MANAGEMENT OF SCHOOL RECORDS IN SECONDARY SCHOOLS IN OTUKPO EDUCATION ZONE

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Omoha Fatu Dorcas, a postgraduate student in the Department of Educational Foundations with Registration Number PG/M.ED/10/52507 has satisfactorily completed the requirements for course work and research work for the degree of Master in Educational Administration and Planning.

The work embodied in this project is original and has not been submitted in part or full for any other Degree or Diploma of this, or any other university.

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DEDICATION

This work is dedicated to the memory of my late mother, Ejuma Adokpe, my late uncle, Adama Samson Oklobia, and my late brother, Okpanachi James Adokpe.
ACKNOWLEDGMENTS

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TABLE OF CONTENTS

Title Page          i
Approval Page          ii
Certification          iii
Dedication          iv
Acknowledgements         v
Table of Contents         vi
List of Tables          ix
Abstract                  x

CHAPTER ONE: INTRODUCTION
Background of the Study 1
Statement of the Problem 5
Purpose of the Study 6
Significance of the Study 6
Scope of the Study 8
Research Questions 8
Hypothesis 8

CHAPTER TWO: REVIEW OF LITERATURE
Conceptual Framework 10
Concept of Secondary School 10
Concept of Management 11
Concept of Records 11
Concept of School Records Management 14
Theoretical framework 34
Systems theory 34
Human Relations theory 36

CHAPTER THREE: RESEARCH METHOD
Design of the Study 40
Area of the Study 40
Population of the Study 41
Sampling and Sampling Technique 41
Instrument for Data Collection          41
Validation of the Instrument          42
Reliability of the Instrument          42
Method of Data Collection          42
Method of Data Analysis          43

CHAPTER FOUR: PRESENTATION OF DATA ANALYSIS          44

CHAPTER FIVE: DISCUSSION OF FINDINGS, RECOMMENDATIONS, SUMMARY AND CONCLUSION OF THE STUDY

Discussion of Findings 52
Conclusion 54
Implications of the Study 55
Recommendations 56
Limitations of the Study 57
Suggestion for Further Studies 57
Summary of the Study 57

REFERENCES 60

APPENDICES 64
ABSTRACT
This study aimed at finding out the management of school records in secondary schools in Otukpo Education zone. When school principals fail to adhere strictly to effective and accurate records keeping management, achievement of effective school management will always be at the crossroads. Similarly, poor and inaccurate records keeping in school system dwindle and prevent understanding of real school events and activities. This study therefore, become very imperative with a view to advance remedial steps in the event of poor and inaccurate records keeping among secondary schools in Benue state. The study was carried out with four (4) research questions and three (3) hypothesis. The researcher’s developed questionnaire was the instrument used in collecting data from 52 principals and 364 teachers randomly selected from the 52 state-owned secondary schools in Otukpo education zone. From the reactions of the respondents, the following two major findings were made. There are so many problems associated with records keeping management in secondary school system. That through various ideal administrative practices and strategies, there will be wholistic improvement on records keeping in school system. In view of these findings, it was recommended that principals and teachers should employ ideal administrative practices and strategies to improve on records keeping management in secondary school system towards ensuring valid and reliable school information.
CHAPTER ONE
INTRODUCTION

Background of the Study

The school administrator has the responsibility of seeing to the smooth running of a school. The extent to which he succeeds in carrying out this responsibility depends on a number of factors and one of them has to do with the records that he is expected to keep. These records give a lot of information about the school that will enable him to take decisions and also assess the progress of the school. National policy on education requires that some of the records should be kept appropriately. FRN (2004) Different people such as the headmaster, the class teacher, and the local government education authority keep different records about the school.

School records are official documents, books and files containing essential and crucial information on actions and events which are kept and preserved in the school offices for utilization and retrieval of information when needed (Durosaro, 2002). Such records are kept by principals, teachers, counsellors are administrative staff. Some of the major school records include; students’ personal files, staff record book, the log book, visitors book and inventories book, among others. The purpose of record keeping and management is to ensure that accurate and proper records of students achievement and growth, information on school activities and matters that will promote efficiency and effectiveness of the school system are kept, among others.

According to Durosaro (2002), records are important tools for effective planning and administration of a school. School records occupy strategic position in the effective and efficient organization and administration of the school. It helps for effective planning and implementation of appropriate course of actions, thereby introducing proper monitoring of school activities tasks.
Records are important because they serve as major information tool that sustain the school and aid in achieving educational goals and objectives. Records engender teaching competence and maintain the trend in the history of teaching and learning processes. Egwunyenga (2009) observed that not all information can be considered as records until they satisfy such characteristics as genuineness and authenticity, that is, the information that records give must be true, correct and original; records must be comprehensive, accessible and secured.

School records are grouped into statutory and non-statutory. Statutory records are those prescribed by education law and so must be owned by every school and should be produced on demand by constituted authorities. Examples of statutory records include: admission/withdrawal register, attendance register, scheme of work, time-table, school diary, log book, finance record books, continuous assessments records, etc. Non-statutory records are of private use to schools that find them useful. These include: cash book, stock book, punishment book, school calendar, inventory book, staff minutes book, school magazine, inspection/supervision report file, confidential report forms and requisition book. All the above records are commonly kept in schools presently. Records management is the application of systematic and scientific control of recorded information that is required for the operation of the school (Bosah, 1997). Such control is exercised over the distribution, utilization, retention, storage, retrieval, protection, preservation and final disposition of all types of records within the school. The aim of records management is to achieve the best storage, retrieval and exploitation of school records in the school system and also to improve the efficiency of record making and keeping processes.

A school head must have accurate information to help him/her assess meaningfully the progress of the school. All school records are very useful, school records must be complete and be made available when the need arises. Records, which are not regularly kept,
will be incomplete and misleading, badly kept records can hinder the progress of the school. The school leader must see that school records are devoid of exaggerated reports or untrue statements. According to Idoko (2005), school records management can only be properly maintained if the school administrators employ desirable strategies for improving school records management. These strategies could be; to place priority on the supply of necessary school records, funds ear-marked for records management should be retired accordingly, opportunity for professional training by staff through in-service professional training course should given to school administrators, timely supply of school records, among others. Records management helps to control the quality and quantity of information that is created in a manner that effectively serves the need of the school (Akabue, 1991).

School record management according to Fasasi (2004), is meant to enhance the performance of secondary school administrators. Adequate records management programme co-ordinates and protects institutions’ records, sharpens the effectiveness of records as a management memory which controls the times, equipment and space allocated to records and helps to simplify intra-organizational and communication problems. The management of records in secondary schools, like in any other organization, is a cyclic process involving the principals, teachers, students, messengers, cleaners and other categories of staff. The bulk of records are handled by principals which are most often kept manually thus the processing, retrieval and utilization of records are not easy.

Iwhiwhu (2005) stresses the poor quality and quantity of manpower in records management in the school system. He emphasized that manpower is employed without prejudice to qualitative records management.

Iyede (2001) viewed human resources management as the harnessing of the totality of the peoples skills, energies, talents, latent capacities, social characteristics like beliefs to achieve educational objectives and simultaneously making people to be part and parcel of the
school. This shows that manpower energies, skills and latent capabilities are harnessed to meet organizational goals. Also an enabling and conducive environment and enough motivation are needed for the workers in the school to put in their best.

The term management has been defined as the process of utilizing material and human resources to accomplish designated objectives which involve the organization, direction, supervision, coordination and evaluation to achieve organizational objectives. Aghenta (2001) defined management as a process involving organizing, planning, leading, measuring and controlling as well as undertaking of risk and handling of uncertainty, planning and innovation, coordination and routine supervision.

It is also viewed as a process designed to ensure the co-operation, participation, intervention and involvement of personnel in the effective achievement of a given objective (Fabunmi, 2000).

The effective management of school records by principals depends on certain management procedures and functions such as effective supervision, creation of records, effective leadership, monitoring, provision and training of adequate personnel, records storage and retrieval, discipline and effective communication, delegation of duty, developing record keeping skills and motivation (Ajayi, 1997). Information and data generated from an effective and efficient records management programme aids the school to plan and make useful decisions, preserve facts and figures for future references, thereby enhancing the efficiency and effectiveness of the organization and administration of the school. The adequate provision of quality manpower, funds and equipment would ensure optimum management of school records; however, inadequate or non-availability of these resources would bring about problems and challenges in the efficient and effective management of records.
Asogwa (2004) asserts that records and data generated in the course of execution of legitimate function of an organization or school should be kept and managed properly. However, despite the overwhelming importance of school records, it has been observed that they are poorly kept.

Since all schools are expected to keep records for effective and efficient achievement of educational goals and objectives, it becomes pertinent to examine whether the records are managed properly or not in Otukpo Education Zone.

**Statement of the Problem**

Despite the importance of school records in the achievement of educational objectives, these records do not seem to be adequately managed by principals. From observation, reliable records are not properly managed. This suggests that records management practice in Nigeria has a number of problems which may include insufficient skilled and experienced record management personnel and possibly low priority attention to records management in the scheme of things. This low priority attention to records management often manifest on the area of missing files and records, falsification of records (change of declaration of age), missing school plan and destruction of records to cover up something. Despite the core value of effective record keeping in school system, many secondary schools in Benue state still leave much to be desired in terms of effective records management. Many principals have complained of falsification of data among staff, and several time, supervisors from state ministry of education and local government education authority have also recorded high falsification of school data by school heads and teachers. It has been observed that principals most often do not provide accurate number of students on enrolment during P.T.A levy account, among others.
Based on the above facts, it is clear that problems exist in rewards management and it is of much concern to this researcher; hence, the problem of the study posed as a question is: how are school records managed in secondary schools in Otukpo Education Zone.

**Purpose of Study**

The main purpose of this study was to investigate the management of school records in secondary schools in Benue state. Specifically, the study:

1. Found out what school records are presently kept in secondary schools.
2. Determined the administrative practice factors that characterize record keeping in secondary schools.
3. Found out the problems associated with keeping of school records.
4. Determined the strategies for improvement of school records management.

**Significance of the Study**

Schools are established for the purposes of achieving set goals. In order to achieve these goals, teachers and principals are appointed to manage the affairs of the school. Their functions are not just limited to teaching alone, but ensuring that everything runs smoothly and that there is strict accountability.

The findings of this study have both theoretical and practical significance. The theoretical significance is hinged on effective management theory. Management theory tries to explain the relationship between workers and the organization towards effective record keeping management. Thus, many management bottlenecks/problems facing the Nigerian education system, particularly, the secondary education level, could be solved through effective management theory and sound record keeping. In Benue State Secondary Education Board (SEB), the same theory could be used to solve the management problem and poor record keeping encountered by school administrators including schools principals for effective record keeping in school system. Practically, the findings of this study will be sound
relevant to the following group of persons; principals, teachers, students, secondary school management Board and the entire society. The findings of this study will expose school principals with the best management school records. Consequently the findings will help them shun the falsification of school data.

The result of this study will help teachers appreciate their important position in school records management. This will therefore motivate them to cooperate with the principals in documentation of reliable data for professional growth and quality delivery in school.

Similarly, the findings will serve as an eye-opener to teachers even principals on the necessary school information needed to record for office use.

The study will also present with students the importance of effective record keeping in the school management thereby, helping them provide necessary and reliable data/information for accurate school documentation.

