rho) Analysis of the relationship between Continuous Assessment and Academic Performance of Pupils

SN	SA(4)	A (3)	D (2)	SD (1)	TOTAL
7.	92	69	18	5	185
8.	80	69	20	7	176
9.	60	63	18	18	159
TOTAL	232	201	56	30	519

$$\begin{aligned} \text{Percentage position} &= \frac{\sum SA + \sum A}{Grand Total} \times \frac{100}{1} \\ &= \frac{232 + 201}{519} \times \frac{100}{1} \end{aligned}$$

$$\frac{519}{619} = 83.4\%$$

Results presented on table 3 showed that, the positive influence is 83.4%. It is an indication that, systematic continuous assessment recording contributed to high academic performances of pupils in the lower Basic Education Sector.

Research Question Four: To what extent does lesson notes influence academic performance of pupils in pre-primary and primary school?

The following are for answering Research Question Four.

Table 4: Spearman Rank Correlation Coefficient (Rho) Analysis of the relationship between Lesson Note and Academic Performance of Pupils

SN	SA(4)	A (3)	D (2)	SD (1)	TOTAL
10.	80	51	20	13	164
11.	64	75	30	4	173
12.	92	60	20	7	179
TOTAL	236	186	70	24	516

$$\begin{aligned} \text{Percentage position} &= \frac{\sum SA + \sum A}{\text{Grand total}} \times \frac{100}{1} \\ &= \frac{236 + 186}{516} \times \frac{100}{1} = 82\% \end{aligned}$$

The results presented in table 4 revealed that, there was 82% positive influence. The indicated that teachers' lesson notes and effective use of it in lesson delivery impacted very much on academic performance of pupils in pre-primary and primary schools.

TEST OF SIGNIFICANCE AND INTERPRETATIONS

Section A: School Diary and Academic Performance of Pupils

SN	SA	A	D	SD	TOTAL
1.	0 80 E 80	48 59	36 24	6 8	170
2.	0 88 E 83	60 61	20 24	8 8	176
3.	0 76 E 82	72 60	16 24	10 8	174
TOTAL	244	180	72	24	520

$$\begin{aligned} \text{Chi-square (X}^2\text{)} &= \text{Chi-square (X}^2\text{)} = \sum \frac{(O-E)^2}{E} \\ &= 2.05+5+0.5+0.3+0.01+0.67+0.4+2.4+2.4+2.67+0.5= 15.5 \end{aligned}$$

$$X^2 = 15.5$$

$$\begin{aligned} \text{Contingency coefficient (C)} &= \sqrt{\frac{X^2}{X^2 + N}} \\ &= \sqrt{\frac{15.5}{15.5 + 60}} = \sqrt{\frac{15.5}{75.5}} = 0.45 \end{aligned}$$

Testing Hypothesis I

H0 = There is no significant influence of school diary on academic performance of pupils in pre-primary

and primary schools.

From the test conducted with the above data, the result was as follows:

N	Df	Alfa	Critical value	Calculate X2 value	C	Inference	Decision
60	6	0.05	12.59	15.5	0.45	Significant	H ₀ rejected

Interpretation of the result

The test was conducted at 6 degree of freedom and the probability (Alfa) level of 0.05 for a non-directional test. The critical table value was 12.59 while the calculated x² value was 15.5. Since the calculated X² value exceeded the critical table-value the null hypothesis (H₀) was rejected. Therefore, the Alternative hypothesis (H₁) showing significant influence was accepted. Secondly the contingency coefficient of 0.45 indicated a positive but average relationship between the use of school Diary and academic performance of pupils in pre-primary and primary school.

SECTION B: Register and academic performance of pupils

SN	SA	A	D	SD	TOTAL
4.	0 64 E 76	60 55	20 20	14 7	158
5.	0 92 E 87	60 63	24 23	5 8	181
6.	0 96 E 90	63 64	22 23	4 8	185
TOTAL	252	183	66	23	524

$$\text{Chi-square } X^2 = 1.9 + 0.5 + -7 + 0.3 + 0.14 + 0.04 + 1.1 + 0.4 + 0.02 + 0.04 + 2 = 13.4$$

$$\text{Contingency coefficient (C)} = \sqrt{\frac{15.5}{75.5}} = 0.42$$

Testing Hypothesis II

H₀ = There is no significant influence of school register on academic performance of pupils in pre-primary and primary schools.

The test conducted above revealed the following result.

