



Research Article

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Quality Assurance Indicators and Sustainable Assessment Integrity in Universities in Nigeria

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Abstract

The focus of the study was to examine quality assurance indicators and sustainable assessment integrity in universities in the South-South Geopolitical Zone, Nigeria. The study was guided with four questions and four hypotheses. A review of literature was carried out theoretically, empirically, and conceptually on the variables that were identified for the study. A survey with 1812 academic staff from ten (10) universities in the study area was carried out. The study instrument was titled "Quality Assurance Indicators and Sustainable Assessment Integrity Scale (QAISAI)" was developed by the researchers for data collection. The validity was established by the measurement and evaluation experts, and the reliability of the instrument was established using the Cronbach alpha technique. Data obtained was analysed using appropriate statistical tools and the findings revealed that supervision of examinations, capacity training of staff, and provision of funds significantly influence sustainable assessment integrity. From the results obtained in the study, it was recommended that supervisory activities of examinations should be strictly carried out to enhance conformity to laid down principles; staff should be trained periodically on how to handle assessment issues; and that funds needed to get prepared for examinations should be made available so as not to expose examination materials to the public through institutions' computer vendors.

Keywords: Quality assurance, funding, capacity building assessment, sustainable and integrity

1. Introduction

Education remains a vital and vibrant component of society that has initially contributed to the development of society. Either in the idealistic or realistic perspective, it has a composite function of helping the individual to acquire skills, knowledge, and values that can make him/her a functional member of society. Therefore, all over the world, there is a gigantic emphasis placed on education. In Nigeria, there are three layers of education; primary, secondary, and tertiary education. The tertiary level of education is programmed to advance technological skill development, manpower, and human capital development. It is aimed at equipping students with all-round competences, capacities, and technical know-how that can make them competitive in the world of work. So, it's important to check on how well they're getting the skills, knowledge, and values they should be getting.

Ovat and Ofem (2017) noted that assessment in school is an indispensable activity given its relevance to the individual, the teacher, and the school system. Ofem, Idika, and Ovat (2017) still pointed out that whenever the word "assessment" is used in a classroom setting, it means getting information through tests, interviews, observations, etc., in order to find and fix problems with teaching methods, how well students understand lessons or news. More so, assessment in education helps the teacher to provide remediation diagnostic services, selection, guidance and counselling services, and ranking of students, as well as decide on the progress of the learner (Ofem and Ovat, 2016). Given the relevance of assessment in education, it is imperative that assessment practises should be carried out with care, morality, and high-stakes integrity.

Assessment integrity simply refers to all forms of concerted effort made in the preparation, administration, and scoring of assessments in line with ethical and moral principles. It is concerned with activities in a specific context by supporting the institution to avoid all forms of misconduct. According to Akubuiro, Ofem and Ovat (2016), assessment integrity refers to maintaining ethical conduct, moral soundness and standard practises in handling assessment issues in school. It has to do with avoiding malpractices that tend to impede on the quality of the score obtained. The purpose of assessment integrity, according to Ofem and Ovat (2010), is to ensure that errors in assessment are controlled, quality graduates are produced, and teachers' and students' commitment to instruction and studies are well attained in line with tertiary institution goals and objectives. Moreso, these benefits of assessment integrity must be sustained (Ofem, 2023).

According to Boud (2000), sustainable assessment integrity is simply a conglomerate of all ethical and moral practises in assessment that meet the needs of the present student or system and prepare students to meet their own future learning needs. It is integrity in assessment that does not just satisfy the present needs of the system but also has the potential to influence the future needs of the system. Sustainable assessment integrity means maintaining moral practises and ethical behaviour in assessment over a protracted period. Finally, Ofem (2011) noted that it is an assessment carried out today without compromising the standard for future generations to meet their needs. It is pertinent to ensure that what is done in schools in the name of assessment is standard so that what we get from our systems as graduates reflects the true value of the certificate they hold. This, according to the researchers, may be achieved through quality assurance mechanisms.