From the findings of the study, the secondary school management board will be presented with the views of the principals and teachers on school management necessary for progressive records keeping in secondary school system. In the strength of the above, the board will know the specific management theory and area of record keeping to be focused during staff seminars and workshop on school management and records keeping. In all, Nigerian society will also benefit from the results of this study, when principals and teachers adopt better management on records keeping, to be ascertained in this work, it is most likely that falsification of data will be minimized, issue of ghost workers and sometimes half-hazard retrieval of information among principals and staff will be drastically reduced, and teachers will be more committed to their work thus, yielding improved and productive personnel to the society.
Scope of the Study

The geographical scope of this study covered all the secondary schools in Otukpo Education Zone. Specifically, the study focuses on the records that are presently kept in secondary schools. It was also concerned with determining the administrative practices that characterize the keeping of records in secondary schools, find out the problems associated with keeping of school records and determine the strategies for improvement of the school records keeping in secondary schools.

Research Questions

The following research questions guided the study:

1. What are the school records presently kept in secondary schools in Otukpo Education Zone of Benue State?
2. What are the administrative practices characterize the keeping of records in secondary schools?
3. What problems are associated with keeping the school records?
4. What are the strategies for the improvement of school records management in secondary schools in Otukpo Education zone.

Hypothesis

The following null hypothesis were formulated for this study and were tested at 0.05 level of significance:

\( \text{H}_0_1: \) There is no significant difference between the mean ratings of secondary school principals and teachers with regard to school records that are kept in secondary schools in Otukpo Education zone of Benue state.

\( \text{H}_0_2: \) There IS no significant difference between the mean ratings of secondary school principals and teachers with regard to the problems associated with record keeping in secondary schools.
**H₀₃:** There is no significant difference between the mean ratings of principals and teachers with regard to the strategies for improving school records keeping in secondary schools.
CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviews literature that related to the study. The review is done under three main sub-headings: conceptual framework, theoretical framework and review of empirical study. There is of course the summary of the literature review.

Conceptual Framework

• Concept of secondary school
• Concept of records
• Concept of the major variables
• Concept of management
• Concept of school records management

Theoretical Framework

• Systems theory
• Human relation theory

Review of Empirical Studies

• Studies on record keeping practices
• Studies on importance of record keeping
• Studies on problems associated with record keeping

Summary of Literature Review

• Conceptual framework

Concept of Secondary School

Secondary school is the second stage of children education after nursery. It is a post primary school level of education where children between 12-18 years attain to prepare
themselves for tertiary education and other life professional challenges. Secondary school in the history of Nigerian education system has come to stay as the basic education for youths. Secondary Education Board (SEB) oversees the affairs of senior secondary school while State Universal Basic Education Board (SUBEB), takes charge of junior secondary schools in the state.

**Concept of Management**

Prior to date, the definition of management is legion. Many authors define it according to their discipline and in a number of ways.

According to Godwin (2013) sees management as a series of inter-related functions. He opined that management is the process by which manager creates, operates and directs the purposive actions of an organization through systematic coordinated and cooperated human efforts. According to George (1958), management is a distinct process consisting of planning organizing and controlling, to determine and accomplish stated objectives by the use of human beings and other physical resources.

**Records**

In realizing educational goals, record keeping is very crucial. Records, according to Emerson (1999), are those documents in whatever medium, received or created by an organization in the course of business because of the information contained. Record keeping is the art of keeping school records, by which educational law must be kept by every educational institution at all levels, for the effective and smooth running of the school administration. Records give details about the students and entire staff in the schools. Record keeping in educational management and utilization are very vital to the continual existence of the school as an organization. Such records, if made available and put to use at the appropriate time, will enable both principals and teaching and non teaching personnel to know something about their students and through this, will be in a better position to assist the
students academically, morally and socially. In addition they would be able to present the information to whoever may need it (Ajayi, 1997).

School records are documented statement of facts about persons, events, facilities, proposal and activities in and about the school. They are numerous and are usually assigned or delegated to members of staff. However, the responsibility for school records lie squarely on the shoulders of the chief executive of the school the school head (Osunu, 2002). As could be seen in schools, there are many educational activities such as registration of new students, recruitment of teachers, timetabling, organization of school programmes, among others. All these are school activities which need to be recorded and stored for retrieval when they are needed. In essence, records simply means those official document, books and files containing vital information of actions and events concerning school which are kept and preserved in school for utilization when needed.

The school is a formal organization with a high degree of permanency, staff come and go but the schools endure (Eresimadu and Nduka, 1990). Consequently, records of schools as institutions cannot be left to the documents. The memories of people, even when existing schools are closed, the documents, of the schools are transferred to the Ministry of Education for safe keeping and used later.

It is because of the various activities that take place in the schools as well as the difference in ages and socio-economic background of student, academic attainment religious affinity, among others, that it is necessary for an accurate account of what happens to individuals and groups within the schools to be documented. This involves preservation of information on people events or things within schools, be it primary, secondary and tertiary (Idoko, 2005).

Adequate record keeping is one of the important roles of the school administrator. In every government owned school or any voluntary agency school, education law demands,
that essentials school records must be kept. Robinson (1980) pointed out that many people forget things easily and find it difficult to remember events in their lives, therefore, the keeping of records helps to solve some of the problems that could arise from forgetting things. When records are properly kept, they help to reconstruct the history of the school.

The keeping of school records is a professional obligation of teachers, school managers and principals. Records provide information for the school head and the teachers, which enables them to plan and prepare their work effectively. For example, through schools records, an incoming principal can acquire enough information and knowledge about the history of the school, its tradition and problems, as well as its administrative set up and its relationship with its environment. Also school records can help a teacher taking up a subject or class from another know where the other one stopped, and also from the assessment recorded by his predecessor, he could have an idea of the average ability of the class and the behaviour of the students.

The guidance and counseling unit of each school need accurate and up to date records of each pupil/student in the school, as such records enable these specialists to offer useful career guidance and adjustment to students.

To Durosaro (2002), school records are important tools for effective and efficient organization and administration of the school for they document the planning and implementation of appropriate course of actions allowing proper monitoring of activities/tasks. Records are important because they serve as major information tools that sustain the school and aid in achieving educational goals and objectives. Records restore teaching competence and maintain the trend in the history of teaching and learning processes.

School inspectors or supervisors require the records in schools in the discharge of their functions from the available records. Experienced supervisors are able to follow the trend of educational development within a school (Godwin, 2013). Such records also form
the basis on which they offer advice to schools when they hold conferences with the teachers and school managers and principals. Planning data which governments need are also obtained from school records. Records on environment on students and school fees paid are determined by federal and state Ministry of Education from time to time through available records. Occasionally, government auditors are sent to visit schools to check the income and expenditure account of each school to ascertain the level of prudence in financial resources management.

Employers of labour may also require some information concerning the authenticity of certificates presented at an interview by a job seeker, a testimonial of his character while at school and transcripts of academic record. These are required from schools by institutions of higher learning from student studied. These are usually extracted from the records kept for the respective students (Onwurah, 2004).

Record keeping help to maintain continuity in the general educational process of the school programmes, when a new principal resumes duty in a school, the previous records kept guide him in his administrative duties and this may inform his take off plans.

In all, records are official documents, books, and files containing crucial information of actions and events which are kept and preserved in school file for retrieval and utilization when needed.

Concept of School Records Management

The term” school record management” tend to capture those various meaningful activities and roles rendered by school administrators (principals and staff) of the school to maintain and keep an up-date of date regarding the school.

School record management is of paramount value, this is because it is the basis through which effective and efficient school administration can be achieved. Generally speaking, record management deals with the documentation of data to its utmost update
towards achieving of any organizational goals. In other hand, the efforts of school principals and staff to preserve and retrieve the information of an individual staff and students and making use of them when need be is herein refers to school record management. According to Ogbonnaya (1994), it is the administrative responsibility of both principals and teachers to embrace ideal administrative practices that ensures effective and efficient school records keeping in school system. Some of the administrative practices include delegation of work to staff, recording fact as accrued, keeping of accurate custody of record, monitoring of teachers adherence to instructions regarding record keeping management, among others.

Record management is one of the most important administrative function in school organization which the school administrator/principal must adhere to. It is impossible to plan and administer any formal organization effectively in which records are not properly kept or mismanaged. To successfully achieve effective school management record must be safely kept and properly managed. Records management is the systematic control of an organizations vital documents and records. Records and record keeping constitute the arteries that supply life-sustaining blood to the system and sub-systems of organizations and institutions (Nwagwu, 2000). It will definitely be an impossible task to plan and administer any known organization in which records are not kept, or are carelessly or fraudulently kept. The education system as a social organization has numerous sub-systems or levels that are managed to ensure some coherence and continuity. To successfully achieve this, records must be stored in such a way that they are accessible and safe guarded against environmental damage. The principals/teachers must be very careful in keeping records, checking and cross-checking every item of information going out under their signatures. The principal must also check all the statutory books kept by the class teachers with emphasis placed on honest and faithfulness in keeping them.
Importance School Record Management

The importance of school records keeping cannot be over emphasized. This is because record keeping in the school system acts as information bank through which data, record and events of school can be viewed by the school ministries, PTA members and school community in general. In every social organization like educational institution, school records are very vital tool which can be kept in the school to provide useful information on both staff and student personnel administration.

Specifically the importance of school records management can be expressed in the following categories:

i. Authentic source of information: The 21st century is seen as the information age. Information about the school system is important to the government for financial planning and to study the nature and the structure of the school. According to Elele (1985), it is argued that if school records are properly kept, they serve as an information base from which the principal and staff can recall or retrieve stored information when needed. Therefore, records serves as accurate and authentic information regarding school activities.

ii. Control of information: Record keeping helps teachers and students to excise control over the distributions, utilization, retention, storage and retrieval of information that concerned the operation of the school. Therefore, school record could be served as a good reference point of whoever intends to know the happening in the school management.

iii. Useful Information of Person (Staff and Students): The term data (records) and information are used interchangeably but the two words have different meaning. Data have to undergo some processing before they become useful information. It therefore means that data are in form of raw materials that goes into the processing system after which, the useable information come out as the output. Hence data can be defined as a set of unorganized facts often representing quantities, measure things (Ikpe, 2000). Such things as
the number of telephone calls, staff address, student’s grades and involvements are data items whereas information is the data/records that has been processed in a way that is beneficial to the recipient.

Data bank is useful to educational planners in projecting into the future. A plan, whether educational, political or economic, that is premised on faulty statistics (data) can be compared to a house that is built on faulty foundation. Consequently, the educational planner at different levels have the duty of “information of accurate premises” upon which to base their plans if such plans are to succeed (Duku, 1987).

Planning entails predicting the future and to articulate the appropriate course of action, and requires availability of adequate information (Davar, 1998). But the bane of educational planning at different local state and even national levels in Nigeria appear to be the absence of adequate and accurate records because of the difficulties experienced in obtaining reliable and up to date records. A number of projects including the Universal Free Primary Education programme (UPE) and Universal Basic Education (UBE) schemes launched in Nigeria in 1976 and 1999 respectively, are believed to have failed largely because they were premised on faulty statistics.

iv. Facts on important activities in the school: It is very important that the principal being an organizer and administrator of a school must keep some records that will give, to an extent, information on the day-to-day activities of the school. The records must fulfill certain conditions if they are to serve any useful purpose. Records must be used, records must be available, records must be complete and must be honest (exaggeration and untrue statement must be avoided) (Ojelabi, 1981).
There must be authentic source of information for referencing on staff and students of schools when need be. Elele (1995) had argued that if school records are properly kept, they serve as an information bank from which the principal and his staff can recall stored information when needed. Eresimadu and Nduka (1997) pointed out that since records cannot be left to the memories of the people, they must be kept to form a repertoire of useful information for individual staff, the school, the community and other educational institutions, the nation and the rest of the world.