N	Df	Alfa	Critical value	Calculate X2 value	C	Inference	Decision
60	6	0.05	12.59	13.4	0.42	Significant	H ₀ rejected

Interpretation of the result

The test on 60 respondents was conducted at 6 degree of freedom and 0.05 level of significance. The calculated x² value of 13.4 was greater than the critical-value of 12.59, hence the rejection of the null hypothesis (H₀). The contingency coefficient of 0.42 indicated positive relationship between the variables. Therefore, School register when properly kept influence academic performance of pupils in pre-primary and primary school.

SECTION C: Continuous Records and Academic Performance of Pupils

SN	SA	A	D	SD	TOTAL
7.	0 92 E 82	69 71	18 20	5 11	158
8.	0 80 E 79	69 68	20 19	7 10	181

9.	0 60 E 71	63 62	18 17	18 9	185
TOTAL	232	201	56	30	519

$$\text{Chi-square } X^2 = 1.9 + 0.5 + .7 + 0.3 + 0.14 + 0.04 + 1.1 + 0.4 + 0.02 + 0.04 + 2 = 13.4$$

$$\text{Contingency coefficient (C)} = \sqrt{\frac{15.5}{75.5}} = 0.42$$

Testing Hypothesis III

H_0 = There is no significant influence of Continuous Assessment Records on academic performance of pupils.

The test conducted above revealed the following result.

N	Df	Alfa	Critical value	Calculate X^2 value	C	Inference	Decision
60	6	0.05	10.49	13.4	0.46	Significant	H_0 rejected

Interpretation of result

From the result, test was significant at 6 degree of freedom and 0.05 level of significance. The calculated x^2 value of 16.49 was greater than the critical table value of 12.59 hence the rejection of the Null Hypothesis (H_0) of no significant influence of Continuous Assessment on Academic performance of pupils secondly the contingency coefficient (c) of 0.46 indicated that the magnitude of influence was average and positive. Therefore Continues Assessment Records have influence on academic performances of pupils in pre-primary and primary schools.

SECTION D: Lesson Notes and Academic Performance of Pupils

SN	SA	A	D	SD	TOTAL
10.	0 80 E 75	51 59	20 22	13 8	164
11.	0 64 E 79	75 62	30 23	4 8	173
12.	0 .92 E 82	60 65	20 2.4	7 8	179
TOTAL	236	186	70	24	516

$$\text{Chi-square } X^2 = \frac{\sum (O-E)^2}{E}$$

$$0.3 + 1.1 + 0.2 + 3.1 + 2.8 + 2.72 + 2.13 + 2 + 1.2 + 0.4 + 0.4 + 0.6 + 0.13 = 16.68$$

$$\text{Contingency coefficient (C)} = \sqrt{\frac{X^2}{X^2 + N}} = \frac{16.68}{7.668}$$

$$C = 0.47$$

Testing Hypothesis I

H_0 = there is no significant influence of lesson Notes on academic performance of pupils.

The result of the above test is as follows:

N	df	Alfa	Critical value	Calculate X^2 value	C	Inference	Decision
60	6	0.05	12.59	16.68	0.47	Significant	H_0 rejected

Interpretation of the result

The test was conducted to determine whether lesson notes has any significant influence on academic performance of pupils in pre-primary and primary Schools. At 6 degree of freedom and 0.05 Level of significance, the Calculated Chi-square Value (χ^2) of 16.68 exceeded the Critical table value of 12.59, thus causing the Null Hypothesis H_0 to be rejected. The Contingency Coefficient c of 0.47 indicated average and positive relationship between the two variables. This means that there is a significant influence of Lesson Notes on academic performance of pupils.

DISCUSSION ON FINDINGS

This paper has examined Dossier Utilization by teachers and its effect on pre-primary and primary school pupils. The researchers found out that there was a positive influence of dossiers on academic performance of the pupils selected for the study. School Diaries, Registers, Continuous Assessment Dossiers and Lesson Notes were specially chosen for the study. From the Questionnaires items collected, the analyses and findings, all showed positive responses when tested on a 4-point scale of preference and chi-square test statistics.

In the discussion, the result of the hypotheses were discussed and they all showed positive influence on academic performance of pupils in pre-primary and primary schools.

The result of hypothesis I was positive meaning that the school Diary/scheme of work has significant influence on academic performance of pupils. This is in line with Reviewers Finance online.com (2020) which states that Diary/scheme of work has a great influence not only on learning and development of pupils, but also adds values to the school as a reliable and strong academic institution.