Quality assurance indicators refer to the indicators used in higher education to ensure that the educational needs of the system are met. Quality assurance is geared towards ensuring that there is no compromise in the production of products that are produced in the system. In the higher educational context, it has to do with equipping the staff, students in school with all the necessary support needed without compromising the standard. According to the Universal Basic Education Programme (UBEP, 2002), quality is seen as transformation, and in turn, it looks at how much value has been added to the knowledge, skills, and abilities of the learners, regardless of their initial tendencies of competence. It covers a lot of different things, but the focus of this study is on how quality assurance indicators could affect the long-term integrity of assessment in tertiary institutions.

2. Statement of the Problem

It is noted with pain that most practises in assessment carried out in our universities do not reflect any element of integrity. Graduation grades have been adversely compromised and most people have lost confidence in the grades that students graduate with. Integrity in assessment has been abused by the teacher, students, and the entire administration. Lecturers no longer keep to the testing preparation procedures, and this results in the provision of bullets called examinations that students cannot attempt. They produce assessment instruments with little or no content validity. They lure students into all forms of sorting and examination malpractice, which is very unhealthy for students' or learners' academic growth. Most of the time, students who are aware of sharp practises in an identified course do not bother to attend lectures because of the anticipated channel of success. In most universities, lecturers assign students grades which they never get and even fail to administer continuous assessment during or after exposing students to instructional content. Moreso, students are not prepared to get committed to instruction given their level of preparedness to abuse assessment practices. They are involved in cheating before, during, and after assessment. They hire machineries that will impersonate them, negotiate with lecturers and other agents on what to pay to pass, and engage in other clandestine activities to get undue advantages.

This situation has triggered a lot of concern from educational measurement experts, researchers, administrators, and parents over what may have been the causes of poor integrity in assessment practices. According to Okorie (2016), Abang (2017) and Menton (2020), these causes are official corruption in the educational system, lack of expertise in test construction, greed, societal factors, institutional maladministration, lack of discipline among staff and students, poor attitude to instruction among students, ineffective disciplinary measures, and familiarity, among others. The concern is that assessment disintegrity has affected the entire system: students and teachers. For instance, Ubang (2016) noted that students no longer acquire the requisite skills anticipated after graduation certificates are obtained, as there appears to be a mismatch between the paper and the qualities of the individuals. Teachers are not committed to instruction and there is high level of indiscipline in the system. Given the tendencies, it may appear as if there is no control in assessment practise at all. Despite efforts by university administrators, department heads, and even faculty deans over time to ensure high-stakes integrity in assessment practices, the problem persists. Researchers are putting pressure on the idea that quality assurance practises (like effective supervision of exams, building up staff skills, and giving them money) could affect the long-term integrity of assessment in public universities in the south-south of Nigeria.

3. Conceptual Framework

Similarly, Ajayi and Samuel (2007) noted that the term quality assurance has an association with terms like accountability that tends to look at various ways in which the school system can function effectively and efficiently in order to achieve the goals and objectives that are stated for the school. . For this kind of work, quality human capital must be involved, through the acquisition of appropriate skills and knowledge (Nwogu, 2009).

Moreso, there must be effective supervision and funding, regular capacity building of staff programs, etc. (Emmanuel and Okposo, 2010). Supervision of examinations refers to the process of checking the positive implantation of standard examination procedures in order to ensure adherence to stipulated rules. This is an effort made by designated personnel to ensure that all that is needed to adhere to ethical issues in assessment by supervisors is achieved (Sunday, 2010). Moreso, it refers to, essentially, the practise of monitoring the activities and performance associated with examinations among staff, to avoid compromise of practises that are laid down already.

Funding is the provision of funds or finances that will be required for the efficient functioning of the directorate. It involves the availability of funds that will cater for the urgent needs of staff to avoid all forms of gullibility. Regular capacity building of staff training, workshops, and seminars that

will induce the acquisition of skills, knowledge, discipline, and techniques needed to maintain quality in all their transactions. The structure is shown in Fig 1 below