School records is a source of school history. Kempner (1990) noted that records enable the school head to understand the background nature, problems activities, and progress of the school and of each child. Kempner acknowledges the fact that it is the duty of school heads, teachers and the administration to provide records when needed.

School records is a veritable guide for school inspection/supervision, record keeping is an important guide to secondary school principal to adopt efficient administrative procedures in the keeping of school records. These procedures, as enunciated by Ehiametalor and Aderonmu (1995), include prompt procurement of records from the appropriate authorities, proper delegation of duties to teacher on the keeping of records and efficient monitoring and supervising of teachers delegated to keep record.

School records form Empirical base for assessing school performance and budget evaluation. Importance of records as a store house of information to students, teachers and administrators is stressed by Ogbonnaya (2005), when he observed that records are kept for the purpose of assessing school performance and budget evaluation. It has been recognized that resources devoted to education can be used more effectively if there is a process of decision for action in the future. This process is known as planning. The process of educational planning comprises collection and analysis of quantitative and qualitative performance and also related statistics to serve as a basis for policy decisions regarding the
future development of education. It is obvious that qualitative statistical data (approach) is very important for educational planning.

According to Ogbonnaya (2005), all projects for improvement and expansion are supposed to be properly costed before any decision is taken. The reliability of such costing of educational projects depends on adequacy and accuracy of the collected data/record and also on the skill of analyzing them. For instance, if a planner is asked to formulate plan for the shortage of teachers, the planner cannot step forward without knowing the number of teachers shot fall, at what level, within what type of or area of specialization. After getting all these information, decisions can be taken as regards whether new teacher training institutions are to be set up and the financial involvement. Therefore, it is important that all necessary efforts should be made to widen and improve the basic statistical data/records used for educational planning.

Types of School Records

School records vary from school to school. School records are broadly divided into statutory records and non-statutory records.

Statutory records are the records kept in accordance with the education law and they must be produced on request by the agents of ministry of education on official inspection. Such records include: admission/withdrawal register, log book, attendance register, school time table, diary of work, visitors book, examination record book, time movement book, a copy of national policy on education, national curricula on different subjects, assignment books for teachers, query book, history of the school, transfer certificate books, pupils individual files, sports and games record file, school clubs/societies, annual leave roster, teachers’ annual evaluation reports, education inspectors reports, organizational charts, minutes books, disciplinary committee file, school land papers, lesson plan/note for teachers among others. Non-statutory records are school records kept for the purpose of administrative
convinces such records include stock book, cash and account books, school calendar, health book, inventory book and staff minutes book (Godwin, 2004).

There are several records under the laws which are expected to be kept to make the school administration effective, progressive, clean and paving way for development such records include;

**Admission and Withdrawal Register**

The school registers of admission and withdrawal is a statutory record that contains detailed information about every child admitted as a pupil/student of the school. The school admission register must always be updated and made available for inspection when demanded for scrutiny by education inspectors, law enforcement agents on an official assignment or any authorized person (Onwurah, 2004).

The keeping of an admission and withdrawal register is to have a comprehensive details of personal and academic background of all pupils/students. With their names and other information entered into the register they become bonafide members of the school.

Information recorded in the admission register includes full names of the pupils, age, date of birth, place of birth, date of enrollment, address and occupation of the parents/guardians, state of origin, local government of origin, date of admission, previous schools attended, date of leaving the school, reasons for leaving the school and the school certificates number (Obi, 2001).

The purpose for which this record is kept is that it is mandatory to do so as school population can easily be retrieved from this record. It serves as an index for statutory financial allocation to states from the federation account. It indicates the growth of the school over the years.

It provides addresses of parents and guardians for contact in case of emergency or invitation to school functions. It provides at a glance, authentic information on the academic
progress of a child through the school and is a basis for guidance and counseling and other assistance to students. It serves as a factual reference point for issuing transfer certificates, testimonials and referee reports on students in school.

**Specimen of Admission and Withdrawal Register**

<table>
<thead>
<tr>
<th>Months &amp; date</th>
<th>Name of Pupil</th>
<th>Sex</th>
<th>Age</th>
<th>Admission number</th>
<th>Address of parents</th>
<th>Progress</th>
<th>Withdrawal Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/3/2011</td>
<td>Musa Ali</td>
<td>Male</td>
<td>5yrs</td>
<td>38</td>
<td>GRA No 12 Otukpo</td>
<td>i 200</td>
<td>ii 201</td>
</tr>
<tr>
<td>28/3/2011</td>
<td>Mary John</td>
<td>female</td>
<td>8yrs</td>
<td>54</td>
<td>Eupi Otukpo Town</td>
<td>2007</td>
<td>2008</td>
</tr>
</tbody>
</table>

**Attendance Register Books**

The class attendance register is a record that is useful in showing pupils/students who attend classes regularly. It is usually kept by class teachers, and marked twice a day, one in the morning and one in the afternoon to ascertain whether the pupil is in school at a particular time or not. The information regarding the number of pupils present and those absent on daily basis must be submitted to the school head teacher so that he can bring the school’s daily attendance notice board up to date (Elele, 1985).

Improperly kept attendance registers can lead to the embarrassment of a head. In a situation where the teacher arbitrarily marks a student who was not in the class present. Such student unfortunately dies or is involved in a criminal act outside the school leading to his/her arrest, the school may be forced by the pupils parents and the law to account for the death or the arrest of such a student.
According Onwurah 2004, cases of pupils leaving home in the morning for school but never got to school, pupils playing truancy, some students answering present in the attendance register in the morning and later disappeared from the school. The school attendance register is therefore helpful in checking habitual absenteeism of pupils/students from school. It helps to reveal if a pupil has been sick. Schools are advised to call the attendance register twice a day, in the morning before the first lessons and in the afternoon after the school break preferably after the mid-day.

**Specimen of Attendance Register Book**

<table>
<thead>
<tr>
<th>S/N</th>
<th>ADM. NO</th>
<th>NAMES</th>
<th>DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mon</td>
</tr>
<tr>
<td>1.</td>
<td>56001</td>
<td>Friday Simon</td>
<td>\ /</td>
</tr>
<tr>
<td>2.</td>
<td>56002</td>
<td>Mercy Michael</td>
<td>\ /</td>
</tr>
<tr>
<td>3.</td>
<td>56003</td>
<td>Ajene Omale</td>
<td>\ /</td>
</tr>
<tr>
<td>4.</td>
<td>56004</td>
<td>Egbe Enoch</td>
<td>\ /</td>
</tr>
<tr>
<td>5.</td>
<td>56005</td>
<td>Sharon John</td>
<td>\ /</td>
</tr>
</tbody>
</table>

**Log Book**

The log book is one of the statutory records required to be kept by the school. The entire important events in the life of the school are recorded in the log book. Log book is for records of the main occurrences that have been established to have taken place during the session and even holiday periods. Events that take place in a school that need to be recorded include date of resumption in a term, number and categories of staff resuming in each term, transfer of staff, school ceremony, visits of important personalities and school inspections. Other events include natural occurrences like storm, heavy rainfall followed by destruction of school properties, meetings with the member of the school board of governors and parents teacher-association, experiments and innovation made in the school, date of finding the school, death, public examination periods etc. At the end of any log book report, the school
head must endorse the recording with his name, signature and usually with school stamp (School visit, Government Model Secondary School Otukpo, 2013).

**Specimen of a Log Book**

<table>
<thead>
<tr>
<th>Date</th>
<th>Events Reported</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/4/2012</td>
<td>School football team won the chairman’s challenge cup.</td>
<td></td>
</tr>
<tr>
<td>23/5/2012</td>
<td>Team of officials from ministry of education science and technology paid an advisory visit to the school.</td>
<td></td>
</tr>
</tbody>
</table>

**Visitors’ Book**

The school visitors books is a record book containing the list of important personalities who have visited the school. The book provides a very useful record of the general interest shown by the community in the school. The school uses the book as a means of contacting such visitors again if the need arises, contacts made with such visitors can help to extend or improve on the interpersonal relationship of the school staff, school head and the visitors. The school community relationship can also be enhanced through the visitors book records. The school visitors book is an important document for checking fraudulent behaviour of some officers or inspectors of schools who leave their offices without permission and laying false claim to have paid official visit to schools.

The school shows great respect to a state commissioner of education, state Governor or Administrator, Minister of Education and the country’s president or head of state by making a fresh page available to such a very important official/guest for recording his/her historic visit. The page is not used by any other visitor again. Head of state usually signs the visitors book with green biro, governor of a state signs with red biro while other visitors sign with black or blue biro.
Specimen of Visitors Book

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Visitor</th>
<th>Address</th>
<th>Purpose of Visit</th>
<th>Remarks/Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/2/2012</td>
<td>Mrs. Beki Sule health</td>
<td>HOD Health Otukpo LGA</td>
<td>Immunization against poliomyelitis</td>
<td>All pupils range from 0-5 were immunized</td>
</tr>
<tr>
<td>10/5/2012</td>
<td>Abu Awulegbe Executive</td>
<td>Secretary of Education Otukpo</td>
<td>Pupils teachers supervision</td>
<td>Very satisfactory</td>
</tr>
<tr>
<td>11/6/2012</td>
<td>Gabriel Olofu Chairman</td>
<td>Otukpo LGA</td>
<td>Founders day</td>
<td>School Environment is good</td>
</tr>
</tbody>
</table>

The School Time Table

This is expected to be approved by the ministry of Education. It is drawn by experts and contains subjects taught in each class, total number of periods each subject is taught in a week, how much time is spent on each lesson period, number of lesson periods in a day. Time of daily opening and closing and time for class activities are shown on the time table. It is prepared and kept in the office of the headmaster. It is from the master time table that every teacher makes his own time-table for teaching his classes. The purpose of a time table is to regulate the activities in the school. The time-table should, for example, indicate when classes will begin, when the school closes for the day or when the school should break.

The preparation of the school time table can be difficult task and as such, experienced teachers are expected to prepare it while the inexperienced ones learn from them (Ogbele, 2008).

Syllabuses and Scheme of Work

It is common to find that in some schools, when a new teacher arrives, he has difficult, finding out what he should teach. This happens because the school does not have copies of syllabus in the office of the head teacher. It is important therefore for every head
teacher of a school to have in his office copies of the syllabus. The scheme of work, which breaks up the syllabus into teaching unit should be kept (Ogbele, 2008).

**Weekly Record of Work**

The scheme of work and the records of work done are made up of weekly record of work. The scheme of work is drawn from the subject syllabus, showing work to be covered in each subject on weekly basis. Efforts are usually made to ensure that these schemes are drawn as to guarantee that all topics stated in the syllabus are covered within their session of relevant. This drives home the messages of the topic to the pupils. The scheme of work is a mere guide and teachers are not slaves to it. Teachers are warned not to record work that has not been completed because this is very misleading and not in the best interest of the students in case a new teacher is assigned to a class (Ogbele, 2008).