The result of hypothesis II is also positive signifying that school attendance Register has influence on academic performance of pupils. The result supported the view of 'word of knowledge. Com>Register in school. Retrieved (2021) which stated that school Register promoted efficiency in record keeping and passing information about academic achievement status and roles of each scholar.

On Hypothesis III, the result showed a positive influence of continuous Assessment on academic performance of pupils. This is in line with Anwana (2005) who observed that a child with updated continuous Assessment has the advantage of knowing examination result; cumulative analysis of his academic achievement and his future potential.

The findings of Hypothesis IV that lesson notes has positive influence on academic performances of pupils is in line with Obomanu (2001) who reported that lesson notes is compulsory for primary and secondary teachers to prepare before going to teach in the classroom.

CONCLUSION

The study concludes that the effective utilization of student dossiers by teachers significantly affects the academic performance of pre-primary and primary school pupils. By leveraging the detailed information contained in dossiers, teachers can provide personalized instruction, continuously monitor progress, communicate effectively with stakeholders, manage behaviour more efficiently, and engage in professional development. These practices collectively contribute to improved educational outcomes. The findings underscore the need for schools to adopt systematic approaches to dossier utilization, ensuring that all students benefit from a tailored and supportive learning environment. This research provides a foundation for further exploration into best practices for dossier use in educational settings, ultimately aiming to enhance teaching methods and student achievement in primary schools.

The overall result is hereby stated as follows:

- i. That school Diary/scheme of work has positive influence on academic performance of pupils.
- ii. The School Register has positive influence on academic performance of pupils.
- iii. That Continuous Assessment Record has positive influence on academic performance of pupils.
- iv. That the use of lesson notes by teachers has positive influence on Academic Performance of pupils.

In conclusion, it is clear that effective utilization of school Dossiers promote academic excellence.

For school administrators and teachers to be relevant in today's technological age, accurate profiling of learners should be practiced. Past records, when properly kept, become instruments for development in the present and future.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed to optimize the use of dossiers and improve academic performance in pre-primary and primary schools:

- i. Teachers should update the School Diary/Scheme of work in order to be efficient in the pedagogical enterprise.
- ii. The School register should be kept by the Head-teacher. All new and old intakes should be included in the register and their information should be updated. Also class attendance should be marked whenever school opens for the day's activities. All other information about the learner should be filled in the register as appropriate.
- iii. Continuous Assessment Record Booklet should be provided for every learner. Test, Assignment, projects and examination scores undertaken by the learner should be properly recorded and preserved. Continuous Assessment should be consistent and systematic so as to help in the final grading of the learner's academic achievement.
- iv. Teachers should endeavour to write and use complete Lesson Notes (not skeletal or guidelines) in the class. Varieties of methods and strategies should be used in evaluation of the learner.
- v. Finally, Teachers and Parents should have regular meeting whereby inadequacies which may cause underachievement for the learners can be discussed. When parents take positive interest in their wards (s) academic pursuit, the learner stands to make a steady progress in educational and social development.
- vi. Professional Development for Teachers: Provide training sessions on the effective use of dossiers to personalize instruction and track student progress. Encourage continuous professional development focused on data-driven decision-making and dossier management.
- vii. Systematic Implementation of Dossiers: Standardize the format and content of student dossiers across the school to ensure consistency and comprehensiveness. Integrate dossier management into the school's administrative processes and educational practices.
- viii. Enhanced Communication and Collaboration: Facilitate regular parent-teacher meetings to discuss dossier insights and collaboratively develop strategies for student support. Promote collaborative planning among teachers, allowing them to share successful strategies and interventions documented in dossiers.
- ix. Continuous Monitoring and Feedback: Implement regular reviews of dossier data to monitor student progress and identify areas needing intervention. Use dossier information to provide timely and constructive feedback to students, helping them understand their strengths and areas for improvement.
- x. Integration of Technology: Utilize digital platforms for dossier management to streamline data entry, storage, and retrieval, making it easier for teachers to access and use the information. Encourage the use of educational software that can analyse dossier data and provide actionable insights for personalized instruction.
- xi. Regular Evaluation of Dossier Utilization: Conduct periodic assessments to evaluate the effectiveness of dossier utilization in improving academic performance. Gather feedback from teachers, students, and parents to refine dossier management practices and address any challenges.

By implementing these recommendations, schools can enhance the systematic use of dossiers, leading to more effective teaching methods and improved academic outcomes for pre-primary and primary school pupils.

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