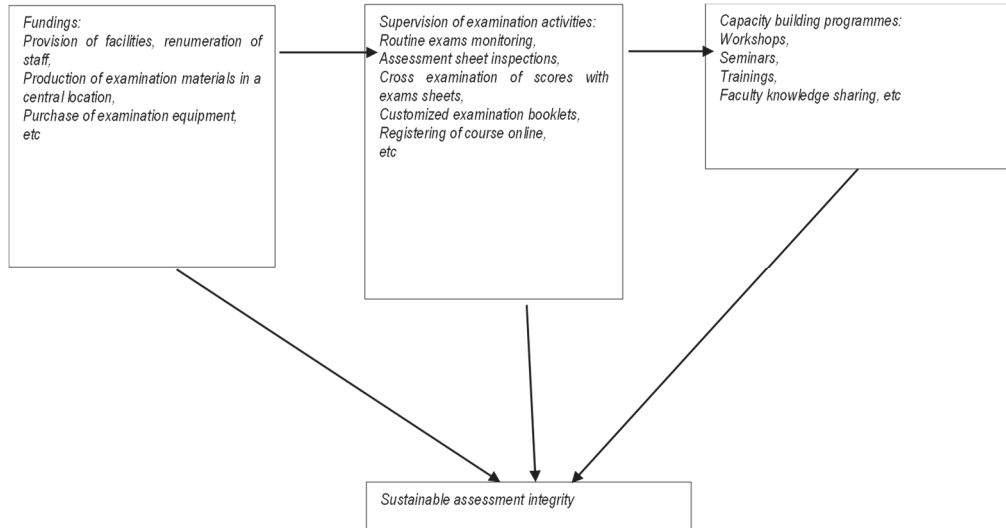


Figure 1: Conceptual framework of quality assurance indicators on sustainable assessment integrity

4. Empirical Literature

Okorafor (2012) carried out a study on supervisory effectiveness and examination integrity practises in Delta State Universities. A sample of 1150 lecturers was obtained using purposive sampling techniques. The study instrument was a questionnaire designed by the researcher and evaluated by test experts. The validity of the instrument was ascertained while the psychometric properties of the instrument was established and the reliability coefficient 0.75-0.77 which were adjudged to be high. The data collection was carried out by the researcher and the analysis was carried out using simple correlation statistics and the result showed that seminar and workshop participation are related significantly with examination integrity practises. Sadler (2012) carried out a qualitative study on assessment, evaluation, and quality assurance interpretations in higher education. The findings revealed that the two terms “quality assurance’ and assessment” are interconnected and that the two are vital in mainlining a sound educational system. It was noted that assessment and evaluation in higher education are two terms that share considerable conceptual ground and interconnected trajectories. Quality assurance, on the other hand, is a more recent development. The issue of academic achievement standards has significant implications for quality assurance. The review showed that quality assurance is an indicator that can enhance the quality of assessment practises that will be carried out in tertiary schools.

In another study by Anslem (2022) on the predictors of assessment honesty in secondary schools in Abia State, five research questions were raised and five hypotheses were stated to be tested. Review of literature was carried out extensively. The study adopted systematic sampling to select a total of 4212 students in the study area. The researchers used a questionnaire to collect information from the students, and the data was analysed using simple regression, which revealed that the factors identified individually and collectively account for 56.4% of the variance in assessment honesty in secondary school. However, it was found that training of staff in assessment issues, monitoring of assessment practises as well as remuneration were the strongest predictors of assessment honesty in secondary schools.

Cheng (2010) study was carried out to examine the perceptions and experiences of staff and how they quality audits. Eight criteria were used for examining quality assurance mechanisms. Data collection was done using different methods like the peer observation annual review of programme as well as evaluation of courses by the students. The findings revealed that academics want to maintain autonomy. The quality audit showed that there is a need for autonomy, training, and setting up of institution-based quality assurance to satisfy the university assessment needs. This review provides us with deeper insight to quality factors in assessment efficiency. It is imperative that a deeper study be carried out to understand the inhibiting factors. The following research questions were raised to guide the study.

- i. How does supervision of examination activities influence sustainable assessment integrity in universities?
- ii. How does capacity building of staff influence sustainable assessment integrity in universities in south-south?
- iii. How does funding influence sustainable assessment integrity in Universities in South-South?

5. Methodology

The study area is the south-south area political zone. South-South is among the six geographical entities in Nigeria. It houses six states, such as Cross River, Akwa Ibom, Rivers State, Bayelsa State, Delta State, and Edo State. It has the oil resources of the country and has a diverse culture, language, and religion.