**Time Book**

This is a simple register, which provides columns for date, serial number and name of staff, time in, signature, time out, and remarks. Time book helps in checking truancy, punctuality and duration of staffs stay in the school for each day (Ogbele, 2008).

**Duty Roster**

The daily supervision of all school activities is scheduled among teachers in the school. In such a school, every day a teacher and a prefect are on duty except during holidays. The teacher on duty make a report daily on duty report book. In most schools, depending on the size of the school, the conduct of assembly, record of cases of truancy and loitering among students, health and sanitation inspections, schools uniform and proper dressing are among the schools activities and problems areas for which the attention of duty masters are enlisted. In summary daily duties performed, and recommendations, where necessary, are submitted to the principals or vice-principals (admin) as the case may be at the end of each school day (Idoko, 2005:86).
The Stock Book

This is kept in the school in order to record account of the equipment; books and other articles bought for the school. These materials should be sent to the store keeper or the teacher who is in charge of the stores to record them in the stock book. According to Idoko (2005), they are two types of stock.

(a) Consumable stock: This covers such items as chalk, stationary, and disinfectants. These items are consumed always and have to be replaced from time to time.

(b) Non-consumable stock: This covers items such as furniture; farm tools, games, equipment, audio-visual materials. These items have life span. The stock book helps the head teacher to know what materials are available in the school, when supplies are running out, and also know what to request for.

National Policy on Education

This document provides the nation’s educational philosophy, goal and objectives of the schools system. It is mandatory that all schools must have a copy of this documents. It specifies the desired objectives for each level and type of education and ways of realizing them. It serves as guide in the administrative functions (A copy of National Policy on education, second edition, 1999).

The School Cash Book

It is important for every headmaster of a school to keep a cash book. This is because; in a particular school year a lot of money comes into the school and are spent for the school assignment/administration. The school, for example, realizes money from school fees, levies, sales of crafts or farm products or even subvention from government or gifts from wealthy individuals and organizations. The cash book should clearly show both income and expenditures of the school. The keeping of this record will help the teacher to give a good
account of school transactions and to also prevent him from getting into problems that have
to do with collecting and spending money.

**Lesson Note Book**

This is kept by the class teacher, it is important that before a teacher goes into
teaching, he has to prepare his lesson in this notebook. It is a book that contains the daily
preparation of the teacher for the different subjects to be covered and the activities to be
carried out for each day. The lesson note book serves as an aid to the teacher in the course of
teaching as he can not rely completely on his memory (Ministry of Education, Benue state,
2009). It reminds him of each step as he teaches. The lesson note for each day should contain
the following important information:

(a) General information such as the topic, date, time of the lesson, duration of the lesson,
age, sex and class.

(b) Behavioural objectives, previous knowledge, introduction, presentation, conclusion,
evaluation and children’s activities including assignment.

**Reports Cards**

This is the school record, which shows the pupils scholastic performances and
conduct for each term. It helps the teacher to keep the parents informed about their children’s
progress in the school. It gives interested parents accurate information and helps parents who
are ignorant about the working of the school to have a better understanding of its purpose and
their children’s place in it (Ministry of Education, Benue state, 2009).

**Movement Book**

The staff movement book is a record that shows the where about of a staff. Every staff
moving out of school hours with the head teachers permission must record in the staff
movement book, the following information arranged in vertical columns, date, name of staff,
time of departure from school, reasons for moving out of school, time of arrival back to
school, signature of staff, head teacher’s remarks/signature. The staff movement book helps
the school to have knowledge of the where about of a staff, recall the staff if urgently needed
by an inspector or visitor to the school, know where to look for such a staff in case of a
suspected accident or any mishap (Ministry of Education, Benue state, 2009).

**Cumulative Report**

This is a continuous record or combination of records which contains comprehensive
information about each pupil. It provides a summary of the pupils career in the school. The
cumulative record is confidential and should be kept in filing cabinet in the office of the head
teacher and the school counsellor. The following information are required: date of admission,
grades, family background and social activities, if a child goes on transfer to a new school,
his cumulative record can be sent to the new school, and this will help the new school to be
abreast with up to date information about the child.

**Punishment Book**

This book is kept by the head teacher in order to record cases of punishment given to
children and to ensure that the procedure for punishing any child has been followed. The
keeping of this book helps to protect the child from being punished any how by the teacher. It
helps to protect the teachers themselves from the complaints of parents on the way and
manner teachers punish their children. It also helps to stop other members of the community
from giving wrong information on how children are being punished in the school. The record
can show the type of problem behaviour that is common in the school. With such information
the head teacher can take the necessary steps to solve the problem (Ogbele, 2008).
Specimen of Punishment Book

<table>
<thead>
<tr>
<th>Date</th>
<th>Pupil name</th>
<th>Sex</th>
<th>Age</th>
<th>Class of offender</th>
<th>Offence</th>
<th>Punishment</th>
<th>By whom</th>
<th>Remark signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11/2011</td>
<td>Sule Omale</td>
<td>M</td>
<td>10</td>
<td>Primary 6</td>
<td>Truancy</td>
<td>Five strokes of cane</td>
<td>Headmaster</td>
<td></td>
</tr>
<tr>
<td>15/11/2011</td>
<td>Thomas Paul</td>
<td>M</td>
<td>11</td>
<td>Primary 6</td>
<td>Theft</td>
<td>Suspended 1 week</td>
<td>Disciplinary committee</td>
<td></td>
</tr>
<tr>
<td>9/1/2012</td>
<td>Stephen Sunday</td>
<td>M</td>
<td>9</td>
<td>Primary 4</td>
<td>Bulling</td>
<td>Cutting of grass</td>
<td>Vice principal</td>
<td></td>
</tr>
</tbody>
</table>

Inventory Book

The school inventory book shows a list of laboratory, home economics and games, equipment, school furniture, textbooks, library books, school blocks, dormitories, tables, chairs, desks, black board, and other materials that belong to the school. A separate exercise book is used in recording consumable supplies for example exercise books for note of lessons, pen, biros ink, chalk and dusters, the cost of repairs and maintenance are also shown against the particular asset of the school. The school inventory book helps in knowing the running and maintenance cost thus, providing cost information for budgetary and replacement purposes (School visit, Government Day secondary school, 2013).

The School Inventory Book: This is not supposed to be taken away by the principal because it helps the school principal to know when the school property has disappeared and how to recover it, it helps the head to make handover note to his/her successor, it enables the state education board officials to know exactly how adequate or inadequate the supplies are carefully used.

Transfer Certificate

A transfer certificate is a certificate obtained by a pupil leaving one school to another from his original school, showing that such a student is not in any way indebted to the original school. A transfer certificate has the feature arranged in horizontal columns.
Transfer certificate state ministry of education original

1. Name of pupil (in full) ____________________________
2. Name of parent _________________________________
3. Native of ______________________________________
4. Year of birth (approximately) _____________________
5. Number on admission register ______________________
6. Name and address of the school issuing the transfer certificate ______________________________________
7. Standard last past and date ________________________________
8. Final position in class _________________________________
9. Standard at present time _________________________________
10. Date of last attendances at above school ________________
11. Number of attendances made at school ________________
12. Any fee owing? If so state the amount __________________
13. Conduct _________________________________
14. Causes of leaving _________________________________
15. Give list of former schools attended with dates ___________ Date __________ 19 __________ Head Teacher

History of the School

A school head is expected to keep a documented history of his/her school. The history of a school contains the date of establishment, proprietor of the school, primary objectives for the establishment of the school, record of the number of first set of pupils, students enrolment showing the number of male and female students, the number of the pioneering teaching and non-teaching staff, name and qualification of the pioneering school head (School visit, Government Day secondary school, 2013).
School Photo-Album

The history of the school can be written in form of photographs. The school head is expected to have photographs of events relating to staff, students, schools surroundings and exhibitions during school festivals such as:

First year pupils, first day at school, inter – house athletics meeting, competitions in games and in sports, literary and debating society, cultural displays, meeting of clubs and societies, religious groups, ceremonies environmental sanitation exercises, and speech and prize giving day ceremony (School visit, Government Day secondary school, 2013).

State School Calendar

A state school calendar is the time-table of opening and closing periods for the three terms of the school academic session. At present, the school calendar year runs from September to July. A school calendar is divided into three terms; first, second and third terms. The first term of the school session is usually for 13 weeks: second term is made up of 13 weeks and third term about 14 weeks. The ministry of education sends out annually a state school calendar for a school session. The calendar is usually in the form below: 1st term September – December (13 weeks). End of first term and holiday period, December-January (3 weeks). 2nd term January-April (13 weeks). End of second term and holiday period, April – May (3 weeks) 3rd term May-July. End of third term and holiday period July – September (6 weeks). The calendar may vary depending on state policy on school holiday and some other national events (School visit, Government Day secondary school, 2013).

Duty Roster

This records duties assigned to teachers and prefects. The duty roster serves as a guide to staff and prefects on duty. Provision is usually made for comments of the teachers and prefects on the performance of assigned duties, as well as problems encountered in the
discharge of their duties. It helps the school in identifying (for commendation), dedicated and competent school personnel.

Problems Associated with Record Keeping in Schools

As important as information from school records are to effective administration of schools, effective record keeping in schools have many problems. Some of these problems include:

Inability to keep available records: High rate of pupils attrition especially in the rural areas poses a big problem. Children who are enrolled in school fall out of school at will, either through sheer lack of interest or ignorance of what school holds in stock for them in future.

Ignorance, poor attitude of parents cause parents to withdraw their children from school without as much telling the headmaster. Infrastructure and equipment are destroyed from time to time by bush fire, rain storms, white ants and mischievous persons, including school pupils. All these contribute in no small measure in frustrating the efforts of the planner at acquiring valid and reliable data (Uwazurike 1991).

Poor Attitude of school personnel towards data collection: Despite the fact that teachers and principals are witnesses to the problems described above, they are many a time, uncooperative when records are demanded of them from time to time in respect of their schools. Rather than make effort, they copy out old records verbatim or amend them slightly and submit to the head office.

Shortage of staff: The section of the educational offices charged with collecting educational statistics is very often under staffed. As a result of the shortage in the number and quite often qualifications and experiences of such staff, they can not cope with the volume of work before them. They do their best, but sometimes, their best falls short of the requirements of the planning office.
Inadequacy of transportation and traveling facilities: In the view of Ogbonnaya (2000) in addition to lack of adequate staff, there is the problem of lack of vehicles to convey data to and from schools in their zones. In some instances, data collectors invest their money in such exercise, and the head office does not reimburse such money. Subsequent calls on them to tour round schools to collect data without giving them enough money or vehicles fall on deaf ears. Since they must submit information in respect of their zones; they resort to amending old data or creating new information in their offices.

Lack of thorough supervision by the head teacher: This can arise if a teacher records topics not taught under record of work covered in the diary. It is unethical to record what has not been taught. Some teachers make false entries in the time book, and staff movement register because such records are not effectively monitored by the school head. Uwazurike (1991), maintained that untimely supply of records, lack of thorough supervision and funds, inadequate knowledge of record keeping, incessant alteration of records and role of conflict among school principals among others are the chief problems recorded to have associated with records keeping in school system.

Inadequate knowledge of record keepers for the use of information from records: If the information given are false or incomplete, it cannot give us the accurate information needed. Lack of thorough supervision by the head teacher, lead to destruction of poorly kept records by termites, flood or storm. This usually occurs as a result of keeping such records in wooden cup boards or on bare floors. Retrieval problems such as corruption of files by computer virus leading to distortion or complete erasure of stored data cause educational wastage. This may cause issue of having drop outs and repeaters in the school system, which is a loss in resources to the society. More so, at a time when the nation is struggling to meet its need in man power and increased demand for education as stressed by (Uwazurike 1991). It is proper to look into the above mentioned problems especially corruption of data by human beings due
to deliberate alteration or erasure, untimely supply of records and undue access to confidential information on staff, students and facilities.

**Theoretical Framework**

This section reviews some theories that are related to the study. Such theories reviewed include: systems theory and human relation theory. Viewed from management perspective, theory can be defined as a set of assumptions from which the manager/principal can understand, explain and predict the behaviour of workers in an organization. Such knowledge and understanding will enable him fashion out effective leadership, supervision, control and motivation and adoption of strategies necessary for attainment of organizational goals.

**Systems Theory**

The systems theory is one of the modern management theories to study the relationship between organization and its environment. This theory considers all elements in the whole organizations as well as its component parts. The theorists view organization as an adaptive system, which must adjust to changes in its environment if it is to survive, (Massie, 1997). Zanders (2002) refers to these modern management theories as integrative management theories in the sense that they study the relationship between organization and its environment thereby attempting to understand organization as a whole system.

The systems theory is traced to Aristotle (1958). The theory is of the believe that the whole is greater than the sum of its parts. However, Nwankwo (1992) argued that it is not enough to understand the parts, that it is also important to understand the relationship among the parts. Describing a system as a series of interrelated and interdependent parts, such that the interaction of any part (sub-system) affects the whole system. That is to say, in as much as principals’ work is towards achieving the set goals, he still needs the cooperation of teachers in the system. That means they cannot work without each other.
School records has to be processed, stored and retrieved when needed at the various departments. Peretomode (1991), and Nwankwo (1982), stated that the systems theory rests on the belief that all in systems, all the parts perform different functions but their interaction are dependent on each other. The system theory is relevant to records management because the educational system or even a single schools unit or child, is a system, and concept of interaction and interdependence of parts with the others and the wider system is applicable.

In conclusion, the review in this section shows that management theory is relevant to school management and to promote efficiency. The system theory, on the other hand concentrated on the interrelationship and interdependence of various segments of the organization. The systems theory makes it clear to the principals, as it relates to school records management, as the superior that they must relate very well and work with the subordinates through delegating authority to them (teachers) to make proper record management a foundation for the future of educational system. This theory provides information to the principals/manager on strategies for leadership, works or staff within an organization.

The obvious relevance of this theory to these work boarders in the strength of school administrators, principals to adopt the principle of interrelation and interdependence in school management. This could promote delegation of duties respect and value of various functions among department in the school, thereby introducing new dimension in school record management.

**Human Relations Theory**

People who pioneered studies in human relations theories included Marypacker Follete (1868-1933); Elton Mayo (1945) and Dickson (1939); Lewin, Lippit and White (1938); and Yaunch (1949). Follote is always regarded as the first great proponent of human relations theory.
The central idea in this human relation theory boarders on the fact that the human factor is vital in the achievement of organizational goals. Thus it was assumed that workers will achieve better if their personal welfare was taken into consideration.

According to Nwankwo (1992), the theories relates to human relations brought into administration such concepts as democratic leadership policy-making by consultation, delegations of authority decentralization of administration, among others. In other words, it is called human theory of management. This implies that school administrators (principals) should treat their staff (teachers) with human face, and always sort for their welfare. This could generate harmony and sound cooperation among them. When this is achieved among principals, will bring about desirable output especially in the areas of teaching and learning and school records management.

The relevance of this theory to this work lies in the ability of the principals to take cognizance of teachers welfare towards achieving the over all school goals. This means that principal should not emphasis on the school productivity alone but should also emphasis along side the condition of staff thereby bringing in, friendly relationship among staff. When this is achieved by school heads, issue of falsification of data among staff will be a past story in the history of school records management in the school system.

**Review of Empirical Studies**

The objective of this section is to review the few available materials or studies which are related to this study.

Ogbonnaya (1994) carried out an appraisal of record keeping practices of principals in Abia state secondary schools. The study sought to determine the administrative practices adopted by secondary school principals in Abia state in the keeping of school records and the problems associated with the keeping of these records. Three research questions and one null hypothesis were formulated to guide the study. The researcher adopted descriptive survey
design for the study. Using a questionnaire titled “Record keeping Appraisal questionnaire” data were collected from four hundred secondary schools teachers and forty principals from Aba and Umuahia Education zones of Abia state. Mean scores were used to answer the three research questions while t-test statistics was used to test the null hypothesis formulated for the study. The results, among others show that:

1. Secondary school principals delegated authority for the accurate keeping of some schools administrative records to teachers.
2. Principals monitor teachers’ adherence to instructions on school records.
3. Lack of funds, delays in the supply of materials, dishonesty and lack of zeal and interest on the part of teachers delegated to keep records constituted problems in record keeping in Abia state secondary schools.

Ogbonnaya’s work on appraisal of record keeping practices shared relevance to this study. This is because it is part of the objectives of study to ascertain the school records presently kept in secondary schools.

Uzoho (2006), investigated the record keeping practices of secondary school principals in Umuahia Education zone of Abia state and the problems associated with keeping of these records. To carry out the study effectively four research questions and two null hypotheses were formulated, descriptive survey design was adopted. A 28-questionnaire item was developed and administered to 420 urban and 180 rural secondary school teachers in Umuahia Education zone of Abia state. Mean scores were used to answer the four research questions while the t-test statistics was used to test the null hypotheses formulated for the study. Results or findings were as follows; urban and rural secondary school teachers in Umuahia Education zone indicated that records presently kept in their schools include admission register, attendance register, staff minutes book, school time table, school accounts book, academic records of students and copies of schools rules and regulations. There is a
light significant difference between the opinions of urban and rural secondary school teachers on the administrative practices that characterize the keeping of records in secondary school in Umuahia Education zone. These practices include principals delegating the keeping of day-today administrative records to senior teachers, records events as they occur in the appropriate records booklets, keep accurate custody of record materials and books in the offices, check every item of information in the records before appending their signatures. There is no significant difference between opinions of urban and rural secondary schools, teachers with regards to the administrative practices that characterize the keeping of records in secondary schools in Umuahia Education zone of Abia State.

The relevance of Uzoho’s (2006) work on record keeping practices of secondary school principals to the present study lies in the competency of principals to adopt sound and effective school records management practices for effective data utilizations where and when need be.

Smith (1992) carried out a study on the degree of importance of record keeping by head teachers and teachers in British primary schools.

Three research questions and one null hypothesis were formulated to guide the study. The design adopted was descriptive survey. A twenty-item questionnaire was for gathering the relevant data for study. One hundred and twenty head teachers and four hundred and sixty five primary schools teachers provided the data for the study. Mean scores were used to answer the three research questions while the t-test statistics was used to test the null hypothesis formulated for the study. The findings of the study revealed that primary school head teachers and teachers considered record keeping very important in the British primary schools.
The striking relevance of Smith’s (1992) work on the degree of importance of record keeping to the present study hinged on the strength of school principals to appreciate the importance of effective record keeping for production school management.

Summary of Literature Review

The review of related literature has so far proffered and organized under conceptual framework theoretical framework and empirical studies. This was done to enable the researcher review detailed literature for the work. Under the conceptual framework, all the major concepts in the study were explained. They included; concepts of secondary school and records also concept of school management and school record management were as well, discussed.

Under the theoretical framework, two (2) theories reviewed with special attention paid to their relevance to the study which gave the study its theoretical base. They include; systems theory (1959) and Human relation theory (1868). Under empirical studies, three (3) works were reported thus, Ogbonnaya (1994) carried out an appraisal of record keeping practices, Uzoho (2006) investigated the record keeping practices of secondary school principals and finally, Smith (1972) carried out a survey study on the degree of importance of record keeping by head teachers and teachers in British primary schools. The relevance of each study to this work was introduced.

In summary, the issue under study boarders on the management of school records in secondary schools. It is vital to note here that, although many works have been done on record keeping and related topics, some literature gap still exist. The gap stems from the fact that none of the studies above was carried in Benue state and also the gap of how school records are managed. The failure by all preceding studies to take cognizance of the above is an obvious gap which this work tends to bridge.
CHAPTER THREE
RESEARCH METHOD

This chapter discusses the research method. It specifically discusses the design of the study, area of the study, population of the study, sample and sampling techniques, instruments for data collection, validation of instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

The research design of this study is descriptive research design. Nworgu (2006) states that descriptive survey design is one of the best design for describing situation without manipulation. Therefore it concerns with the collection of data and description of events as they exist without manipulation of any kind. This design is therefore appropriate for this study because it seeks to describe the management of records keeping as it exist in secondary schools.

Area of the Study

The study was conducted in Otukpo Education zone of Benue State. Otukpo Education zone comprises of 9 local government areas which include: Otukpo, Obi, Oju, Oghadibo, Okpokwu, Apa, Ohimini, Ado and Agatu. The zone has fifty-two secondary schools and fifty-two principals and one thousand, three hundred and ninety two teachers.

These secondary schools are located in both rural and urban areas. In the case of rural schools, some record such as staff movement book, teachers’ diary, lesson note, teachers’ attendance and students register are not reliable. It was assigned that the falsification of these records hampers effective school administration, especially in the area of effective records management.
Population of the Study

The population of the study comprised all the 52 principals and 1,392 teachers in the 52 state-own secondary schools in Otukpo Education Zone of Benue state. (*Source:* Statistics unit of Teaching service Board TSB Benue state Ministry of Education 2011/2012). The choice of these respondents stems from fact that they are in better position to know how records are managed in secondary school system.

Sample and Sampling Techniques

The sample of the study were all the 52 principals of the 52 state-owned secondary schools and 364 teachers selected through proportionate random sampling from the 52 state-owned secondary schools within the Otukpo education zone in Benue state. In sampling teachers, 7% was used to select teachers in each of the 52 schools in the zone. This will sum up to 416 respondents.

Instrument for Data Collection

The instrument for data collection of this study is a researcher-developed questionnaire. The questionnaire is titled “Record keeping practices questionnaire” (RKPQ). The questionnaire has two sections, one and two. Section one dealt with the personal data of the respondents such as name of respondent and status and name of school. While section two consisted of 30 items, grouped under four (4) clusters. Cluster A contains 10 items which elicited information on the school records currently kept in secondary schools, cluster B contains 5 items which elicited information on the administrative practices that characterize the keeping of school records, cluster C contains 9 items which elicited information on the problems associated with the keeping of school records, while cluster D contains 6 items which elicited information on the strategies for improving on school records management in schools.
The instrument was weighted on a four (4) point rating scale for the respondents to make their responses as follows: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

**Validation of Instrument**

The face validity of the instrument was carried out. To ascertain this, the researcher presented two copies of the questionnaire to two experts in Educational Administration and Planning and one to an expert in Measurement and Evaluation, all in the University of Nigeria, Nsukka. The experts were also presented with copies of the research purpose, research questions and research hypotheses as a guide. They were requested to assess the suitability of the language, the comprehensiveness, adequacy and relevance of the items in addressing the research questions, bearing in mind the purpose of the study. Their comments, suggestions and correction were accommodated and used to modify the instrument.