5.1 Research design

The study adopted a survey research design since the population is large and a representative sample was selected so the findings could be generalised to the entire population.

5.2 Sampling technique and sample

The study adopted a stratified sampling techniques to select a total of 1812 academic staff constitute 5% of the total population of staff in the study area.

5.3 Instrumentation

A questionnaire assessment titled "Quality Assurance Indicator and Sustainable Assessment Integrity Scale (QAISAIS)" was developed for data collection. The instrument was made up of 28 items, with 6 items measuring each of the independent variables while the other 10 items were used to measure the dependent variable (Sustainable Assessment Integrity). The research instrument was validated by three measurement and evaluation experts, and Cronbach's alpha was used to determine the internal consistency of the study. The result of the coefficient of the sub-scale ranged from .71-0.99, which is an indication that the instrument was reliable. Data collection was done by the researchers with the assistance of 9 selected lecturers in the institutions used for the study. The data collected was analysed by the researcher using appropriate statistical tools and the result is presented appropriately.

5.4 Presentation of result

5.5 Research question one

How does supervision of examination activities influence sustainable assessment integrity in universities? To answer this research question, simple percentages were used, and the result is

presented in Table 1.

Table 1: Simple percentages analysis of the responses on supervision of examination activities on sustainable assessment integrity

S/N	Items	SA	A	D	SD	Remarks
1	Academic staff keeps to the time of supervision of examination	482 (26.60%)	321 (17.71%)	383 (21.13%)	626 (34.54%)	Disagreed
2	Staff ensures that students follow rules inside the examination hall	445 (24.55%)	301 (16.61%)	682 (37.63%)	384 (21.19%)	Disagreed
3	Most times, lecturers allow students to act as they like	432 (23.84%)	531 (29.47%)	501 (27.64%)	348 (19.20%)	agreed
4	Some lecturers do not even bother supervising the students in the examination hall	471 (25.99%)	301 (16.61%)	544 (30.02%)	496 (27.37%)	Disagreed
5	Most times, students are not helped to obey the rules in the examination hall	491 (27.09%)	592 (32.67%)	433 (23.89%)	296 (16.33%)	agreed
6	Students are kept on close watch during examination	287 (15.83%)	633 (34.93%)	481 (26.54%)	411 (22.68%)	Disagreed
	Total	2608 (23.98%)	2679 (24.64%)	3024 (27.81%)	2561 (23.55%)	Disagreed

Source: Field work, 2022

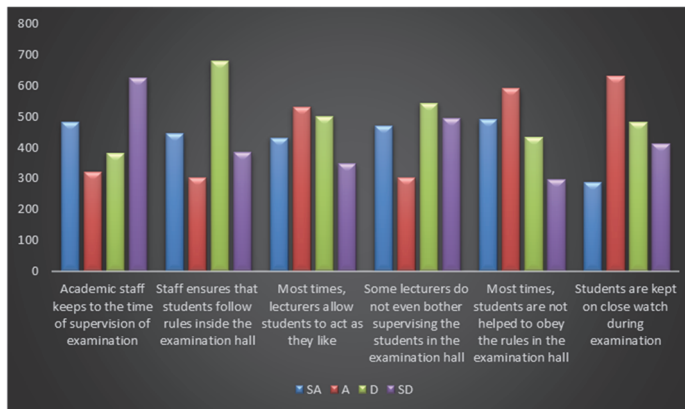


Figure 2: Bar graph showing responses to extent of supervision of emanations for sustainable assessment integrity in tertiary institutions.

The results in Table 1 and Fig 2 showed the responses of the respondents to extent of supervision of emanations for sustainable assessment integrity in tertiary institutions. The result showed that 2608 responses representing 23.98% strongly agreed that supervision of examination in schools is carried out, 2679 responses representing 24.64% agreed to the position, 3024 responses representing 27.81% disagreed that supervision of examination is carried out while 2561 responses representing 23.55% strongly disagreed that examinations are supervised. Cumulatively, the result showed that 48.62% agreed that supervision is carried pout while 51.36% disagreed that supervisions are carried. Thus, it can be concluded that supervision of examination in this area is poor r not effective