**Reliability of the Instrument**

The validated instrument was trial tested with eight (8) principals and seventeen (17) teachers in Ado Local Government Area which is outside the area. To ascertain the internal consistency of the instrument Cronbach Alpha technique was used to compute the reliability index. Reliability estimates for the clusters were as follows; cluster A: 0.82, cluster B: 0.87; cluster C: 0.81; and cluster D: 0.89. The instrument has an overall reliability estimate of 0.96. This result indicates that the instrument is reliable and therefore considered appropriate for use, (see appendix 3).

**Method of Data Collection**

The direct delivery and retrieval method was applied. The instrument was administered and retrieved on the spot by the researcher with the aid of three (3) research assistants who were trained by the researcher. These research assistants were trained on the modalities for administration and retrieval of the instrument.
Method of Data Analysis

In analyzing the data, mean scores and standard deviation (SD) were used to answer the research questions. Real limit of numbers was used in analysing the data: 0.50-1.49, 1.50-2.49, 2.50-3.49, 3.50-4.00. The t-test was used to test the three null hypotheses at 0.05 level of significance. The decision rule is that any hypothesis which t-calculated value is less than the table value was considered not rejected, while any hypothesis which calculated t-value is more than the table value was considered rejected.
CHAPTER FOUR
PRESENTATION OF DATA ANALYSIS

This chapter deals with the presentation and analysis of data collection in the field for the study. The data analysis reflected the four research questions and three hypothesis formulated for the study.

Research Question One

What are the school records presently kept in secondary schools?

The data which used to answer the above stated question are presented in Table 1 below;

Table 1: Mean ratings of principals and teachers on school records presently kept in secondary schools

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item description</th>
<th>Principal</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>Admission and withdrawal register</td>
<td>3.04</td>
<td>0.76</td>
</tr>
<tr>
<td>2.</td>
<td>Log book for recording school events</td>
<td>3.01</td>
<td>0.69</td>
</tr>
<tr>
<td>3.</td>
<td>Attendance register used to register the names of the students and the attendance to school</td>
<td>2.98</td>
<td>0.59</td>
</tr>
<tr>
<td>4.</td>
<td>School time table that shows the daily activities class by class.</td>
<td>2.89</td>
<td>0.91</td>
</tr>
<tr>
<td>5.</td>
<td>Diary of work</td>
<td>3.06</td>
<td>0.71</td>
</tr>
<tr>
<td>6.</td>
<td>Visitors book used by important personalities that visit the school</td>
<td>3.09</td>
<td>0.69</td>
</tr>
<tr>
<td>7.</td>
<td>Examination record book used for compiling the results of the students.</td>
<td>2.99</td>
<td>0.72</td>
</tr>
<tr>
<td>8.</td>
<td>Movement book used for recording movement of teachers when going out of school</td>
<td>3.00</td>
<td>0.65</td>
</tr>
<tr>
<td>9.</td>
<td>A copy of National policy on education that shows government rules and regulations.</td>
<td>3.10</td>
<td>0.69</td>
</tr>
<tr>
<td>10.</td>
<td>Lesson plan/note book that contains the summary of what to teach.</td>
<td>2.77</td>
<td>0.81</td>
</tr>
<tr>
<td></td>
<td>Cluster mean</td>
<td>3.013</td>
<td>0.72</td>
</tr>
</tbody>
</table>
From the data presented in Table 1 above, all the principals and teachers that responded to the questionnaire items agreed on the school records presently kept in secondary schools. This agreement of principals and teachers is expressed by the mean values of each item and then, the cluster means of 3.013 and 3.011 respectively for principals and teachers. This is indicative of the fact that both principals and teachers are of the opinion that the school records presently kept in secondary schools include; admission and withdrawal register log book, attendance register, school time table, diary of work, visitors’ book, examination record book movement book, a copy of National Policy on Education and lesson plan/note book.

Research Question Two

What administrative practices characterize keeping the school records?

The data for answering the above research question are presented in Table 2 below.

Table 2: Mean ratings of principals and teachers on administrative practices characterize keeping school records.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item description</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>11.</td>
<td>Principals delegate the keeping of day-day school records to teachers.</td>
<td>2.95</td>
<td>06.72</td>
</tr>
<tr>
<td>12.</td>
<td>Record events as they occur in the appropriate record booklet.</td>
<td>3.09</td>
<td>0.66</td>
</tr>
<tr>
<td>13.</td>
<td>Keeping accurate custody of recording materials and books in the offices.</td>
<td>3.99</td>
<td>0.72</td>
</tr>
<tr>
<td>14.</td>
<td>Monitoring teachers adherence to instructions on the keeping of records.</td>
<td>2.93</td>
<td>0.81</td>
</tr>
<tr>
<td>15.</td>
<td>Checking every item of information in the records before appending their signatures.</td>
<td>2.92</td>
<td>0.68</td>
</tr>
<tr>
<td></td>
<td>Cluster mean</td>
<td>3.17</td>
<td>0.70</td>
</tr>
</tbody>
</table>

From the data obtained and presented above, both principals and teachers are of the opinion that the administrative practices characterize keeping of school records include;
delegating the keeping of day to day school records to teachers by principals, recording
events as they occur in the appropriate record booklet, keeping accurate custody of record
materials in the offices, monitoring teachers adherence to instructions regarding record
keeping and checking every item of information in the records before appending signatures.
Hence, the mean ratings of the principals and teachers who responded to the five (5) item
questionnaire on the matter, indicated this. In the table, mean ratings of principals range from
2.92 to 3.99 while that of the teachers range from 2.89 to 3.07 with the cluster means of 3.17
and 3.00 respectively both of which are on the high side and greater than 2.50 which is the
base point.

Research Question Three

What problems are associated with keeping the school records?

The data for answering the above research question are presented in Table 3 below;

Table 3: Mean ratings of principals and teachers on problems associated with keeping
the school records.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item description</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>16.</td>
<td>Untimely supply of records to school.</td>
<td>2.62</td>
<td>0.61</td>
</tr>
<tr>
<td>17.</td>
<td>Lack of thorough supervision by principals</td>
<td>2.58</td>
<td>0.59</td>
</tr>
<tr>
<td>18.</td>
<td>Lack of funds to procure books and other equipments.</td>
<td>2.74</td>
<td>0.64</td>
</tr>
<tr>
<td>19.</td>
<td>Inadequate knowledge of record keepers on the use of information from record.</td>
<td>2.99</td>
<td>0.71</td>
</tr>
<tr>
<td>20.</td>
<td>Corruption of data by human beings due to deliberate alteration or erasure</td>
<td>2.78</td>
<td>0.78</td>
</tr>
<tr>
<td>21.</td>
<td>Destruction of records by termite flood or storm</td>
<td>3.03</td>
<td>0.66</td>
</tr>
<tr>
<td>22.</td>
<td>Negative attitude to work by the principals.</td>
<td>3.09</td>
<td>0.77</td>
</tr>
<tr>
<td>23.</td>
<td>Lack of zeal and interest on the part of teachers to keep records.</td>
<td>2.96</td>
<td>0.91</td>
</tr>
<tr>
<td>24.</td>
<td>Too many administrative functions of the principals</td>
<td>2.68</td>
<td>0.55</td>
</tr>
<tr>
<td></td>
<td>Cluster mean</td>
<td>2.83</td>
<td>0.69</td>
</tr>
</tbody>
</table>
From the data shown in Table 3 above, a good number of the principals and teachers who responded to the nine(9) questionnaire items, agreed on the problems associated with the keeping of school records which are; untimely supply of records to schools, lack of thorough supervision by principals, lack of funds to procure books and other equipments, inadequate knowledge of record keepers on the use of information from records, destruction of records by termites, flood or storm, corruption of data by human beings due to deliberate alteration or erasure, negative attitude to work by the principals, lack of zeal and interest on the part of teachers to keep records and too many administrative functions of the principals. The mean ratings of the principals and teachers demonstrated this agreement. Specifically, the mean ratings of the principals on the matter range from 2.58 to 3.09 while that of teachers range from 2.59 to 3.09. These are all high response scale as the points are above 2.50 which is the cut-off point. While the cluster means of 2.83 and 2.81 were obtained for principals and teachers respectively.

Research Question Four

What are the strategies for the improvement of school records management in secondary school?

The data for answering the above research question are presented in Table 4 below

Table 4: Mean ratings of principals and teachers on strategies for the improvement of school records management in secondary school.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item description</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>Supply of necessary school records to school should be given the priority it deserves.</td>
<td>2.88</td>
<td>0.72</td>
</tr>
<tr>
<td>26.</td>
<td>Funds made for school records management should be kept for its use.</td>
<td>2.91</td>
<td>0.69</td>
</tr>
<tr>
<td>27.</td>
<td>Managers of school records should be given opportunity for professional course through in-service training.</td>
<td>2.69</td>
<td>0.73</td>
</tr>
<tr>
<td>28.</td>
<td>School heads should ensure that records are supplied on time even if it means using internally generated funds for their timely purchase.</td>
<td>2.58</td>
<td>0.91</td>
</tr>
</tbody>
</table>
Based on the data presented above, reasonable number of the principals and teachers who responded to six (6) questionnaire items, agreed on the strategies for the improvement of school records management in secondary schools; supply of necessary school records to schools should be given the priority it deserves, funds made for school records management should be kept for its use, managers of school records should be given opportunity for professional course through in-service training, school heads should ensure that records are supplied on time even if it means using internally generated funds for their timely purchase, record management should not be influenced by political consideration, and every school head should have a “Data Board” containing summary of data on staff, students and activities in the school. The mean ratings of these respondents expressed this agreement. For instance, the mean ratings of the principals on the matter range from 2.58 to 2.91 while that of teacher range from 2.59 to 3.07. These are all on high side. The cluster means of 2.77 and 2.89 respectively for both principals and teacher also is an indication of their agreement on the strategies for the improvement of school records management in secondary school.

**Hypothesis One:**

There is no significant different between the mean ratings of secondary school principals and teachers with regard to school records that are kept in secondary schools.

The summary of the t-test analysis for hypothesis one is presented on Table 5 below.
Table 5: Summary of t-test analysis for hypothesis one.

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t-cal</th>
<th>Sig. (2 tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>52</td>
<td>3.013</td>
<td>0.72</td>
<td></td>
<td>1.367</td>
<td>.109</td>
</tr>
<tr>
<td>Teachers</td>
<td>364</td>
<td>3.011</td>
<td>0.71</td>
<td>4.4</td>
<td>1.367</td>
<td></td>
</tr>
</tbody>
</table>

The analysis show that the probability associated with the calculated value of 1.367 is 0.109. Since the probability value of 0.109 is greater than the 0.05 level of significance, the null hypothesis is accepted implying that there is no significance difference in the mean rating scores of principals and teachers with regard to school records that are kept in secondary schools.

Hypothesis Two

There is no significant difference between the mean ratings of secondary school principals and teachers with regard to the problem associated with record keeping in secondary schools.