5.6 Research question two

How does capacity building of staff influence sustainable assessment integrity in universities in south-south? To answer this research question, simple percentages were used, and the result is presented in Table 2

Table 2: Simple percentages analysis of the responses on capacity building of staff influences on sustainable assessment integrity

s/n	Items	SA	A	D	SD	Remarks
1	Staff are trained on how to handle examination matters	154 (8.49%)	334 (18.43%)	769 (42.43%)	564 (31.13%)	Disagreed
2	Most times, staff do not even know how to handle assessment issues in the school	342 (18.87%)	566 (31.23%)	504 (27.81%)	400 (22.07%)	Agreed
3	Seminars are organized to help staff handle results issues	178 (9.92%)	432 (23.84%)	669 (36.92%)	533 (29.41%)	Disagreed
4	Staff use their discretion to handle assessment issues	567 (31.29%)	876 (48.34%)	342 (18.87%)	27 (1.49%)	Agreed
5	Worships are organized every term to help staff prepare for examination adequately	243 (13.41%)	543 (29.95%)	675 (37.25%)	351 (19.37%)	Disagreed
6	The school management only comes during examination to give directives without training the staff	342 (18.87%)	221 (12.19%)	456 (25.16%)	793 (43.76%)	Disagreed
	Total	1826 (16.79%)	2972 (27.33%)	3415 (31.41%)	2668 (24.54%)	Disagreed

Source: Field work, 2022

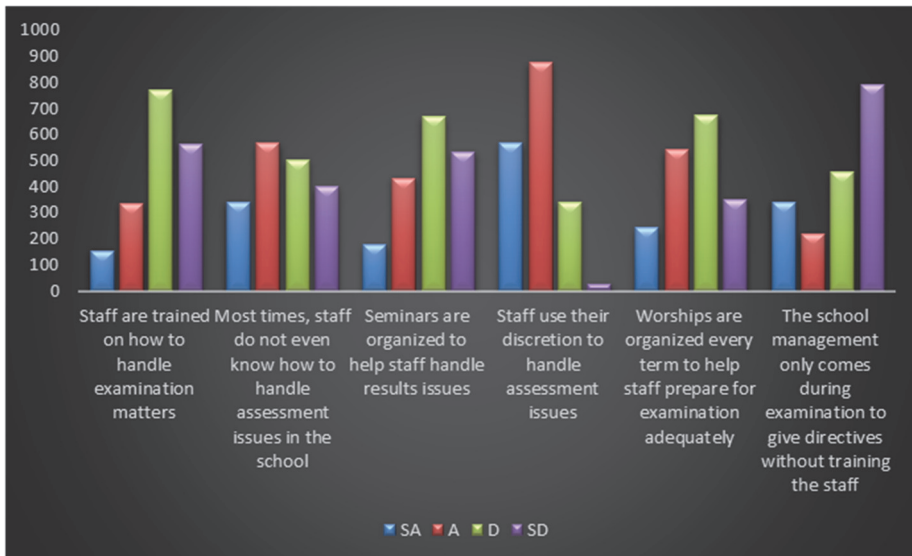


Figure 3. Bar graph showing responses extent of capacity building of staff for sustainable assessment integrity

The results in Table 2 and Fig 3 showed the responses of the respondents to extent of capacity building of staff for sustainable assessment integrity in tertiary institutions. The result showed that

1826 responses representing 16.79% strongly agreed that capacity building of staff in schools is carried out, 2972 responses representing 27.33% agreed to the position, 3412 responses representing 31.41% disagreed that capacity building of staff is carried out while 2668 responses representing 24.54% strongly disagreed that capacity building of staff is carried out. Cumulatively, the result showed that 44.18% agreed that capacity building of staff is carried out while 55.82% disagreed that capacity building of staff is carried. Thus, it can be concluded that capacity building of staff in this area is not effective

5.7 Research question three

How does funding influence sustainable assessment integrity in Universities in South-South? To answer this research question, simple percentages were used, and the result is presented in Table 3

Table 3: Simple percentages analysis of the responses on funding influence on sustainable assessment integrity

S/N	Items	SA	A	D	SD	Remarks
1	Staff are funded to carry out assessment in school	241 (13.29%)	187 (10.3%)	564 (31.12%)	820 (45.23%)	Disagreed
2	Staff are paid specially to conduct examinations for students	152 (13.30%)	111 (6.07%)	876 (48.34%)	673 (37.14%)	Disagreed
3	Most times, staff are forced to look for money to produce examination materials	652 (35.98%)	556 (30.68%)	342 (18.87%)	262 (14.45%)	Agreed
4	Staff are provided with all they need to conduct proper examination	179 (9.87%)	165 (9.10%)	577 (31.84%)	891 (49.17%)	Disagreed
5	Examination materials are adequately provided for before the commencement in school	109 (6.01%)	165 (9.10%)	888 (48.53%)	650 (35.87%)	Disagreed
6	I don't think money is a problem to the conduct of examination in mt school	342 (18.87%)	444 (24.50%)	565 (31.18%)	461 (25.44%)	Disagreed
	TOTAL	1675 (15.4%)	1625 (14.95%)	3812 (35.02%)	3757 (34.56%)	Disagreed

Source: Field work, 2022

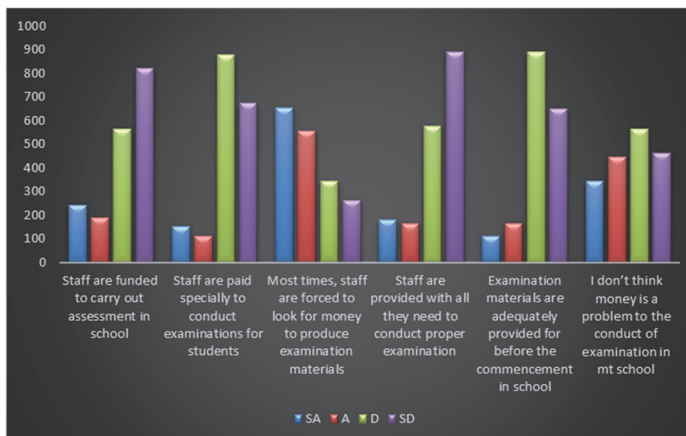


Figure 4. Bar graph of responses on extent of funding for sustainable assessment integrity

The results in Table 3 and Fig 4 showed the responses of the respondents to extent of funding for sustainable assessment integrity in tertiary institutions. The result showed that 1675 responses

representing 15.4% strongly agreed that funding is provided, 1625 responses representing 14.95% agreed to the position, 3812 responses representing 35.02% disagreed that funding is provided while 3757 responses representing 34.56% strongly disagreed that funding is provided. Cumulatively, the result showed that 30.35% agreed that funding is provided is while 55.82% disagreed that funding is provided. Thus, it can be concluded that funding is not provided for assessment purposes in schools

6. Hypothesis Testing

6.1 Hypothesis one

Supervision of examination does not significantly influence sustainable assessment integrity in universities in south-south. The independent variable is supervision of the examination categorised as effective, moderately effective, and not effective. The categorization was done using the scores of the respondents. The highest score is 1, while the lowest score is 24. Those that scored between 1-9 were categorised as not effective supervision, those between 10-18 as moderate effective supervision of examination, and those between 19-24 as effective supervision of examination while the dependent variable was measured continuously. The result in Table 4 showed that ($F = 12.10^*$, $p < .001$). Since $p (.000)$ is less than $p(.05)$, this implies that supervision of deamination influence sustainable assessment integrity in universities in the South-South. A post-hoc analysis was done using figures least significant difference (LSD) analysis, the findings are shown in Table 5 revealed that : for effective vs. moderately effective supervision ($t= 3.69^*$, $po.5$), for effective vs. not effective supervision of exams ($t= 3.16^*$, $p.05$), and for moderately effective vs. not effective supervision ($t= 4.99^*$, $po.5$). The result showed effective supervision of examinations when compared with other groups' influences on sustainable assessment integrity.

Table 4: One way analysis of variance result on the influence of supervision of examination on sustainable assessment.