The summary of the t-test analysis for hypothesis two is presented on Table 6 below.

Table 6: Summary of t-test analysis for hypothesis two

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t-cal</th>
<th>Sig. (2 tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>52</td>
<td>2.83</td>
<td>.69</td>
<td></td>
<td>1.594</td>
<td>.121</td>
</tr>
<tr>
<td>Teachers</td>
<td>364</td>
<td>2.81</td>
<td>.78</td>
<td>4.4</td>
<td>1.594</td>
<td></td>
</tr>
</tbody>
</table>

Data on Table 6 indicate that the probability associated with the calculated value of t(1.594) is 0.121. Since the probability value of 0.121 is greater than the 0.05 level of significance, the null hypothesis is accommodated, showing that there is no significant difference in the mean rating scores if principals and teachers with regard to problems associated with record keeping in secondary schools.
Hypothesis Three

There is no significant difference between the mean ratings of principals and teachers with regard to the strategies for improving school records keeping in secondary schools.

The summary of the t-test analysis for hypothesis three is presented on Table 7 below.

Table 7: t-test analysis of principals and teachers responses

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t-cal</th>
<th>Sig. (2 tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>52</td>
<td>277</td>
<td>0.78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>364</td>
<td>2.89</td>
<td>0.85</td>
<td>414</td>
<td>1.414</td>
<td>.171</td>
</tr>
</tbody>
</table>

The analysis shows that the probability associated with the calculated value of $t(1.414)$ is 0.171. Since the probability value of 0.171 is greater than the 0.05 level of significance, the null hypothesis is accepted, proving that there is no significant difference in the mean rating scores of principals and teachers with regard to the strategies for improving school records keeping in secondary schools.

Summary of Major Findings

Given the analysis of responses from both principals and teachers on the items of research questions and hypothesis formulated for this study, the summary of findings are presented as follows:

1. The school records that are currently kept in secondary school are; admission and withdrawal register, logbook, attendance register, school time table, diary, visitors book, exam record, time movement book, a copy of National policy on education and lesson plan/note. This general opinion arose after taking into consideration the reactions and views of the principals and teachers who responded to the thirty (30) items of the questionnaire formulated for this study. Their views also gave chance to find out that;

2. Administrative practices that characterized the keeping of school records include;
Principals delegating the keeping of day-to-day school records to teachers recording event as they occur in the appropriate record booklet, keeping accurate custody of record materials and books in the principals offices, monitoring of teachers adherence to instructions on the keeping of records, checking every item of information in the records before appending signatures by principals.

3. Problems associated with the keeping of school records include; untimely supply of records to schools, lack of thorough supervision by principals, lack of funds to procure books and other equipments, inadequate knowledge of record keepers on the use of information from records, destruction of records by termites, flood or storm, corruption of data by human beings due to deliberate alteration or erasure, negative attitude to work by the principals, lack of zeal and interest on the part of teachers to keep records, and too many administrative functions of the principals.

4. Strategies for improving on school records management in schools are; supply of necessary school records management in schools are; supply of necessary school records to schools should be given the priority it deserves, funds ear-marked for school records management should be retired accordingly, managers of school records should be given chance for in-service professional training courses, school heads ensuring that records are supplied on time, records management should free from political influences and finally, school heads should have a “Data Board” containing summary of data both on staff, student and school activities.
CHAPTER FIVE
DISCUSSION OF FINDINGS, RECOMMENDATIONS, SUMMARY AND
CONCLUSION OF THE STUDY

This chapter presents the discussion of findings of this study, conclusion, implications, recommendations and limitations, suggestions for further research study and summary of the study. Discussions are made in accordance with the research questions and hypotheses formulated for the study.

Discussion of Findings

School Records that are kept in Secondary Schools

From the responses made on research question one of the study, it was agreed that the records currently kept in secondary schools are; admission and withdrawal register, log book, attendance register, school timetable, diary of work, visitors book, exam record, time-movement book, a copy of National policy on education, and lesson note.

This finding is in consonance with that of Godwin (2013), who states that for school to be effective in the area of record keeping, there should be a proper record of the following admission and withdrawal register, log book, attendance register, school timetable, diary of work, visitors book, exam record, time movement book, a copy of National policy on Education and lesson note.

Administrative Practices that Characterize keeping of School Records

With regard to the second research question which elicits information on the administrative practices that characterize keeping of the school records, the respondents agreed on the administrative practices that characterize the keeping of school records. Specifically, these practices include; delegating day-to-day school keeping record to school teachers, recording events as occurred in the appropriate record booklet, keeping accurate custody of record materials, monitoring teachers adherence to instructions on the keeping of
records, and checking every item of information in the records before appending signatures by school heads.

This finding is in agreement with that of Ogbonnaya (1994) who states that school principals and teachers should embrace ideal administrative practices that could ensure effective and efficient school record keeping management in the school system. He added that such ideal practices include: delegation of work to staff, recording facts as they occurred, keeping of accurate records, monitoring of teacher adherence to instructions regarding record keeping management, among others.

**Problems Associated with keeping of School Records**

With reference to research question three, which sought to find out the problems associated with keeping the school records, the respondents agreed that the problems associated with keeping of school records include; untimely supply of records to school management, lack of thorough supervision by principals, lack of fund, inadequate knowledge of records keepers, corruption of data, lack of zeal on the part of teachers regarding keeping of school records, among others.

In the light of the above findings, it is open that there are so many problems associated with keeping the school records. This verification is in line with that of Uwazurike (1991), who opined that, untimely supply of records, lack of thorough supervision and funds, inadequate knowledge of record keeping, incessant alteration of records and role conflict among school principals among others are the chief problems recorded to have associated with records keeping in school system.

**Strategies for Improving the Management of School Records**

Looking at the research question four, which discusses the strategies for improving school records management in secondary schools, the respondents (principals and teachers) agreed that the strategies for improving school record management in secondary schools are;
giving priority to the supply of necessary school records to schools, funds made for school records management should be retired accordingly, managers of school records should be given opportunity for professional course through in-service training, school heads should ensure that records are supplied on time, and should not be influenced by political consideration. They are also of the opinion that every school head should have a “Data Board” containing summary of data on both staff, students and school activities. The fruitfulness of these findings cannot be overemphasized. This is because, a great number of school mismanagement and poor academic performance have been solved through the improvement on school data and record keeping management in the school system. This is in agreement with that of Idoko (2005), who maintains that school record management will continue to suffer neglect and misappropriation unless school administrators employ desirable strategies for improving on school records management. He added that these strategies could be; placing high priority on the supply of necessary school records to schools, funds ear-marked for records management should be retired accordingly, opportunity should be given to school administrators for professional training course in the area of records keeping management and timely supply of school records, among others.

Conclusions

From the findings from this study and observation of the researcher, the following conclusions can be drawn;

1. Accurate records keeping in the school is very important and as such have great influence on the management and administrative performance of the principals and teachers.

2. The principals who adhere to acceptable and ideal administrative practices in keeping of school records stand chances of improved standard of school records management in the school system.
3. Effective school records management is very vital in general school management. In other words, principals and teachers, must of necessity, ensure accurate school records in the pursuit and accomplishment of school goals and objectives.

4. Where principals fail to employ thorough supervision, achievement of good school records management will always be at crossroads. Also lack of zeal and interest on the part of teachers to keep records in school system dwindle and prevent smooth running of school event.

5. Many of the misunderstanding between schools and school boards/ministries or school heads and teachers are not unconnected with the non-adherence of genuine and accurate school records keeping management.

Educational Implications

One of the educational implication of the findings is that records keeping is the major tool for effective and efficient implementation of school programmes and objectives. The neglect of accurate records keeping in school system, makes the activities of principals subject to criticism among staff and students including school boards and ministries. Hence, principals and staff must of necessity ensure accurate school records keeping towards achieving school goals and objectives.

Another implication of this study is that crises of misappropriation of funds and cases of ghost workers in school system have been known to be offshoots of inaccurate aid falsification of records keeping in school administration. To solve these problems requires that school principals should employ accurate and reliable records for healthy school management. Finally, there cases of misunderstanding between school administration community and (PTA), including school boards over students enrollment, number of PTA staff and amount collected from PTA levy among others. These problems are traceable to inaccurate and unreliable records keeping by school principals. Hence, for community and
School Boards to first assess school principals in their school management, it is expected that principals should keep valid and reliable school records for smooth school administration.

**Recommendations**

Based on the findings, observations and conclusions of this study, the researcher arrived at the following recommendations;

1. Principals should be exposed to the following school records which were found to be currently kept in secondary schools; admission and withdrawal register, log book, attendance register, school time table, diary of work, visitors book, exam record book, time movement book, a copy of National policy on Education and lesson note/plan. This should be done through conferences, workshops, supervisions, among others.

2. Principals should specifically employ the following administrative practices that characterized the keeping of school records; principals delegate the keeping of day-to-day school records to teachers, record events as they occur in the appropriate record booklet, keep accurate custody of record materials and books in their offices, monitor teachers adherence to instructions on the keeping of records, check every item of information in the records before appending signatures by principals.

3. In order to solve problems associated with the keeping of school records, the following ideal strategies for improving on school records management should be employed. Supply of necessary school records to schools should be given the priority it deserves, funds ear-marked for school records management should be kept for its use, managers of school records should be given chance for professional course through in-service training, school heads should ensure that records are supplied on time, record management should not be influenced by political consideration and every school head should have a “Data Board” containing summary of data on both staff, students and school activities.
Limitations of the Study

The study had one major limitation. Although, the study accomplished the purpose for which it set out to achieve, it could not obtained the view of some key respondents (e.g. the students) which could have made the result more valid and reliable. Limiting respondents to only principals and teachers was therefore restrictive.

Suggestions for Further Studies

Based on the findings of this study, the researcher suggests that further research work should be carried out in some other areas relating to this study. Such areas are indicated below;

1. Constraints to effective school record keeping management.
2. Effects of poor record keeping on secondary school management.

Summary of the Study

The study investigated the management of school records in secondary schools in Otukpo education zone. The need for the study stems from the fact that some of the school principals do not actually appreciate the value of accurate record keeping in school management. They rather fail to adhere such accurate and reliable school record keeping. In this case, some principals falsify records and choose to keep unreliable and inaccurate records only to achieve their evil self interest.

Four research questions and three null hypotheses were formulated for the study. A thirty (30) item study questionnaire was developed and administered to fifty-two (52) principals and three hundred and sixty four (364) teachers that teach in the fifty one (51) secondary schools in Otukpo Education zone.

The data collected were analyzed with regard to each research question using mean scores. A mean score of 2.50 was adopted as the cut-off point or acceptable level for the
statements. The t-test statistics was employed in testing the null hypotheses formulated for
the study.

The analysis indicates that principals and teachers who responded to the items agree
that the school records currently kept in secondary schools are; admission and withdrawal
register, log book, attendance register, school time table, diary of work, visitors book, exam
record, time movement book, a copy of National policy on education and lesson note. The
analysis equally indicates that the administrative practices that characterized the keeping of
school records include; principals delegate the keeping of day-to-day school records to
teachers, record events as they occur, keep accurate custody of record, monitor teachers
adherence to instruction regard record keeping and check every item of information in the
records before appending signatures by school heads.

In the analysis also, it was also indicated that, the problems associated with the
keeping of school records are; untimely supply of records to schools, lack of thorough
supervision by principals, lack of funds, inadequate knowledge of record keeping, destruction
of vital records by termites or flood, alteration of data by staff, lack of zeal and interest on the
area of record keeping and too many administrative functions of school principals.
Furthermore, the analysis shows that the strategies for improving on school records
management include; supply of necessary school records to schools should be given the
priority it deserves, funds ear-marked for school record management should retired
accordingly, managers of school records should be given opportunity for professional course
through in-service training, school heads should ensure that records are supplied on time,
record management should not be influenced by political consideration and that, every school
head should have a “Data Board” containing summary of data on staff, students including
school activities.
REFERENCES


NTI, Kaduna, Advance Diploma in Education Foundation EDF 201.


<table>
<thead>
<tr>
<th>S/NO.</th>
<th>NAMES OF SECONDARY SCHOOLS</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jesus College, Otukpo</td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
<td>St. Francis College, Otukpo</td>
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<td>4.</td>
<td>St. Anne’s College, Otukpo</td>
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<td>5.</td>
<td>St. Monica’s Secondary School, Otukpo</td>
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<tr>
<td>7.</td>
<td>Ujor Memorial College, Otukpo</td>
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<tr>
<td>8.</td>
<td>Otukpo Community Secondary School, Upu-Otukpo</td>
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<td>9.</td>
<td>Ewulo College, Otukpo</td>
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<td>10.</td>
<td>Idoma Community Secondary School, Otobi</td>
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<td>Akpa Community Secondary School Allan-Akpa</td>
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<td>12.</td>
<td>Holy Rosary College, Adoka</td>
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<td>13.</td>
<td>Ejiga Memorial College, Okpaflo-Adoka</td>
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<td>15.</td>
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<tr>
<td>16.</td>
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<td>17.</td>
<td>Ugboju Community Secondary, Okpachenyi</td>
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<td>Adokpela College, Umogidi Adoka</td>
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<td>19.</td>
<td>Ugboju-Icho Community Secondary School, Ipom</td>
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<td>20.</td>
<td>Elabo Technical Secondary School, Okpaflo Adoka</td>
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<td>21.</td>
<td>St. Mary’s Ondo – Ugboju</td>
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<td>Methodist High School Ombi, Ugboju</td>
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<td>25.</td>
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<td>King’s College, Ogobia</td>
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<td>29.</td>
<td>Ben Secondary School, Otukpo</td>
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<td>30.</td>
<td>Bishop Okwoche Memorial Methodist Girl’s High School, Otukpo</td>
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<td>31.</td>
<td>Methodist High School, Jericho, Otukpo</td>
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<td>School Name</td>
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<td>32.</td>
<td>Methodist High School, Adoka</td>
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<td>33.</td>
<td>Odumu Ocheibi Memorial Secondary School, Otukpo</td>
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<td>34.</td>
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<td>United Secondary Community Secondary, Otukpo</td>
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<td>36.</td>
<td>Ai-Agboko Memorial College, Akpegede, Otukpo</td>
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<td>37.</td>
<td>Muslim Community Secondary School, Otukpo</td>
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<tr>
<td>38.</td>
<td>St. Michael Secondary School, Otukpo</td>
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<td>39.</td>
<td>Divine Love Secondary School, Ogobia</td>
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<td>40.</td>
<td>Echioda Royal college, Ogoli Ugboju</td>
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<tr>
<td>41.</td>
<td>Ochefu Memorial College, Ogobia</td>
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<td>42.</td>
<td>St. Stephen’s Secondary School, Okokolo, Otukpo</td>
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<td>43.</td>
<td>Adoka Demonstration College, Ojinebe, Adoka</td>
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<td>44.</td>
<td>Domax Int. Comprehensive Secondary School, Otukpo</td>
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<tr>
<td>45.</td>
<td>ALCO Secondary School, Otukpo</td>
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<tr>
<td>46.</td>
<td>21st Century College, Ojakpama, Adoka</td>
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<tr>
<td>47.</td>
<td>Winners Model College, Ojakpama, Adoka</td>
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<tr>
<td>48.</td>
<td>Vama Model College, Otada</td>
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<td>49.</td>
<td>Mt. Carmel College, Otukpo</td>
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<tr>
<td>50.</td>
<td>El-Kings College, Otukpo</td>
</tr>
<tr>
<td>51.</td>
<td>Abah Memorial Secondary School, Okoto – Ugboju</td>
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<tr>
<td>52.</td>
<td>Adoyi Memorial College, Otukpo</td>
</tr>
</tbody>
</table>
APPENDIX B

Department of Educational Foundation
University of Nigeria,
Nsukka,
Enugu State.

Dear Respondent(s),

QUESTIONNAIRE ON MANAGEMENT OF SCHOOL RECORDS IN SECONDARY SCHOOL IN OTUKPO EDUCATION ZONE (MSRSSQ)

I am a post-graduate student of the above Department conducting a research work on Management of School Records in Secondary Schools in Otukpo Education Zone of Benue state.

I solicit for your honest response to the attached questions. The information sought will be treated in strict confidence and will be used for research purpose only.

Thanks for your anticipated assistance.

Yours faithfully,

Omoha, Fatu D.
(Researcher)
PG/M.Ed/10/52507
MANAGEMENT OF SCHOOL RECORDS IN SECONDARY SCHOOL IN OTUKPO EDUCATION ZONE

Department of educational foundation
University of Nigeria,
Enugu State.

Dear Sir/Madam,

REQUEST FOR VALIDATION

I am a post-graduate student of the above Department conducting a research work on Management of School Records in Secondary Schools in Otukpo Education Zone of Benue State.

I enclose this instrument to seek your opinion on the effectiveness of record management in secondary schools in Otukpo education zone. Kindly take some few minutes out of your busy schedule to validate where necessary.

I shall be graceful if this request is given urgent consideration.

Thanks.

Yours faithfully,

Omoha, Fatu D.
(Researcher)
PG/M.Ed/10/52507
MANAGEMENT OF SCHOOL RECORDS IN SECONDARY SCHOOL IN OTUKPO EDUCATION ZONE

Purpose of Study

The main purpose of this study is to investigate the management of school records in secondary schools in Otukpo education zone of Benue State.

Specifically, the study will:

(1) Find out what school records are presently kept in secondary schools.

(2) Determine the administrative practices that characterized the keeping of records in secondary school.

(3) Find out the problems associated with keeping of school records.

(4) Determine the strategies for improvement of school records keeping.

Research Questions

The following research questions guided the study:

1. What school records are presently kept in secondary schools in Otukpo Education Zone?

2. What administrative practices characterize keeping the school records?

3. What problems are associated with keeping the school records?

4. What are the strategies for the improvement of school records management in secondary schools in Otukpo education zone?

Hypothesis

The following null hypothesis were formulated for this study and tested at 0.05 level of significance:

Ho₁: There will be no significance difference between the mean ratings of secondary school principals and teachers with regard to school records that are kept in secondary schools in Otukpo education zone of Benue State.
**H₀₂:** There will be no significance difference between the mean ratings of secondary school principals and teacher with regard to the problems associated with record keeping in secondary schools.

**H₀₃:** There will be no significant difference between the mean ratings of principals and teachers with regard to the strategies for improving school records keeping in secondary schools.
QUESTIONNAIRE ON MANAGEMENT OF SCHOOL RECORDS IN SECONDARY SCHOOL IN OTUKPO EDUCATION ZONE OF BENUE STATE (MSRSSQ)

Dear Respondents,

Kindly provide your candid opinion as regards the items contained in this questionnaire. Your responses are mainly for research purposes and will be kept confidential.

SECTION A:

PERSONAL DATA

Please you are requested to tick (√) against any option most appropriate to you.

Status: PRINCIPAL [ ] TEACHER [ ]

SECTION B

MANAGEMENT OF SCHOOL RECORDS IN SECONDARY SCHOOL

Instruction: Please use the following keys to answer these clusters.

Strongly Agree (SA)
Agree (A)
Disagree (D)
Strongly Disagree (SD)
### CLUSTER A

**THE SCHOOL RECORDS THAT ARE CURRENTLY KEPT IN SECONDARY SCHOOLS ARE:**

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>1.</td>
<td>Admission and withdrawal register</td>
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<td>2.</td>
<td>Log book for recording school events</td>
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<td>3.</td>
<td>Attendance register used to register the names of the students</td>
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<td>4.</td>
<td>School timetable that shows the daily activities class by class</td>
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<td>5.</td>
<td>Diary of work</td>
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<td>6.</td>
<td>Visitors book used for important personalities that visit the school</td>
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<td>7.</td>
<td>Examination record book used for compiling the results of the students</td>
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<td>8.</td>
<td>Time movement book used for recording movement of teachers when going out of school</td>
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<td>9.</td>
<td>A copy of National Policy on Education that shows government rules and regulations</td>
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<td>10.</td>
<td>Lesson plan/note book that contains the summary of what to teach</td>
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### CLUSTER B

**ADMINISTRATIVE PRACTICES THAT CHARACTERIZED THE KEEPING OF SCHOOL RECORDS INCLUDE**

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<th>ITEMS</th>
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<th>D</th>
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<td>11.</td>
<td>Principals delegate the keeping of day-to-day school records to teachers.</td>
<td></td>
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<td>12.</td>
<td>Record events as they occur in the appropriate record booklet</td>
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<td>13.</td>
<td>Keep accurate custody of record materials and books in their offices</td>
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<td>14.</td>
<td>Monitor teachers adherence to instructions on the keeping of records</td>
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<td>15.</td>
<td>Check every item of information in the records before appending their signatures</td>
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### CLUSTER C

**PROBLEMS ASSOCIATED WITH THE KEEPING OF SCHOOL RECORDS**

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<th>D</th>
<th>SD</th>
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<tr>
<td>16.</td>
<td>Untimely supply of records to schools</td>
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<td>17.</td>
<td>Lack of thorough supervision by principals</td>
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<td>18.</td>
<td>Lack of funds to procure books and other equipments</td>
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<td>19.</td>
<td>Inadequate knowledge of record keepers on the use of information from records</td>
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<tr>
<td>20.</td>
<td>Destruction of records by termites, flood or storm</td>
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<td>21.</td>
<td>Corruption of data by human beings due to deliberate alteration or erasure</td>
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<td>22.</td>
<td>Negative attitude to work by the principals</td>
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<td>23.</td>
<td>Lack of zeal and interest on the part of teachers to keep records</td>
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<td>24.</td>
<td>Too many administrative functions of the principals</td>
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## CLUSTER D

STRATEGIES FOR IMPROVING ON SCHOOL RECORDS MANAGEMENT IN SCHOOLS.

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<td>Supply of necessary school records to schools should be given the priority it deserves.</td>
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<td>26</td>
<td>Funds made for school records management should be kept for its use.</td>
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<td>27</td>
<td>Managers of school records should be given opportunity for professional course through in-service training.</td>
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<td>28</td>
<td>School heads should ensure that records are supplied on time even if it means using internally generated funds for their timely purchase.</td>
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<td>29</td>
<td>Record management should not be influenced by political consideration.</td>
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<td>30</td>
<td>Every school head should have a “Data Board” containing summary of data on staff, students and activities in the school.</td>
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