Variables	N	Mean	Std. Dev.
Effective supervision of examination	723	24.92	5.32
Moderate supervision of examination	429	19.22	3.17
Not effective supervision of examination	660	14.16	2.12
Total	1812	32.16	8.11

Source of variation	Sum of squares	df	Mean squares	F -ratio	P-values
Between	48621.22	2	24310.61		
Within	3624678.98	1809	2009.22	12.10*	.007
Total	368330.20	1811			

*=significant at .05 level

Source: Field Work, 2022

Table 5: Fishers least significant difference (LSD) analysis of the influence of supervision of examination on sustainable assessment integrity.

Variable	Effective supervision (n=723)	Moderately effective (n=429)	Not effective supervision (n=660)
Effective supervision	24.929	5.70	10.6
Moderately effective supervision	3.69* ^c	19.22	4.92
Not effective supervision	5.16*	4.99*	14.32
MS within= _{2009.22}			

"a = Group means along the principal diagonals; b = Group means differences above the principal diagonal; c = Calculated t-values below the principal diagonal"; * = significant at 0.05 level.

6.2 Hypothesis two

Regular staff capacity building has no significant impact on long-term assessment integrity in South-South universities. The independent variable is supervision of examinations categorised as highly regular, moderately regular, and not regular; the categorization was done using the scores of the respondent. The highest score is 1, while the lowest score is 24. Those that scored between 1-9 were categorised as not regular, those between 10-18 as moderate regular, and 19-24 as regular capacity building of staff while the criterion variable was measured continuously. The result in Table 6 showed that ($F = 167.81$ p.05). Since $p (.000)$ is less than $p(.05)$, this implies that capacity building of staff on sustainable assessment integrity in universities in the South-South. A post hoc analysis was carried out using figures least significant difference (LSD) analysis and the result is presented in Table 7 for not regular vs moderately regular ($t = -1.67$, $p 0.5$), for regular vs not regular capacity building of staff ($t = -4.02^*$, $p .05$) and for moderate regular and not regular ($t = -4.61^*$, $p 0.5$). The result showed that effective regular capacity building of staff when compared with other groups influences sustainable assessment integrity.

Table 6: One way analysis of variance of the influence of capacity building of staff on sustainable assessment integrity

Variable	N	Mean	Std Dev		
Not regular	543	18.65	3.443		
Moderately regular	764	19.22	3.175		
Regular	505	21.870	5.876		
Total	1812	32.16	8.11		
Source of variation	Sum of squares	Df	Mean squares	F-value	p-val
Between	57650.22	2	28825.11		
Within	310679.98	1809	171.74	167.81*	.000
Total	368330.20	1811			

*=significant at .05

Source: Feld work 2022

Table 7: Fishers Least Square significant difference (LSD) Post hoc analysis of the influence of capacity building of staff on sustainable assessment integrity

Variable	Not regular (n=543)	Moderately regular (n=764)	Regular (n=505)
Not regular	18.65 ^a	-0.57 ^b	-3.22
Moderately regular	-1.67 ^c	19.22	-2.65
Regular	-4.65*	-4.02*	21.870
Total			

^a = Group means along the principal diagonals, ^b = Group means differences above the principal diagonal, ^c = Calculated t-values below the principal diagonal", * = significant at 0.05 level

6.3 Hypothesis three

Funding on sustainable assessment integrity in universities in south - south. The independent variable is funding categorised as adequate, moderately adequate, and not adequate funding. The categorization was done using the scores of the respondents. The highest score is 1 while the lowest score is 24. Those that scored between 1-9 were categorised as not adequate, those between 10-18 as moderately adequate, and those between 19-24 as adequately adequate while the dependent variable was measured continuously. The results ($F = 110.23^*$, $p.05$) is shown in Table 8. Since $p (.000)$ is less than $p(.05)$, this implies that there is a funding impacts on sustainable assessment integrity in

universities in the South-South. A post hoc analysis was carried out using figures least significant difference (LSD) analysis and the result presented in Table 9 showed that for not adequate vs moderately adequate ($t = -4.76^*$, $p < 0.5$), for adequate vs not adequate funding ($t = -3.98^*$, $p < 0.05$) and for moderately adequate and not adequate ($t = -4.09^*$, $p < 0.5$). The result showed that effective regular capacity building of staff when compared with other groups influences sustainable assessment integrity.

Table 8: One way analysis of variance of the influence of funding on sustainable assessment integrity

Variable	N	Mean	Std Dev		
Not adequate	587	16.981	3.431		
Moderately adequate	701	19.132	4.312		
adequate	524	21.601	5.777		
Total	1812	32.16	8.112		
Source of variation	Sum of squares	Df	Mean squares	F-value	p-val
Between	40012.89	2	20006.44		
Within	328317.31	1809	181.491	110.23*	.000
Total	368330.20	1811			

*=significant at .05

Source: Field work, 2022

Table 9: Fishers Least Square significant difference (LSD) Post hoc analysis of the influence of funding on sustainable assessment integrity

Variable	Not Adequate (n=543)	Moderately adequate (n=764)	Adequate (n=505)
Not adequate	16.98a	-2.15 ^b	-4.62
Moderately adequate	-4.76 ^c	19.13	-2.47
Adequate	-3.98*	-4.09*	21.60
Total			

"a = Group means along the principal diagonals, b = Group means differences above the principal diagonal, c = Calculated t-values below the principal diagonal", * = significant at 0.05 level

7. Discussion of Findings

The findings indicated that supervision of examination influences sustainable assessment integrity in higher institutions. This implies that supervision of examinations significantly influences sustainable assessment integrity in universities. This is because effective supervision acts as a watchdog over the activities of both staff and students. It creates an atmosphere of fear that instils in them the consciousness of being careful of how they handle students' assessments in school. Supervisors ensure that results are submitted, examination scripts are assessed, and published appropriately. Furthermore, where examination halls are very strong, there is every likelihood that staff will stay away from any misconduct that will tamper with the integrity of the assessment practices.

The findings aligns with that Osagiede (2005) that noted that supervision of students and staff is necessary in the assessment practices. Where this is not put in place, it provides more ground for negotiation for money as well as the use of extraneous materials for the assessment exercise in school. Hypothesis two, which states that there is no significant influence of regular capacity building of staff on sustainable assessment integrity, was rejected. This implies that regular staff capacity building has a significant impact on long-term assessment integrity in universities. This could be since regular capacity building of staff helps to improve the skills, knowledge, and techniques of their job. There is

a new innovation in irregular and illicit assessment practises that quality assurance staff must entail. Thus, the need to be abreast of the opportunities in training through workshops and seminars to maintain the integrity of assessment. The findings of the study are in line with that of Okebukola (2004), who noted that sustainability in assessment integrity cannot be effectively achieved where the processes involved in the instruction of students always remain unstandardized and proper attention is not paid. That staff must be trained to handle assessments from the lens of professionalism, not just what everyone wants to do in the system.

The third hypothesis, which stated that adequacy findings have no significant influence on long-term assessment integrity, was rejected. This implies that adequacy determination has a significant impact on long-term assessment integrity. This could be since where the directorate is adequately funded, it will provide them with the opportunity to pay staff supervision fees, provide logistics as well as facilities needed to ensure that all the necessary mechanisms needed to be put in place are provided. Staff who are happy with their pay will also avoid lobbying in any way that would lower the quality of school tests.

8. Conclusion/Recommendations

The study concludes that supervision of deamination, regular capacity building of staff and adequate finding influence sustainable assessment in universities in South-South, Nigeria. Based on the conclusion of the study; it was recommended that.

- i. Supervision of examinations across all levels of departments and faculties should be carried out effectively and that customised booklets be used for examinations.
- ii. Staff in the directorate of quality assurance should be periodically and regularly trained to keep themselves abreast of new techniques in promoting sustainable assessment in schools.
- iii. The directorate of quality assurance should be fully funded to avoid all forms of compromise as well as meet the needs of the staff.

9. Ethical Considerations

To adhere to the principle of confidentiality, the researcher obtained research permit and authorization from the Ministry of Education -Nigeria seeking use this universities for this study. Permission to collect data in six universities (University of Calabar, University of Uyo, University of Port Harcourt, Bayelsa State University Universities, University of Benin and University of Asaba) was obtained from the Ministry of Education and the Vice Chancellors of the respective universities. All staffs were assured of the confidentiality of the responses provided that the purpose of the study was purely academic. Similarly, the consent of the respondents was obtained, confidentiality and privacy was adhered to by use of anonymity except with consent of the respondent.

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